HISTORY 101. The Greeks. 4-5 Units.
250 years ago, for almost the first time in history, a few societies rejected kings who claimed to know what the gods wanted and began moving toward democracy. Only once before had this happened—in ancient Greece. This course asks how the Greeks did this, and what they can teach us today. It uses texts and archaeology to trace the material and military sides of the story as well as cultural developments, and looks at Greek slavery and misogyny as well as their achievements. Weekly participation in a discussion section is required.
Same as: CLASSICS 83

HISTORY 102. History of the International System. 5 Units.
After defining the characteristics of the international system at the beginning of the twentieth century, this course reviews the primary developments in its functioning in the century that followed. Topics include the major wars and peace settlements; the emergence of Nazism and Communism; the development of the Cold War and nuclear weapons; the rise of China, India, and the EU; and the impact of Islamic terrorism. The role of international institutions and international society will also be a focus as will the challenge of environment, health, poverty, and climate issues to the functioning of the system.
Same as: INTNLREL 102

HISTORY 102A. The Romans. 3-5 Units.
How did a tiny village create a huge empire and shape the world, and why did it fail? Roman history, imperialism, politics, social life, economic growth, and religious change. Weekly participation in a discussion section is required; enroll in sections on Coursework.
Same as: CLASSICS 84

HISTORY 103D. Human Society and Environmental Change. 4 Units.
Interdisciplinary approaches to understanding human-environment interactions with a focus on economics, policy, culture, history, and the role of the state. Prerequisite: ECON 1.
Same as: EARTHSYS 112, EARTHSYS 212, ESS 112

HISTORY 103F. The Changing Face of War: Introduction to Military History. 3-5 Units.
Introduces students to the rich history of military affairs and, at the same time, examines the ways in which we think of change and continuity in military history. How did war evolve from ancient times, both in styles of warfare and perceptions of war? What is the nature of the relationship between war and society? Is there such a thing as a Western way of war? What role does technology play in transforming military affairs? What is a military revolution and can it be manufactured or induced? Chronologically following the evolution of warfare from Ancient Greece to present day so-called new wars, we will continuously investigate how the interdependencies between technological advances, social change, philosophical debates and economic pressures both shaped and were influenced by war. Students satisfying the WiM requirement for the major in International Relations, must enroll in INTNLREL 103F course listing.
Same as: HISTORY 3F, INTNLREL 103F

HISTORY 104D. International Security in a Changing World. 5 Units.
(Formerly IPS 241) This class examines the most pressing international security problems facing the world today: nuclear crises, nuclear non-proliferation, digital security, terrorism, and climate change. Alternative perspectives--from political science, history, and STS (Science, Technology, and Society) studies—are used to analyze these problems. The class includes an award-winning two-day international negotiation simulation.
Same as: INTLPOL 241, POLISCI 114S

HISTORY 105C. Human Trafficking: Historical, Legal, and Medical Perspectives. 5 Units.
(Same as HISTORY 5C. History majors and others taking 5 units, enroll in 105C.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Students interested in service learning should consult with the instructor and will enroll in an additional course.
Same as: CSRE 105C, EMED 105C, FEMGEN 105C, HUMRTS 112, INTNLREL 105C

HISTORY 106A. Global Human Geography: Asia and Africa. 5 Units.
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.

HISTORY 106B. Global Human Geography: Europe and Americas. 5 Units.
Patterns of demography, economic and social development, geopolitics, and cultural differentiation. Use of maps to depict geographical patterns and processes.

HISTORY 107. Introduction to Urban Studies. 4 Units.
Today, for the first time in history, a majority of people live in cities. By 2050, cities will hold two-thirds of the world’s population. This transformation touches everyone, and raises critical questions. What draws people to live in cities? How will urban growth affect the world’s environment? Why are cities so divided by race and by class, and what can be done about it? How do cities change who we are, and how can we change cities? In this class, you will learn to see cities in new ways, from the smallest everyday interactions on a city sidewalk to the largest patterns of global migration and trade. We will use specific examples from cities around the world to illustrate the concepts that we learn in class. The course is intended primarily for freshmen and sophomores.
Same as: URBANST 110

HISTORY 107E. Islamic Routes: Archaeology and Heritage of Muslim Societies. 3-5 Units.
How has archaeology changed our knowledge of the spread of Islam and past Muslim societies? How does archaeology shape heritage debates, conflicts and ideas about Islam today? Topics include the city and urban change, secular and religious life, gender, economy, and globalization. These topics are explored using archaeological and critical heritage approaches. Focus is on examples drawn from Syria-Palestine, Egypt, Iraq, Arabian Peninsula, India, and Africa. Sources include archaeological data and material culture, historical texts in translation, and photography.
Same as: ANTHRO 13A, HISTORY 7E

HISTORY 108. Mass Violence in the Modern Era. 3-5 Units.
Explores the evolution, varieties and logic of mass violence in modern history. Examines social, political, ethno national, revolutionary and religious violence, and efforts to curtail them. Begins with the emergence of genocide as an international issue; proceeds with colonial genocides in late 19th century Africa, and moves to the Armenian genocide in the Ottoman Empire; Nazi and Nazi inspired racial murder; Communist induced mass violence in the Soviet Union and Asia; ethnic cleansing in former Yugoslavia; the recent genocides in Rwanda and Sudan; and attempts to confront genocides and crimes against humanity in international courts and institutions.
Same as: HISTORY 8
HISTORY 10B. Renaissance to Revolution: Early Modern Europe. 3 Units.
(9ame as HISTORY 10B. History majors and others taking 5 units, register for 110B.) Few historical settings offer a more illuminating perspective on our world today than old-regime Europe. Few cast a darker shadow. Science and the enlightened ambition to master nature and society, the emergence of statehood and its grasp for human mobility, bloodshed and coexistence in the face of religious fragmentation, as well as capitalism and the birth of modern finance: this course surveys some of the most consequential developments in European societies between the late fifteenth and the early nineteenth century.

HISTORY 10N. Thinking About War. 3 Units.
This course examines classic approaches to war as an intellectual problem, looking at how a matter of such great physical violence and passions can be subjected to understanding and used in philosophy, political theory, and art. Questions to be examined include the definition of war, its causes, its moral value, the nature of its participants, its use in the self-definition of individuals and societies, its relation to political authority, warfare and gender, and the problem of civil war.

HISTORY 10SC. Biography in History, Fiction, and Elsewhere. 2 Units.
How biographers, novelists, critics and others have written about the rhythms of life the lives of the famous as well as the obscure - will be explored in this course. Biographical writing can be frivolous, but at its best it has the capacity to undercover so much of life's richness, complexity, and confusions. We'll study biography with the use of some of the most resonant, compelling examples of the genre. Together we'll read books about poets Sylvia Plath and Ted Hughes, Henry James Aspern Papers, the brilliant novel on biographical writing, A. S. Byatt's Possession, and Norman Mailer on Marilyn Monroe. How one chooses one topic over another; the differences and similarities between the representation of lives in fiction and biography; the benefits and pitfalls of an intense identification with one's own subjects these and other matters will be examined. We'll meet in San Francisco with local writers wrestling with issues of this sort, and students will be encouraged to try their hands at writing about lives based on research, personal observation, or both.

HISTORY 110B. Renaissance to Revolution: Early Modern Europe. 5 Units.
(9ame as HISTORY 10B. History majors and others taking 5 units, register for 110B.) Few historical settings offer a more illuminating perspective on our world today than old-regime Europe. Few cast a darker shadow. Science and the enlightened ambition to master nature and society, the emergence of statehood and its grasp for human mobility, bloodshed and coexistence in the face of religious fragmentation, as well as capitalism and the birth of modern finance: this course surveys some of the most consequential developments in European societies between the late fifteenth and the early nineteenth century.

HISTORY 112. Medicine and Disease in the Ancient World. 5 Units.
(9ame as HISTORY 12. History majors and others taking 5 units, register for HISTORY 112.) This course explores medicine and disease through case studies from civilizations of the ancient world such as Egypt, Greece, and Peru. We will discuss how these cultures conceptualized disease, and in turn, how they contended with illnesses. Lectures will address different forms of illness through medical texts, art, and human remains. Weekly discussion will incorporate evidence from these sources to explore both their potential and their limitations.

HISTORY 113. Before Globalization: Understanding Premodern World History. 3-5 Units.
(Formerly CLASSHIS 147.) This course covers the history of the world from 60,000 years ago until 1500 by asking big questions: Why did civilizations develop the way they did? What factors were responsible for similarities and differences between different parts of the world? What does this mean for our newly globalized world?

HISTORY 114. Origins of History in Greece and Rome. 4-5 Units.
The beginnings and development of historical writing in the ancient world. Emphasis on major classical historians and various models of history they invented, from local to imperial, military, cultural, biographical, world history and church history. Focus on themes of power, war, loss, growth and decline, as put by the ancients into historical narrative forms and probed by way of historical questioning and explanation. Attention to how these models resonate still today. Readings in translation: Herodotus, Thucydides, Tacitus, Livy and others. Some as: CLASSICS 88

HISTORY 115D. Europe in the Middle Ages, 300-1500. 3-5 Units.
This course provides an introduction to Medieval Europe from the fall of Rome to the Renaissance. While the framework of the course is chronological, we'll concentrate particularly on the structure of medieval society. Rural and urban life, kingship and papal government, wars and plagues provide the context for our examination of the lives of medieval people, what they believed, and how they interacted with other, both within Christendom and beyond it. This course may count as DLCL 123, a course requirement for the Medieval Studies Minor. Some as: HISTORY 15D, RELIGST 115X

HISTORY 116N. Howard Zinn and the Quest for Historical Truth. 3 Units.
With more than two million copies in print, Howard Zinn's A People's History is a cultural icon. We will use Zinn's book to probe how we determine what was true in the past. A People's History will be our point of departure, but our journey will visit a variety of historical trouble spots: debates about whether the US was founded as a Christian nation, Holocaust denial, and the "Birther" controversy of President Obama. Some as: EDUC 116N

HISTORY 117. Ancient Empires: Near East. 4-5 Units.
Why do imperialists conquer people? Why do some people resist while others collaborate? This course tries to answer these questions by looking at some of the world's earliest empires. The main focus is on the expansion of the Assyrian and Persian Empires between 900 and 300 BC and the consequences for the ancient Jews, Egyptians, and Greeks. The main readings come from the Bible, Herodotus, and Assyrian and Persian royal inscriptions, and the course combines historical and archaeological data with social scientific approaches. Weekly participation in a discussion section is required. Some as: CLASSICS 81

HISTORY 111N. The Roman Empire: Its Grandeur and Fall. 4 Units.
Preference to freshmen. Explore themes on the Roman Empire and its decline from the 1st through the 5th centuries C.E.. What was the political and military glue that held this diverse, multi-ethnic empire together? What were the bases of wealth and how was it distributed? What were the possibilities and limits of economic growth? How integrated was it in culture and religion? What were the causes and consequences of the conversion to Christianity? Why did the Empire fall in the West? How suitable is the analogy of the U.S. in the 21st century? Some as: CLASSICS 26N

HISTORY 11SC. How Is a Buddha? 2 Units.
Buddhism as a system of thought, a culture, a way of life, a definition of reality, a method for investigating it, and a mental, physical, and social practice. Buddhism as a total phenomenon. Readings, films, music, and art. Some as: RELIGST 115X, PSYCH 175, PSYCH 176
HISTORY 11W. Service-Learning Workshop on Issues of Education Equity. 1 Unit.
Introduces students to a variety of issues at stake in the public education of at-risk high school youth in California. Participants will hear from some of the leading faculty in the School of Education as well as the Departments of Psychology, Sociology, and others, who will share perspectives on the problems and challenges of educating a diverse student body in the state's public school system. The service-learning component of the workshop is a mentoring project (Stanford Students for Educational Equity) with junior class history students from East Palo Alto Academy High School, a Stanford charter school.
Same as: CSRE 11W

HISTORY 12. Medicine and Disease in the Ancient World. 3 Units.
(Same as HISTORY 112. History majors and others taking 5 units, register for 112.) This course explores medicine and disease through case studies of civilizations of the ancient world such as Egypt, Greece, and Peru. We will discuss how these cultures conceptualized disease, and in turn, how they contended with illnesses. Lectures will address different forms of illness through medical texts, art, and human remains. Weekly discussion will incorporate evidence from these sources to explore both their potential and their limitations.

HISTORY 120A. The Russian Empire, 1450-1800. 5 Units.
(Same as HISTORY 20A. History majors and others taking 5 units, register for 120A.) Explores rise of Russian state and expanse of empire; patterns of governance of a Eurasian empire; strategies and institutions of governance; survey of various ethnic and religious groups in empire and their varied cultures and political economies; gender and family; serfdom; Russian Orthodox religion and culture; reforms and Europeanization of 18th century.

HISTORY 120B. The Russian Empire. 5 Units.
From Peter the Great to the Bolsheviks. Russia as an empire; its varied regions, including the Caucasus, Central Asia, Ukraine, Poland, and the Baltics. Focus is on the politics and cultures of empire. Sources include novels, political tracts, paintings, music, and other primary sources.

HISTORY 120C. 20th-Century Russian and Soviet History. 5 Units.
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.

HISTORY 126B. Protestant Reformation. 3-5 Units.
The emergence of Protestant Christianity in 16th-century Europe. Analysis of writings by evangelical reformers (Luther, Calvin, Zwingli, Sattler, Hubmeier, Münzer) and study of reform movements (Lutheran, Reformed, Anabaptist, Spiritualist) in their medieval context and as expressions of new and influential visions of Christian belief, life, social order.
Same as: RELIGST 126

HISTORY 12N. Income and wealth inequality from the Stone Age to the present. 4 Units.
Rising inequality is a defining feature of our time. How long has economic inequality existed, and when, how and why has the gap between haves and have-nots widened or narrowed over the course of history? This seminar takes a very long-term view of these questions. It is designed to help you appreciate dynamics and complexities that are often obscured by partisan controversies and short-term perspectives, and to provide solid historical background for a better understanding of a growing societal concern.
Same as: CLASSICS 12N

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

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

HISTORY 137A. Europe, 1945-2002. 5 Units.
Europe's transformation from the end of WW II to an expanded EU. Political, cultural, economic, and social history. Topics: postwar reconstruction, Cold War, consumer versus socialist culture, collapse of Communism, postcommunist integration.

HISTORY 137D. Germany's Wars and the World, 1848-2010. 3-5 Units.
This course examines a series of explosive encounters between Germans, Europe, and the world. Starting with the overlooked revolutions of 1848 and ending with the reunification of West Germany and East Germany after the Cold War, the course will explore a range of topics: capitalism, communism, imperialism, nationalism, diplomacy, antisemitism, gender, race, and the Holocaust, among others. We will also consider competing visions of Germany its borders, its members, its enemies.
Same as: HISTORY 37D

HISTORY 138G. Europe and Its Great Migrations: The Modern Period. 3-5 Units.
From the "Germanic" people's migrations of antiquity to the global refugee crises of today, migration has left an indelible mark on European society. What are the causes and consequences of periods of "mass" migration? Surveying major episodes in recent European migration history, we will explore how human mobility has historically shaped culture, politics, economics, and society on this continent. Special attention will be given to the 19th century; an exceptional chapter in global migration history that saw some 55 million Europeans departing for the Americas.
Same as: HISTORY 38G

HISTORY 140. World History of Science. 5 Units.
(Same as HISTORY 40. History majors and others taking 5 units, register for 140.) The earliest developments in science, the prehistoric roots of technology, the scientific revolution, and global voyaging. Theories of human origins and the oldest known tools and symbols. Achievements of the Mayans, Aztecs, and native N. Americans. Science and medicine in ancient Greece, Egypt, China, Africa, and India. Science in medieval and Renaissance Europe and the Islamic world including changing cosmologies and natural histories. Theories of scientific growth and decay; how science engages other factors such as material culture and religions.

HISTORY 140A. The Scientific Revolution. 5 Units.
What do people know and how do they know it? What counts as scientific knowledge? In the 16th and 17th centuries, understanding the nature of knowledge engaged the attention of individuals and institutions including Copernicus, Galileo, Descartes, Newton, the early Royal Society, and less well-known contemporaries. New meanings of observing, collecting, experimenting, and philosophizing, and political, religious, and cultural ramifications in early modern Europe.
HISTORY 144. Women and Gender in Science, Medicine and Engineering. 5 Units.
(Same as HISTORY 44. Majors and others taking 5 units, enroll in HISTORY 144.) Men's and women's roles in science, medicine, and engineering over the past 200 years with a focus on the present. What efforts are underway globally to transform research institutions so that both men's and women's careers can flourish? How have science and medicine studied and defined males and females? How can we harness the creative power of gender analysis to enhance knowledge and spark innovation? Same as: FEMGEN 144

HISTORY 145A. Africa Until European Conquest. 5 Units.
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.

HISTORY 145B. Africa in the 20th Century. 5 Units.
(Same as HISTORY 45B. History majors and others taking 5 units, register for 145B.) The challenges facing Africans from when the continent fell under colonial rule until independence. Case studies of colonialism and its impact on African men and women drawn from West, Central, and Southern Africa. Novels, plays, polemics, and autobiographies written by Africans.
Same as: AFRICAAM 145B

HISTORY 146. History of Humanitarian Aid in sub-Saharan Africa. 4-5 Units.
Explores humanitarian endeavors through the era of the slave trade, colonialism, the Cold War and the present. Our focus is both local and global examining international humanitarian policy and the effects and perceptions of humanitarian aid within different African localities. Assignments use primary and secondary sources including organizational reports, ethnographies, memoirs and film. Topics: anti-slave trade and abolition movements, `civilizing¿ missions, development, refugees, peacekeeping, famine and women's rights.

HISTORY 147. History of South Africa. 5 Units.
(Same as HISTORY 47. History majors and others taking 5 units, register for 147.) Introduction, focusing particularly on the modern era. Topics include: pre-colonial African societies; European colonization; the impact of the mineral revolution; the evolution of African and Afrikaner nationalism; the rise and fall of the apartheid state; the politics of post-apartheid transformation; and the AIDS crisis. Same as: AFRICAAM 147, CSRE 174

HISTORY 148. The Egyptians. 3-5 Units.
Overview of ancient Egyptian pasts, from predynastic times to Greco-Roman rule, roughly 3000 BCE to 30 BCE. Attention to archaeological sites and artifacts; workings of society; and cultural productions, both artistic and literary. Participation in class is required. Same as: AFRICAAM 30, CLASSICS 82, HISTORY 48

HISTORY 149C. The Slave Trade. 5 Units.
(Same as HISTORY 49C. History majors and others taking 5 units, enroll in 149C.) Slave trades and forms of slavery in W. Africa from 1000 to 1885; impacts on lives, social organization, and political structures. Slavery in Islam, the slave market in the Mediterranean and Middle East, and the Saharan slave trade. Slavery within Africa, growth of the Atlantic trade, the Middle Passage, and war and trade that produced slaves. Impact of the Industrial Revolution and European abolition movements on the use of slaves and warfare in Africa. The relationship between slaving and the European conquest of Africa.

HISTORY 14N. Making the Middle Ages. 3 Units.
Through hands-on engagement with Stanford's diverse collections of medieval artifacts—from grungy coins to lavish manuscripts—this course offers an introduction to the cultures of Europe and the Mediterranean world from 400-1400 CE. In addition, the course will explore competing contemporary understandings of the "Middle Ages" and the role of the "medieval" in shaping what it means to be "modern".

HISTORY 150A. Colonial and Revolutionary America. 5 Units.
(Same as HISTORY 50A. History majors and others taking 5 units, register for HISTORY 150A.) Survey of the origins of American society and polity in the 17th and 18th centuries. Topics: the migration of Europeans and Africans and the impact on native populations; the emergence of racial slavery and of regional, provincial, Protestant cultures; and the political origins and constitutional consequences of the American Revolution. Same as: AMSTUD 150A

HISTORY 150B. Nineteenth Century America. 5 Units.
(Same as HISTORY 50B. History majors and others taking 5 units, register for 150B.) Territorial expansion, social change, and economic transformation. The causes and consequences of the Civil War. Topics include: urbanization and the market revolution; slavery and the Old South; sectional conflict; successes and failures of Reconstruction; and late 19th-century society and culture. Same as: AFRICAAM 150B, AMSTUD 150B, CSRE 150S

HISTORY 150C. The United States in the Twentieth Century. 5 Units.
(Same as HISTORY 50C. History majors and others taking 5 units, register for 150C.) 100 years ago, women and most African-Americans couldn't vote; automobiles were rare and computers didn't exist; and the U.S. was a minor power in a world dominated by European empires. This course surveys polls, culture, and social movements to answer the question: How did we get from there to here? Two historical research "labs" or archival sessions focus on the Great Depression in the 1930s and radical and conservative students movements of the 1960s. Suitable for non-majors and majors alike.
Same as: AMSTUD 150C

HISTORY 151. The American West. 5 Units.
The American West is characterized by frontier mythology, vast distances, marked aridity, and unique political and economic characteristics. This course integrates several disciplinary perspectives into a comprehensive examination of Western North America: its history, physical geography, climate, literature, art, film, institutions, politics, demography, economy, and continuing policy challenges. Students examine themes fundamental to understanding the region: time, space, water, peoples, and boom and bust cycles.
Same as: AMSTUD 124A, ARTHIST 152, ENGLISH 124, POLISCI 124A

HISTORY 152. History of American Law. 5 Units.
(Formerly Law 318. Now Law 3504.) This course examines the growth and development of American legal institutions with particular attention to crime and punishment, slavery and race relations, the role of law in developing the economy, and the place of lawyers in American society, from colonial times to the present. Special Instructions: Any student may write a paper in lieu of the final exam with consent of instructor. After the term begins, students accepted into the course can transfer from section (01) into section (02), which meets the R requirement, with consent of the instructor. Elements used in grading: Final exam or paper. Automatic grading penalty waived for writers. Cross-listed with History (HISTORY 152 Consent of instructor required) & (HISTORY 352B).
Same as: HISTORY 352B
HISTORY 152K. America as a World Power: U.S. Foreign Relations, 1914 to Present. 5 Units.
This course will examine the modern history of American foreign relations, from 1914 to the present. Beginning with the fateful decision to intervene in the First World War, it will examine the major crises and choices that have defined the "American Century." Our study of U.S. foreign relations will consider such key factors as geopolitics, domestic politics, bureaucracy, psychology, race, and culture. Students will be expected to undertake their own substantial examination of a critical episode in the era studied. Same as: INTNLREL 168

HISTORY 153. Creation of the Constitution. 5 Units.
(Formerly LAW 230.) The course begins with readings setting forth the intellectual and experiential background of the framing, including common law and natural rights theory, republicanism, economic & political scientific ideas, and colonial and post-Independence experience. We then study large parts of the debates at the Constitutional Convention, primarily using Madison's Notes. Next come the ratification debates, including readings from antifederalist writers, about half of The Federalist, and overviews of the Virginia and New York ratification conventions. We conclude with the addition of the Bill of Rights. Classes consist of a combination of lecture and extensive participation by students. Elements used in grading: Exam. Same as: AMSTUD 154

HISTORY 154. American Intellectual and Cultural History to the Civil War. 5 Units.
(Formerly HISTORY 54. History majors and others taking 5 units, register for 154.) How Americans considered problems such as slavery, imperialism, and sectionalism. Topics include: the political legacies of revolution; biological ideas of race; the Second Great Awakening; science before Darwin; reform movements and utopianism; the rise of abolitionism and proletarian thought; phrenology and theories of human sexuality; and varieties of feminism. Sources include texts and images. Same as: AMSTUD 154

HISTORY 155. American Constitutional History from the Civil War to the War on Poverty. 5 Units.
(Formerly LAW 7008.) This course addresses U.S. constitutional history from the post-Civil War Reconstruction period through the mid-20th century. Because of the breadth of the subject matter, the view will necessarily be partial. In particular we will take as our focus the way the Constitution has provided a point of political mobilization for social movements challenging economic and social inequality. Topics covered include: Civil War Reconstruction and restoration; the rise of corporate capitalism and efforts to constrain it; Progressive Era regulation; the New Deal challenge to federalism and the anti-New Deal backlash; government spending; WWII and the Japanese Internment; the Civil Rights Era, and the War on Poverty. Readings will include both legal and historical materials with a focus on the relationship between law and society. Readings will include both legal and historical materials with a focus on the relationship between law and society. Elements used in grading: Class Participation, Attendance, Written Assignments, Final Paper. Paper extensions will be granted with instructor permission. No automatic grading penalty for late papers. Same as: AMSTUD 155

HISTORY 155F. The Civil War and Reconstruction Era, 1830 to 1877. 3-5 Units.
This course explores the causes, course, and consequences of the American Civil War. The Civil War profoundly impacted American life at national, sectional, and constitutional levels, and radically challenged categories of race and citizenship. Topics covered include: the crisis of union and disunion in an expanding republic; slavery, race, and emancipation as national problems and personal experiences; the horrors of total war for individuals and society; and the challenges–social and political–of Reconstruction. Same as: HISTORY 55F

HISTORY 156. American Economic History. 5 Units.
The American economy from colonial times to the present, illustrating the role of history in economic life. Topics: U.S. economic development in global and comparative context; slavery as an economic system; emergence of American technology and business organization; economics of the Great Depression and the New Deal; post-World War II economic performance and social change; globalization, information technology, and inequality. Prerequisite: 1 or 1V. Same as: AMSTUD 116

HISTORY 157. The Constitution: A Brief History. 5 Units.
A broad survey of the Constitution, from its Revolutionary origins to the contemporary disputes over interpretation. Topics include the invention of the written constitution and interpretative canons; the origins of judicial review; the Civil War and Reconstruction as constitutional crises; the era of substantive due process; the rights revolution; and the Constitution in wartime. Same as: AMSTUD 157, POLISCI 128S

HISTORY 158C. History of Higher Education in the U.S.. 3-5 Units.
Major periods of evolution, particularly since the mid-19th century. Premise: insights into contemporary higher education can be obtained through its antecedents, particularly regarding issues of governance, mission, access, curriculum, and the changing organization of colleges and universities. Same as: AMSTUD 165, EDUC 165, EDUC 265

HISTORY 158D. History of Higher Education in the U.S.. 5 Units.
The history of higher education in the US, from the colonial period through its antecedents, particularly regarding issues of governance, mission, access, curriculum, and the changing organization of colleges and universities. Same as: AMSTUD 157, POLISCI 128S

HISTORY 159. Medieval Studies. 4 Units.
Major periods of evolution, particularly since the mid-19th century. Premise: insights into contemporary higher education can be obtained through its antecedents, particularly regarding issues of governance, mission, access, curriculum, and the changing organization of colleges and universities. Same as: AMSTUD 157, POLISCI 128S

HISTORY 159A. Medieval Studies. 5 Units.
Major periods of evolution, particularly since the mid-19th century. Premise: insights into contemporary higher education can be obtained through its antecedents, particularly regarding issues of governance, mission, access, curriculum, and the changing organization of colleges and universities. Same as: AMSTUD 157, POLISCI 128S

HISTORY 160. Europe in the Middle Ages, 300-1500. 3-5 Units.
This course provides an introduction to Medieval Europe from the fall of Rome to the Renaissance. While the framework of the course is chronological, we’ll concentrate particularly on the structure of medieval society. Rural and urban life, kingship and papal government, wars and plagues provide the context for our examination of the lives of medieval people, what they believed, and how they interacted with other, both within Christendom and beyond it. This course may count as DLC1 123, a course requirement for the Medieval Studies Minor. Same as: HIST 115D, RELIGST 115X

HISTORY 164C. History of African American Education: From Abolition to Civil Rights. 2-5 Units.
This course examines the development of African American education from the abolitionist era to the civil rights movement. Topics include: the role of African American educators in the antebellum period; the impact of Reconstruction on educational policies; the rise of black colleges and universities; the struggle for desegregation; and the ongoing challenges facing African American education today. Same as: AMSTUD 164C

HISTORY 165F. The Civil War and Reconstruction Era, 1830 to 1877. 3-5 Units.
This course explores the causes, course, and consequences of the American Civil War. The Civil War profoundly impacted American life at national, sectional, and constitutional levels, and radically challenged categories of race and citizenship. Topics covered include: the crisis of union and disunion in an expanding republic; slavery, race, and emancipation as national problems and personal experiences; the horrors of total war for individuals and society; and the challenges–social and political–of Reconstruction. Same as: HISTORY 55F
HISTORY 166B. Immigration Debates in America, Past and Present. 3-5 Units.
Examines the ways in which the immigration of people from around the world and migration within the United States shaped American nation-building and ideas about national identity in the twentieth century. Focuses on how conflicting ideas about race, gender, ethnicity, and citizenship with respect to particular groups led to policies both of exclusion and integration. Part One begins with the ways in which the American views of race and citizenship in the colonial period through the post-Reconstruction Era led to the passage of the Chinese Exclusion Act in 1882 and subsequently to broader exclusions of immigrants from other parts of Asia, Southern and Eastern Europe, and Mexico. Explores how World War II and the Cold War challenged racial ideologies and led to policies of increasing liberalization culminating in the passage of the 1965 Immigration Act, which eliminated quotas based on national origins and opened the door for new waves of immigrants, especially from Asia and Latin America. Part Two considers new immigration patterns after 1965, including those of refugees, and investigates the contemporary debate over immigration and immigration policy in the post 9/11 era as well as inequalities within the system and the impact of foreign policy on exclusions and inclusion.
Same as: CSRE 166B, HISTORY 366B

HISTORY 166C. The Cold War: An International History. 5 Units.
Though it ended twenty years ago, we still live in a world shaped by the Cold War. Beginning with its origins in the mid-1940s, this course will trace the evolution of the global struggle, until its culmination at the end of the 1980s. Students will be asked to ponder the fundamental nature of the Cold War, what kept it alive for nearly fifty years, how it ended, and its long term legacy for the world.
Same as: INTNLREL 154

HISTORY 167A. Martin Luther King, Jr. and the Global Freedom Struggle. 3-5 Units.
Using the unique documentary resources and publications of Stanford's King Research and Education Institute, this course will be taught by Professor Carson and his colleagues at the Institute. It will provide a general introduction to the life and legacy of Martin Luther King, Jr., as well as devote attention to the movements he inspired. In addition to lectures, the course will include presentations of documentaries such as Eyes on the Prize. Students will be expected to read the required texts, participate in class discussions, and take a final exam or submit a research paper (or an audio-visual project developed in consultation with the professor).

HISTORY 168. American History in Film Since World War II. 3-4 Units.
U.S. society, culture, and politics since WW II through feature films. Topics include: McCarthyism and the Cold War; ethnicity and racial identity; changing sex and gender relationships; the civil rights and anti-war movements; and mass media. Films include: The Best Years of Our Lives, Salt of the Earth, On the Waterfront, Raisin in the Sun, Kramer v. Kramer, and Falling Down.

HISTORY 168D. American Prophet: The Inner Life and Global Vision of Martin Luther King, Jr. 3-5 Units.
Martin Luther King, Jr., was the 20th-century’s best-known African-American leader, but the religious roots of his charismatic leadership are far less widely known. The documents assembled and published by Stanford’s King Research and Education Institute provide the source materials for this exploration of King’s shifting to international prominence as an articulate advocate of global peace and justice.
Same as: AFRICAAM 68D, AMSTUD 168D, CSRE 68, HISTORY 68D

HISTORY 172A. Mexico: From Colony to Nation, or the History of an Impossible Republic?. 5 Units.
Was a republican form of government even possible in 19th-century Mexico after 300 years of colonial rule under the Spanish monarchy? Was the Spanish colonial heritage a positive or a negative legacy according to 19th-century Mexican politicians? How were they to forge a new national identity with so many ethnically and culturally diverse peoples throughout the territory? Just how traditional was, in fact, the colonial period? These are some of the questions we will explore in this course. Journeying from the late colonial period (c.1700) to the 35-year dictatorship known as El Porfiriato (1876-1911) we will examine how Mexico’s diverse indigenous peoples adapted to both colonial and postcolonial rule, how they actively participated in politics and political discourse to preserve their cultures, customs and colonial privileges, and how after independence in 1821, a new republican political culture was forged. Mexico was not an impossible republic, but rather another kind of republic.

HISTORY 173. Mexican Migration to the United States. 3-5 Units.
This class examines the history of Mexican migration to the United States. In the United States we constantly hear about Obama’s immigration plan, the anti-immigrant laws in Arizona, and the courage of DREAM Activists; in Mexico news sources speak about the role of remittances, the effect of deportations, and the loss of life at the border. Unfortunately, few people truly understand the historical trends in these migratory processes, or the multifaceted role played by the United States in encouraging individuals to head there. Moreover, few people have actually heard the opinions and voices of migrants themselves. This course seeks to provide students with the opportunity to place migrants’ experiences in dialogue with migratory laws as well as the knowledge to embed current understandings of Latin American migration in their meaningful historical context.
Same as: AMSTUD 73, CHILATST 173, HISTORY 73

HISTORY 174. Mexico Since 1876: History of a “Failed State”? 5 Units.
(Same as History 374.) This course is an introduction to the history and diverse peoples of modern Mexico from 1876 to the present. Through lectures, discussions, primary and secondary readings, short documentaries, and written assignments, students will critically explore and analyze the multiplicity of historical processes, events and trends that shaped and were shaped by Mexicans over the course of a century. The course will cover some of the social and political dimensions of rural social change, urbanization and industrialization, technological innovation and misuse, environmental degradation and conservation, education, ideology, culture and media, migration, and the drug trade.

HISTORY 177D. U.S. Intervention and Regime Change in 20th Century Latin America. 5 Units.
Policy discussions of regime change by US politicians, journalists and pundits usually focus on Iraq, Iran, Syria and North Korea, often with little or no historical context or perspective. This course does the opposite and takes seriously the proverbial saying “if history is any guide...” by examining U.S. interventions in Latin America, a region where so-called preventative regime change (covert as well as overt) has been operative policy for well over a century. Investigates the rationales, motivations and strategies behind U.S.-backed or engineered regime changes in Mexico in the 1910s, Guatemala in the 1950s, Chile in the 1970s, and Nicaragua in the 1980s.

HISTORY 178. Film and History of Latin American Revolutions and Counterrevolutions. 3-5 Units.
Note: Students who have completed HISTORY 78N or 78Q should not enroll in this course. In this course we will watch and critique films made about Latin America’s 20th century revolutions focusing on the Cuban, Chilean and Nicaraguan revolutions. We will analyze the films as both social and political commentaries and as aesthetic and cultural works, alongside archivally-based histories of these revolutions.
Same as: HISTORY 78
HISTORY 179C. The Ethical Challenges of Climate Change. 3-5 Units.
This course explores the ethical challenges of climate change from historical, social, economic, political, cultural and scientific perspectives. These include the discovery of global warming over two centuries, the rise of secular and religious denialism and skepticism toward the scientific consensus on it, the dispute between developed and developing countries over how to forge a binding global agreement to mitigate it, and the “role morality” of various actors (scientists, politicians, fossil fuel companies, the media and ordinary individuals) in the US in assessing ethical responsibility for the problem and its solutions.
Same as: HISTORY 79C

HISTORY 182G. Making Palestine Visible. 3-5 Units.
Israel-Palestine is one of the most difficult subjects to talk about, in large part because we in the United States do not have much exposure to Palestinian history, culture, and politics in their own terms. This course aims to humanize Palestinians and asks why Palestinian claims to rights are illegible for much of the American public. We begin to answer this question by examining a broad sampling of history, structures of power and law, culture, and contemporary political issues.
Same as: CSRE 82G, HISTORY 82G

HISTORY 187D. Zionism and Its Critics. 4-5 Units.
Zionism from its genesis in the 1880s up until the establishment of the state of Israel in May, 1948, exploring the historical and political dimensions of Zionism. Topics include: the emergence of Zionist ideology in connection to and as a response to challenges of modernity; emancipation; Haskalah (Jewish enlightenment); other national and ideological movements of the period; the ideological crystallization of the movement; and the immigration waves to Palestine.

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

HISTORY 194G. Humanities Core: Technology and Media in Modern Japan. 3-5 Units.
This course considers the political, economic, social, cultural, and artistic effects of the introduction of new technologies and media to modern China and Japan. The methodology will integrate techniques gleaned from the disciplines of history and literary studies. Our cross-discipline exploration will encompass printed books and images, language reform, communication technology, serialized fiction and commercial journalism, propaganda and censorship, cinema, comics, animation and television, gaming, and the internet. Through examination of these topics we will investigate a wide range of issues including nationality, ethnic identity, class, revolution, cultural identification, gender, sexuality, literacy, colonialism, imperialism, consumerism, materialism, and globalization, to name just a few. Throughout the course we will be attentive not only to the ways that new technology and media are represented in cultural materials but also how they are materialized in these products through the acts of adaptation, translation, transliteration, and remediation.nnStudents will survey, collect, and synthesize archival materials, engage in media analysis, and undertake close readings to illuminate narrative strategies and other signifying effects. This work will in part be facilitated by the Massive Multiplayer Humanities pedagogical model, which involves flipped classrooms, faculty curated online archives, and student initiated group work.

HISTORY 195. Modern Korean History. 4-5 Units.
(Same as HISTORY 95. History majors and others taking 5 units, register for 195.) This lecture course provides a general introduction to the history of modern Korea. Themes include the characteristics of the Chosön dynasty, reforms and rebellions in the nineteenth century; Korean nationalism; Japan's colonial rule and Korean identities; decolonization and the Korean War; and the different state-building processes in North and South, South Korea's democratization in 1980s, and the current North Korean crisis.
Same as: HISTORY 395

HISTORY 195C. Modern Japanese History: From Samurai to Pokemon. 5 Units.
(Same as HISTORY 95C. History majors and others taking 5 units, register for 195C.) Japan's modern transformation from the late 19th century to the present. Topics include: the Meiji revolution; industrialization and social dislocation; the rise of democracy and empire; total war and US occupation; economic miracle and malaise; Japan as soft power; and politics of memory. Readings and films focus on the lived experience of ordinary men and women across social classes and regions.

HISTORY 197. Southeast Asia: From Antiquity to the Modern Era. 3-5 Units.
The history of S.E. Asia, comprising Indonesia, the Philippines, Malaysia, Singapore, Thailand, Vietnam, Burma, Cambodia, and Laos, from antiquity to the present. The spread of Indian cultural influences, the rise of indigenous states, and the emergence of globally linked trade networks. European colonization, economic transformation, the rise of nationalism, the development of the modern state, and the impact of globalization.

HISTORY 198G. Beijing, Shanghai, and the Structure of China. 3-5 Units.
China's modern history through the rivalry of its two most important cities. The course begins in the nineteenth century, contrasting Beijing, the classic imperial capital and a foreign foundation paradoxically celebrated as the embodiment of "traditional" China, with Shanghai, a treaty port and demographic/economic center of China, but identified as a "foreign" city. After following the cities' history through the warlord period, the "Shanghai decade" of Nationalist rule, and the Japanese occupation, the course examines the two cities' developments under Mao and Deng. The course concludes with a look at their current relations and roles, and the transformed nature of China's cities.

HISTORY 1A. Global History: The Ancient World. 3-5 Units.
World history from the origins of humanity to the Black Death. Focuses on the evolution of complex societies, wealth, violence, and hierarchy, emphasizing the three great turning points in early history: the evolution of modern humans, the agricultural revolution, and the rise of the state.
Same as: CLASSICS 76

HISTORY 1B. Global History: The Early Modern World, 1300 to 1800. 3-5 Units.
Topics include early globalization and cross-cultural exchanges; varying and diverse cultural formations in different parts of the world; the growth and interaction of empires and states; the rise of capitalism and the economic divergence of "the west"; changes in the nature of technology, including military and information technologies; migration of ideas and people (including the slave-trade); disease, climate, and environmental change over time. Designed to accommodate beginning students, non-majors, and more advanced history students.

HISTORY 1C. Global History: The Modern Age. 3-5 Units.
Explores the making of our modern world. Investigates the interconnected histories of revolution, war, imperialism, migration, race, slavery, democracy, rebellion, nationalism, feminism, socialism, fascism, genocide, anti-colonialism, neoliberalism, and populist authoritarianism. Analyzing memoirs, novels, films, and other sources, we will investigate how key political ideas have transformed societies, cultures, and economies across the globe from the late eighteenth century through to the present.
HISTORY 200A. Doing Legal History. 5 Units.
What is law, and how do we write its history? Drawing on case studies from a broad range of periods and places, this course will explore how law is made, interpreted, enforced, experienced, and resisted. It will also explore how historians use both legal and non-legal sources to study the ways in which law and society have shaped each other. This course forms part of the "Doing History" series: rigorous undergraduate colloquia that introduce the practice of history within a particular field or thematic area.

HISTORY 200B. Doing Environmental History. 5 Units.
This will be a hands-on course that will emphasize how to do environmental history. It will be both multidisciplinary, but will emphasize the different formats—photography, film, podcasts, digital representations, and writing—in which the history can be analyzed and presented. This course forms part of the "Doing History" series: rigorous undergraduate colloquia that introduce the practice of history within a particular field or thematic area.

HISTORY 200C. Doing the History of Race and Ethnicity. 5 Units.
How does ethnicity and race operate in different time periods, and across different historical, national, and cultural contexts? This course guides students through an historical and cross-cultural exploration of ethnoracial identity formation, racism, ethnopolitics, migration, belonging, and exclusion, using primary and secondary sources to examine how the lived experience of race and ethnicity shapes and is shaped by local, regional, and global dimensions. This course forms part of the "Doing History" series: rigorous undergraduate colloquia that introduce the practice of history within a particular field or thematic area.

HISTORY 200D. Doing the History of Science and Technology. 5 Units.
The history of science has often been at the crux of key debates in the larger field of history, including debates over objectivity and bias, relativism and the problem of "present-ism." This course explores key questions, methods and debates in the history of science and examines how historians of science have addressed these organizing problems of the historical discipline. This course forms part of the "Doing History" series: rigorous undergraduate colloquia that introduce the practice of history within a particular field or thematic area.

HISTORY 200E. Doing Economic History. 5 Units.
The course introduces major approaches to economic history such as the classical school, Malthusianism, Marxism and Dependency theories, moral economic critique, institutionalism, technological determinism, environmentalism, and the Anthropocene thesis. Using these approaches, students will explore themes including pre-modern agrarian orders; the emergence of fiscal-military state; financial and commercial expansion; diverse property regimes; the industrial revolution; growth and poverty; markets and networks; labor and capital; the rise of capitalism and imperialism; immigration; formal and informal economies; development and underdevelopment; globalization and environmental crisis. Special emphasis will be given to the theories of the Great Divergence, namely why the West became the dominant economic power over the rest of the world and how different economic cultures responded to that. This course forms part of the "Doing History" series: rigorous undergraduate colloquia that introduce the practice of history within a particular field or thematic area.

HISTORY 200F. Doing Microhistory. 5 Units.
Explores the emergence of microhistory as a genre in the 1960s and the controversies it stimulated. We will read examples of microhistory from various times and places; if possible, students will conduct their own microhistory in the course of the quarter. This course forms part of the "Doing History" series: rigorous undergraduate colloquia that introduce the practice of history within a particular field or thematic area.

HISTORY 200G. Doing Intellectual History. 5 Units.
A consideration of the claims made by twentieth century historians regarding the nature and methods of intellectual history.

HISTORY 201. From Confederate Monuments to Wikipedia: The Politics of Remembering the Past. 5 Units.
Gateway course for Public History/Public Service track. Examines various ways history is used outside of the classroom, and its role in political/cultural debates in the U.S. and abroad. Showcases issues and careers in public history with guest speakers.

HISTORY 201A. The U.S., U.N. Peacekeeping, and Humanitarian War. 5 Units.
The involvement of U.S. and the UN in major wars and international interventions since the 1991 Gulf War. The UN Charter’s provisions on the use of force, the origins and evolution of peacekeeping, the reasons for the breakthrough to peacemaking and peace enforcement in the 90s, and the ongoing debates over the legality and wisdom of humanitarian intervention. Case studies include Croatia and Bosnia, Somalia, Rwanda, Kosovo, East Timor, and Afghanistan. * Course satisfies the WIM requirement for International Relations majors. Same as: INTNLREL 140C

HISTORY 201B. Spatial History: Concepts, Methods, Problems. 4-5 Units.
What can digital mapping and spatial analysis bring to history? How have historians written spatial history in the past? How do scholars in other disciplines deal with space and what can we learn from them? The course provides students with conceptual and technical skills in spatial history. As part of the exercise to think spatially about the past, students will receive training in Geographic Informational Science (GIS) and develop their own spatial history projects. No prior technical skills are needed for this course.

HISTORY 202B. Surveillance States: Policing and Information Gathering in the Modern Era. 4-5 Units.
This class considers objects as historical sources. It surveys diverse approaches to the study and display of physical evidence, from “material culture” to “making.” These explorations of object-oriented research will inform the course’s hands-on components, working with objects and replicating historical experiences. With its focus on the question of what historical knowledge can be gained through interactivity, the course is suited to students whose interests include museums and public history, reenactment and performance, the maker movement, or interdisciplinary methodology.

HISTORY 202F. Surveillance States: Policing and Information Gathering in the Modern Era. 4-5 Units.
The course analyzes the evolution, functions, structures and consequences of surveillance in the modern era. Among issues discussed are the rise of the modern state and population politics, information gathering and its uses in domestic and national security arenas, institutions of surveillance in various regimes, the challenge of privacy and ethical dilemmas.

HISTORY 202G. Peoples, Armies and Governments of the Second World War. 4-5 Units.
Clausewitz conceptualized war as always consisting of a trinity of passion, chance, and reason, mirrored, respectively, in the people, army and government. Following Clausewitz, this course examines the peoples, armies, and governments that shaped World War II. Analyzes the ideological, political, diplomatic and economic motivations and constraints of the belligerents and their resulting strategies, military planning and fighting. Explores the new realities of everyday life on the home fronts and the experiences of non-combatants during the war, the final destruction of National Socialist Germany and Imperial Japan, and the emerging conflict between the victors. How the peoples, armies and governments involved perceived their possibilities and choices as a means to understand the origins, events, dynamics and implications of the greatest war in history.

Same as: HISTORY 302G
HISTORY 202J. Climate Politics: Science and Global Governance. 3-4 Units.
(Formerly IPS 271) Provides a unique perspective on contemporary debates about climate change through a study of their long history. After some background about climate science and a look at how people thought about climate in the 18th, 19th, and early 20th centuries, we explore the co-evolution of climate science and climate politics from World War II to the present. The approach is to examine a series of political issues and debates that established human effects on the global atmosphere as serious problems. We then focus on the UN Framework Convention on Climate Change, the 2015 Paris Agreement, and the future of international climate policy. Assignments include in-class presentations and a policy brief. Same as: INTLPOL 271

HISTORY 202K. The Holocaust and Its Aftermath. 4-5 Units.
This seminar gives an overview over different aspects of the history of the Holocaust and its aftermath and will examine key issues in recent Holocaust historiography and questions of memory and representation. Special emphasis is put on the nature of the historian’s task, as viewed through the lens of historians of the Holocaust, as well as to the significance of the Holocaust in history and how it has changed over time. The course will confront students with historiographical texts and historical documents, with photography and film, works of scholarship and art. Same as: HISTORY 302K, JEWISHST 282K, JEWISHST 382K

HISTORY 202S. The History of Genocide. 4-5 Units.
This course will explore the history, politics, and character of genocide from the beginning of world history to the present. It will also consider the ways that the international system has developed to prevent and punish genocide. Same as: HISTORY 402D, JEWISHST 282S, JEWISHST 482D

HISTORY 203. Premodern Economic Cultures. 4-5 Units.
Modern economists have made a science of studying the aggregate effects of individual choices. This science is based on the realities of personal freedom and individual choice. Prior to the modern era, however, different realities comprised very different economic cultures: moral economies in which greed was evil and generosity benefited the patron’s soul; familial collectives operating within historical conditioned diasporas; economies of obligation that threatened to collapse under their own weight as economic structures shifted. In this course we will be reading cross-culturally to develop an understanding of the shared and distinct elements of premodern economic cultures. Same as: HISTORY 303

HISTORY 203C. History of Ignorance. 5 Units.
Scholars pay a lot of attention to knowledge—how it arises and impacts society—but much less attention has been given to ignorance, even though its impacts are equally profound. Here we explore the political history of ignorance, through case studies including: corporate denials of harms from particular products (tobacco, asbestos), climate change denialism, and creationist rejections of Darwinian evolution. Students will be expected to produce a research paper tracing the origins and impact of a particular form of ignorance.

HISTORY 204D. Advanced Topics in Agnotology. 4-5 Units.
Advanced research into the history of ignorance. Our goal will be to explore how ignorance is created, maintained and destroyed, using case studies from topics such as tobacco denialism, global climate denialism, and other forms of resistance to knowledge making. Course culminates in a research paper on the theory and practice of agnotology, the science of ignorance. Same as: HISTORY 304D

HISTORY 204G. War and Society. 4-5 Units.
How Western societies and cultures have responded to modern warfare. The relationship between its destructive capacity and effects on those who produce, are subject to, and must come to terms with its aftermath. Literary representations of WW I; destructive psychological effects of modern warfare including those who take pleasure in killing; changes in relations between the genders; consequences of genocidal ideology and racial prejudice; the theory of just war and its practical implementation; and how wars are commemorated. Same as: HISTORY 304G, REES 304G

HISTORY 204J. Religion, Violence, and Empire. 4-5 Units.
Explores the interplay of religion and violence in the making and breaking of empires around the world from the Aztecs to al Qaida. Same as: HISTORY 304J

HISTORY 205B. History of Fear. 4-5 Units.
Whether directed at immigrants, infected airs, or the stock market, fear has often been a driving historical force. This class explores old and new approaches to the history of fear, with a focus on the early modern period. Themes include: epidemic prevention, xenophobia, dietary fears, weather phobias, concepts of anxiety, the place of fear in political theory, and political and economic uses of fear. A final project will require students to identify and explore the history of a particular fear. Same as: HISTORY 305B

HISTORY 205D. Freedom in Chains: Black Slavery in the Atlantic, 1400s-1800s. 3-5 Units.
This course will focus on the history of slavery in the British, French, Spanish, Portuguese and Dutch Atlantic world(s), from the late 1400s to the 1800s. Its main focus will be on the experiences of enslaved Africans and their descendants. Between the sixteenth and nineteenth centuries, the Europeans forcibly embarked over 10 million Africans to the Americas. Drawing on methodologies used by historians, archaeologists and anthropologists, the course will reconstruct the daily lives and the socio-economic, cultural and political histories of these captives. We will seek to hear their voices by investigating a variety of historical testimonies and recent scholarship. The course will examine slavery in the context of broader trends in Atlantic World studies, a field that has grown considerably in recent years, providing new ways of understanding historical developments across national boundaries. We will seek to identify commonalities and differences across time periods and regions and the reasons for those differences. Covered topics will include slave ship voyages, labor, agency, the creation of new identities (creolization), religion, race, gender, resistance, legacies, and memory. Same as: AFRICAAM 113V, AFRICAST 113V, CSRE 113V

HISTORY 205J. Wonder, Curiosity & Collecting: Building a Stanford Cabinet of Curiosities. 4-5 Units.
Inside every museum lies a cabinet of curiosities. Explores the history of wonder, curiosity, and collecting, with special attention to the Renaissance origins of the cabinet of curiosities and their modern afterlives. Hands-on experience working with the Stanford collection in the Cantor to create a contemporary cabinet in collaboration with artist Mark Dion. This will be a unique opportunity to create a Stanford cabinet of curiosities for the twenty-first century. All seminar participants will contribute to the published exhibit catalogue. Same as: ARTHIST 225, HISTORY 305J

HISTORY 205K. The Age of Revolution: America, France, and Haiti. 4-5 Units.
This course examines the “Age of Revolution,” spanning the 18th and 19th centuries. Primarily, this course will focus on the American, French, and Haitian Revolutions (which overthrew both French and white planter rule). Taken together, these events reshaped definitions of citizenship, property, and government. But could republican principles—color-blind in rhetoric—be so in fact? Could nations be both republican and pro-slavery? Studying a wide range of primary materials, this course will explore the problem of revolution in an age of empires, globalization, and slavery. Same as: AFRICAAM 205K, HISTORY 305K
**HISTORY 206A. City, Society, Literature- 19th Century Histories. 4 Units.**

This course examines the rise of modern cities through an analysis of urban society and the imaginative literature of the 1800s.

Same as: HISTORY 306A, URBANST 106

**HISTORY 206C. The Modern Battle. 5 Units.**

The purpose of this seminar is to examine the evolution of modern warfare by closely following four modern battles/campaigns. For this purpose the seminar offers four mock staff rides, facilitating highly engaged, well-researched experience for participants. In a mock staff ride, students are assigned roles; each student is playing a general or staff officer who was involved in the battle/campaign. Students will research their roles and, during the staff ride, will be required to explain "their" decisions and actions. Staff rides will not deviate from historical records, but closely examine how decisions were made, what pressures and forces were in action, battle outcomes, etc. This in-depth examination will allow students to gain a deeper understanding of how modern tactics, technology, means of communications, and the scale of warfare can decide, and indeed decided, campaigns. We will spend two weeks preparing for and playing each staff ride. One meeting will be dedicated to discussing the forces shaping the chosen battle/campaign: the identity and goals of the belligerents, the economic, technological, cultural and other factors involved, as well as the initial general plan. The second meeting will be dedicated to the battle itself. The four battles will illustrate major developments in modern warfare.

Same as: INTNLREL 183

**HISTORY 206E. CAPITALS: How Cities Shape Cultures, States, and People. 3-5 Units.**

This course takes students on a trip to major capital cities, at different moments in time: Renaissance Florence, Golden Age Madrid, Colonial Mexico City, Enlightenment and Romantic Paris, Existential and Revolutionary St. Petersburg, Roaring Berlin, Modernist Vienna, and bustling Buenos Aires. While exploring each place in a particular historical moment, we will also consider the relations between culture, power, and social life. How does the cultural life of a country intersect with the political activity of a capital? How do large cities shape our everyday experience, our aesthetic preferences, and our sense of history? Why do some cities become cultural capitals? Primary materials for this course will consist of literary, visual, sociological, and historical documents (in translation); authors we will read include Boccaccio, Dante, Sor Juana, Montesquieu, Baudelaire, Gogol, Irmgard Keun, Freud, and Borges. Note: To be eligible for WAYS credit, you must take the course for a Letter Grade.

Same as: COMPLIT 100, DLCL 100, FRENCH 175, GERMAN 175, ILAC 175, ITALIAN 175, URBANST 153

**HISTORY 207. Biography and History. 4-5 Units.**

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

Same as: HISTORY 308

**HISTORY 207B. Environment, Technology and Revolution in World History. 4-5 Units.**

Exploration of historiographical and interdisciplinary methodologies and approaches to intersections among environmental, technological, and revolutionary social change in diverse geographical and temporal contexts. Readings include broad theoretical and synthetic works as well as case studies of American, French, Mexican, Russian, Chinese, and Hungarian revolutions.

**HISTORY 207J. Visual Technologies and Environmental Thinking. 4-5 Units.**

This course follows the historical development of environmental thinking from the birth of the earth sciences in the early 19th-century to the rise of green activism. We will explore how conceptions of nature (and society) changed throughout the development of technical modes of representing space and observing the earth from a distance. Particular attention will be paid to the political, military, intellectual and cultural factors that shape the way visual technologies define, visualize, and represent the natural world in the Middle East and North Africa.

Same as: HISTORY 307J

**HISTORY 207K. Writing History: Celebrity Deathmatch. 4-5 Units.**

What makes a book of history "popular" and what makes it "academic"? Is it possible to write rigorous scholarship that also attracts a broad readership? This class answers yes, and then sets out to consider how this might be done, comparing pairs of books written on similar topics. With its emphasis on the craft of writing and the art of public engagement, this colloquia is meant to encourage both Ph.D students and undergraduates interested in writing serious nonfiction.

Same as: HISTORY 307K

**HISTORY 208. Private Lives, Public Stories: Autobiography in Women's History. 5 Units.**

Changing contexts of women’s lives and how women’s actions have shaped and responded to those contexts.

**HISTORY 208B. Women Activists’ Response to War. 4-5 Units.**

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.

Same as: FEMGEN 208B, HISTORY 308B

**HISTORY 208E. Making and Interpreting Historical Records, 100-1600. 3-5 Units.**

Accessing the past through the cultural record provides us with the ability to read primary sources for ourselves; and determine the reasons behind, and resources given over to, the production of documents and manuscripts. This course will introduce students to the places and spaces that created literary and historical texts, the materials and skills involved, and the methods by which these artifacts were produced. In this course, students will be introduced to the essential skills of epigraphy, paleography, codicology and diplomatics, which involve learning how to read inscriptions, manuscripts, and single-leaf documents, like wills and charters. Students will be immersed in first-hand learning in Special Collections, and will work collaboratively on a project that brings to light thoroughly interpreted and edited early textual materials from archive to publication.

Same as: ENGLISH 212, ENGLISH 312A, HISTORY 308E

**HISTORY 208J. Where Do Highways Come From? The History of Infrastructure. 4-5 Units.**

Roads, walls, and server farms are often taken for granted in our daily lives. In fact, a common statement about infrastructure is that it goes unnoticed until it fails. So what role does it play in shaping human behavior? What can we learn from understanding its origins and demise? From roadside taverns to biometric identification, this course explores infrastructural technologies between 1450 and today. We will study the people, materials, and ideas behind global infrastructure.

Same as: HISTORY 308J
HISTORY 208S. Facing the Past: The Politics of Retrospective Justice. 5 Units.
Forms of injustice in history including slavery, genocide, ethnic cleansing, mass rape, forced religious conversion, and torture of prisoners. Mechanisms developed over the last century to define, deter, and alleviate the effects of such offenses, including war crimes tribunals, truth commissions, national apologies, and monetary reparations. Case studies chart the international field of retrospective justice, exploring the legal, political, and moral implications of confronting traumatic pasts.

HISTORY 209B. The Idea of Politics. 4-5 Units.
Can we live without politics? Is politics indispensable for humanity and vice-versa? The idea of politics is that it must transform, through human action, conditions of collective life. But the 20th century produced colliding beliefs about what that life might be and what the human being itself might look like. Explore whether, after the century, we might still think of politics as an ethical idea and the "human" as foundational political category. Keywords: Civility, Cruelty, Friendship, Empire, Democracy, Humanism, Animals.
Same as: HISTORY 309B

HISTORY 209D. Postcolonialism and Universalism. 4-5 Units.
Key texts and motifs from postcolonial theory: empire, class, exile, suffering, textuality, archive in juxtaposition to 20th-century philosophical questions about universal history and the relevance of humanist inquiry.
Same as: HISTORY 309A

HISTORY 209F. Maps in the Early Modern World. 4-5 Units.
The significance of cartographic enterprise across the early modern world. Political, economic, and epistemological imperatives that drove the proliferation of nautical charts, domain surveys, city plans, atlases, and globes; the types of work such artifacts performed for their patrons, viewers, and subjects. Contributions of indigenous knowledge to imperial maps; the career of the map in commerce, surveillance, diplomacy, conquest, and indoctrination. Sources include recent research from Asia, Europe, and the Americas.
Same as: HISTORY 309F

HISTORY 209S. Facing the Past: The Politics of Retrospective Justice. 5 Units.
Forms of injustice in history including slavery, genocide, ethnic cleansing, mass rape, forced religious conversion, and torture of prisoners. Mechanisms developed over the last century to define, deter, and alleviate the effects of such offenses, including war crimes tribunals, truth commissions, national apologies, and monetary reparations. Case studies chart the international field of retrospective justice, exploring the legal, political, and moral implications of confronting traumatic pasts.

HISTORY 213F. Medieval Germany, 900-1250. 4-5 Units.
This course will provide a survey of the most important political, historical, and cultural events and trends that took place in the German-speaking lands between 900 and 1250. Important themes include the evolution of imperial ideology and relations with Rome, expansion along the eastern frontier, the crusades, the investiture controversy, the rise of powerful cities and civic identities, monastic reform and intellectual renewal, and the flowering of vernacular literature.
Same as: GERMAN 213, GERMAN 313, HISTORY 313F

HISTORY 216. Women and the Book: Scribes, Artists, and Readers from Late Antiquity through the Fourteenth Century. 4-5 Units.
This course examines the cultural worlds of medieval women through particular attention to the books that they owned, commissioned, and created. Beginning with the earliest Christian centuries, the course proceeds chronologically, charting women's book ownership, scribal and artistic activity, and patronage from Late Antiquity through the fourteenth century. In addition to examining specific manuscripts (in facsimile, or digitally), we will consider ancillary questions to do with women's authorship, education and literacy, reading patterns, devotional practices, and visual traditions and representation.
Same as: ARTHIST 206H, FEMGEN 216, HISTORY 316

HISTORY 217S. Minorities In Medieval Europe. 5 Units.
This course examines attitudes towards outsider groups within medieval society and the treatment of these groups by medieval Christians. Heretics, Jews, Muslims, homosexuals, prostitutes and usurers occupied ambivalent and at time dangerous positions within a society that increasingly defined itself as Christian. Differences in the treatment of these various 'outcast' groups, their depiction in art, their legal segregation, and their presumed association with demonic activity are addressed through discussion, and readings from primary and secondary source material.
Same as: RELIGST 217X

HISTORY 219C. Science, Technology, and Modernity in the Soviet Union. 5 Units.
Science and technology were integral to the Soviet claim to offer a vision of modernity superior to that of Western capitalism. Science and technology would flourish; society would develop on a scientific basis. The results were more complex than the vision. Topics to be covered: science and Marxism-Leninism; the Lysenko affair; the R&D system; the role of the secret police; the atomic project; the space race; missile development; Andrei Sakharov; technology and innovation.
Same as: HISTORY 319C

Lectures and readings on Russian history as background for the Overseas Seminar to St. Petersburg. Students prepare a research project to complete during the seminar and submit a written report on topic, bibliography and theme.

HISTORY 221B. The 'Woman Question' in Modern Russia. 4-5 Units.
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.
Same as: FEMGEN 221B, HISTORY 321B
HISTORY 223. Art and Ideas in Imperial Russia. 4-5 Units.
Poetry, novels, symphonic music, theater, opera, painting, design, and architecture: what they reveal about the politics and culture of tsarist Russia.
Same as: HISTORY 323

HISTORY 223D. Russian Rebels. 4-5 Units.
This course explores the history of resistance to the Russian state, from peasant rebels and socialist revolutionaries to Pussy Riot. Primary sources include memoirs, literature, and film.
Same as: HISTORY 323D

HISTORY 223E. Cities of Empire: An Urban Journey through Eastern Europe and the Mediterranean. 3-5 Units.
This course explores the cities of the Habsburg, Ottoman and Russian empires in the dynamic and turbulent period of their greatest transformation from the 19th century through the Two World Wars. Through the reading of urban biographies of Venice and Trieste, Vienna, Budapest, Cracow, Lviv, Sarajevo, Belgrade, Salonica, and Odessa, we consider broad historical trends of political, economic, and social modernization, urbanization, identity formation, imperialism, cosmopolitanism, and orientalism. As vibrant centers of coexistence and economic exchange, social and cultural borderlands, and sites of transgression, these cities provide an ideal lens through which to examine these themes in the context of transition from imperial to post-imperial space.
Same as: HISTORY 323E, REES 204, REES 304

HISTORY 224A. The Soviet Civilization. 4-5 Units.
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.
Same as: HISTORY 424A, REES 224A

HISTORY 224C. Genocide and Humanitarian Intervention. 3 Units.
Open to medical students, graduate students, and undergraduate students. Traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it, a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosovo, the Congo and Sudan.
Same as: HISTORY 324C, JEWISHST 284C, JEWISHST 384C, PEDS 224

HISTORY 226E. Famine in the Modern World. 3 Units.
Open to medical students, graduate students, and undergraduate students. Examines the major famines of modern history, the controversies surrounding them, and the reasons that famine persists in our increasingly globalized world. Focus is on the relative importance of natural, economic, and political factors as causes of famine in the modern world. Case studies include the Great Irish Famine of the 1840s; the Bengal famine of 1943-44; the Soviet famines of 1921-22 and 1932-33; China’s Great Famine of 1959-61; the Ethiopian famines of the 1970s and 80s, and the Somalia famines of the 1990s and of 2011.
Same as: HISTORY 326E, PEDS 226

HISTORY 227D. All Quiet on the Eastern Front? East Europe and Russia in the First World War. 3-5 Units.
Until recently history has been comparatively quiet about the experience of World War I in the east. Far from being a peripheral theater of war, however, the experiences of war on the Eastern Front were central to shaping the 20th century. Not only was the first shot of the war fired in the east, it was also the site of the most dramatic political revolution. Using scholarly texts, literature and film, this course combines political, military, cultural and social approaches to introduce the causes, conduct and consequences of World War I with a focus on the experiences of soldiers and civilians on the Eastern Front. Topics include: the war of movement, occupation, extreme violence against civilians, the Armenian genocide, population exchanges, the Russian Revolution and civil war, and the disintegration of empires and rise of nation-states.
Same as: HISTORY 327D, REES 227, REES 327

HISTORY 228. Circles of Hell: Poland in World War II. 5 Units.
Looks at the experience and representation of Poland’s wartime history from the Nazi-Soviet Pact (1939) to the aftermath of Yalta (1945). Examines Nazi and Soviet ideology and practice in Poland, as well as the ways Poles responded, resisted, and survived. Considers wartime relations among Polish citizens, particularly Poles and Jews. In this regard, interrogates the traditional self-characterization of Poles as innocent victims, looking at their relationship to the Holocaust, thus engaging in a passionate debate still raging in Polish society.
Same as: HISTORY 328, JEWISHST 282, JEWISHST 382

HISTORY 230A. The Witness in Modern History: Memoir, Reportage, Image. 5 Units.
The rise of the witness as icon and debates about its reliability as a historical source. The power of eyewitness accounts to convict accused criminals, inspire indignation about war and genocide, and attract attention to humanitarian crises. Their notorious unreliability due to exaggeration and misapprehension. Sources include reportage, photography, and documentary film. Case studies include criminal cases, war, poverty, and natural disasters.
Same as: HISTORY 320A, FRENCH 140, FRENCH 340, URBANST 184

HISTORY 230C. Paris: Capital of the Modern World. 4-5 Units.
This course explores how Paris, between the eighteenth and twentieth centuries, became the political, cultural, and artistic capital of the modern world. It considers how the city has both shaped and been shaped by the tumultuous events of modern history—class conflict, industrialization, imperialism, war, and occupation. It will also explore why Paris became the major world destination for intellectuals, artists and writers. Sources will include films, paintings, architecture, novels, travel journals, and memoirs. Course taught in English with an optional French section.
Same as: FRENCH 140, FRENCH 340, URBANST 184

HISTORY 230D. Europe in the World, 1789-Present. 4-5 Units.
The European conquest of parts of Africa, Asia, and the South Pacific by European merchants, missionaries, armies, and administrators had significant, and often cataclysmic, effects on indigenous political alliances, cultural practices, and belief systems. But were the effects of expansion entirely one-sided? What impact did the experiences of colonialism have on European politics, culture, and Europe's relations with the rest of the world? Explores how interaction between Europe and the rest of the world redefined the political, racial, sexual, and religious boundaries of both Europe and its colonies and gave rise to the more "globalized" society we live in today.
Same as: HISTORY 330D
HISTORY 230G. How to Build an Empire: Race and Religion in Imperial France. 3-5 Units.
This class will explore the French Empire through race and religion, and examine its specificity vis-à-vis the history of other European empires. How do we think historically about the relationships between nation, Republic and empire? This course will draw from literary, political, philosophical and anthropological texts to introduce students to key notions and concepts debated in France and the francophone world. Readings bear on the nature of nation and citizenship, the tension between republic and empire, the dynamics of universalism and particularism, changing discourses of race, and the role of religion in the nation-state.
Same as: FRENCH 207, FRENCH 307

HISTORY 230J. Islam and the Western Imagination. 3-5 Units.
With fear of Islamic terrorism running high and restrictive immigration policies at home, it is more urgent than ever to understand the complex and changing relations between Islam and the West, the West and Islam. Using France’s history and culture as a main study case, along with other Western contexts, this course will look at the long history of Europe’s interactions with the Muslim world, as well as the presence of Islam and Muslims in the West, from the 7th century to the present day. Uncovering the long and complex relationship between France and Islam, historical, literary and media sources will help us explore early Christian myths about Islam, the period of European coexistence, European colonialism in North Africa and the Middle East, the place of feminism in Western-Muslim relations, (post)colonial immigration and finally, a post-9/11 world order characterized by new forms of Islamophobia. In the context of the course, students will be exposed to primary sources including audiovisual materials, literature, manifestos, and theory. Readings will be in English (and optional readings in French for students who would prefer to read in French).
Same as: CSRE 147S, FRENCH 247, FRENCH 347

HISTORY 231. Leonardo's World: Science, Technology, and Art. 4-5 Units.
Leonardo da Vinci is emblematic of creativity and innovation. His art is iconic, his inventions legendary. His understanding of nature, the human body, and machines made him a scientist and engineer as well as an artist. This class explores the historical Leonardo, exploring his interests and accomplishments as a product of the society of Renaissance Italy. Why did this world produce a Leonardo? Students will contribute to a library exhibit for the 500th anniversary of Leonardo’s death in May 2019.
Same as: ARTHIST 231, ARTHIST 431, HISTORY 331, ITALIAN 231, ITALIAN 331

HISTORY 231E. Paper, Printing, and Digital Revolutions: Transformations of the Book. 4-5 Units.
What is a book? This seminar explores the conceptual implications of approximately two millennia of transformations in the physical and material properties of books. How have the meaning and authority we assign the written word changed as technologies of book production and dissemination have evolved, and how have they remained continuous? Topics covered include the rise of the medieval manuscript codex, the emergence of print culture in early modern Europe, and current debates over the nature of text in the digital age.
Same as: HISTORY 331E

HISTORY 232A. Power, Art, and Knowledge in Renaissance Italy. 4-5 Units.
Provides a fundamental understanding of the cultural and political imagination of the Italian Renaissance, with particular emphasis on Florence between 1300 and 1600 CE. Topics include political and social upheavals, radical shifts in religious practice and devotion, the commercial revolution in trade and banking, the rediscovery of classical philosophy and style, and the flowering of the literary and visual arts.
Same as: HISTORY 332A

HISTORY 232B. Heretics, Prostitutes and Merchants: The Venetian Empire. 5 Units.
Between 1200-1600, Venice created a powerful empire at the boundary between East and West that controlled much of the Mediterranean, with a merchant society that allowed social groups, religions, and ethnicities to coexist. Topics include the features of Venetian society, the relationship between center and periphery, order and disorder, orthodoxy and heresy, the role of politics, art, and culture in the Venetian Renaissance, and the empire’s decline as a political power and reinvention as a tourist site and living museum.
Same as: ITALIAN 232B

HISTORY 232E. Crooks, Quacks, and Courtesans: Jacobean City Comedy. 5 Units.
We will read a series of plays set in or around early modern London, written by playwrights such as Ben Jonson, Thomas Middleton, and John Marston. The course will explore the plays' hilarious representations of the London underworld, with its confidence tricksters and naive victims, as well as more serious topics such as social mobility and social relations, economic expansion, disease transmission, and the built environment. Plays studied will include: The Alchemist, Epicene, The Roaring Girl, A Chaste Maid In Cheapside, The Dutch Courtesan.
Same as: ENGLISH 240A, ENGLISH 340A, HISTORY 332E

HISTORY 233D. Borders and Migration in the British Empire, 1750-2000. 4-5 Units.
This course traces the history of borders, migration, and belonging in Britain’s colonies and imperial spaces, from the late-18th through late-20th centuries. From colonial North America to Sydney to Cape Town, from the British Caribbean to Britain itself, we will explore the concept of “border imperialism” in which borders, movement, and regimes of belonging are both constituted through and integral to capital and empire. Readings will be drawn from primary sources as well as secondary texts.
Same as: HISTORY 333D

HISTORY 233G. Catholic Politics in Europe, 1789-1992. 5 Units.
What led to the creation of a specifically Catholic mass politics? How did these parties and movements interact with the Vatican and the wider Church? What accounts for political Catholicism’s involvement in clerical-fascist states and its important role in shaping the EU? Sources focus on monographs. Research paper using primary sources.

HISTORY 233J. Early British Empire: Themes and Historiography. 4-5 Units.
This course explores the history of the early British empire, beginning with the question, “What is empire?” From plantations in Ireland, through the American Revolution, a turn to the east, and into Britain’s imperial century, we will investigate how the empire began and evolved, with special attention to governance, ideology, technologies of rule, domestic effects, periodization, and historiography. Readings include primary sources and secondary texts specifically chosen to illustrate a variety of approaches to writing about empire.
Same as: HISTORY 333J

HISTORY 233K. The Invention of the Modern Republic. 4-5 Units.
Examines the history of republican thinking in the Atlantic World from the Renaissance to the French Revolution.
Same as: HISTORY 333K

HISTORY 234. The Enlightenment. 3-5 Units.
The Enlightenment as a philosophical, literary, and political movement. Themes include the nature and limits of philosophy, the grounds for critical intellectual engagement, the institution of society and the public, and freedom, equality and human progress. Authors include Voltaire, Montesquieu, Rousseau, Hume, Diderot, and Condorcet.
Same as: DLCL 324, FRENCH 244, HISTORY 334, HISTORY 432A, HUMNTIES 324
HISTORY 234B. Grad Research Seminar: The Enlightenment, Pt. II. 4-5 Units.
Prerequisite: Completion of HISTORY 234, 334 or 432A.
Same as: HISTORY 432B

HISTORY 235. The Renaissance of War: Politics, Technology, and War in Late Medieval and Renaissance Italy. 5 Units.
The dynamic societies of the Italian Peninsula of the 14th to 16th centuries "prosperous, astonishingly creative, politically fractious, and endemically violent" produced sweeping, deeply consequential changes. Among these were new developments in the theory and practice of war, politics, and diplomacy that laid the foundations for the modern state system and European military power. The class covers: new diplomatic practice; the Military Revolution; state-building; war finance; court culture; and the intersection of these with the shimmering brilliance of Renaissance culture.

HISTORY 235C. Readings in the Supernatural. 4-5 Units.
Class will read and discuss a selection of monographs, scholarly essays, and primary sources on the rich supernatural world of early modern Europe. We will discuss how fairies, werewolves, nightmares, and trolls all became witches, how the binary of angels and demons figured in European thought, and how the marginalized imaginary was reconstituted in theatre and fiction.
Same as: HISTORY 335C

HISTORY 235F. Camus. 4-5 Units.
"The Don Draper of Existentialism" for Adam Gopnik, "the ideal husband of contemporary letters" for Susan Sontag, and "the admirable conjunction of a man, of an action, and of a work" for Sartre, Camus embodies the very French figure of the intellectuel engagé or public intellectual. From his birth in 1913 into a poor family in Algeria to the Nobel Prize in Literature in 1957, from Saint Germain-des-Prés to his predilection for the mediterranean culture, Camus captured the quest for universalism, for the politics of justice, and engaged in the great ethical battles of his time, from the fight against nazism and communism, from questioning colonial rules to the haunting Algerian War, and his complex "silence" over the war. Camus the Algerian, Camus the moralist, Camus the Resistant: through readings and films, we will explore his multiple, long-lasting legacies. Readings from Albert Camus, Kamel Daoud, Mouloud Feraoun, Alice Kaplan, Orhan Pamuk, A.B. Yehoshua, Assia Djebar, Jean-Paul Sartre, Yasmina Khadra. Movies include "The Stranger," and "Far from Men." This course is a gateway for French Studies, with special emphasis on oral proficiency. Taught in French.
Same as: CSRE 129, FRENCH 129

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

HISTORY 236F. The End of the World As They Knew It: Culture, Café, and Crisis in Europe, 1880-1918. 4-5 Units.
The years stretching from roughly 1880 to end of the First World War were marked by profound social upheaval and an intense burst of creativity. This seminar will focus on the major cultural movements and big ideas of the period. Topics covered include the rise of mass culture and cinema, the origins of psychoanalysis, anti-Semitism and Zionism, new anxieties about sexuality and the New Woman, anarchism, decadence, degeneration, and Dada with cameos from Bernhardt, Freud, Klimt, Nietzsche, Toulouse-Lautrec, Wilde, Zola, and other luminaries of the age.
Same as: HISTORY 336F

HISTORY 236G. Fascism and Populism in Europe since WWI. 5 Units.
Examines the continuities and discontinuities between "classic" fascism of the interwar period, its ideological variations and contexts, and the neo-fascisms, and radical right movements in Western Europe between 1945 and 1989. Uses these contexts to analyze the dramatic growth in right-wing populism in Western and Eastern Europe since 2008.

HISTORY 237F. 20th Century British History through the Hoover Archives. 4-5 Units.
From the rich resources of the Hoover Institution, the students in this course will select a particular archive (war posters, politician, spy, literary figure, diplomat, etc. etc.) to investigate, to write about, discuss in class, and, it is hoped, present in an exhibition at the Hoover, learning museum skills along the way as well as the history of Britain in the 20th century.
Same as: HISTORY 337F

HISTORY 237G. Outer Space Exploration in Germany in the Twentieth Century. 1-5 Unit.
Since the nineteenth century, Germans, like their counterparts around the world, have considered the meaning and the role of humanity in outer space. As space travel developed from a dream to a reality, and as Germany changed borders and political systems among empires, dictatorships, socialist states, and capitalist states, German interest in spaceflight remained, although the meaning found in the stars changed dramatically. This course considers Germans’ dreams of and predictions for outer space travel alongside German technological developments in spaceflight. It includes the different German states throughout the century, including Weimar Germany, National Socialism, East Germany, and West Germany. The course looks at science fiction films and novels, newspaper reports, scientific developments, and German space engineering projects, which together demonstrate how and why space travel often found high levels of support in Germany. Students will engage in historical and cultural analysis through course readings, discussions, and assignments. nOTE: To be eligible for WAYS credit, you must take this course for a minimum of 3 units and a letter grade.
Same as: GERMAN 275

HISTORY 237J. Nationhood and Nationalism in France: Modern French history through film and fiction. 4-5 Units.
Europe is seeing a rise in nationalist politics, fueled by fear of economic instability and immigration. In France, Marine Le Pen’s far-right populist party Rassemblement National (until June 2018 - the Front National) has dominated political debates, insisting on preserving French national sovereignty. But what is a nation? What does it mean to be French? Who is included and who is excluded? In this course we will explore the construction of the idea of France in the face of revolution, the world wars and the Holocaust, and the violent end of colonialism. By looking at these critical historical moments, we will also gain a firmer grasp of contemporary problems surrounding nationhood in France and around the world. Sources will include films, novels, pamphlets, and political speeches. Course taught in English, with an optional French section.
Same as: HISTORY 337J

HISTORY 238G. Ethnography of the Late Middle Ages: Social history and popular culture in the age of the plague. 4-5 Units.
During the late Middle Ages, as Europe was recovering from the devastation of the Black Death, political reorganization contributed to a burst of archival documentation that allows historians richly detailed glimpses of societies in transition. We will be reading selected scholarly articles and monographs covering such topics as persecution, prechristian cultural remnants, folk theologies, festival cultures, peasant revolts, heresy, and the advent of the diabolical witch.
Same as: HISTORY 338G
HISTORY 238J. The European Scramble for Africa: Origins and Debates. 4-5 Units.
Why and how did Europeans claim control of 70% of African in the late nineteenth century? Students will engage with historiographical debates ranging from the national (e.g. British) to the topical (e.g. international law). Students will interrogate some of the primary sources on which debaters have rested their arguments. Key discussions include: the British occupation of Egypt; the autonomy of French colonial policy; the mystery of Germany’s colonial entry; and, not least, the notorious Berlin Conference of 1884-1885.
Same as: AFRICAAM 238J, HISTORY 338J

HISTORY 238K. Vox Populi: Populism and its Origins. 1-5 Unit.
This seminar traces the proliferation of populism in contemporary Europe and the United States, with reference to the historical background of anti-institutional and anti-representational ideas of popular sovereignty. Subjects include: the notion of ‘vox populi’ from the early middle ages to the early modern period; ideas of radical democracy in the enlightenment era; 19th century notions of identifying ‘the people’ (nation, ‘Volk’, class, race, mass); the populist, reform and volkish movements around 1900; the rise of fascist and totalitarian ideas of popular sovereignty; the struggle over the meaning of democracy in the Cold War era; semantic transformations of ‘the popular’ through the audio-visual media; and the rise of today’s populism since 1989. The material to be analyzed will consist of 1. Primary sources (programs, manifestos, pamphlets, speeches and propaganda material including visual sources); 2. Contemporary theoretical texts (political philosophy, history, sociology, psychology, and popular science); and 3. Today’s theories and practices of populism.
Note: The course will be taught by Visiting Professor Christian Geulen, University of Koblenz, Germany.
Same as: GERMAN 248, GERMAN 348, HISTORY 338K

HISTORY 239E. Nationalism in European and World History, 18th Century until the Present. 4-5 Units.
This course focuses on nationalism as a political and cultural phenomenon in the modern era. Through secondary and primary source readings, we study nationalist ideas, activists, movements, and state policies as well as their constructive and destructive effects across Europe and other parts of the world. Where did nationalism come from, under which conditions has it thrived, how has it shaped politics, societies, mentalities, and cultures? What did it mean to be a nationalist in different places and times?
Same as: HISTORY 339E

HISTORY 239F. Empire and Information. 4-5 Units.
How do states see? How do they know what they know about their subjects, citizens, economies, and geopolities? 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.
Same as: HISTORY 339F

HISTORY 239G. The Algerian Wars. 3-5 Units.
From Algiers the White to Algiers the Red, Algiers, the Mecca of the Revolutionaries in the words of Amilcar Cabral, this course offers to study the Algerian Wars since the French conquest of Algeria (1830) to the Algerian civil war of the 1990s. We will revisit the ways in which the war has been narrated in literature and cinema, popular culture, and political discourse. A special focus will be given to the Algerian War of Independence (1954-1962). The course considers the racial representations of the war in the media, the continuing legacies surrounding the conflict in France, Africa, and the United States, from Che Guevara to the Black Panthers. A key focus will be the transmission of collective memory through transnational lenses, and analyses of commemorative events and movies. Readings from James Baldwin, Assia Djebar, Albert Camus, Frantz Fanon, Mouloud Feraoun. Movies include “The Battle of Algiers,” “Days of Glory,” and “Viva Laldjérie.” Taught in English.
Same as: CSRE 249, FRENCH 249, JEWISHST 249

HISTORY 239H. Colonialism and Empire in Modern Europe. 5 Units.
To better understand the history of modern Europe within a global context, explores the following questions: What impact did more than a century of colonialism have on the social lives, cultural attitudes, political loyalties, and intellectual world views of European women and men during the nineteenth century? What accounts for the resiliency of empire during a period of rapid global change that witnessed the rise of modern democracy, economic liberalism, ethnic nationalism, and international socialism?

HISTORY 23N. The Soviet Union and the World: View from the Hoover Archives. 3 Units.
This course seeks to explore the Soviet Union’s influence on the world from 1917 to its end in 1991 from a variety of perspectives. Hoover Institution archival holdings will be the basic sources for the course.

HISTORY 242D. Knowledge and Information Infrastructures. 3-4 Units.
This course introduces historical, theoretical, and comparative perspectives on knowledge and information systems from the medieval world to the present. Cases include libraries, meteorology, climate science, the Internet, the World Wide Web, and social science data systems. It theorizes how infrastructures form, how they change, and how they shape (and are shaped by) social systems. The course ends with challenges to modern knowledge infrastructures, such as crowdsourcing, citizen science, and alternative and bogus knowledge.
Same as: STS 166

HISTORY 243C. People, Plants, and Medicine: Colonial Science and Medicine. 4-5 Units.
Explores the global exchange of knowledge, technologies, plants, peoples, disease, and medicines. Considers primarily Africans, Amerindians, and Europeans in the eighteenth-century West but also takes examples from other knowledge traditions. Readings treat science and medicine in relation to voyaging, colonialism, slavery, racism, plants, and environmental exchange. Colonial sciences and medicines were important militarily and strategically for positioning emerging nation states in global struggles for land and resources.
Same as: HISTORY 343C

HISTORY 243G. Tobacco and Health in World History. 4-5 Units.
Cigarettes are the world’s leading cause of death—but how did we come into this world, where 6 trillion cigarettes are smoked every year? Here we explore the political, cultural, and technological origins of the cigarette and cigarette epidemic, using the tobacco industry’s 80 million pages of secret documents. Topics include the history of cigarette advertising and cigarette design, the role of the tobacco industry in fomenting climate change denial, and questions raised by the testimony of experts in court.
Same as: HISTORY 343G
**HISTORY 243S. Human Origins: History, Evidence, and Controversy. 4-5 Units.**
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 phylictic 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.
Same as: HISTORY 443A

**HISTORY 244C. The History of the Body in Science, Medicine, and Culture. 4-5 Units.**
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.
Same as: HISTORY 444C

**HISTORY 244F. Beyond Pink and Blue: Gender in Tech. 4-5 Units.**
This d-school seminar prototypes concepts and methods for "inclusive" design. From the moment we arrive on the planet, gender shapes our perception of the world. Examples of products (including objects, services, and systems) gone awry will serve as prompts for design activities, challenges, and discussions on gender issues to illustrate the different needs of women, men, and gender-fluid people. Class sessions mix use case explorations with design methodology, design thinking abilities, and guest speakers from technology, design, and academia. Students will be asked to work in interdisciplinary teams on several design challenges, culminating in the development of a toolkit for inclusive design. Methods will interact in crucial ways to create "intersectional thinking" (i.e., to consider how gender, ethnicity, sexuality, socio-economic status, etc. work together to require new solutions in design). Topics include: algorithms, media, seat belts for pregnant women, robotics, assistive technologies, tech for developing worlds, video games, urban/rural design, software development, and many more. Admission by application only. Visit d.school.stanford.edu/classes for more information.
Same as: FEMGEN 344F, HISTORY 344F

**HISTORY 245C. Casablanca - Algiers - Tunis: Cities on the Edge. 3-5 Units.**
Casablanca, Algiers and Tunis embody three territories, real and imaginary, which never cease to challenge the preconceptions of travelers setting sight on their shores. In this class, we will explore the myriad ways in which these cities of North Africa, on the edge of Europe and of Africa, have been narrated in literature, cinema, and popular culture. We will look at the historical development shaping their respective architecture and why they became the three major urban centers in North Africa. Home to Muslims, Christians, and Jews, they are an ebullient laboratory of social, political, religious, and cultural issues, global and local, between the nineteenth and twenty-first centuries. We will look at mass images of these cities, from films to maps, novels to photographs, sketching a new vision of these magnets as places where power, social rituals, legacies of the Ottoman and French colonial past, and the influence of the global economy collude and collide. Special focus on class, gender, and race.
Same as: AFRICAAM 236B, CSRE 140S, FRENCH 236, FRENCH 336, URBANST 140F

**HISTORY 245G. Law and Colonialism in Africa. 4-5 Units.**
Law in colonial Africa provides an opportunity to examine the meanings of social, cultural, and economic change in the anthropological, legal, and historical approaches. Court cases as a new frontier for the social history of Africa. Topics: meanings of conflicts over marriage, divorce, inheritance, property, and authority.
Same as: HISTORY 348D

**HISTORY 248. Religion, Radicalization and Media in Africa since 1945. 4-5 Units.**
What are the paths to religious radicalization, and what role have media-new and old-played in these conversion journeys? We examine how Pentecostal Christians and Reformist Muslims in countries such as South Africa, Nigeria, Sudan, and Ethiopia have used multiple media forms- newspapers, cell phones, TV, radio, and the internet- to gain new converts, contest the authority of colonial and post-colonial states, construct transnational communities, and position themselves as key political players.
Same as: HISTORY 348

**HISTORY 248D. Histories of Race in Science and Medicine at Home and Abroad. 4 Units.**
This course has as its primary objective, the historical study of the intersection of race, science and medicine in the US and abroad with an emphasis on Africa and its Diasporas in the US. By drawing on literature from history, science and technology studies, sociology and other related disciplines, the course will consider the sociological and cultural concept of race and its usefulness as an analytical category. The course will explore how the study of race became its own science in the late-Enlightenment era, the history of eugenics—a science of race aimed at the ostensible betterment of the overall population through the systematic killing or "letting die" of humanity's "undesirable" parts, discuss how the ideology of pseudo-scientific racism underpinned the health policies of the French and British Empires in Africa, explore the fraught relationship between race and medicine in the US, discuss how biological notions of race have quietly slipped back into scientific projects in the 21st century and explore how various social justice advocates and scholars have resisted the scientific racisms of the present and future and/or proposed new paths towards a more equitable and accessible science.
Same as: AFRICAAM 122F, AFRICAST 122F, CSRE 122F

**HISTORY 248S. Colonial States and African Societies, Part I. 4-5 Units.**
Colonialism set in motion profound transformations of African societies. These transformations did not occur immediately following military conquest, nor did they occur uniformly throughout the continent. This research seminar will focus directly on the encounter between the colonial state and African societies. The seminar will examine problems of social transformation, the role of the colonial state, and the actions of Africans. Following four weeks of colloquium style discussion, students then embark on independent research on the encounter between one colonial state and its constituent African societies.
Same as: HISTORY 448A

**HISTORY 249S. Colonial States and African Societies, Part II. 4-5 Units.**
Second part of the research seminar offered in the Winter. Students continue their research and present their penultimate drafts in week 8. Same as: HISTORY 448B

**HISTORY 250A. History of California Indians. 5 Units.**
Demographic, political, and economic history of California Indians, 1700s-1950s. Processes and events leading to the destruction of California tribes, and their effects on the groups who survived. Geographic and cultural diversity. Spanish, Mexican, and Anglo-American periods. The mission system.
Same as: CSRE 117S, NATIVEAM 117S
HISTORY 250E. Taxing America: From the Puritans to Prop. 13. 5 Units.
Taxes have shaped American society and politics since before the Revolution. And they've been extremely controversial just as long. In this course we'll try to understand American society and government by looking at the politics of taxation from the colonial period to the twentieth century. Topics include the legitimacy of taxation, the constitution, economic development, inequality, gender, and race.

HISTORY 251. Creating the American Republic. 4-5 Units.
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.
Same as: AMSTUD 251X, HISTORY 351, POLISCI 222P, POLISCI 422P

HISTORY 251G. Topics in Constitutional History. 5 Units.
Ideas of rights in American history emphasizing the problem of defining constitutional rights, the free exercise of religion, freedom of expression, and the contemporary debate over rights talk and the idioms of human rights.
Same as: AMSTUD 251, POLISCI 222S

HISTORY 252. Originalism and the American Constitution: History and Interpretation. 4-5 Units.
Except for the Bible no text has been the subject of as much modern interpretive scrutiny as the United States Constitution. This course explores both the historical dimensions of its creation as well as the meaning such knowledge should bring to bear on its subsequent interpretation. In light of the modern obsession with the document's "original meaning," this course will explore the intersections of history, law, and textual meaning to probe what an "original" interpretation of the Constitution looks like.
Same as: HISTORY 352

HISTORY 252B. Diplomacy on the Ground: Case Studies in the Challenges of Representing Your Country. 5 Units.
The tragic death of Ambassador Chris Stevens has recently highlighted the dangers of diplomacy in the modern era. This class will look at how Americans in embassies have historically confronted questions such as authoritarian rule, human rights abuses, violent changes of government, and covert action. Case studies will include the Berlin embassy in the 1930s, Tehran in 1979, and George Kennan's experiences in Moscow, among others. Recommended for students contemplating careers in diplomatic service. * Course satisfies the WiM requirement for International Relations majors.
Same as: INTNLREL 174

HISTORY 252C. The Old South: Culture, Society, and Slavery. 5 Units.
This course explores the political, social, and cultural history of the ante-bellum American South, with an emphasis on the history of African-American slavery. Topics include race and race making, slave community and resistance, gender and reproduction, class and immigration, commodity capitalism, technology, disease and climate, indigenous Southerners, white southern honor culture, the Civil War, and the region's place in national mythmaking and memory.
Same as: AFRICAAM 252C, CSRE 252C

HISTORY 252E. From Gold Rush to Google Bus: History of San Francisco. 4 Units.
This class will examine the history of San Francisco from Native American and colonial settlement through the present. Focus is on social, environmental, and political history, with the theme of power in the city. Topics include Native Americans, the Gold Rush, immigration and nativism, railroads and robber barons, earthquake and fire, progressive reform and unionism, gender, race and civil rights, sexuality and politics, counterculture, redevelopment and gentrification. Students write final project in collaboration with ShapingSF, a participatory community history project documenting and archiving overlooked stories and memories of San Francisco. (Cardinal Course certified by the Haas Center).
Same as: AMSTUD 150X, URBANST 150

HISTORY 254. Popular Culture and American Nature. 5 Units.
Despite John Muir, Aldo Leopold, and Rachel Carson, it is arguable that the Disney studies 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.

HISTORY 254D. Religion and War in America. 4 Units.
Scholars have devoted much attention to wars in American history, but have not agreed as to whether religion was a major cause or simply a cover for political, economic, and other motives. We will compare interpretations that leave religion out, with those that take it into account. We will also look at the impact of war on the religious lives of ordinary Americans. We will examine both secondary as well as primary sources, beginning with King Philip's War in the 17th century, and ending with the "War on Terror" in the present day.
Same as: AMSTUD 105R, CSRE 105, HISTORY 354D, RELIGST 105

HISTORY 254E. The Rise of American Democracy. 4-5 Units.
Where did American democracy come from? Prior to and during the American Revolution, few who lived in what became the United States claimed to live in a democracy. Half a century later, most took this reality as an article of faith. Accordingly, the period stretching from c. 1750 to c. 1840 is often considered the period when American democracy was ascendant, a time marked by the explosion of new forms of political thinking, practices, and culture, new political institutions and forms of political organization, and new kinds of political struggles. This advanced undergraduate/graduate colloquium will explore how American political life changed during this formative period to understand the character of early American democracy, how different groups gained or suffered as a result of these transformations, and, in light of these investigations, in what ways it is historically appropriate to think of this period as in fact the rise of American democracy.
Same as: HISTORY 354E

HISTORY 254G. The Causes and Consequences of the American Revolution. 5 Units.
Why did Britain's North American colonies declare independence from an empire they had long revered? What did the American Revolution mean for the people who experienced it? In this course we will explore the explosive origins of the American republic. Topics: revolutionary ideology, empire, the federal constitution, slavery, social conflict, and the international consequences of the American Revolution.

HISTORY 255. Martin Luther King, Jr.: The Social Gospel and the Struggle for Justice. 5 Units.
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.
HISTORY 255D. Racial Identity in the American Imagination. 4-5 Units.
From Sally Hemings to Barack Obama, this course explores the ways that racial identity has been experienced, represented, and contested throughout American history. Engaging historical, legal, and literary texts and films, this course examines major historical transformations that have shaped our understanding of racial identity. This course also draws on other imaginative modes including autobiography, memoir, photography, and music to consider the ways that racial identity has been represented in American society. Most broadly, this course interrogates the problem of American identity and examines the interplay between racial identity and American identity.
Same as: AFRICAAM 255, AMSTUD 255D, CSRE 255D, HISTORY 355D

HISTORY 255E. Education, Race, and Inequality in African American History, 1880-1990. 3-5 Units.
Seminar. The relationship among race, power, inequality, and education from the 1880s to the 1990s. How schools have constructed race, the politics of school desegregation, and ties between education and the late 20th-century urban crisis.
Same as: AFRICAAM 116, AMSTUD 216, CSRE 216X, EDUC 216

HISTORY 256. 350 Years of America-China Relations. 4-5 Units.
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.
Same as: EASTASN 256, HISTORY 356

HISTORY 256G. Constructing Race and Religion in America. 4-5 Units.
This seminar focuses on the interrelationships between social constructions of race, and social interpretations of religion in America. How have assumptions about race shaped religious worldviews? How have religious beliefs shaped racial attitudes? How have ideas about religion and race contributed to notions of what it means to be "American"? We will look at primary and secondary sources, and at the historical development of ideas and practices over time.
Same as: AFRICAAM 236, AMSTUD 246, CSRE 246, HISTORY 356G, RELIGST 246, RELIGST 346

HISTORY 257C. LGBT/Queer Life in the United States. 4-5 Units.
An introductory course that explores LGBT/Queer social, cultural, and political history in the United States. By analyzing primary documents that range from personal accounts (private letters, autobiography, early LGBT magazines, and oral history interviews) to popular culture (postcards, art, political posters, lesbian pulp fiction, and film) to medical, military, and legal papers, students will understand how the categories of gender and sexuality have changed over the past 150 years. This class investigates the relationship among queer, straight and transgender identities. Seminar discussions will question how the intersections of race, class, gender, and sexuality influenced the construction of these categories.
Same as: FEMGEN 140D, FEMGEN 240D

HISTORY 258. Sexual Violence in America. 4-5 Units.
This undergraduate/graduate colloquium explores the history of sexual violence in America, with particular attention to the intersections of gender and race in the construction of rape. We discuss the changing definition of sexual violence in law and in cultural representations from early settlement through the late-twentieth century, including slavery, wartime and prison rape, the history of lynching and anti-lynching movements, and feminist responses to sexual violence. In addition to introducing students to the literature on sexual violence, the course attempts to teach critical skills in the analysis of secondary and primary historical texts. Students write short weekly reading responses and a final paper; no final exam; fifth unit research or CEL options. Limited enrollment, permission of instructor required. Submit application form (available in course syllabus or History department main office, 200-113) by November 15, 2016 and indicate interest in CEL option. Priority admission to History, FGSS, CSRE, AFRICAAM, and AMSTUD declared majors and minors. (Cardinal Course certified by the Haas Center).
Same as: AFRICAAM 192, AMSTUD 258, CSRE 192E, FEMGEN 258, FEMGEN 358, HISTORY 358

HISTORY 258B. History of Education in the United States. 3-5 Units.
How education came to its current forms and functions, from the colonial experience to the present. Focus is on the 19th-century invention of the common school system, 20th-century emergence of progressive education reform, and the developments since WWII. The role of gender and race, the development of the high school and university, and school organization, curriculum, and teaching.
Same as: AMSTUD 201, EDUC 201

HISTORY 258E. History of School Reform: Origins, Policies, Outcomes, and Explanations. 3-5 Units.
Strongly recommended for students in the POLS M.A. program; others welcome. Focus is on 20th-century U.S. intended and unintended patterns in school change; the paradox of reform that schools are often reforming but never seem to change much; rhetorics of reform and factors that inhibit change. Case studies emphasize the American high school. This course is strongly recommended for POLS students pursuing K-12 leadership.
Same as: EDUC 220D

HISTORY 259E. American Interventions, 1898-Present. 5 Units.
Learning Course (certified by Haas Center).

HISTORY 259A. Poverty and Homelessness in America. 4-5 Units.
Service learning. Students participate in a two quarter internship at a local shelter for homeless individuals or families. Readings include historical, social science, and social commentary literature. Service Learning Course (certified by Haas Center).

HISTORY 259E. American Interventions, 1898-Present. 5 Units.
This class seeks to examine the modern American experience with limited wars, beginning with distant and yet pertinent cases, and culminating in the war in Iraq. Although this class will examine war as a consequence of foreign policy, it will not focus primarily on presidential decision making. Rather, it will place wartime policy in a broader frame, considering it alongside popular and media perceptions of the war, the efforts of antiwar movements, civil-military relations, civil reconstruction efforts, and conditions on the battlefield. We will also examine, when possible, the postwar experience.
Same as: HISTORY 359E, INTNLREL 168A
HISTORY 25N. Stalin's Europe, 1944-1948. 3 Units.
This freshman seminar explores the history of wartime and postwar Europe through the lenses of the communist parties of Europe, the anti-Soviet forces on the continent, the devastation of the civilian population, and the intentions and actions of the Soviet Union on the one hand, and the United States on the other. We will analyze issues of resistance and collaboration under the Nazis, Allied occupation, and the division of Europe. We will also consider the forcible displacement of peoples and the fate of Jewish survivors. The idea is to understand the harsh and complex realities of European life and politics in this crucial time frame spanning war and peace. One can discover the beginnings of the Cold War in this period, the first signs of the "Iron Curtain," and the origins of the European Union. Our sources for the reconstruction of European life at this crucial time include documents, memoirs, literature, film, and various collections at the Hoover Archives. In addition to analyzing written and visual materials in discussion, presentations, and short essays, you will engage in a quarter long project on one thematic or country study during this period.

HISTORY 260D. The Asian American Movement: A History of Activism. 5 Units.
The "Asian American Movement" was born in the late 1960s inspired by other movements for social change and justice in the era. Activism among Asians in America has a longer history and a continuity to today. We will examine past, present, and future and consider issues of racial/ethnic identity, inequality, and of injustice. We will explore avenues that sought remedy and progress. Political, social, cultural, gender and sexuality, and international dimensions will be considered. Note: Students who have taken History/AMSTUD/ASNMST 55D/155D should not enroll in this course.

HISTORY 260K. Exploring American Religious History. 4 Units.
This course will trace how contemporary beliefs and practices connect to historical trends in the American religious landscape.
Same as: AMSTUD 91, CSRE 91, RELIGST 91

HISTORY 261. Race, Gender, and Class in Jim Crow America. 5 Units.
How African American life and labor were redefined from 1890-1954. Topics include family life, work, leisure patterns, transnational relations, cultural expressions emphasizing literature and music, resistance and social activism. Primary sources including visual materials, literature, and film; historical interpretations of the period.

HISTORY 261O. Presidents and Foreign Policy in Modern History. 5 Units.
Nothing better illustrates the evolution of the modern presidency than the arena of foreign policy. This class will examine the changing role and choices of successive presidential administrations over the past century, examining such factors as geopolitics, domestic politics, the bureaucracy, ideology, psychology, and culture. Students will be encouraged to think historically about the institution of the presidency, while examining specific case studies, from the First World War to the conflicts of the 21st century.
Same as: INTNLREL 173

HISTORY 263D. Junipero Serra. 3-5 Units.
Why is Junipero Serra considered a representative figure of California? How have assessments of Serra evolved over the last 200 years? Why does his name appear so often on our campus? In this course we will consider these and other questions in terms of Spanish empire, Native American history, California politics of memory and commemoration, among other approaches. Requirements include weekly reading, class discussion, a field trip to Carmel Mission, short writing assignments, and a formal debate on the ethics naming university or public buildings after historical figures with contested pasts. Taught in English.

HISTORY 264D. Modern America in Historical Perspective. 5 Units.
Same as: SIW 185

HISTORY 267E. Martin Luther King, Jr. - His Life, Ideas, and Legacy. 4-5 Units.
Using the unique documentary resources and publications of Stanford's King Research and Education Institute, this course will provide a general introduction to King's life, visionary ideas, and historical significance. In addition to lectures and discussions, the course will include presentations of documentaries such as Eyes on the Prize. Students will be expected to read the required texts, participate in class discussions, and submit a research paper or an audio-visual project developed in consultation with the professor.
Same as: AFRICAAM 267E, AMSTUD 267E

HISTORY 269F. Modern American History: From Civil Rights to Human Rights. 4-5 Units.
This course focuses on American social justice movements during the years since the passage of landmark civil rights legislation during the 1960s, with particular emphasis on efforts to extend rights to all people.
Same as: HISTORY 269F

HISTORY 270E. Queer History of the Americas. 4-5 Units.
This course will examine LGBT history in the Americas. It traces the development of homosexuality as a category of analysis; the construction of trans identity; the ways in which same-sex desire and gender identity were regulated over time; and queer people's struggles for recognition, liberation, and, ultimately, rights.
Same as: HISTORY 270E

HISTORY 271. Mexicans in the United States. 5 Units.
This course explores the lives and experiences of Mexicans living in the United States, from 1848 to the present. Themes and topics include: the legacies of colonialism, the Mexican-American War, transnational migration, the effects of economic stratification, race and racialization, and the impact of sexual and gender ideologies on the lives of Mexicans residing north of the border.
Same as: AMSTUD 271, CHILATST 171, CSRE 171H

HISTORY 273. The European Expansion. 4-5 Units.
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.
Same as: HISTORY 273A

HISTORY 273E. The Emergence of Nations in Latin America: Independence Through 1880. 4-5 Units.
This course provides an introduction to the main themes of nineteenth-century Latin American history, including independence from Spain, the emergence of various nation-states, and the development of a new social, political, and economic order in the region.
Same as: HISTORY 273E

HISTORY 274E. Urban Poverty and Inequality in Latin America. 5 Units.
We examine historical issues of social inequality, poverty, crime, industrialization, globalization, and environment in major Latin American cities.

HISTORY 275B. History of Modern Mexico. 4-5 Units.
Surveys the history of governance, resistance, and identity formation in Mexico from the nineteenth century to the present. Explores Mexico's historical struggles to achieve political stability, economic prosperity, and social justice and examines how regional, class, ethnic, and gender differences have figured prominently in the shaping of Mexican affairs. Topics include Mexico's wars and their legacies, the power of the state, violence and protest, debates over the meaning of "Mexicanness," youth culture, and the politics of indigenismo.
Same as: AMSTUD 275B, CHILATST 275B, CSRE 275B, HISTORY 375C
HISTORY 279. Latin American Development: Economy and Society, 1800–2014. 4-5 Units.
The newly independent nations of Latin America began the 19th century with economies roughly equal to the U.S. and Canada. What explains the economic gap that developed since 1800? Why are some Latin American nations rich and others poor and how have societies changed over time? Marxist, dependency, neoclassical, and institutionalist interpretive frameworks are explored. The effects of globalization on Latin American economic growth, autonomy, and potential for social justice are examined and debated.
Same as: HISTORY 379

HISTORY 279D. Modern Brazil: Economy, Society & Culture. 4-5 Units.
This course addresses the history of modern Brazil from independence in 1822 to the present day. The class focuses on theories of economic development, social structure and change, and cultural life in Brazil’s diverse regions.
Same as: HISTORY 379D

HISTORY 281A. Twentieth-Century Iraq: A Political and Social History. 5 Units.
The colonial experience, creation of the modern Iraqi state, and transition to military dictatorship. Political movements, religious and tribal elements, and their relation to the state. Geopolitical context.

HISTORY 281G. The Middle East and the World. 5 Units.
This course examines recent works about the Middle East and the world in periods of globalization from the nineteenth century to the present. The aim of the course is to situate transformations that have swept over the region in the past two centuries in a global frame. In addition to exploring how global developments shaped the Middle East, we will also examine how different local practices shaped aspects of the modern world that we often associate with Western Europe.

HISTORY 282. The United States and the Middle East since 1945. 4-5 Units.
Since the end of WW II, U.S. interests in the Middle East have traditionally been defined as access to oil at a reasonable price, trade and markets, containing the influence of the Soviet Union, and the security of Israel. Is this the full range of U.S. interests? How has the pursuit of these interests changed over time? What forces have shaped U.S. policy? What is the impact of U.S. policy on the region itself?
Same as: HISTORY 382

HISTORY 282D. History of Science and Technology in the Middle East. 4-5 Units.
This course offers an introduction to the history of science and technology in the Middle East from the early modern period to the War on Terror. Each week will explore the circulations of scientific knowledge and technological devices against the backgrounds of state formation, war, colonialism, social transformations, and religious reformism. Our readings and discussions will focus on tracing the reformulation of indigenous knowledge traditions, the histories of expert knowledge and development, the global trajectories of scientific objectivity, and the role of the Middle East as testing grounds for technologies of surveillance.
Same as: HISTORY 382D

HISTORY 282E. History of Modern Turkey. 5 Units.
Social, political and cultural history of Modern Turkey from the last decades of the Ottoman Empire in the late 19th century until Today. Themes include transformation from a multi-national empire to a national republic; Islam, secularism and radical modernism; military, bureaucracy and democratic experience; economic development, underdevelopment and class; Istanbul, Ankara and provincial Turkey; socialism, conservativism(s), and Kurdish challenge; Turkey in Europe, the Middle East and Central Asia; gender, sexuality and family; recent political crises.

HISTORY 283D. Capitalism and the Middle East. 5 Units.
This course investigates the logics of capital in the context of the Arab world, Turkey, and Iran from the sixteenth century to the present. It brings in related theoretical readings from fields and disciplines to push the boundaries of what we know about capitalism, racial capitalism, and changing property regimes. Students will explore historical moments of corporate capitalism, agrarian capitalism, globalization, financialization, and neo-liberalism in the Middle East in order to expand their knowledge of global capitalism in non-Western contexts.

HISTORY 284. The Ottoman Empire, 1300–1923. 4-5 Units.
This is a course on the Middle East and Southeast Europe under the Ottoman Empire. Topics include how the Ottoman enterprise was constructed in the frontier region of the Christian and Islamic worlds; the conquests and consolidation of the imperial institutions; how diverse peoples, cultures, and regions were integrated into the imperial system; the Ottoman Empire and the broader world; merchants and their markets; elite, urban, rural and nomadic lives; women, family sexuality; art, literature, and architecture; the transformation of the empire on the eve of modernity; the rise of nationalism and the Ottoman response; Ottoman disintegration and the making of the Middle East and Southeast Europe.
Same as: HISTORY 384

HISTORY 285G. The Holocaust: A Study in Genocide. 4-5 Units.
This course will explore the notion of “traditional” vs “modern”, the different ways in which Jewish communities have encountered "modernity" and what the modern era has meant for different 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 nationalism, and the end of Jewish life in Muslim countries.
Same as: HISTORY 385G, JEWISHST 285G, JEWISHST 385G

HISTORY 286. Jews Among Muslims in Modern Times. 4-5 Units.
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 nationalism, and the end of Jewish life in Muslim countries.
Same as: HISTORY 386, JEWISHST 286, JEWISHST 386

HISTORY 287D. A Survey of Jews in the Contemporary World. 4-5 Units.
This course will explore the notion of “traditional” vs “modern”, the different ways in which Jewish communities have encountered "modernity" and what the modern era has meant for different Jewish communities, whether in the Middle East, Europe, or North America.
Same as: HISTORY 387D, JEWISHST 287D, JEWISHST 387D

HISTORY 288. Palestine and the Arab-Israeli Conflict. 4-5 Units.
This course examines some salient issues of the Israeli-Palestinian conflict from the late 19th century to the present. At the end of the course you should be able to articulate the positions of the major parties to the conflict, with the understanding that there is no single, unified Zionist (or Jewish) or Palestinian (or Arab) position. One quarter does not allow sufficient time to cover even all of the important topics comprehensively (for example, the role of the Arab states, the USA and the USSR, and the internal history of Israel receive less attention than is desirable). Some prior knowledge of Middle East history is desirable, but not required. Vigorous debate and criticism are strongly encouraged. Criticism and response expressed in a civil tone is an important way to get a fuller and more truthful picture of something. This is not only a fundamental democratic right and a basic citizenship skill, but it is essential to interpreting information and making good policy. Rights not used are easily lost.
Same as: HISTORY 388, JEWISHST 288, JEWISHST 388
HISTORY 288D. American Jewish History: Learning to be Jewish in America. 2-4 Units.
This course will be a seminar in American Jewish History through the lens of education. It will address both the relationship between Jews and American educational systems, as well as the history of Jewish education in America. Plotting the course along these two axes will provide a productive matrix for a focused examination of the American Jewish experience. History students must take course for at least 3 units. Same as: AMSTUD 279X, EDUC 279, JEWISHST 279X

HISTORY 290. North Korea in Historical Perspective. 4-5 Units.
This colloquium will approach North Korea from a longer historical perspective and also discuss the country's current crisis and its future. Themes will include the northern region in colonial Korea, Kim Il Sung and Manchurian guerrillas, the USSR and North Korean Revolution, the reconstruction after the Korean War, Juche ideology and the political system, the everyday life of North Korea people, the Cold War and North Korean diplomacy, culture and mass performance, the great famine and economy in transition, the military and nuclear development, and refugees and the succession of leadership.
Same as: HISTORY 390

HISTORY 291G. Pre-Modern Chinese Warfare. 4-5 Units.
This course examines the evolution of warfare in China, and its impact on the evolving political and social orders, from the earliest states through the Mongol conquest. It will study how changing military technology was inextricably linked to changes in the state and society. It will also look at changing Chinese attitudes towards warfare over the same period, from the celebration of heroism, through writing about warfare as an intellectual art, to the links of militarism with steppe peoples.
Same as: HISTORY 391G

HISTORY 291K. Korean History and Culture before 1900. 3-5 Units.
This course serves as an introduction to Korean culture, society, and history before the modern period. It begins with a discussion of early Korea and controversies over Korean origins; the bulk of the course will be devoted to the Chosön period (1392-1910), that from the end of medieval Korea to the modern period. Topics to be covered include: Korean national and ethnic origins, the role of religious and intellectual traditions such as Buddhism and Confucianism, popular and indigenous religious practices, the traditional Korean family and social order, state and society during the Chosön dynasty, vernacular prose literature, Korean's relations with its neighbors in East Asia, and changing conceptions of Korean identity.
The course will be conducted through the reading and discussion of primary texts in English translation alongside scholarly research. As such, it will emphasize the interpretation of historical sources, which include personal letters, memoirs, and diaries, traditional histories, diplomatic and political documents, along with religious texts and works of art. Scholarly work will help contextualize these materials, while the class discussions will introduce students to existing scholarly debates about the Korean past. Students will be asked also to examine the premodern past with an eye to contemporary reception. The final project for the class is a film study, where a modern Korean film portraying premodern Korea will be analyzed as a case study of how the past works in public historical memory in contemporary Korea, both North and South. An open-ended research paper is also possible, pending instructor approval.
Same as: HISTORY 391K, KOREA 158, KOREA 258

HISTORY 292D. Japan in Asia, Asia in Japan. 4-5 Units.
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.
Same as: HISTORY 392D

HISTORY 292F. Culture and Religions in Korean History. 4-5 Units.
This colloquium explores the major themes of Korean history before 1800 and the role of culture and religions in shaping the everyday life of Chosön-dynasty Koreans. Themes include the aristocracy and military in the Koryô dynasty; Buddhism and Confucianism in the making of Chosôn Korea, kingship and court culture, slavery and women, family and rituals, death and punishment, and the Korean alphabet (Hangûl) and print culture.
Same as: HISTORY 392F

HISTORY 292J. Sino-Korean Relations, Past and Present. 3-5 Units.
Korea and China have long been intertwined in their political, economic, and cultural histories. The depth of this historical relationship has enormous ramifications for East Asia today. This course will investigate the history of Korea-China relations from its deep roots in the ancient past, through its formative periods in the early modern period and the age of imperialism, to the contemporary era. Topics to be covered include formation of Chinese and Korean national identity, Sino-Korean cultural exchange, premodern Chinese empire in East Asia, China and Korea in the wake of Western and Japanese imperialism, communist revolutions in East Asia, the Korean War, and China's relations with a divided Korea in the twentieth and twenty-first centuries. Particular attention will be paid to how the modern and contemporary ramifications of past historical relations and how contemporary Chinese and Koreans interpret their own and each others' pasts.
This course will ask students to engage with diverse interpretations of the past and to consider how a common history is interpreted by different audiences and for different purposes. What are the implications of divergent memories of a single historical event for Chinese and Korean political, cultural, and ethnic identities? How are political, cultural, and ethnic identities constructed through engagement with difference? And what is at stake in different constructions of identity? In addressing these issues, students will also engage in social inquiry. They will be asked to understand how political ideology, economic organization, and social forces have shaped the character of Sino-Korean relations. What are the economic and political institutions that influence these relations in each time period? How do ideologies like Confucianism, Communism, or free-market liberalism interface with Chinese and Korean societies and impact their relations?
Same as: CHINA 156, CHINA 256, KOREA 156, KOREA 256

HISTORY 294D. Manchuria: Cradle of Conflict, Cockpit of Asia. 4-5 Units.
How did Manchuria become Chinese? This course utilizes the dual waves of early twentieth-century writings and a wide array of recent scholarship dealing with Manchuria to explore the formation of nation-states out of the Qing and Japanese empires in Northeast Asia through the lenses of opium, migration, cities, warlords, and memoir. This course will be of interest to students concerned with developing transcultural understandings of Northeast Asian history.
Same as: HISTORY 394D
HISTORY 294J. Science, Power, and Knowledge: East Asia to 1900. 3-5 Units.
In the early modern period, East Asian societies featured long-established institutions of learning and traditions of knowledge. This course examines the relationship between knowledge and power in East Asian societies prior to 1900. It explores how knowledge production operated in late imperial China (1550-1900), Chos'un Korea (1392-1910), and Tokugawa Japan (1600-1868). Among the themes addressed are: the state's role in patronizing science and knowledge; major intellectual movements; engagement with Western science and religion; East Asian statecraft; and East Asian understandings of space and geography. Taking a holistic perspective, it places science and technology in 1) a social and cultural context 2) in relation to other bodies and fields of knowledge 3) in comparison to other societies in a similar historical time period. A socially embedded perspective on knowledge and science seeks to appreciate how politics, society, and knowledge are integrated, and in particular how science and knowledge can be both instruments and sites of political power. By exploring these links, the course will also illustrate how our modern disciplinary categories of natural science, social science and the humanities cannot be taken for granted and the areas of knowledge they cover can be deeply intertwined. mThe course will also address these issues historically and across geographic regions in East Asia and beyond. The comparative lens and frameworks these perspectives can offer will bring an awareness of the diverse traditions of knowledge production in East Asia. Its examination of East Asian encounters with Western paradigms of knowledge throughout the early modern period will also illustrate how communication occurs across cultural, social, and linguistic barriers and how diverse world-views were managed in these encounters. These encounters of knowledge-exchange between Jesuit missionaries, Ming literati, Korean aristocrats, and Japanese doctors also show how cultural identities were constructed, reinforced, and challenged. These identities, expressed through the mastery of knowledge, are essential for understanding how East Asian reckoned with growing pressures to adopt Western industrial technology and military science in the late nineteenth century.
Same as: CHINA 157, CHINA 257, JAPAN 157, JAPAN 257, KOREA 157, KOREA 257.

HISTORY 296. Communism and Revolution in China. 5 Units.
From the formation of the Chinese Communist Party (CCP) in 1921 through the 1949 founding of the People's Republic of China (PRC). Topics include: early theories of socialism in China; the relationship between Chinese communism and the Communist International and Soviet Union; agrarian reformulation of communism by Mao; the communist-nationalist civil war; the Communist Revolution of 1949; and the consolidation of communist power in the PRC.

HISTORY 296F. Short Stories from India and Pakistan. 3-5 Units.
The course introduces the main periods and trends of 20th- and 21st-century Urdu short story. Progressive Writers' Movement, Partition literature, Modernism, contemporary fiction. Classes include close reading and discussion of selected short stories, with special focus on prominent themes such as social problems; personal loss, exile, displacement, alienation, and questions of identity; gender and sexuality; history, memory, and nostalgia; myth and imagination. Readings include: Premchand, Manto, Ismat Chughtai, Qurratulain Hyder, Intizar Husain, Naiyer Masud. All readings are in English.
Same as: ICA 296F

HISTORY 297. The Cold War and East Asia. 5 Units.
Explores how East Asia negotiated superpower rivalry and global ideological competition during the Cold War. Considers the ways in which China, Japan, and Korea were more than battlegrounds for US-Soviet contestation and played active roles in defining the nature and dynamics of the conflict. Re-examines conventional narratives and periodizations against alternative conceptual models and interpretive frameworks highlighting the constructed nature of the struggle as well as the role of historical and cultural factors in shaping the East Asian experience.
Same as: HISTORY 397

HISTORY 297D. Oral History and the Partition of India. 4-5 Units.
The 1947 Partition of the Indian subcontinent into the independent nations of Hindu-majority India and Muslim-majority Pakistan was accompanied by one of the largest forced migrations in human history and mass violence where more than one million people lost their lives. How could neighboring communities, accustomed to centuries of relative peace have suddenly turned so violently upon one another? With an archive of thousands of survivor interviews this course will use oral histories to explore the Partition and its legacy.
Same as: HISTORY 397D

HISTORY 297F. Religion and Power in the Making of Modern South Asia. 3-5 Units.
This course examines the diverse ways that religious traditions have been involved in the brokering of power in South Asia from the late seventeenth century to the present day. We will examine the intersection of religion and power in different arenas, including historical memory, religious festivals, language politics, and violent actions. At the core of our inquiry is how religion is invoked in political contexts (and vice-versa), public displays of religiosity, and the complex dynamics of religion and the state. Among other issues, we will particularly engage with questions of religious identity, knowledge, and violence. Undergraduates must enroll in RELIGST 255 for 5 units. Graduate students must enroll RELIGST 355 for 3-5 units. HISTORY297F must be taken for 4-5 units.
Same as: RELIGST 255, RELIGST 355

HISTORY 298C. Race, Gender, & Sexuality in Chinese History. 5 Units.
This course examines the diverse ways in which identities—particularly race, ethnicity, gender and sexuality have been understood and experienced in Chinese societies, broadly defined, from the imperial period to the present day. Topics include changes in women's lives and status, racial and ethnic categorizations, homosexuality, prostitution, masculinity, and gender-crossing.
Same as: ASNAMST 298, CSRE 298G, FEMGEN 298C

HISTORY 299A. Senior Research I. 1-5 Unit.

HISTORY 299B. Senior Research II. 1-5 Unit.

HISTORY 299C. Senior Research III. 1-5 Unit.

HISTORY 299D. Tooling Up for Digital Humanities. 1 Unit.
What are the digital humanities? The twenty-first century presents new opportunities in the humanities, such as unprecedented access to millions upon millions of digitized sources along with powerful technological tools to study those sources. Yet it also raises new challenges, such as the responsible and effective use of technology, and definitions of digital humanities and scholarship and communication. This workshop offers an introduction to fundamental concepts, methods, and issues within the growing field of digital humanities, including managing your online identity, digitizing sources, managing databases, text mining, spatial analysis, visualization, and pedagogy.

HISTORY 299F. Curricular Practical Training. 1 Unit.
Following internship work, students complete a research report outlining work activity, problems investigated, key results and follow-up projects. Meets the requirements for curricular practical training for students on F-1 visas. Student is responsible for arranging own internship and faculty sponsorship.

HISTORY 299H. Junior Honors Colloquium. 1 Unit.
Required of junior History majors planning to write a History honors thesis during senior year. Meets four times during the quarter.

HISTORY 299M. Undergraduate Directed Research: Martin Luther King, Jr., Research and Education Institute. 1-4 Unit.
May be repeated for credit.

HISTORY 299P. Undergraduate Directed Research: Pioneering Women. 1 Unit.
May be repeated for credit.
**HISTORY 299S. Undergraduate Directed Research and Writing. 1-5 Unit.**  
May be repeated for credit.

**HISTORY 299T. Tough Questions. 1 Unit.**  
A H&S initiative course.  
Same as: HISTORY 399T

**HISTORY 299X. Preparing for International Field Work: Public Service or Research. 1 Unit.**  
Open to students in all classes, those planning internships abroad and those planning research, from juniors with honors theses and sophomores with Chappell Lougee grants to freshmen thinking ahead. Introduces resources on campus for planning international research and service. Raises issues that need to be considered in advance of going abroad: ethical concerns, Human Subjects Protocol, networking, personal safety and gender issues, confronting cultural differences. Exposes students to research methods: case studies, interviewing, working in foreign libraries and archives.  
Same as: HISTORY 399A

**HISTORY 2N. Food and Global History. 4 Units.**  
What was Indian cuisine like before the Portuguese introduced chili peppers in the 16th century? Why was the tomato incorporated into Italian cuisine in the seventeenth century? How did the industrialization of food production in the modern period change taste? This course will explore global history through the lens of food staples and cuisines. By analyzing the role of food in major global historical developments such as colonization, slavery, and industrialization, students will explore novel ways of historical thinking, gain insight into the many consequences of historical events, and will uncover the deeper histories and contexts of everyday foods. Through presentations, outings to restaurants and analyses of menus, students will begin to view even the most humble everyday foods as springboards to the past.

**HISTORY 2S. The Stardust of Empires: History of National Self-Determination. 5 Units.**  
The global map is carved along ethnonational lines. But how did we get here? Why did the centuries’ old empires vanish, to be replaced by nation-states? How have populations evolved into nations, gained identity and acquired political sovereignty? What are the competing political forms of nationhood? Will nation-states themselves endure? This Sources and Methods course tackles these questions and more by focusing on the national self-determination phenomenon in the 19th and 20th century Europe and beyond. Priority given to history majors and minors.

**HISTORY 301J. Objects of History: From "Material Culture" to "Making". 4-5 Units.**  
This class considers objects as historical sources. It surveys diverse approaches to the study and display of physical evidence, from "material culture" to "making." These explorations of object-oriented research will inform the course’s hands-on components, working with objects and replicating historical experiences. With its focus on the question of what historical knowledge can be gained through interactivity, the course is suited to students whose interests include museums and public history, reenactment and performance, the maker movement, or interdisciplinary methodology.  
Same as: HISTORY 201J

**HISTORY 302F. Surveillance States: Policing and Information Gathering in the Modern Era. 4-5 Units.**  
The course analyzes the evolution, functions, structures and consequences of surveillance in the modern era. Among issues discussed are the rise of the modern state and population politics, information gathering and its uses in domestic and national security arenas, institutions of surveillance in various regimes, the challenge of privacy and ethical dilemmas.  
Same as: HISTORY 202F

**HISTORY 302G. Peoples, Armies and Governments of the Second World War. 4-5 Units.**  
Clausewitz conceptualized war as always consisting of a trinity of passion, chance, and reason, mirrored, respectively, in the people, army and government. Following Clausewitz, this course examines the peoples, armies, and governments that shaped World War II. Analyzes the ideological, political, diplomatic and economic motivations and constraints of the belligerents and their resulting strategies, military planning and fighting. Explores the new realities of everyday life on the home fronts and the experiences of non-combatants during the war, the final destruction of National Socialist Germany and Imperial Japan, and the emerging conflict between the victors. How the peoples, armies and governments involved perceived their possibilities and choices as a means to understand the origins, events, dynamics and implications of the greatest war in history.  
Same as: HISTORY 202G

**HISTORY 302K. The Holocaust and Its Aftermath. 4-5 Units.**  
This seminar gives an overview over different aspects of the history of the Holocaust and its aftermath and will examine key issues in recent Holocaust historiography and questions of memory and representation. Special emphasis is put on the nature of the historian’s task, as viewed through the lens of historians of the Holocaust, as well as to the significance of the Holocaust in history and how it has changed over time. The course will confront students with historiographical texts and historical documents, with photography and film, works of scholarship and art.  
Same as: HISTORY 202K, JEWISHST 282K, JEWISHST 382K

**HISTORY 303. Premodern Economic Cultures. 4-5 Units.**  
Modern economists have made a science of studying the aggregate effects of individual choices. This science is based on the realities of personal freedom and individual choice. Prior to the modern era, however, different realities comprised very different economic cultures: moral economies in which greed was evil and generosity benefitted the patron's soul; familial collectives operating within historical conditioned diasporas; economies of obligation that threatened to collapse under their own weight as economic structures shifted. In this course we will be reading cross-culturally to develop an understanding of the shared and distinct elements of premodern economic cultures.  
Same as: HISTORY 203

**HISTORY 303C. History of Ignorance. 4-5 Units.**  
Scholars pay a lot of attention to knowledge—how it arises and impacts society—but much less attention has been given to ignorance, even though its impacts are equally profound. Here we explore the political history of ignorance, through case studies including: corporate denials of harms from particular products (tobacco, asbestos), climate change denialism, and creationist rejections of Darwinian evolution. Students will be expected to produce a research paper tracing the origins and impact of a particular form of ignorance.

**HISTORY 303E. Infrastructure & Power in the Global South. 4-5 Units.**  
In the last decade, the field of infrastructure studies has entered into conversation with area studies, post/colonial studies, and other scholarship on the “Global South.” These intersections have produced dramatic new understandings of what “infrastructures” are, and how to analyze them as conduits of social and political power. This course offers a graduate-level introduction to this recent scholarship, drawing primarily on works from history, anthropology, geography, and architecture.
HISTORY 303F. Words and Things in the History of Classical Scholarship. 4-5 Units.
How have scholars used ancient texts and objects since the revival of the classical tradition? How did antiquarians study and depict objects and relate them to texts and reconstructions of the past? What changed and what stayed the same as humanist scholarship gave way to professional archaeologists, historians, and philologists? Focus is on key works in the history of classics, such as Erasmus and Winckelmann, in their scholarly, cultural, and political contexts, and recent critical trends in intellectual history and the history of disciplines.
Same as: CLASSICS 331

HISTORY 303K. Trauma and History: Intergenerational suffering and collective healing. 4-5 Units.
This course will examine trauma as a historical process, following the intergenerational impacts of history’s darker dramas, analyzing collective strategies for coping and healing after trauma, and asking whether we can speak of “traumatized societies.” Readings for graduate students will include Ben Shepard’s A War of Nerves, Didier Fassin and Richard Rechtman’s The Empire of Trauma, and selections from Yael Danieli, ed., Intergenerational Handbook of Multigenerational Legacies of Trauma. Colloquium will be discussion-oriented, but will also include guest discussants from around the world. The course will culminate in a conference to be held at Stanford, June 4-6: “Soul Wounds: Trauma and Healing Across Generations.” Undergraduate requirements for 1 credit: Attend weekly “Mind, Body, and Culture” workshop and first hour of Wednesday morning discussion; attend some part of conference on June 4-6. Graduate requirements for 4-5 credits: Attend workshop, read weekly discussion on Wednesday mornings, write a paper and if desired present at conference.

HISTORY 304. Approaches to History. 4-5 Units.
Required of first-year History Ph.D. students. This course explores ideas and debates that have animated historical discourse and shaped historiographical practice over the past half-century or so. The works we will be discussing raise fundamental questions about how historians imagine the past as they try to write about it, how they constitute it as a domain of study, how they can claim to know it, and how (and why) they argue about it.

HISTORY 304D. Advanced Topics in Agnotology. 4-5 Units.
Advanced research into the history of ignorance. Our goal will be to explore how ignorance is created, maintained and destroyed, using case studies from topics such as tobacco denialism, global climate denialism, and other forms of resistance to knowledge making. Course culminates in a research paper on the theory and practice of agnotology, the science of ignorance.
Same as: HISTORY 204D

HISTORY 304G. War and Society. 4-5 Units.
How Western societies and cultures have responded to modern warfare. The relationship between its destructive capacity and effects on those who produce, are subject to, and must come to terms with its aftermath. Literary representations of WW I; destructive psychological effects of modern warfare including those who take pleasure in killing; changes in relations between the genders; consequences of genocidal ideology and racial prejudice; the theory of just war and its practical implementation; and how wars are commemorated.
Same as: HISTORY 204G, REES 304G

HISTORY 304J. Religion, Violence, and Empire. 4-5 Units.
Explores the interplay of religion and violence in the making and breaking of empires around the world from the Aztecs to al Qaida.
Same as: HISTORY 204J

HISTORY 305. Graduate Pedagogy Workshop. 1 Unit.
Required of first-year History Ph.D. students. Perspectives on pedagogy for historians: course design, lecturing, leading discussion, evaluation of student learning, use of technology in teaching lectures and seminars. Addressing today’s classroom: sexual harassment issues, integrating diversity, designing syllabi to include students with disabilities.

HISTORY 305B. History of Fear. 4-5 Units.
Whether directed at immigrants, infected airs, or the stock market, fear has often been a driving historical force. This class explores old and new approaches to the history of fear, with a focus on the early modern period. Themes include: epidemic prevention, xenophobia, dietary fears, weather phobias, concepts of anxiety, the place of fear in political theory, and political and economic uses of fear. A final project will require students to identify and explore the history of a particular fear.
Same as: HISTORY 205B

HISTORY 305C. Graduate Workshop Series. 1 Unit.
This is a 1-credit course for which only regular attendance is required, and graduate students may audit any or all of the sessions as they find useful. The majority of the course addresses questions of research, grant writing, and professionalization, while the last few sessions offer general guidance on preparing for the job market.

HISTORY 305J. Wonder, Curiosity & Collecting: Building a Stanford Cabinet of Curiosities. 4-5 Units.
Inside every museum lies a cabinet of curiosities. Explores the history of wonder, curiosity, and collecting, with special attention to the Renaissance origins of the cabinet of curiosities and their modern afterlives. Hands-on experience working with the Stanford collection in the Cantor to create a contemporary cabinet in collaboration with artist Mark Dion. This will be a unique opportunity to create a Stanford cabinet of curiosities for the twenty-first century. All seminar participants will contribute to the published exhibit catalogue.
Same as: ARTHIST 225, HISTORY 205J

HISTORY 305K. The Age of Revolution: America, France, and Haiti. 4-5 Units.
This course examines the “Age of Revolution,” spanning the 18th and 19th centuries. Primarily, this course will focus on the American, French, and Haitian Revolutions (which overthrew both French and white planter rule). Taken together, these events reshaped definitions of citizenship, property, and government. But could republican principles—color-blind in rhetoric—be so in fact? Could nations be both republican and pro-slavery? Studying a wide range of primary materials, this course will explore the problem of revolution in an age of empires, globalization, and slavery.
Same as: AFRICAAM 205K, HISTORY 205K

HISTORY 306A. City, Society, Literature- 19th Century Histories. 4 Units.
This course examines the rise of modern cities through an analysis of urban society and the imaginative literature of the 1800s.
Same as: HISTORY 206A, URBANST 106

HISTORY 306F. Identities and Identification in the Atlantic World. 4-5 Units.
How identities and processes of identification changed in Europe, Africa, and the Americas during the early modern period and as a result of the engagement of the inhabitants of these three continents in the Atlantic world.

HISTORY 306G. Colonial Law. 4-5 Units.
Examines the relationship between law and colonialism in Latin America, Africa and Asia during both the early modern and the modern period. By reading some of the seminal works that have been published on this issue, we will seek to understand how law both facilitated and limited colonialism and how colonialism, in turn, had modified the legal systems that had existed previously. Attention will also be given to law as an acculturating agent and to the legal arena as a sphere for conflict resolution, negotiation, and identity formation.
HISTORY 307A. Legal History Workshop. 4-5 Units.
(Same as LAW 372.) The Legal History Workshop is designed as a forum in which faculty and students from both the Law School and the History Department can discuss some of the best work now being done in the field of legal history. Every other week, an invited speaker will present his or her current research for discussion. This year the theme of the Workshop will be Conservative Legal Movements from 1950 to the Present. Speakers will include Reva Siegel, the Nicholas deB. Katzenbach Professor of Law at Yale Law School, and Thomas Sugrue, the David Boies Professor of History and Sociology at the University of Pennsylvania, as well several other scholars of law, the social sciences and humanities writing about this topic. In the week prior to a given speaker’s presentation, the class will meet as a group to discuss secondary literature relevant to understanding and critiquing the speaker’s research. Students will then read the speaker’s paper in advance of the following week’s workshop presentation. Special Instructions: Students are required to write a brief response to each speaker’s paper. There will be a total of four speakers, and thus four papers. Guidance will be provided concerning how to frame these response papers, which will be due every two weeks - i.e., on the day before speaker presents and students will receive "W" writing credit. Students taking the course to receive "R" research credit are required to write a research paper on a legal history topic that they choose (in consultation with the professor). After the term begins, students accepted into the course can transfer from section (001) into section (02), which meets the R requirement, with consent of the instructor. Students taking the course for R credit can take the course for either 2 or 3 units, depending on the paper length. Elements used in grading: Class participation, attendance, assignments and final paper. This course is open to first-year Law School students. Writing (W) credit is for students entering prior to Autumn 2012.

HISTORY 307J. Visual Technologies and Environmental Thinking. 4-5 Units.
This course follows the historical development of environmental thinking from the birth of the earth sciences in the early 19th-century to the rise of green activism. We will explore how conceptions of nature (and society) changed throughout the development of technical modes of representing space and observing the earth from a distance. Particular attention will be paid to the political, military, intellectual and cultural factors that shape the way visual technologies define, visualize, and represent the natural world in the Middle East and North Africa.
Same as: HISTORY 207J

HISTORY 307K. Writing History: Celebrity Deathmatch. 4-5 Units.
What makes a book of history "popular" and what makes it "academic"? Is it possible to write rigorous scholarship that also attracts a broad readership? This class answers yes, and then sets out to consider how this might be done, comparing pairs of books written on similar topics. With its emphasis on the craft of writing and the art of public engagement, this colloquia is meant to encourage both Ph.D students and undergraduates interested in writing serious nonfiction.
Same as: HISTORY 207K

HISTORY 308. Biography and History. 4-5 Units.
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.
Same as: HISTORY 207

HISTORY 308B. Women Activists’ Response to War. 4-5 Units.
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.
Same as: FEMGEN 208B, HISTORY 208B

HISTORY 308E. Making and Interpreting Historical Records, 100-1600. 3-5 Units.
Accessing the past through the cultural record provides us with the ability to read primary sources for ourselves; and determine the reasons behind, and resources given over to, the production of documents and manuscripts. This course will introduce students to the places and spaces that created literary and historical texts, the materials and skills involved, and the methods by which these artifacts were produced. In this course, students will be introduced to the essential skills of epigraphy, paleography, codicology and diplomatics, which involve learning how to read inscriptions, manuscripts, and single-leaf documents, like writs and charters. Students will be immersed in first-hand learning in Special Collections, and will work collaboratively on a project that brings to light thoroughly interpreted and edited early textual materials from archive to publication.
Same as: ENGLISH 212, ENGLISH 312A, HISTORY 208E

HISTORY 308F. Law and Humanities Workshop: History, Literature, and Philosophy. 4-5 Units.
(Formerly LAW 516, now LAW 3515.) The Law and Humanities Workshop: History, Literature, and Philosophy is designed as a forum in which faculty and students from the Law School and from various humanities departments can discuss some of the best work now being done in law and humanities. Every other week, an invited speaker will present his or her current research for discussion. In the week prior to a given speaker’s presentation, the class will meet as a group to discuss secondary literature relevant to understanding and critiquing the speaker’s research. Students will then read the speaker’s paper in advance of the following week’s workshop presentation. Enrollment will be limited to 30 students—20 from SLS who will be selected by lottery and 10 from H&S. Elements used in grading: Class participation, attendance, and writing assignments.

HISTORY 308J. Where Do Highways Come From? The History of Infrastructure. 4-5 Units.
Roads, walls, and server farms are often taken for granted in our daily lives. In fact, a common statement about infrastructure is that it goes unnoticed until it fails. So what role does it play in shaping human behavior? What can we learn from understanding its origins and demise? From roadside taverns to biometric identification, this course explores infrastructural technologies between 1450 and today. We will study the people, materials, and ideas behind global infrastructure.
Same as: HISTORY 208J

HISTORY 309A. Postcolonialism and Universalism. 4-5 Units.
Key texts and motifs from postcolonial theory: empire, class, exile, suffering, textuality, archive in juxtaposition to 20th-century philosophical questions about universal history and the relevance of humanist inquiry. Same as: HISTORY 209D

HISTORY 309B. The Idea of Politics. 4-5 Units.
Can we live without politics? Is politics indispensable for humanity and vice-versa? The idea of politics is that it must transform, through human action, conditions of collective life. But the 20th century produced colliding beliefs about what that life might be and what the human being itself might look like. Explore whether, after the century, we might still think of politics as an ethical idea and the “human” as foundational political category. Keywords: Civility, Cruelty, Friendship, Empire, Democracy, Humanism, Animals.
Same as: HISTORY 209B

HISTORY 309E. History Meets Geography. 4-5 Units.
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.
HISTORY 309F. Maps in the Early Modern World. 4-5 Units.
The significance of cartographic enterprise across the early modern world. Political, economic, and epistemological imperatives that drove the proliferation of nautical charts, domain surveys, city plans, atlases, and globes; the types of work such artifacts performed for their patrons, viewers, and subjects. Contributions of indigenous knowledge to imperial maps; the career of the map in commerce, surveillance, diplomacy, conquest, and indoctrination. Sources include recent research from Asia, Europe, and the Americas. Same as: HISTORY 209F

HISTORY 309G. Paleography of Medieval and Early Modern Manuscripts. 3-5 Units.
Introductory course in the history of writing and of the book, from the late antique period until the advent of printing. Opportunity to learn to read and interpret medieval manuscripts through hands-on examination of original materials in Special Collections of Stanford Libraries as well as through digital images. Offers critical training in the reading of manuscripts for students from departments as diverse as Classics, History, Philosophy, Religious Studies, English, and the Division of Languages Cultures and Literatures. Same as: CLASSICS 215, DLCL 209, RELIGST 204

HISTORY 30C. Culture and Society in Reformation England. 3 Units.
(Same as History 130C. History majors and others taking 5 units, register for 130C.) Focuses on the appeal of both Reformed and Catholic ideas in the political and cultural contexts of early modern Europe. Topics include: the Lutheran revolt; the spread of Protestant ideas; Calvin’s Geneva; the English Reformation; Tridentine reform and the Jesuits; toleration and the underground churches; wars and religious violence; and the making of European confessional identities. Sources include sermons, religious polemic, autobiographies, graphic prints, poetry, and music.

HISTORY 30S. Séances & Spirits: Science and the Occult during the Long 19th Century. 5 Units.
The 19th century was an age of secularism, rationality, industrialization, urbanization, and scientific and technological innovation. But it was also marked by obsession with the paranormal, as people held séances, summoned ghosts, and performed magic rituals. Exploring this paradox, this course will focus on Britain, with occasional forays to America. Using sources like spirit photographs, séance transcripts, and occult objects in the Stanford archives, we will examine the origins, spread, and significance of our modern fascination with the “other world.” Priority given to history majors and minors.

HISTORY 310. The History of Occupation, 1914-2010. 4-5 Units.
Examines the major cases of occupation in the twentieth century, from the first World War until the present, and issues of similarities, differences, and implications for contemporary policy making. Topics include European and Asian cases emerging from World War I and World War II, the Israeli occupation of the West Bank; the Soviet and American occupations of Afghanistan; and the American occupation of Iraq. Discussions will revolve around the problems, efficacy, and effects of occupation in historical perspective. Same as: ARTHIST 206H, FEMGEN 216, HISTORY 216

HISTORY 319C. Science, Technology, and Modernity in the Soviet Union. 5 Units.
Science and technology were integral to the Soviet claim to offer a vision of modernity superior to that of Western capitalism. Science and technology would flourish; society would develop on a scientific basis. The results were more complex than the vision. Topics to be covered: science and Marxism-Leninism; the Lysenko affair; the R&D system; the role of the secret police; the atomic project; the space race; missile development; Andrei Sakharov; technology and innovation. Same as: HISTORY 219C
HISTORY 31Q. Resistance and Collaboration in Hitler's Europe. 4 Units.
What is resistance and what did it entail in Nazi-occupied Europe? What prompted some to resist, while others accommodated or actively collaborated with the occupiers? How have postwar societies remembered their resistance movements and collaborationists? This seminar examines how Europeans responded to the Nazi order during World War II. We will explore experiences under occupation; dilemmas the subject peoples faced; the range of resistance motivations, goals, activities, and strategies; and postwar memorialization. Select cases from Western, Eastern, and Mediterranean Europe.

HISTORY 31S. Resistance, Rebellion, and Revolution in Early Modern Europe: Theory and Practice. 5 Units.
Europe in the sixteenth and seventeenth centuries was characterized by constant and profound political and religious conflict. Laity and lower clergy challenged church hierarchy, subjects challenged rulers, common people challenged governing classes. What constituted legitimate resistance to established authorities? Early modern thinkers developed robust political philosophies to answer this question. This course examines the early modern tradition of resistance theory alongside contemporaneous events and movements of resistance. Priority given to history majors and minors.

HISTORY 321A. State, Society and Nation in Modern Russian Historiography. 4-5 Units.
Main trends of Russian intellectual history as seen through major historians' treatment of Muscovy: Romanticism, Slavophilism, Hegelianism, Populism, Social Democracy, New Idealism, and Marxism-Leninism.

HISTORY 321B. The 'Woman Question' in Modern Russia. 4-5 Units.
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.
Same as: FEMGEN 221B, HISTORY 221B

HISTORY 322. Early Modern Russia in European Context. 4-5 Units.
Major topics from 1450 to 1801: state-building, ideology, empire, law, economy, international trade and relations. Comparative context with Europe and Ottoman Empire.

HISTORY 323. Art and Ideas in Imperial Russia. 4-5 Units.
Poetry, novels, symphonic music, theater, opera, painting, design, and architecture: what they reveal about the politics and culture of tsarist Russia.
Same as: HISTORY 223

HISTORY 323B. Research Methodologies in Early Modern Russian History. 4-5 Units.

HISTORY 323D. Russian Rebels. 4-5 Units.
This course explores the history of resistance to the Russian state, from peasant rebels and socialist revolutionaries to Pussy Riot. Primary sources include memoirs, literature, and film.
Same as: HISTORY 223D

HISTORY 323E. Cities of Empire: An Urban Journey through Eastern Europe and the Mediterranean. 3-5 Units.
This course explores the cities of the Habsburg, Ottoman and Russian empires in the dynamic and turbulent period of their greatest transformation from the 19th century through the Two World Wars. Through the reading of urban biographies of Venice and Trieste, Vienna, Budapest, Cracow, Lviv, Sarajevo, Belgrade, Salonica, and Odessa, we consider broad historical trends of political, economic, and social modernization, urbanization, identity formation, imperialism, cosmopolitanism, and orientalism. As vibrant centers of coexistence and economic exchange, social and cultural borderlands, and sites of transgression, these cities provide an ideal lens through which to examine these themes in the context of transition from imperial to post-imperial space.
Same as: HISTORY 223E, REES 204, REES 304

HISTORY 324C. Genocide and Humanitarian Intervention. 3 Units.
Open to medical students, graduate students, and undergraduate students. Traces the history of genocide in the 20th century and the question of humanitarian intervention to stop it, a topic that has been especially controversial since the end of the Cold War. The pre-1990s discussion begins with the Armenian genocide during the First World War and includes the Holocaust and Cambodia under the Khmer Rouge in the 1970s. Coverage of genocide and humanitarian intervention since the 1990s includes the wars in Bosnia, Rwanda, Kosovo, the Congo and Sudan.
Same as: HISTORY 224C, JEWISHST 284C, JEWISHST 384C, PEDS 224

HISTORY 324F. The Caucasus and the Muslim World. 4-5 Units.
The linkages connecting the societies of the Caucasus to Muslim communities in Iran, Russia, the Ottoman Empire and Turkey, S. Asia, and the Middle East.

HISTORY 326A. Modern Europe: Society and Politics. 5 Units.
The goal of this course is to introduce graduate students to major works of history and literature in the field of nineteenth and early-twentieth century history. A colloquia will be given in tandem with a research seminar.

HISTORY 326C. Graduate Colloquium on Balkan History. 4-5 Units.
Designed for History Ph.D. students to develop competence in the history and historiography of the modern Balkans, from the French Revolution to the present. Areas of study include the influence of empires on the region, the rise of nationalism and nation states, the dilemmas of independence, the emergence and decline of communism in the region, and the recurrence of war and ethnic conflict.

HISTORY 326E. Famine in the Modern World. 3 Units.
Open to medical students, graduate students, and undergraduate students. Examines the major famines of modern history, the controversies surrounding them, and the reasons that famine persists in our increasingly globalized world. Focus is on the relative importance of natural, economic, and political factors as causes of famine in the modern world. Case studies include the Great Irish Famine of the 1840s; the Bengal famine of 1943-44; the Soviet famines of 1921-22 and 1932-33; China's Great Famine of 1959-61; the Ethiopian famines of the 1970s and 80s, and the Somalia famines of the 1990s and of 2011.
Same as: HISTORY 226E, PEDS 226
HISTORY 327D. All Quiet on the Eastern Front? East Europe and Russia in the First World War. 3-5 Units.

Until recently history has been comparatively quiet about the experience of World War I in the east. Far from being a peripheral theater of war, however, the experiences of war on the Eastern Front were central to shaping the 20th century. Not only was the first shot of the war fired in the east, it was also the site of the most dramatic political revolution. Using scholarly texts, literature and film, this course combines political, military, cultural and social approaches to introduce the causes, conduct and consequences of World War I with a focus on the experiences of soldiers and civilians on the Eastern Front. Topics include: the war of movement, occupation, extreme violence against civilians, the Armenian genocide, population exchanges, the Russian Revolution and civil war, and the disintegration of empires and rise of nation-states.

Same as: HISTORY 227D, REES 227, REES 327

HISTORY 328. Circles of Hell: Poland in World War II. 5 Units.

Looks at the experience and representation of Poland’s wartime history from the Nazi-Soviet Pact (1939) to the aftermath of Yalta (1945). Examines Nazi and Soviet ideology and practice in Poland, as well as the ways Poles responded, resisted, and survived. Considers wartime relations among Polish citizens, particularly Poles and Jews. In this regard, interrogates the traditional self-characterization of Poles as innocent victims, looking at their relationship to the Holocaust, thus engaging in a passionate debate still raging in Polish society.

Same as: HISTORY 228, JEWISHST 282, JEWISHST 382

HISTORY 330. Core Colloquium on Early Modern Europe: Ancien Régime. 4-5 Units.

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

HISTORY 330D. Europe in the World, 1789-Present. 4-5 Units.

The European conquest of parts of Africa, Asia, and the South Pacific by European merchants, missionaries, armies, and administrators had significant, and often cataclysmic, effects on indigenous political alliances, cultural practices, and belief systems. But were the effects of expansion entirely one-sided? What impact did the experiences of colonialism have on European politics, culture, and Europe’s relations with the rest of the world? Explores how interaction between Europe and the rest of the world redefined the political, racial, sexual, and religious boundaries of both Europe and its colonies and gave rise to the more “globalized” society we live in today.

Same as: HISTORY 230D

HISTORY 331. Leonardo’s World: Science, Technology, and Art. 4-5 Units.

Leonardo da Vinci is emblematic of creativity and innovation. His art is iconic, his inventions legendary. His understanding of nature, the human body, and machines made him a scientist and engineer as well as an artist. This class explores the historical Leonardo, exploring his interests and accomplishments as a product of the society of Renaissance Italy. Why did this world produce a Leonardo? Students will contribute to a library exhibit for the 500th anniversary of Leonardo’s death in May 2019.

Same as: ARTHIST 231, ARTHIST 431, HISTORY 231, ITALIAN 231, ITALIAN 331

HISTORY 331B. Core Colloquium on Modern Europe: The 19th Century. 4-5 Units.

The major historical events and historiographical debates of the long 19th century from the French Revolution to WW I.

HISTORY 331D. Core Colloquium on Modern Europe: Intellectual History. 4-5 Units.

HISTORY 331E. Paper, Printing, and Digital Revolutions: Transformations of the Book. 4-5 Units.

What is a book? This seminar explores the conceptual implications of approximately two millennia of transformations in the physical and material properties of books. How have the meaning and authority we assign the written word changed as technologies of book production and dissemination have evolved, and how have they remained continuous? Topics covered include the rise of the medieval manuscript codex, the emergence of print culture in early modern Europe, and current debates over the nature of text in the digital age.

Same as: HISTORY 231E

HISTORY 332A. Power, Art, and Knowledge in Renaissance Italy. 4-5 Units.

Provides a fundamental understanding of the cultural and political imagination of the Italian Renaissance, with particular emphasis on Florence between 1300 and 1600 CE. Topics include political and social upheavals, radical shifts in religious practice and devotion, the commercial revolution in trade and banking, the rediscovery of classical philosophy and style, and the flowering of the literary and visual arts.

Same as: HISTORY 232A

HISTORY 332D. Rome: The City and the World, 1300-1800. 4-5 Units.

What lies beyond the ruins of an ancient city? How did Rome revive? The history of Rome from the late Middle Ages and Renaissance to the age of the Grand Tour. Topics include: the history of the papacy; the everyday world of Roman citizens; the relationship between the city and the surrounding countryside; the material transformation of Rome and projects to map the city; and its meaning for foreigners.

HISTORY 332E. Crooks, Quacks, and Courtesans: Jacobean City Comedy. 5 Units.

We will read a series of plays set in or around early modern London, written by playwrights such as Ben Jonson, Thomas Middleton, and John Marston. The course will explore the plays’ hilarious representations of the London underworld, with its confidence tricksters and naive victims, as well as more serious topics such as social mobility and social relations, economic expansion, disease transmission, and the built environment. Plays studied will include: *The Alchemist, Epicene, The Roaring Girl, A Chaste Maid In Cheapside, The Dutch Courtesan*. 

Same as: ENGLISH 240A, ENGLISH 340A, HISTORY 232E

HISTORY 333D. Borders and Migration in the British Empire, 1750-2000. 4-5 Units.

This course traces the history of borders, migration, and belonging in Britain’s colonies and imperial spaces from the late-18th through late-20th centuries. From colonial North America to Sydney to Cape Town, from the British Caribbean to Britain itself, we will explore the concept of “border imperialism” in which borders, movement, and regimes of belonging are both constituted through and integral to capital and empire. Readings will be drawn from primary sources as well as secondary texts.

Same as: HISTORY 233D

HISTORY 333J. Early British Empire: Themes and Historiography. 4-5 Units.

This course explores the history of the early British empire, beginning with the question, “What is empire?” From plantations in Ireland, through the American Revolution, a turn to the east, and into Britain’s imperial century, we will investigate how the empire began and evolved, with special attention to governance, ideology, technologies of rule, domestic effects, periodization, and historiography. Readings include primary sources and secondary texts specifically chosen to illustrate a variety of approaches to writing about empire.

Same as: HISTORY 233J

HISTORY 333K. The Invention of the Modern Republic. 4-5 Units.

Examines the history of republican thinking in the Atlantic World from the Renaissance to the French Revolution.

Same as: HISTORY 233K
HISTORY 334. The Enlightenment. 3-5 Units.
The Enlightenment as a philosophical, literary, and political movement. Themes include the nature and limits of philosophy; the grounds for critical intellectual engagement, the institution of society and the public, and freedom, equality and human progress. Authors include Voltaire, Montesquieu, Rousseau, Hume, Diderot, and Condorcet.
Same as: DLCL 324, FRENCH 244, HISTORY 234, HISTORY 432A, HUMNTIES 324

HISTORY 334F. Science, Technology, and Empire. 4-5 Units.
How modern Europe came to be connected to the wider world through repeated cycles of expansion, circulation, and exchange from the mid-nineteenth century to the present. Using key moments and in-depth discussions of watershed moments, the roles played by colonialism, migration, commerce, warfare, nntelecommunications, and popular culture in redefining the place of Europe in a changing global landscape will be explored.

HISTORY 335. The Renaissance of War: Politics, Technology, and War in Early Medieval and Renaissance Italy. 4-5 Units.
The dynamic societies of the Italian Peninsula of the 14th to 16th centuries "prosperous, astonishingly creative, politically fractious, and endemically violent" produced sweeping, deeply consequential changes. Among these were new developments in the theory and practice of war, politics, and diplomacy that laid the foundations for the modern state system and European military power. The class covers: new diplomatic practice; the Military Revolution; state-building; war finance; court culture; and the intersection of these with the shimmering brilliance of Renaissance culture.

HISTORY 335C. Readings in the Supernatural. 4-5 Units.
Class will read and discuss a selection of monographs, scholarly essays, and primary sources on the rich supernatural world of early modern Europe. We will discuss how fairies, werewolves, nightmares, and trolls all became witches, how the binary of angels and demons figured in European thought, and how the marginalized imaginary was reconstituted in theatre and fiction.
Same as: HISTORY 235C

HISTORY 336. Modern France. 4-5 Units.
(Daughton).

HISTORY 336E. Humanities+Design: Visualizing the Grand Tour. 4-5 Units.
Study of the eighteenth-century Grand Tour of Italy through visualization tools of the digital age. Critical readings in both visual epistemology and current Grand Tour studies; interrogating the relationship between quantitative and qualitative approaches in digital humanities; what new insights in eighteenth-century British travel to Italy does data visualization offer us? Students will transform traditional texts and primary sources on the rich supernatural world of early modern Europe into digital datasets, developing individual data analysis projects using text mining, data capture and visualization techniques.
Same as: CLASSICS 396, DLCL 396

HISTORY 336F. The End of the World As They Knew It: Culture, Cafés, and Crisis in Europe, 1880-1918. 4-5 Units.
The years stretching from roughly 1880 to end of the First World War were marked by profound social upheaval and an intense burst of creativity. This seminar will focus on the major cultural movements and big ideas of the period. Topics covered include the rise of mass culture and cinema, the origins of psychoanalysis, anti-Semitism and Zionism, new anxieties about sexuality and the New Woman, anarchism, decadence, degeneration, and Dada with cameos from Bernhardt, Freud, Klimt, Nietzsche, Toulouse-Lautrec, Wilde, Zola, and other luminaries of the age.
Same as: HISTORY 236F

HISTORY 337C. Street History: Learning the Past in School and Out. 3-5 Units.
Interdisciplinary. Since Herodotus, history and memory have competed to shape minds: history cultivates doubt and demands interpretation; memory seeks certainty and detests that which thwarts its aims. History and memory collide in modern society, often violently. How do young people become historical amidst these forces; how do school, family, nation, and mass media contribute to the process?
Same as: EDUC 356

HISTORY 337F. 20th Century British History through the Hoover Archives. 4-5 Units.
From the rich resources of the Hoover Institution, the students in this course will select a particular archive (war posters, politician, spy, literary figure, diplomat, etc. etc.) to investigate, to write about, discuss in class, and, it is hoped, present in an exhibition at the Hoover, learning museum skills along the way as well as the history of Britain in the 20th century.
Same as: HISTORY 237F

HISTORY 337J. Nationhood and Nationalism in France: Modern French history through film and fiction. 4-5 Units.
Europe is seeing a rise in nationalist politics, fueled by fear of economic instability and immigration. In France, Marine Le Pen’s far-right populist party Rassemblement National (until June 2018 - the Front National) has dominated political debates, insisting on preserving French national sovereignty. But what is a nation? What does it mean to be French? Who is included and who is excluded? In this course we will explore the construction of the idea of France in the face of revolution, the world wars and the Holocaust, and the violent end of colonialism. By looking at these critical historical moments, we will also gain a firmer grasp of contemporary problems surrounding nationhood in France and around the world. Sources will include films, novels, pamphlets, and political speeches. Course taught in English, with an optional French section.
Same as: HISTORY 237J

HISTORY 338A. Graduate Colloquium in Modern British History, Part I. 4-5 Units.
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.

HISTORY 338B. MODERN BRITISH HISTORY PART II. 4-5 Units.
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.

HISTORY 338G. Ethnography of the Late Middle Ages: Social history and popular culture in the age of the plague. 4-5 Units.
During the late Middle Ages, as Europe was recovering from the devastation of the Black Death, political reorganization contributed to a burst of archival documentation that allows historians richly detailed glimpses of societies in transition. We will be reading selected scholarly articles and monographs covering such topics as persecution, prechristian cultural remnants, folk theologies, festival cultures, peasant revolts, heresy, and the advent of the diabolic witch.
Same as: HISTORY 238G

HISTORY 338J. The European Scramble for Africa: Origins and Debates. 4-5 Units.
Why and how did Europeans claim control of 70% of African in the late nineteenth century? Students will engage with historiographical debates ranging from the national (e.g. British) to the topical (e.g. international law). Students will interrogate some of the primary sources on which debaters have rested their arguments. Key discussions include: the British occupation of Egypt; the autonomy of French colonial policy; the mystery of Germany’s colonial entry; and, not least, the notorious Berlin Conference of 1884-1885.
Same as: AFRICAAM 238J, HISTORY 238J
HISTORY 338K. Vox Populi: Populism and its Origins. 1-5 Unit.
This seminar traces the proliferation of populism in contemporary Europe and the United States, with reference to the historical background of anti-institutional and anti-representational ideas of popular sovereignty. Subjects include: the notion of 'vox populi' from the early modern period to the colonial period; ideas of radical democracy in the enlightenment era; 19th century notions of identifying 'the people' (nation, 'Volk', class, race, mass); the populist, reform and volkish movements around 1900; the rise of fascist and totalitarian ideas of popular sovereignty; the struggle over the meaning of democracy in the Cold War era; semantic transformations of 'the popular' through the audio-visual media; and the rise of today's populism since 1989. The material to be analyzed will consist of 1. Primary sources (programs, manifests, pamphlets, speeches and propaganda material including visual sources); 2. Contemporary theoretical texts (political philosophy, history, sociology, psychology, and popular science); and 3. Today's theories and practices of populism. nNote: The course will be taught by Visiting Professor Christian Geulen, University of Koblenz, Germany.
Same as: GERMAN 248, GERMAN 348, HISTORY 238K

HISTORY 339E. Nationalism in European and World History, 18th Century until the Present. 4-5 Units.
This course focuses on nationalism as a political and cultural phenomenon in the modern era. Through secondary and primary source readings, we study nationalist ideas, activists, movements, and state policies as well as their constructive and destructive effects across Europe and other parts of the world. Where did nationalism come from, under which conditions has it thrived, how has it shaped politics, societies, mentalities, and cultures? What did it mean to be a nationalist in different places and times?
Same as: HISTORY 239E

HISTORY 339F. Empire and Information. 4-5 Units.
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 schema, and intelligence systems, to render geographies and social bodies legible, visible, and governable.
Same as: HISTORY 239F

HISTORY 339H. Modern European History in a Global Age. 4-5 Units.
How scholars can write the history of modern Europe in a way that integrates global and transnational perspectives. Discussed the methodological challenges and merits of various approaches and reviews relevant theoretical and interdisciplinary models for how this can best be done. Topics include globalization, migration, internationalism, colonialism, post-colonialism, modern warfare, and the media.

HISTORY 342. Darwin in the History of Life. 4-5 Units.
Origins and impact of evolutionary theory from the nineteenth century to the present. Early theories of fossils, the discovery of deep time and uniformitarian geology, debates over evolution vs. extinction, the origin of life, and human origins; the rise of anthropology and racial theory; the changing challenge of creationism, the abuse of evolution in eugenics and Nazi racial hygiene; and new discoveries in the realm of extreme life, evo-devo, neocatastrophism, and the new technological frontier of biomimicry. Attendance at the lectures of HISTORY 142 is required.

HISTORY 343C. People, Plants, and Medicine: Colonial Science and Medicine. 4-5 Units.
Explores the global exchange of knowledge, technologies, plants, peoples, disease, and medicines. Considers primarily Africans, Amerindians, and Europeans in the eighteenth-century West but also takes examples from other knowledge traditions. Readings treat science and medicine in relation to voyaging, colonialism, slavery, racism, plants, and environmental exchange. Colonial sciences and medicines were important militarily and strategically for positioning emerging nation states in global struggles for land and resources.
Same as: HISTORY 243C

HISTORY 343G. Tobacco and Health in World History. 4-5 Units.
Cigarettes are the world's leading cause of death—but how did we come into this world, where 6 trillion cigarettes are smoked every year? Here we explore the political, cultural, and technological origins of the cigarette and cigarette epidemic, using the tobacco industry's 80 million pages of secret documents. Topics include the history of cigarette advertising and cigarette design, the role of the tobacco industry in fomenting climate change denial, and questions raised by the testimony of experts in court.
Same as: HISTORY 243G

HISTORY 344. Narrative Knowing. 1-2 Unit.
Philosophers and historians have been debating the status of narrative explanation for well over 50 years. Until quite recently, a supposed dichotomy between natural science and history has shaped the discussion. Beginning from the origins, history, and limitations of the dichotomy, this seminar will explore how claims for narrative understanding and explanation have come to occupy an increasingly important role in the natural sciences as well as the social sciences. Some classic contributors are Hempel, Danto, Mink, Kuhn, White, Ricouer, Geertz, and Ginzburg. Current authors include Roth, Rheinberger, Kitcher, Beatty, Morgan, and (yes) Wise.
Same as: PHIL 344

HISTORY 344F. Beyond Pink and Blue: Gender in Tech. 4-5 Units.
This d-school seminar prototypes concepts and methods for "inclusive" design. From the moment we arrive on the planet, gender shapes our perception of the world. Examples of products (including objects, services, and systems) gone awry will serve as prompts for design activities, challenges, and discussions on gender issues to illustrate the different needs of women, men, and gender-fluid people. Class sessions mix use case explorations with design methodology, design thinking abilities, and guest speakers from technology, design, and academia. Students will be asked to work in interdisciplinary teams on several design challenges, culminating in the development of a toolkit for inclusive design. Methods will interact in crucial ways to create "intersectional thinking" (i.e., to consider how gender, ethnicity, sexuality, socio-economic status, etc. work together to require new solutions in design). Topics include: algorithms, media, seat belts for pregnant women, robotics, assistive technologies, tech for developing worlds, video games, urban/rural design, software development, and many more. Admission by application only. Visit d.school.stanford.edu/classes for more information.
Same as: FEMGEN 344F, HISTORY 244F

HISTORY 345A. Africa in the Era of the Slave Trade. 4-5 Units.
The slave trade, including the trans-Saharan, Indian Ocean, and trans-Atlantic trades, constituted nearly a millennium of interaction with the wider world and set in motion transformations in African societies, polities, and cultures. Topics include the debates about slavery in Africa, the impact of the slave trade on African societies, state formation, economic change, religious change, and household change in the period before the scramble for Africa in the late 19th century.

HISTORY 345B. African Encounters with Colonialism. 4-5 Units.
This colloquium is a broad sweep of some of the main themes in the history of the colonial period for Africa. A course of this nature can not help but be a selective sample of the field. For example, topics on the end of slavery in Africa, on the social history of law in colonial Africa, Islam and religious conversion, nationalism and decolonization are not included here because they are covered by more specialized courses. This course is designed to let students sample different approaches to the history of the colonial period.
CLASSIFICATION: \*LAW 2504 \*HIST 348 \*HIST 349 \*HIST 350 \*HIST 351 \*HIST 352 \*HIST 353 \*HIST 354

HISTORY 348. Religion, Radicalization and Media in Africa since 1945. 4-5 Units.
What are the paths to religious radicalization, and what role have media-new and old-played in these conversion journeys? We examine how Pentecostal Christians and Reformist Muslims in countries such as South Africa, Nigeria, Sudan, and Ethiopia have used multiple media forms—newspapers, cell phones, TV, radio, and the internet—to gain new converts, contest the authority of colonial and post-colonial states, construct transnational communities, and position themselves as key political players.
Same as: HISTORY 248

HISTORY 348D. Law and Colonialism in Africa. 4-5 Units.
Law in colonial Africa provides an opportunity to examine the meanings of social, cultural, and economic change in the anthropological, legal, and historical approaches. Court cases as a new frontier for the social history of Africa. Topics: meanings of conflicts over marriage, divorce, inheritance, property, and authority.
Same as: HISTORY 245G

HISTORY 349. Bodies, Technologies, and Natures in Africa. 4-5 Units.
This interdisciplinary course explores how modern African histories, bodies, and natures have been entangled with technological activities. Viewing Africans as experts and innovators, we consider how technologies have mediated, represented, or performed power in African societies. Topics include infrastructure, extraction, medicine, weapons, communications, sanitation, and more. Themes woven through the course include citizenship, mobility, labor, bricolage, in/normal economies, and technopolitical geographies, among others. Readings draw from history, anthropology, geography, and social/cultural theory.
Same as: AFRICAST 249, ANTHRO 348B

HISTORY 349A. European Witch Hunts. 3 Units.
(Same as HISTORY 134A. History majors and others taking 5 units, register for 134A.) After the Reformation, in the midst of state building and scientific discovery, Europeans conducted a series of deadly witch hunts, violating their own laws and procedures in the process. What was it about early modernity that fueled witch hunting? Witch trials and early modern demonology as well as historians’ interpretations of events to seek answers to this question.

HISTORY 351. Creating the American Republic. 4-5 Units.
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.
Same as: AMSTUD 251X, HISTORY 251, POLISCI 222P, POLISCI 422P

HISTORY 351B. Core in American History, Part II. 4-5 Units.

HISTORY 351D. Core in American History, Part IV. 4-5 Units.
May be repeated once for credit.

HISTORY 351E. Core in American History, Part V. 4-5 Units.
Required of all first-year United States History Ph.D. students. Topics in Twentieth Century United States History.

HISTORY 352. Originalism and the American Constitution: History and Interpretation. 4-5 Units.
Except for the Bible no text has been the subject of as much modern interpretive scrutiny as the United States Constitution. This course explores both the historical dimensions of its creation as well as the meaning such knowledge should bring to bear on its subsequent interpretation. In light of the modern obsession with the document’s "original meaning," this course will explore the intersections of history, law, and textual meaning to probe what an "original" interpretation of the Constitution looks like.
Same as: HISTORY 252

HISTORY 352B. History of American Law. 5 Units.
(Formerly Law 318. Now Law 3504.) This course examines the growth and development of American legal institutions with particular attention to crime and punishment, slavery and race relations, the role of law in developing the economy, and the place of lawyers in American society from colonial times to the present. Special Instructions: Any student may write a paper in lieu of the final exam with consent of instructor. After the term begins, students accepted into the course can transfer from section (01) into section (02), which meets the R requirement, with consent of the instructor. Elements used in grading: Final exam or paper. Automatic grading penalty waived for writers. Cross-listed with History (HISTORY 152 Consent of instructor required) & (HISTORY 352B). Same as: HISTORY 152

HISTORY 353D. Approaches to American Legal History. 4-5 Units.
(Same as LAW 651.) Legal history may once have been primarily devoted to exploring legal doctrines and key judicial opinions, and thus to be of interest mainly to legal scholars and lawyers. Now, the best writing in legal history resembles historical writing more generally, and the study of legal ideas and practices is increasingly integrated with social, intellectual, cultural, and political history. Examines recent writings in American legal history, ranging broadly across time and space to ask how the field reflects developments in historical writing more generally, and how the use of legal materials affects our understanding of major aspects of American history.

HISTORY 354D. Religion and War in America. 4 Units.
Scholars have devoted much attention to wars in American history, but have not agreed as to whether religion was a major cause or simply a cover for political, economic, and other motives. We will compare interpretations that leave religion out, with those that take it into account. We will also look at the impact of war on the religious lives of ordinary Americans. We will examine both secondary as well as primary sources, beginning with King Philip’s War in the 17th century, and ending with the “War on Terror” in the present day.
Same as: AMSTUD 105R, CSRE 105, HISTORY 254D, RELIGST 105

HISTORY 354E. The Rise of American Democracy. 4-5 Units.
Where did American democracy come from? Prior to and during the American Revolution, few who lived in what became the United States claimed to live in a democracy. Half a century later, most took this reality as an article of faith. Accordingly, the period stretching from c. 1750 to c. 1840 is often considered the period when American democracy was ascendant, a time marked by the explosion of new forms of political thinking, practices, and culture, new political institutions and forms of political organization, and new kinds of political struggles. This advanced undergraduate/graduate colloquium will explore how American political life changed during this formative period to understand the character of early American democracy, how different groups gained or suffered as a result of these transformations, and, in light of these investigations, in what ways it is historically appropriate to think of this period as in fact the rise of American democracy.
Same as: HISTORY 254E

HISTORY 354F. Law and Empire in U.S. History. 2-3 Units.
(Same as LAW 3506. Instructor consent required for History 354F.) This course will examine the interrelationship between legal norms and empire in the history of the United States. Topics in this part will include the Constitution as an imperial document; law and the expansion of the United States in western North America, Puerto Rico, and Hawaii; the Insular Cases; and current debates over extraterritoriality and the War on Terror. Substantial readings will consist of scholarly articles, historical cases, and primary sources, and will be provided online. Requirements for the course include regular class participation and, at the students’ election, either response papers or a historiographical essay. Students may also elect to complete a research paper, in which case they will receive 3 units and "R" credit.
HISTORY 355D. Racial Identity in the American Imagination. 4-5 Units.
From Sally Hemings to Barack Obama, this course explores the ways that racial identity has been experienced, represented, and contested throughout American history. Engaging historical, legal, and literary texts and films, this course examines major historical transformations that have shaped our understanding of racial identity. This course also draws on other imaginative modes including autobiography, memoir, photography, and music to consider the ways that racial identity has been represented in American society. Most broadly, this course interrogates the problem of American identity and examines the interplay between racial identity and American identity.
Same as: AFRICAAM 255, AMSTUD 255D, CSRE 255D, HISTORY 255D

HISTORY 356. 350 Years of America-China Relations. 4-5 Units.
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.
Same as: EASTASN 256, HISTORY 256

HISTORY 356G. Constructing Race and Religion in America. 4-5 Units.
This seminar focuses on the interrelationships between social constructions of race, and social interpretations of religion in America. How have assumptions about race shaped religious worldviews? How have religious beliefs shaped racial attitudes? How have ideas about religion and race contributed to notions of what it means to be "American"? We will look at primary and secondary sources, and at the historical development of ideas and practices over time.
Same as: AFRICAAM 236, AMSTUD 246, CSRE 246, HISTORY 256G, RELIGST 246, RELIGST 346

HISTORY 358. Sexual Violence in America. 4-5 Units.
This undergraduate/graduate colloquium explores the history of sexual violence in America, with particular attention to the intersections of gender and race in the construction of rape. We discuss the changing definitions of sexual violence in law and in cultural representations from early settlement through the late-twentieth century, including slavery, wartime and prison rape, the history of lynching and anti-lyching movements, and feminist responses to sexual violence. In addition to introducing students to the literature on sexual violence, the course attempts to teach critical skills in the analysis of secondary and primary historical texts. Students write short weekly reading responses and a final paper; no final exam; fifth unit research or CEL options.nLimited enrollment, permission of instructor required. Submit application form (available in course syllabus or History department main office, 200-113) by November 15, 2016 and indicate interest in CEL option. Priority admission to History, FGS, CSRE, AFRICAAM, and AMSTUD declared majors and minors. (Cardinal Course certified by the Haas Center).
Same as: AFRICAAM 192, AMSTUD 258, CSRE 192E, FEMGEN 258, FEMGEN 358, HISTORY 258

HISTORY 359E. American Interventions, 1898-Present. 5 Units.
This class seeks to examine the modern American experience with limited wars, beginning with distant and yet pertinent cases, and culminating in the war in Iraq. Although this class will examine war as a consequence of foreign policy, it will not focus primarily on presidential decision making. Rather, it will place wartime policy in a broader frame, considering it alongside popular and media perceptions of the war, the efforts of antiwar movements, civil-military relations, civil reconstruction efforts, and conditions on the battlefield. We will also examine, when possible, the postwar experience.
Same as: HISTORY 259E, INTNLREL 168A

HISTORY 362G. The Pivotal Decade in U.S. History: 1960's or 1970's?. 4-5 Units.
Which had more lasting impact, the civil war of the 1960s or the conservative revolt of the 1970s? Should the 1970s supersede the 1960s as a pivotal moment when something happened of considerable importance to historians? Considers this debate of the decades comparatively and thematically, addressing topics including civil rights, foreign policy, electoral politics, popular culture, law, economics, labor, and social movement organizing.

HISTORY 366B. Immigration Debates in America, Past and Present. 3-5 Units.
Examines the ways in which the immigration of people from around the world and migration within the United States shaped American nation-building and ideas about national identity in the twentieth century. Focuses on how conflicting ideas about race, gender, ethnicity, and citizenship with respect to particular groups led to policies both of exclusion and integration. Part One begins with the ways in which the American views of race and citizenship in the colonial period through the post-Reconstruction Era led to the passage of the Chinese Exclusion Act in 1882 and subsequently to broader exclusions of immigrants from other parts of Asia, Southern and Eastern Europe, and Mexico. Explores how World War II and the Cold War challenged racial ideologies and led to policies of increasing liberalization culminating in the passage of the 1965 Immigration Act, which eliminated quotas based on national origins and opened the door for new waves of immigrants, especially from Asia and Latin America. Part Two considers new immigration patterns after 1965, including those of refugees, and investigates the contemporary debate over immigration and immigration policy in the post 9/11 era as well as inequalities within the system and the impact of foreign policy on exclusions and inclusions.
Same as: CSRE 166B, HISTORY 166B

HISTORY 369F. Modern American History: From Civil Rights to Human Rights. 4-5 Units.
This focuses on American social justice movements during the years since the passage of landmark civil rights legislation during the 1960s, with particular emphasis on efforts to extend rights to all people.
Same as: HISTORY 269F

HISTORY 36N. Gay Autobiography. 4 Units.
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?
Same as: FEMGEN 36N

HISTORY 36S. Martin Luther’s World: Rebellion, Heresy, and Dissent in Sixteenth-Century Europe. 5 Units.
Until recently the Protestant Reformation has occupied a privileged position in the history of Western Civilization, and Martin Luther has played the leading role in that story. The Reformation, no less than the Renaissance, encompassed a confluence of ideas, methods, and mentalities. This course uses Luther as a lens to study the history of the sixteenth-century Reformation in its late-medieval context as well as the writing of that history in contemporary and later centuries. Priority given to history majors and minors.

HISTORY 370. Graduate Colloquium on Colonial Latin American History. 4-5 Units.
Sixteenth to nineteenth centuries. Indigenous cultures. The arrival of Europeans and its impact on native and European societies. Culture, religion and institutions, and everyday life. The independence period and the formation of new nations.
HISTORY 370E. Queer History of the Americas. 4-5 Units.
This course will examine LGBT history in the Americas. It traces the development of homosexuality as a category of analysis; the construction of trans identity; the ways in which same-sex desire and gender identity were regulated; and queers' struggles for recognition, liberation, and, ultimately, rights.
Same as: HISTORY 270E

HISTORY 371. Graduate Colloquium: Explorations in Latin American History and Historiography. 4-5 Units.
Introduction to modern Latin American history and historiography, including how to read and use primary sources for independent research.
Same as: ILAC 371

HISTORY 372A. Mexico: From Colony to Nation or the History of an Impossible Republic?. 5 Units.
Was a republican form of government even possible in 19th-century Mexico after 300 years of colonial rule under the Spanish monarchy? Was the Spanish colonial heritage a positive or a negative legacy according to 19th-century Mexican politicians? How were they to forge a new national identity with so many ethnically and culturally diverse peoples throughout the territory? Just how traditional was, in fact, the colonial period? These are some of the questions we will explore in this course. Journeying from the late colonial period (c.1700) to the 35-year dictatorship known as El Porfiriato (1876-1911) we will examine how Mexico's diverse indigenous peoples adapted to both colonial and postcolonial rule, how they actively participated in politics and political discourse to preserve their cultures, customs and colonial privileges, and how, after independence in 1821, a new republican political culture was forged. Mexico was not an impossible republic, but rather another kind of republic.

HISTORY 373A. The European Expansion. 4-5 Units.
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.
Same as: HISTORY 273

HISTORY 373E. The Emergence of Nations in Latin America: Independence Through 1880. 4-5 Units.
This course provides an introduction to the main themes of nineteenth-century Latin American history, including independence from Spain, the emergence of various nation-states, and the development of a new social, political, and economic order in the region.
Same as: HISTORY 273E

HISTORY 374. Mexico Since 1876: History of a "Failed State"?. 5 Units.
(Same as History 174.) This course is an introduction to the history and diverse peoples of modern Mexico from 1876 to the present. Through lectures, discussions, primary and secondary readings, short documentaries, and written assignments, students will critically explore and analyze the multiplicity of historical processes, events and trends that shaped and were shaped by Mexicans over the course of a century. The course will cover some of the social and political dimensions of rural social change, urbanization and industrialization, technological innovation and misuse, environmental degradation and conservation, education, ideology, culture and media, migration, and the drug trade.

HISTORY 375B. Borders and Borderlands in Modern Mexico. 4-5 Units.
Surveys the history of Mexico's borders and borderlands from the nineteenth century to the present. Examines theoretical conceptualizations of the borderlands as well as the historical development of identities and geographic borders within and around Mexico. Topics include the legacies of war, map making, the construction of la Mexicano, the politics of culture, and migrations to, from, and through Mexico. Analyzes the prevailing trends in Mexicanist historiography.

HISTORY 375C. History of Modern Mexico. 4-5 Units.
Surveys the history of governance, resistance, and identity formation in Mexico from the nineteenth century to the present. Explores Mexico's historical struggles to achieve political stability, economic prosperity, and social justice and examines how regional, class, ethnic, and gender differences have figured prominently in the shaping of Mexican affairs. Topics include Mexico's wars and their legacies, the power of the state, violence and protest, debates over the meaning of "Mexicanness," youth culture, and the politics of indigenismo.
Same as: AMSTUD 275B, CHILATST 275B, CSRE 275B, HISTORY 275B

HISTORY 378. The Historical Ecology of Mexico and Latin America. 4-5 Units.
What role did the natural environment play in the emergence of Latin America as a distinct geographical and socio-cultural world region? How do we analyze the historical relationship between the regions rich and seemingly abundant natural resources and its status as "underdeveloped"? What historical consequences did this relationship have and what alternative, more sustainable developmental paths can we envision for the future in light of the past that we will study? In this course, students will become familiar with the historiography on Latin America (with emphasis on Mexico) that has explored these questions through a variety of approaches, methodologies and points of view.

HISTORY 378A. The Logic of Authoritarian Government, Ancient and Modern. 5 Units.
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.

HISTORY 379. Latin American Development: Economy and Society, 1800-2014. 4-5 Units.
The newly independent nations of Latin America began the 19th century with economies roughly equal to the U.S. and Canada. What explains the economic gap that developed since 1800? Why are some Latin American nations rich and others poor and how have societies changed over time? Marxist, dependency, neoclassical, and institutionalist interpretive frameworks are explored. The effects of globalization on Latin American economic growth, autonomy, and potential for social justice are examined and debated.
Same as: HISTORY 279

HISTORY 379D. Modern Brazil: Economy, Society & Culture. 4-5 Units.
This course addresses the history of modern Brazil from independence in 1822 to the present day. The class focuses on theories of economic development, social structure and change, and cultural life in Brazil's diverse regions.
Same as: HISTORY 279D

HISTORY 37D. Germany's Wars and the World, 1848-2010. 3-5 Units.
This course examines a series of explosive encounters between Germans, Europe, and the world. Starting with the overlooked revolutions of 1848 and ending with the reunification of West Germany and East Germany after the Cold War, the course will explore a range of topics: capitalism, communism, imperialism, nationalism, diplomacy, antisemitism, gender, race, and the Holocaust, among others. We will also consider competing visions of Germany its borders, its members, its enemies.
Same as: HISTORY 137D

HISTORY 381. Economic and Social History of the Modern Middle East. 4-5 Units.
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.
HISTORY 382. The United States and the Middle East since 1945. 4-5 Units.
Since the end of WW II, U.S. interests in the Middle East have traditionally been defined as access to oil at a reasonable price, trade and markets, containing the influence of the Soviet Union, and the security of Israel. Is this the full range of U.S. interests? How has the pursuit of these interests changed over time? What forces have shaped U.S. policy? What is the impact of U.S. policy on the region itself?
Same as: HISTORY 282

HISTORY 382D. History of Science and Technology in the Middle East. 4-5 Units.
This course offers an introduction to the history of science and technology in the Middle East from the early modern period to the War on Terror. Each week will explore the circulations of scientific knowledge and technological devices against the backgrounds of state-formation, war, colonialism, social transformations, and religious reformism. Our readings and discussions will focus on tracing the reformulation of indigenous knowledge traditions, the histories of expert knowledge and development, the global trajectories of scientific objectivity, and the role of the Middle East as testing grounds for technologies of surveillance.
Same as: HISTORY 282D

HISTORY 382F. History of Modern Turkey. 4-5 Units.
Social, political and cultural history of Modern Turkey from the last decades of the Ottoman Empire in the late 19th century until Today. Themes include transformation from a multi-national empire to a national republic; Islam, secularism and radical modernism; military, bureaucracy and democratic experience; economic development, underdevelopment and class; Istanbul, Ankara and provincial Turkey; socialism, conservatism(s), and Kurdish challenge; Turkey in Europe, the Middle East and Central Asia; gender, sexuality and family; popular culture, soccer, and film industry; Post-Modernism, Neo-Ottomanism, and the New-Turkey; The class also include reading works of Turkish literature and watching movies by Turkish directors.

HISTORY 382G. Israel from the Margins. 4-5 Units.
Although secular, European Jews form a minority of the population of the State of Israel, and its history is typically narrated and interpreted from that perspective. Israel looks like a rather different place if it is seen and understood from the point of view of Middle Eastern and North African Jews, including those indigenous to the country before the advent of the modern Zionist movement, orthodox and ultra-orthodox Jews, Palestinian Arabs (nearly twenty percent of Israel's population today), migrant workers (about 200,000), and women. This course does not suggest that their perspectives are necessarily more real or true, only that an understanding of Israel that does not adequately consider them is necessarily false.

HISTORY 384. The Ottoman Empire, 1300-1923. 4-5 Units.
This is a course on the Middle East and Southeast Europe under the Ottoman Empire. Topics include how the Ottoman enterprise was constructed in the frontier region of the Christian and Islamic worlds; the conquests and consolidation of the imperial institutions; how diverse peoples, cultures, and regions were integrated into the imperial system; the Ottoman Empire and the broader world; merchants and their markets; elite, urban, rural and nomadic lives; women, family sexuality; art, literature, and architecture; the transformation of the empire on the eve of modernity; the rise of nationalism and the Ottoman response; Ottoman disintegration and the making of the Middle East and Southeast Europe.
Same as: HISTORY 284

HISTORY 385A. Core Colloquium in Jewish History, 17th-19th Centuries. 4-5 Units.
Same as: JEWISHST 385A

HISTORY 385G. The Holocaust: A Study in Genocide. 4-5 Units.
This course will explore one of the most horrifying moments in history, the systematic political disenfranchisement and attempted extermination of Jews in the period 1933-1945. We will explore some of the more important and illustrative works regarding the Holocaust. Drawing upon scholarly, autobiographical, and fictional sources, students will gain a deeper appreciation for how the different figures have attempted to grapple with the catastrophe that struck European Jewry during the mid-Twentieth Century.
Same as: HISTORY 285G, JEWISHST 285G, JEWISHST 385G

HISTORY 385K. History of Modern Antisemitism: Nineteenth and Twentieth Centuries. 4-5 Units.
The articulations of anti-Jewish hatred from the advent of Jewish emancipation in Europe. The legacy of premodern Christian demonization and its modern protean transformations as they penetrated and annexed new currents of ideology, notions of identity (social, national, racial), taste, and aesthetics. A history of ideas, representations, and stereotypes, and their relation to historical experience, action, and mobilization. Europe is the focus; case studies also include the Middle East and elsewhere.

HISTORY 386. Jews Among Muslims in Modern Times. 4-5 Units.
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 nationalism, and the end of Jewish life in Muslim countries.
Same as: HISTORY 286, JEWISHST 286, JEWISHST 386

HISTORY 386B. The Ottoman Empire in the Age of Revolutions, 1750-1850. 4-5 Units.
Investigates the Ottoman World (the Balkans and the Middle East under the Ottoman Empire) in the Age of Revolutions in the global context. While the Ottoman World is the primary interest, developments in Europe, India and China are also discussed in a comparative perspective. Topics include military and fiscal transformation; regionalism; urban life and formations of public spheres; political crisis, social disturbances and political violence; transformation in the ethnoreligious structures; gender relations and family life; proto-nationalism in the Balkans and Egypt.

HISTORY 387D. A Survey of Jews in the Contemporary World. 4-5 Units.
This course will explore the notion of "traditional" vs "modern" and the different ways in which Jewish communities have encountered "modernity" and what the modern era has meant for different Jewish communities, whether in the Middle East, Europe, or North America.
Same as: HISTORY 287D, JEWISHST 287D, JEWISHST 387D

HISTORY 387K. Gentlemen and Jews: History of the Jews of England. 4-5 Units.
Focuses on key chapters in the cultural and political histories of Britain and its Jews, between 1650 and 1950 and examines the advantages, as well as possible difficulties, that emerge when connecting Anglo-Jewish history to mainstream British history. What is unique about Jewish emancipation in England, and what are its connections to the formation of British national identity? Is there unique path in which Jewish Enlightenment developed in England? What was the contribution of Jews to British Imperialism? Is there a cultural affinity between English philosemitism and liberalism?
HISTORY 388. Palestine and the Arab-Israeli Conflict. 4-5 Units.
This course examines some salient issues of the Israeli-Palestinian conflict from the late 19th century to the present. At the end of the course you should be able to articulate the positions of the major parties to the conflict, with the understanding that there is no single, unified Zionist (or Jewish) or Palestinian (or Arab) position. One quarter does not allow sufficient time to cover even all of the important topics comprehensively (for example, the role of the Arab states, the USA and the USSR, and the internal history of Israel receive less attention than is desirable). Some prior knowledge of Middle East history is desirable, but not required. Vigorous debate and criticism are strongly encouraged. Criticism and response expressed in a civil tone is an important way to get a fuller and more truthful picture of something. This is not only a fundamental democratic right and a basic citizenship skill, but it is essential to interpreting information and making good policy. Rights not used are easily lost.
Same as: HISTORY 288, JEWISHST 288, JEWISHST 388

HISTORY 38G. Europe and Its Great Migrations: The Modern Period. 3-5 Units.
From the "Germanic" people's migrations of antiquity to the global refugee crises of today, migration has left an indelible mark on European society. What are the causes and consequences of periods of "mass" migration? Surveying major episodes in recent European migration history, we will explore how human mobility has historically shaped culture, politics, economics, and society on this continent. Special attention will be given to the 19th century, an exceptional chapter in global migration history that saw some 55 million Europeans departing for the Americas.
Same as: HISTORY 138G

HISTORY 390. North Korea in Historical Perspective. 4-5 Units.
This colloquium will approach North Korea from a longer historical perspective and also discuss the country's current crisis and its future. Themes will include the northern region in colonial Korea, Kim Il Sung and Manchurian guerrillas, the USSR and North Korean Revolution, the reconstruction after the Korean War, Juche ideology and the political system, the everyday life of North Korean people, the Cold War and North Korean diplomacy, culture and mass performance, the great famine and economy in transition, the military and nuclear development, and refugees and the succession of leadership.
Same as: HISTORY 290

HISTORY 390A. Major Topics in Modern Chinese History: Qing/Republican Transition. 4-5 Units.
Continuities and discontinuities in society, economy, politics, culture, and thought during the transition from the Qing dynasty to the republic. May be repeated for credit.

HISTORY 391. East Asia in the Early Buddhist Age. 4-5 Units.
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.

HISTORY 391C. Early Imperial China. 4-5 Units.
The first millennium of imperial China, what endured over the centuries, and the major changes that took place in the political, social, and intellectual realms. Topics include the evolving geographic and environmental background, cities, the countryside, kinship, relations with the outer world, religion, philosophy, and literature. Also examines the nature of empire as a distinctive political form.

HISTORY 391G. Pre-Modern Chinese Warfare. 4-5 Units.
This course examines the evolution of warfare in China, and its impact on the evolving political and social orders, from the earliest states through the Mongol conquest. It will study how changing military technology was inextricably linked to changes in the state and society. It will also look at changing Chinese attitudes towards warfare over the same period, from the celebration of heroism, through writing about warfare as an intellectual art, to the links of militarism with steppe peoples. Same as: HISTORY 291G

HISTORY 391K. Korean History and Culture before 1900. 3-5 Units.
This course serves as an introduction to Korean culture, society, and history before the modern period. It begins with a discussion of early Korea and controversies over Korean origins; the bulk of the course will be devoted to the Chos'en period (1392-1910), that from the end of medieval Korea to the modern period. Topics to be covered include: Korean national and ethnic origins, the role of religious and intellectual traditions such as Buddhism and Confucianism, popular and indigenous religious practices, the traditional Korean family and social order, state and society during the Chos'n dynasty, vernacular prose literature, Korean's relations with its neighbors in East Asia, and changing conceptions of Korean identity. The course will be conducted through the reading and discussion of primary texts in English translation alongside scholarly research. As such, it will emphasize the interpretation of historical sources, which include personal letters, memoirs, and diaries, traditional histories, diplomatic and political documents, along with religious texts and works of art. Scholarly work will help contextualize these materials, while the class discussions will introduce students to existing scholarly debates about the Korean past. Students will be asked also to examine the premodern past with an eye to contemporary reception. The final project for the class is a film study, where a modern Korean film portraying premodern Korea will be analyzed as a case study of how the past works in public historical memory in contemporary Korea, both North and South. An open-ended research paper is also possible, pending instructor approval.
Same as: HISTORY 291K, KOREA 158, KOREA 258

HISTORY 392D. Japan in Asia, Asia in Japan. 4-5 Units.
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 war; and more truthful picture of something. This is not only a fundamental democratic right and a basic citizenship skill, but it is essential to interpreting information and making good policy. Rights not used are easily lost.

HISTORY 392E. The Historical Roots of Modern East Asia. 4-5 Units.
Focus is on China and Japan before and during their transition to modernity. The populous, urbanized, economically advanced, and culturally sophisticated Ming empire and Muromachi shogunate in the 16th century when Europeans first arrived. How the status quo had turned on its head by the early 20th century when European and American steamships dominated the Pacific, China was in social and political upheaval, and Japan had begun its march to empire. The course will be devoted to the Chos'en period (1392-1910), that from the end of medieval Korea to the modern period. Topics to be covered include: Korean national and ethnic origins, the role of religious and intellectual traditions such as Buddhism and Confucianism, popular and indigenous religious practices, the traditional Korean family and social order, state and society during the Chos'n dynasty, vernacular prose literature, Korean's relations with its neighbors in East Asia, and changing conceptions of Korean identity. The course will be conducted through the reading and discussion of primary texts in English translation alongside scholarly research. As such, it will emphasize the interpretation of historical sources, which include personal letters, memoirs, and diaries, traditional histories, diplomatic and political documents, along with religious texts and works of art. Scholarly work will help contextualize these materials, while the class discussions will introduce students to existing scholarly debates about the Korean past. Students will be asked also to examine the premodern past with an eye to contemporary reception. The final project for the class is a film study, where a modern Korean film portraying premodern Korea will be analyzed as a case study of how the past works in public historical memory in contemporary Korea, both North and South. An open-ended research paper is also possible, pending instructor approval.
Same as: HISTORY 291K, KOREA 158, KOREA 258

HISTORY 392F. Culture and Religions in Korean History. 4-5 Units.
This colloquium explores the major themes of Korean history before 1800 and the role of culture and religions in shaping the everyday life of Chosön-dynasty Koreans. Themes include the aristocracy and military in the Koryô dynasty; Buddhism and Confucianism in the making of Chosôn Korea, kingship and court culture, slavery and women, family and rituals, death and punishment, and the Korean alphabet (Hangûl) and print culture.
Same as: HISTORY 292F
HISTORY 393A. State, Society, and Economy in Qing Dynasty China. 4-5 Units.
Historical scholarship on China during the Qing period, including the gentry, civil examinations, and the debate about social mobility; merchants, cities, and the debate about civil society/public sphere; taxation, local security, and famine relief; heterodoxy, collective violence, and rebellion; and rival approaches (neo-Malthusian, neo-conservative, and neo-Marxist) to understanding the high Qing economy.
Same as: CHINA 393A

HISTORY 394D. Manchuria: Cradle of Conflict, Cockpit of Asia. 4-5 Units.
How did Manchuria become Chinese? This course utilizes the dual waves of early twentieth-century writings and a wide array of recent scholarship dealing with Manchuria to explore the formation of nation-states out of the Qing and Japanese empires in Northeast Asia through the lenses of opium, migration, cities, warlords, and memoir. This course will be of interest to students concerned with developing transcultural understandings of Northeast Asian history.
Same as: HISTORY 294D

HISTORY 395. Modern Korean History. 4-5 Units.
(Same as HISTORY 95. History majors and others taking 5 units, register for 195.) This lecture course provides a general introduction to the history of modern Korea. Themes include the characteristics of the Chosôn dynasty, reforms and rebellions in the nineteenth century, Korean nationalism; Japan's colonial rule and Korean identities; decolonization and the Korean War; and the different state-building processes in North and South, South Korea's democratization in 1980s, and the current North Korean crisis.
Same as: HISTORY 195

HISTORY 395J. Gender and Sexuality in Chinese History. 4-5 Units.
Same as: CHINGEN 395, FEMGEN 395J

HISTORY 396D. Historiography of Modern Japan. 4-5 Units.
Introduces students to the major historical problems and historiographic trends in the study of modern Japan from the Meiji period to the present. Themes include approaches to 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.

HISTORY 397. The Cold War and East Asia. 5 Units.
Explores how East Asia negotiated superpower rivalry and global ideological competition during the Cold War. Considers the ways in which China, Japan, and Korea were more than battlegrounds for US-Soviet contestation and played active roles in defining the nature and dynamics of the conflict. Re-examines conventional narratives and periodizations against alternative conceptual models and interpretive frameworks highlighting the constructed nature of the struggle as well as the role of historical and cultural factors in shaping the East Asian experience.
Same as: HISTORY 297

HISTORY 397D. Oral History and the Partition of India. 4-5 Units.
The 1947 Partition of the Indian subcontinent into the independent nations of Hindu-majority India and Muslim-majority Pakistan was accompanied by one of the largest forced migrations in human history and mass violence where more than one million people lost their lives. How could neighboring communities, accustomed to centuries of relative peace have suddenly turned so violently upon one another? With an archive of thousands of survivor interviews this course will use oral histories to explore the Partition and its legacy.
Same as: HISTORY 297D

HISTORY 399A. Preparing for International Field Work: Public Service or Research. 1 Unit.
Open to students in all classes, those planning internships abroad and those planning research, from juniors with honors theses and sophomores with Chappell Lougee grants to freshmen thinking ahead. Introduces resources on campus for planning international research and service. Raises issues that need to be considered in advance of going abroad: ethical concerns, Human Subjects Protocol, networking, personal safety and gender issues, confronting cultural differences. Exposes students to research methods: case studies, interviewing, working in foreign libraries and archives.
Same as: HISTORY 299X

HISTORY 399E. Preparing for International Field Research: Public Svc or Research, Electronic Version. 1 Unit.
Restricted to students studying at a Stanford Overseas Studies campus; same course content as HISTORY 299X. Problems involved in research abroad: ethical issues; safety; security and conduct; human subjects protocol. Methodologies of research: interviewing, networking, case studies, participant observation, large surveys. Prerequisite: consent of instructor.

HISTORY 399P. Archives-Based Teaching Practicum. 1 Unit.
Through hands-on exercises and key readings, students will learn about basic archival handling techniques, usage guidelines, security issues, principles of archival organization, and bibliographic literacy around archival and Special Collections materials, along with an insiders tour of Stanford University Special Collections. During the second, students will partake in a hands-on session using Special Collections materials, with a class session enactment that demonstrates the program's concepts. Note: Enrollment only open to PhD students (ANY department) with instructor permission required.

HISTORY 399T. Tough Questions. 1 Unit.
A H&S initiative course.
Same as: HISTORY 299T

HISTORY 399W. Graduate Directed Reading. 1-10 Unit.

HISTORY 3B. Transhistory: Gender Diversity from Medieval to Modern. 1-3 Unit.
This series of six lectures explores the history of gender crossings and transgressions, broadly defined. Several Stanford faculty members and one visitor will present historical interpretations of how and why individuals crossed gender boundaries in the past, as well as how different societies have reacted to gender crossing. The topics range from medieval to modern times and across geographic regions, including Europe, China, South Asia and the Americas.
Same as: FEMGEN 3B

HISTORY 3D. Dangerous Ideas. 1 Unit.
Ideas matter. Concepts such as race, progress, and evil have inspired social movements, shaped political systems, and dramatically influenced the lives of individuals. Others, like religious tolerance, voting rights, and wilderness preservation play an important role in contemporary debates in the United States. All of these ideas are contested, and they have a real power to change lives, for better and for worse. In this one-unit class we will examine these dangerous ideas. Each week, a faculty member from a different department in the humanities and arts will explore a concept that has shaped human experience across time and space. Some weeks will have short reading assignments, but you are not required to purchase any materials.
Same as: ARTHIST 36, COMPLIT 36A, EALC 36, ENGLISH 71, ETHICSOC 36X, FRENCH 36, MUSIC 36H, PHIL 36, POLISCI 70, RELIGST 21X, SLAVIC 36
HISTORY 3E. Michelle Obama in American Culture. 1 Unit.
Never before has the United States had a First Lady like Michelle Obama. During her eight years in the White House, Michelle Obama transformed traditional meanings of womanhood, marriage, motherhood, and style and created new possibilities for what it means to be beautiful. No First Lady has ever been so scrutinized but also so beloved: from her J. Crew dresses to her Let’s Move campaign, from her vegetable gardens to her chiseled arms, and from her powerful speeches to her casual and always authentic personality. This class examines the impact on American culture of the most popular First Lady in American history.
Same as: AFRICAAM 3E, AMSTUD 3E, CSRE 3E, FEMGEN 3E

HISTORY 3F. The Changing Face of War: Introduction to Military History. 3-5 Units.
Introduces students to the rich history of military affairs and, at the same time, examines the ways in which we think of change and continuity in military history. How did war evolve from ancient times, both in styles of warfare and perceptions of war? What is the nature of the relationship between war and society? Is there such a thing as a Western way of war? What role does technology play in transforming military affairs? What is a military revolution and can it be manufactured or induced? Chronologically following the evolution of warfare from Ancient Greece to present day so-called new wars, we will continuously investigate how the interdependencies between technological advances, social change, philosophical debates and economic pressures both shaped and were influenced by war. Students satisfying the WiM requirement for the major in International Relations, must enroll in INTNLREL 103F course listing.
Same as: HISTORY 103F, INTNLREL 103F

HISTORY 3G. Hamilton: An American Musical. 1 Unit.
"Hamilton" is one of the most popular and most celebrated musicals in American history. It has received 11 Tony Awards, including best musical, and 16 Tony nominations, the most nominations in Broadway history. It won the Pulitzer Prize and a Grammy Award. The musical draws on the language and rhythms of hip-hop and R & B, genres that are underrepresented in the musical theater tradition. "Hamilton" has redefined the American musical, particularly in terms of sound, casting, and storytelling. What explains the deep cultural impact and acclaim for this play? This interdisciplinary course examines Alexander Hamilton and his world as well as Hamilton: An American Musical through a series of lectures from faculty in History, Theater and Performance Studies, English, Music, and Writing and Rhetoric.
Same as: AFRICAAM 5I, AMSTUD 5I, CSRE 5I

HISTORY 3J. Human Trafficking: Historical, Legal, and Medical Perspectives. 1 Unit.
Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation.

HISTORY 3N. Terrorism. 4 Units.
Why do we categorize some acts of violence as terrorism? How do the practitioners of such violence legitimize their actions? What are the effects of terror on culture, society, and politics? This course explores these questions around the globe from the nineteenth century to the present. Topics include the Russian populists, Ku Klux Klan, IRA, al Qaida, state terror, and the representation of terrorism in law, journalism, literature, film, and TV.

HISTORY 40. World History of Science. 3 Units.
(Same as HISTORY 140. History majors and others taking 5 units, register for 140.) The earliest developments in science, the prehistoric roots of technology, the scientific revolution, and global voyaging. Theories of human origins and the oldest known tools and symbols. Achievements of the Mayans, Aztecs, and native N. Americans. Science and medicine in ancient Greece, Egypt, China, Africa, and India. Science in medieval and Renaissance Europe and the Islamic world including changing cosmologies and natural histories. Theories of scientific growth and decay; how science engages other factors such as material culture and religions.

HISTORY 401A. Spatial History: Concepts, Methods, Problems. 4-5 Units.
What can digital mapping and spatial analysis bring to history? How have historians written spatial history in the past? How do scholars in other disciplines deal with space and what can we learn from them? The course provides students with conceptual and technical skills in spatial history. As part of the exercise to think spatially about the past, students will receive training in Geographic Informational Science (GIS) and develop their own spatial history projects. No prior technical skills are needed for this course.
Same as: HISTORY 201B

HISTORY 401B. Spatial History, Part II. 4-5 Units.
Prerequisite: 401A.

HISTORY 402D. The History of Genocide. 4-5 Units.
This course will explore the history, politics, and character of genocide from the beginning of world history to the present. It will also consider the ways that the international system has developed to prevent and punish genocide.
Same as: HISTORY 202S, JEWISHST 282S, JEWISHST 482D

HISTORY 406. Graduate Research Seminar on Colonial Law. 4-5 Units.
Prerequisite: HISTORY 306G.

HISTORY 40A. The Scientific Revolution. 3 Units.
(Same as HISTORY 140A. History majors and others taking 5 units, register for History 140A.) What do people know and how do they know it? What counts as scientific knowledge? In the 16th and 17th centuries, understanding the nature of knowledge engaged the attention of individuals and institutions including Copernicus, Galileo, Descartes, Newton, the early Royal Society, and less well-known contemporaries. New meanings of observing, collecting, experimenting, and philosophizing, and political, religious, and cultural ramifications in early modern Europe.

HISTORY 414A. Research Seminar in Medieval History. 4-5 Units.
This graduate-level research seminar explores major themes, problems, methods, and historiographical traditions in medieval European history. For 2018-19, the theme is "Law, Religion, and Society in Late Medieval and Early Modern Europe." Interested students should contact the instructor in advance.

HISTORY 414B. Research Seminar in Medieval History. 4-5 Units.
Prerequisite: History 414A.

HISTORY 421A. Early Modern Russia. 4-5 Units.

HISTORY 422A. Research Seminar on the History of the Russian Empire. 4-5 Units.

HISTORY 422B. Research Seminar in Imperial Russia. 4-5 Units.

HISTORY 424A. The Soviet Civilization. 4-5 Units.
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.
Same as: HISTORY 224A, REES 224A
HISTORY 424C. The End of Communism in Europe. 4-5 Units.
Causes, course, and consequences.

HISTORY 42N. The Missing Link. 4 Units.
This course explores the history of evolutionary science, focusing upon debates surrounding the evolutionary place of human beings in the natural world, by examining the history of the idea of a "missing link," an intermediate form between humans and apes. We will consider famous hoaxes such as the Piltdown Man, and films and stories such as King Kong and Planet of the Apes, as well as serious scientific work such as that of Eugène Dubois, the paleoanthropologist and geologist who discovered Homo erectus (first called Java Man and then Pithecanthropus erectus) and first developed the notion of a missing link. We will take an interest not only in scientific aspects of missing-link theories but in their accompanying political, social and cultural implications. And we'll watch some classic monster films.

HISTORY 42S. The Circle of Life: Visions of Nature in Modern Science, Religion, Politics and Culture. 5 Units.
A new understanding of nature emerged in the 1700s that fundamentally altered our perception of the living world and humanity's relationship with it. By tracing the evolution of this understanding forward, we gain insight into the interactions among science, religion, politics and culture. Topics include: nature in Romantic science, poetry and art; Darwin's theory of evolution and its afterlife in science, literature and popular culture; the science and politics of the 20th-century environmental movement; and the philosophical presuppositions underlying modern debates about biodiversity. In addition to close readings of canonical texts and contemporary commentaries, students will be introduced to digital history methods. Students will design their own final projects in consultation with the instructor.

HISTORY 430A. Graduate Research Seminar: Early Modern Europe. 3-5 Units.
Students will begin a research project on any aspect of early modern European history, 1400-1800, by taking HISTORY 430A in winter quarter as the first quarter of this two-quarter sequence. Enrollment by permission of instructor.

HISTORY 431. Early Modern Things. 4-5 Units.
How do objects reveal their histories? What can be learned about the past by studying things? The material culture of early modern Europe, ca 1450-1750. Recent work on the circulation, use, and consumption of things, starting with the Columbian exchange which expanded the material horizons of the early modern world in the late 15th century, exploring challenges to the meaning of things in the age of the Reformation and Scientific Revolution, and ending with the birth of consumer society in the 18th century. How did the meaning of things and people's relationships to them change over these centuries? What objects, ordinary and extraordinary, secular and sacred, natural and man-made, came to define the emerging features of the early modern world?

HISTORY 432A. The Enlightenment. 3-5 Units.
The Enlightenment as a philosophical, literary, and political movement. Themes include the nature and limits of philosophy, the grounds for critical intellectual engagement, the institution of society and the public, and freedom, equality and human progress. Authors include Voltaire, Montesquieu, Rousseau, Hume, Diderot, and Condorcet.
Same as: DLCL 324, FRENCH 244, HISTORY 234, HISTORY 334, HUMNTIES 324

HISTORY 432B. Grad Research Seminar: The Enlightenment, Pt. II. 4-5 Units.
Prerequisite: Completion of HISTORY 234, 334 or 432A.
Same as: HISTORY 234B

HISTORY 433B. Research Seminar in Modern Europe. 4-5 Units.
Prerequisite: HISTORY 433A.

HISTORY 438. European History Workshop. 1 Unit.
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.

HISTORY 439A. Graduate Research Seminar: Modern Britain and the British Empire. 4-5 Units.

HISTORY 439B. Graduate Research Seminar: Modern Britain and the British Empire II. 4-5 Units.

HISTORY 43S. Science and Medicine in Islam: Perceptions of Cosmos and the Body, 700-1700. 5 Units.
What makes a certain kind of knowledge "Islamic"? Is Islam inherently against science and progress? What role did Islamic science play between ancient Greek science and the "Scientific Revolution"? Starting with the emergence of Islam throughout the "Classical period" and later Ottoman and Safavid Empires, this course explores the relationship between religion and science, and the circulation of knowledge. It concludes by analyzing contemporary Muslims' discussions of evolutionary theories and the role of Western civilization in the Islamic world. Priority given to history majors and minors.

HISTORY 44. Women and Gender in Science, Medicine, and Engineering. 3 Units.
(Same as HISTORY 144. Majors and others taking 5 units, enroll in HISTORY 144.) Men's and women's roles in science, medicine, and engineering over the past 200 years with a focus on the present. What efforts are underway globally to transform research institutions so that both men's and women's careers can flourish? How have science and medicine studied and defined males and females? How can we harness the creative power of gender analysis to enhance knowledge and spark innovation?

HISTORY 443A. Human Origins: History, Evidence, and Controversy. 4-5 Units.
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 phylictic 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. Same as: HISTORY 243S

HISTORY 444. Graduate Research Seminar: Gender in Science, Medicine, and Engineering. 5 Units.
Theory and practice of gender in STEM. 1. "Fix the Numbers of Women" focuses on increasing women's participation; 2. "Fix the Institutions" promotes gender equality in careers through structural change in research organizations; 3. "Fix the Knowledge" or "gendered innovations" stimulates excellence in science and technology by integrating gender analysis into research. Seminar explores harnessing the creative power of gender analysis to enhance knowledge and spark innovation. Same as: FEMGEN 444

HISTORY 444C. The History of the Body in Science, Medicine, and Culture. 4-5 Units.
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.
Same as: HISTORY 244C

HISTORY 445A. Research Seminar in African History. 4-5 Units.
Primary sources such as government records and missionary archives. Students present work in progress. Prerequisite: consent of instructor.
HISTORY 445B. Research Seminar in African History. 4-5 Units.
Primary sources such as government records and missionary archives. Students present work in progress. Prerequisite: consent of instructor.

HISTORY 448A. Colonial States and African Societies, Part I. 4-5 Units.
Colonialism set in motion profound transformations of African societies. These transformations did not occur immediately following military conquest, nor did they occur uniformly throughout the continent. This research seminar will focus directly on the encounter between the colonial state and African societies. The seminar will examine problems of social transformation, the role of the colonial state, and the actions of Africans. Following four weeks of colloquium style discussion, students then embark on independent research on the encounter between one colonial state and its constituent African societies.
Same as: HISTORY 248S

HISTORY 448B. Colonial States and African Societies, Part II. 4-5 Units.
Second part of the research seminar offered in the Winter. Students continue their research and present their penultimate drafts in week 8.
Same as: HISTORY 249S

HISTORY 449Q. Gendered Innovations in Science, Medicine, Engineering, and Environment. 4-5 Units.
Section 1 focuses on the history of women in science, medicine, and engineering. Section 2 looks at transforming research institutions so that both men and women can flourish. Section 3 explores how sex and gender analysis can enhance creativity. We discuss concrete examples of how taking gender into account has yielded new research results.
Stanford University currently has a multiple year collaboration with the European Commission for Gendered Innovations, and this class will be part of that project. This course fulfills the second level Writing and Rhetoric Requirement (WRITE 2) and will emphasize oral and multimedia presentation.
Same as: FEMGEN 44Q

HISTORY 459A. Grad Research Seminar in U.S. History. 4-5 Units.

HISTORY 45B. Africa in the Twentieth Century. 3 Units.
(Same as HISTORY 145B. History majors and others taking 5 units, register for 145B.) The challenges facing Africans from when the continent fell under colonial rule until independence. Case studies of colonialism and its impact on African men and women drawn from West, Central, and Southern Africa. Novels, plays, polemics, and autobiographies written by Africans.

HISTORY 460. Research Seminar in America in the World. 4-5 Units.
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. May be repeated for credit.

HISTORY 47. History of South Africa. 3 Units.
(Same as HISTORY 147. History majors and others taking 5 units, register for 147.) Introduction, focusing particularly on the modern era. Topics include: precolonial African societies; European colonization; the impact of the mineral revolution; the evolution of African and Afrikaner nationalism; the rise and fall of the apartheid state; the politics of post-apartheid transformation; and the AIDS crisis.
Same as: AFRICAAM 47, CSRE 74

HISTORY 471A. Environmental History of Latin America. 5 Units.
What role did the natural environment play in the emergence of Latin America as a distinct geographical and socio-cultural world region? How do we analyze the historical relationship between the regions rich and seemingly abundant natural resources and its status as "underdeveloped"? What historical consequences did this relationship have and what alternative, more sustainable developmental paths can we envision for the future in light of the past that we will study? In this course, students will become familiar with the historiography on Brazil, Mexico, Peru, Cuba and Honduras that has explored these questions through a variety of approaches, methodologies and points of view.

HISTORY 471B. Environmental History of Latin America. 5 Units.
What role did the natural environment play in the emergence of Latin America as a distinct geographical and socio-cultural world region? How do we analyze the historical relationship between the region's rich and seemingly abundant natural resources and its status as 'underdeveloped'? What historical consequences did this relationship have and what alternative, more sustainable developmental paths can we envision for the future in light of the past that we will study? In this course, students will become familiar with the historiography on Brazil, Mexico, Peru, Cuba and Honduras that has explored these questions through a variety of approaches, methodologies and points of view.

HISTORY 47N. Global History of Death and Dying. 4 Units.
Does death have a history? Explores the changing realities of, attitudes towards and ways of coping with death. The role of death in shaping the modern world via the global slave trades, imperial conquests, pandemics, wars and genocides. Ways people have made sense of death in extraordinary circumstances and during calmer times. Continuities and transformations in death rituals, intellectual and philosophical debates about the personal and social meanings of death, and the consequences of ways and patterns of dying.

HISTORY 48. The Egyptians. 3-5 Units.
Overview of ancient Egyptian pasts, from predynastic times to Greco-Roman rule, roughly 3000 BCE to 30 BCE. Attention to archaeological sites and artifacts; workings of society; and cultural productions, both artistic and literary. Participation in class is required.
Same as: AFRICAAM 30, CLASSICS 82, HISTORY 148

HISTORY 481. Research Seminar in Middle East History. 4-5 Units.
Student-selected research topics. May be repeated for credit.
Same as: JEWISHST 287S, JEWISHST 481

HISTORY 486A. Graduate Research Seminar in Jewish History. 4-5 Units.
Same as: JEWISHST 486A

HISTORY 486B. Graduate Research Seminar in Jewish History. 4-5 Units.
Prerequisite: HISTORY 486A.
Same as: JEWISHST 486B

HISTORY 48Q. South Africa: Contested Transitions. 4 Units.
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 South 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.
Same as: AFRICAAM 48Q

HISTORY 490A. Law in Early China. 4-5 Units.
This course studies the role of law in early China. It examines both evidence transmitted in received sources and newly excavated legal materials. It will consider law from several approaches, including the role of language, the background in emotions and group sentiments, the links to honor and shame, its role in establishing a public realm and forms of group membership, and its links to defining the nature of both the ruler and the philosophical sage.
HISTORY 490B. Law in Early China. 4-5 Units.
This course studies the role of law in early China. It examines both evidence transmitted in received sources and newly excavated legal materials. It will consider law from several approaches, including the role of language, the background in emotions and group sentiments, the links to honor and shame, its role in establishing a public realm and forms of group membership, and its links to defining the nature of both the ruler and the philosophical sage.

HISTORY 491A. Modern Korea Research Seminar. 4-5 Units.
This graduate seminar prepares students to undertake research using Korean-language sources on a variety of themes in modern Korea. Students will identify characteristics of major online and offline archives in Korean studies, learn essential skills in investigating primary sources, and analyze selected sample documents in class.

HISTORY 491B. Modern Korea Research Seminar. 4-5 Units.
This graduate seminar prepares students to undertake research using Korean-language sources on a variety of themes in modern Korea. Students will identify characteristics of major online and offline archives in Korean studies, learn essential skills in investigating primary sources, and analyze selected sample documents in class.

HISTORY 495A. Qing Legal Documents. 4-5 Units.
(Same as LAW 5037.) 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.

HISTORY 495B. Qing Legal Documents. 4-5 Units.
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.

HISTORY 496A. Research Seminar in Chinese History. 4-5 Units.
First part of a two part sequence. Primary sources and research methods to be used in the study of modern Chinese history.

HISTORY 496B. Research Seminar in Chinese History. 4-5 Units.
Second part of a two part sequence. Primary sources and research methods to be used in the study of modern Chinese history. Prerequisite: HISTORY 496A.

HISTORY 497A. Maps and Gazetteers as Sources for East Asian History. 4-5 Units.
For graduate students of early modern or modern East Asia. Includes weekend workshop on Chinese historical GIS with Harvard's Peter Bol. Students work with the Stanford Spatial History Lab to develop analytical techniques. Prerequisite: background in GIS.

HISTORY 497B. Maps and Gazetteers as Sources for East Asian History, Part 2. 4-5 Units.
Prerequisite: HISTORY 497A.

HISTORY 498D. Japanese Imperial Archives, Part 2. 4-5 Units.
Second part of a two-quarter research graduate seminar on Japanese imperialism in Asia. Students complete research papers based on research conducted for History 498C; the class meets occasionally to report on progress and discuss working drafts. Prerequisite: History 498C.

HISTORY 499X. Graduate Research. 1-10 Unit.
Units by arrangement. May be repeated for credit.

HISTORY 4N. A World History of Genocide. 3-5 Units.
Reviews the history of genocide from ancient times until the present. Defines genocide, both in legal and historical terms, and investigates its causes, consequences, and global dimensions. Issues of prevention, punishment, and interdiction. Main periods of concern are the ancient world, Spanish colonial conquest; early modern Asia; settler genocides in America, Australia, and Africa; the Armenian genocide and the Holocaust; genocide in communist societies; and late 20th century genocide. Same as: JEWISHST 4N

HISTORY 50A. Colonial and Revolutionary America. 3 Units.
(Same as HISTORY 150A. History majors and others taking 5 units, register for 150A.) Survey of the origins of American society and polity in the 17th and 18th centuries. Topics: the migration of Europeans and Africans and the impact on native populations; the emergence of racial slavery and of regional, provincial, Protestant cultures; and the political origins and constitutional consequences of the American Revolution.

HISTORY 50B. Nineteenth Century America. 3 Units.
(Same as HISTORY 150B. History majors and others taking 5 units, register in 150B.) Territorial expansion, social change, and economic transformation. The causes and consequences of the Civil War. Topics include: urbanization and the market revolution; slavery and the Old South; sectional conflict; successes and failures of Reconstruction; and late 19th-century society and culture.

HISTORY 50C. The United States in the Twentieth Century. 3 Units.
(Same as HISTORY 150C. History majors and others taking 5 units, register for 150C.) 100 years ago, women and most African-Americans couldn't vote; automobiles were rare and computers didn't exist; and the U.S. was a minor power in a world dominated by European empires. This course surveys politics, culture, and social movements to answer the question: How did we get from there to here? Two historical research "labs" or archival sessions focus on the Great Depression in the 1930s and radical and conservative students movements of the 1960s. Suitable for non-majors and majors alike.

HISTORY 50K. John F. Kennedy: Fifty Years Later. 1 Unit.
November 22, 2013 marks the 50th anniversary of President John F. Kennedy's assassination. Half a century on, our visually saturated culture remains besotted with images of the youthful president and his strikingly photogenic family. But the passage of time has also yielded new perspectives on Kennedy's presidency and on his era. November 22, 1963 may well come to be remembered not only as the day when the life of a promising young leader was violently cut short, but also as the pivot between two distinct eras in American history. Ironically, though Kennedy was the first World War II veteran to reach the White House, his death heralded the end of the long postwar season of national pride, optimism, confidence, and widely shared prosperity and may have opened the road to the great catastrophe that was the Vietnam War. His passing also helped to pry open the portals to historic changes in the lives of millions of African Americans, as witnessed by Lyndon Johnson's artful invocation of the fallen president to bring about passage of the epic civil rights legislation of the late 1960s. This course will examine the postwar domestic and international settings in which Kennedy rose to and exercised power. It will probe our continuing fascination with his character and with his family; his role as a Cold Warrior, especially in the tense confrontation known as the Cuban Missile Crisis; and his relation to the African American struggle to bury Jim Crow. We will conclude with an assessment of the longer-term historical consequence of his brief moment in the arenas of celebrity and power. Guest speakers will include noted Kennedy biographer Robert Dallek; Johnson biographer Bruce Schulman; Taylor Branch, acclaimed biographer of Martin Luther King, Jr.; and Stanford's own Jennifer Burns, historian of modern America.
HISTORY 51K. Election 2016. 1 Unit.
The 2016 Presidential Election season has been anything but ordinary. So much in the Democratic and Republican primaries consistently defied conventional wisdom and upended the predictions of experts. This course will attempt, with the help of distinguished guests, to make sense of an election that defies all historical precedent and to take stock of the health of American democracy. Class is jointly offered for Continuing Studies students and Stanford students. As a 1 unit, online course for Stanford students, enrollment is unlimited. Registration for the course offers online access to a livestream of each class session, participation in online discussions, access to course website and materials, and admission to a lottery for attending each class in person.
Same as: CSRE 51K, POLISCI 51K

HISTORY 52Q. Democracy in Crisis: Learning from the Past. 3 Units.
This Sophomore Seminar will focus on U.S. democracy and will use a series of case studies of major events in our national history to explore what happened and why to American democracy at key pressure points. This historical exploration should shed light on how the current challenges facing American democracy might best be handled. (Cardinal Course certified by the Haas Center).
Same as: EDUC 122Q, POLISCI 20Q

HISTORY 52S. Sex in America. 5 Units.
This course examines the history of sex and sexuality in America. We will analyze primary sources, including court cases, letters, diaries, memoirs, scientific studies, and magazines, to demonstrate the many continuities and many changes of sexual practices and identities over time in the United States, from colonial Virginia to Playboy to Bill Clinton's impeachment. Priority given to history majors and minors.
Same as: FEMGEN 52S

HISTORY 54Q. African American Women's Lives. 3-4 Units.
Preference to sophomores. African American women have been placed on the periphery of many historical documents. This course will encourage students to think critically about historical sources and to use creative and rigorous historical methods to recover African American women's experiences. Drawing largely on primary sources such as letters, personal journals, literature and film, this course explores the everyday lives of African American women in 19th- and 20th-century America. We will begin in our present moment with a discussion of Michelle Obama and then we will look back on the lives and times of a wide range of African American women including: Charlotte Forten Grimké, a 19th-century reformer and teacher; Nella Larsen, a Harlem Renaissance novelist; Josephine Baker, the expatriate entertainer and singer; and Ida B. Wells and Ella Baker, two luminaries of civil rights activism. We will examine the struggles of African American women to define their own lives and improve the social, economic, political and cultural conditions of black communities. Topics will include women's enslavement and freedom, kinship and family relations, institution and community building, violence, labor and leisure, changing gender roles, consumer and beauty culture, social activism, and the politics of sexuality.
Same as: AFRICAAM 54Q, AMSTUD 54Q, FEMGEN 54Q

HISTORY 54S. The American Civil War. 5 Units.
Few events in American history match the significance of the Civil War, a conflict that freed 4 million people held in bondage and left 750,000 men dead. This course will explore the war from a range of perspectives, including those of Union and Confederate soldiers, African Americans, women, and Native Americans. Based on the documents these different groups left behind, as well as the histories they inspired, we will seek to understand how the Civil War was experienced and commemorated. Priority given to history majors and minors.

HISTORY 55F. The Civil War and Reconstruction Era, 1830 to 1877. 3-5 Units.
This course explores the causes, course, and consequences of the American Civil War. The Civil War profoundly impacted American life at national, sectional, and constitutional levels, and radically challenged categories of race and citizenship. Topics covered include: the crisis of union and disunion in an expanding republic; slavery, race, and emancipation as national problems and personal experiences; the horrors of total war for individuals and society; and the challenges—social and political—of Reconstruction.
Same as: HISTORY 155F

HISTORY 55Q. The Origins of the Modern American City, 1865-1920. 3 Units.
Are we living in a new Gilded Age? To answer this question, we go back to the original Gilded Age, as well as its successor, the Progressive Era. How did urban Americans around the turn of the twentieth century deal with stark inequalities of class, race, ethnicity, gender, and sexuality? And what can we learn from their struggles for our own time? Students use primary and secondary sources in digital and print formats. Possible field trip to San Francisco.
Same as: AMSTUD 25Q, URBANST 25Q

HISTORY 55S. The Great Depression. 5 Units.
Vanishing fortunes. Starving families. Fascism on the rise. More than any event in modern history, the Great Depression recast the relationship between governments and markets, citizenship and society, politics and culture. This course takes an in-depth look at the Great Depression in the United States, delving into its causes, consequences, and legacies. Priority given to history majors and minors.

HISTORY 57. The Constitution: A Short History. 3 Units.
(Same as HISTORY 157. History majors and others taking 5 units, enroll in 157.) A broad survey of the Constitution, from its Revolutionary origins to the contemporary disputes over interpretation. Topics include the invention of the written constitution and interpretative canons; the origins of judicial review; the Civil War and Reconstruction as constitutional crises; the era of substantive due process; the rights revolution; and the Constitution in wartime.
Same as: POLISCI 128F

HISTORY 57E. State of the Union 2014. 1 Unit.
This course will examine major themes that contribute to the health, or disease, of the US body politic. Challenges and opportunities abound: we live in an age of rising inequality, dazzling technological innovation, economic volatility, geopolitical uncertainty, and the accumulating impact of climate change. These conditions confront our political leaders and us as citizens of a democracy plagued by dysfunction. What are the implications for the body politic? Led by Rob Reich (Political Science, Stanford), David Kennedy (History, Stanford), and James Steyer (CEO, Common Sense Media), the course will bring together distinguished analysts of American politics. Together, we will examine the following topics: inequality; energy and the environment; media and technology; the economy; and the 2014 midterm elections. The course is designed for the entire Stanford community; jointly offered for undergraduate and graduate students at Stanford (through listings in Political Science and History) and for community members through the Continuing Studies Program. For students, the course is available for 1 credit. This course may not be taken for a Letter Grade.
Same as: POLISCI 57E
HISTORY 58Q. American Landscapes of Segregation. 3-4 Units.
This course examines various landscapes of segregation in U.S. history from 19th century reconstruction and settler expansion through the contemporary U.S. security state. Each week we consider different histories of segregation including native reservation and boarding school stories, Jim Crow and post-World War II urban/suburban segregation, school integration and bussing, and the rise of the carceral state. We will ask: How have Americans moved through space with different degrees of freedom and constraint over time, and how has that shaped what it has meant to be an American in different ways for different groups? How has access to land, property, consumer, recreational and educational spaces and resources been regulated by categories of race, gender, sexuality, colonial subjectivity, immigrant status and class? To gain a better sense of our local history, we will also consider how structures of segregation have historically mapped the Bay Area. Sources include primary and secondary historic texts, feature and documentary films, photography, and poetry.
Same as: AFRICAAM 58Q, AMSTUD 58Q

HISTORY 5C. Human Trafficking: Historical, Legal, and Medical Perspectives. 3 Units.
(Same as History 105C. History majors and others taking 5 units, enroll in 105C.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Students interested in service learning should consult with the instructor and will enroll in an additional course.
Same as: CSRE 5C, EMED 5C, FEMGEN 5C, INTNLREL 5C

HISTORY 60N. Revolutionaries and Founders. 3 Units.
Americans remain fascinated by the revolutionary generation which secured independence and established a national constitutional republic. Books about the founders come steadily from the presses, some describing the lives of individual revolutionaries, others trying to analyze and explain what made these events possible. This seminar will approach the Revolution through both a biographical and analytical framework, relying both on scholarly writings and the massive array of primary sources that are readily available through letterpress editions and on-line. The course will rely on the instructor’s own recent book, Revolutionaries: A New History of the Invention of America, which carries the story from the crisis around the Boston Tea Party of 1773 through the end of President Washington’s first administration. The course will be divided evenly between modern scholarship and the careful reading of original materials, and students will write short essays that will involve the analysis of explanatory problems, the close interpretation of documents, and the crafting of historical narratives. Topics to be discussed will include the outbreak of the revolution, constitution-making at both the state and national levels of government, the conduct of the war, and the legacies that Americans particularly associate with Thomas Jefferson, James Madison, and Alexander Hamilton.

HISTORY 64. Racial and Ethnic Diversity in Modern America. 4-5 Units.
How ethnicity influenced the American experience and how prevailing attitudes about racial and ethnic groups over time have affected the historical and contemporary reality of the nation’s major minority populations. Focus is on the past two centuries.
Same as: CSRE 64

HISTORY 68D. American Prophet: The Inner Life and Global Vision of Martin Luther King, Jr.. 3-5 Units.
Martin Luther King, Jr. was the 20th-century’s best-known African-American leader, but the religious roots of his charismatic leadership are far less widely known. The documents assembled and published by Stanford’s King Research and Education Institute provide the source materials for this exploration of King’s swift rise to international prominence as an articulate advocate of global peace and justice.
Same as: AFRICAAM 68D, AMSTUD 168D, CSRE 68, HISTORY 168D

HISTORY 69Q. American Road Trips. 4 Units.
*Nothing behind me, everything ahead of me, as is ever so on the road.*
~Jack Kerouac, On the Road, 1957. From Jack Kerouac’s On the Road to Cheryl Strayed’s Wild, this course explores epic road trips of the twentieth century. Travel is a fundamental social and cultural practice through which Americans have constructed ideas about the self, the nation, the past, and the future. The open road, as it is often called, offered excitement, great adventure, and the space for family bonding and memory making. But the footloose and fancy-free nature of travel that Jack Kerouac celebrated was available to some travelers but not to all. Engaging historical and literary texts, film, autobiography, memoir, photography, and music, we will consider the ways that travel and road trips have been represented in American culture. This course examines the following questions: How did men and women experience travel differently? How did the motivations for travel change over time? What role did race, ethnicity, class, relationships, and sexuality play in these trips? Students will work together to plan a road trip of their own which the class will take during the quarter.
Same as: AMSTUD 109Q

HISTORY 6Q. Fairy Spotting: A Practicum in Historical Inquiry. 3 Units.
A guided mini-research inquiry into the fae and related historical phenomena: stories about and beliefs in non-human, sentient beings with a separate society and different physical reality.

HISTORY 6W. Service-Learning Workshop on Human Trafficking. 3 Units.
Considers purpose, practice, and ethics of service learning. Provides training for students’ work in community. Examines current scope of human trafficking in Bay Area, press concerns, capacity and obstacles to effectively address them. Students work with community partners dedicated to confronting human trafficking and problems it entails on a daily basis. Must currently be enrolled in or have previously taken History 5C/105C (FemGen 5C/105C, HumBio 178H, IR 105C, CSRE 5C/105C). (Cardinal Course certified by the Haas Center).
Same as: FEMGEN 6W

HISTORY 71S. American Political Thought from the Civil War to the Cold War. 5 Units.
This course explores America’s most important political tradition: liberalism. What does liberalism mean? Does it mean something different today than it did in the past? Using multiple textual and visual sources, students will grapple with how Americans remade liberalism in the 19th and 20th centuries and how political thinkers have understood its meaning over time. We will see how American liberalism was shaped by factors of race, gender, and class and by competing ideologies like conservatism and socialism.
HISTORY 73. Mexican Migration to the United States. 3-5 Units.
This class examines the history of Mexican migration to the United States. In the United States we constantly hear about Obama’s immigration plan, the anti-immigrant laws in Arizona, and the courage of DREAM Activists; in Mexico news sources speak about the role of remittances, the effect of deportations, and the loss of life at the border. Unfortunately, few people truly understand the historical trends in these migratory processes, or the multifaceted role played by the United States in encouraging individuals to head there. Moreover, few people have actually heard the opinions and voices of migrants themselves. This course seeks to provide students with the opportunity to place migrants’ experiences in dialogue with migratory laws as well as the knowledge to embed current understandings of Latin American migration in their meaningful historical context.
Same as: AMSTUD 73, CHILATST 173, HISTORY 173

HISTORY 73S. History of the Police in the United States: Slave Patrols to Ferguson. 5 Units.
How did police come to have the power to use violence? Themes: growth of professional policing, creation of private police forces and vigilantism, and public portrayals of police--by Hollywood and the press. The historical relationship between race and the administration of policing is a central question. Students will hone the methodology necessary to examine primary sources such as police memoirs, court records, police files, detective novels, music videos and photographs. The course fulfills the departmental Sources and Methods requirement. Priority given to history majors and minors.

HISTORY 74. Mexico Since 1876: History of a “Failed State”?. 3 Units.
This course is an introduction to the history and diverse peoples of modern Mexico from 1876 to the present. Through lectures, discussions, primary and secondary readings, short documentaries, and written assignments, students will critically explore and analyze the multiplicity of historical processes, events and trends that shaped and were shaped by Mexicans over the course of a century. The course will cover some of the social and political dimensions of rural social change, urbanization and industrialization, technological innovation and misuse, environmental degradation and conservation, education, ideology, culture and media, migration, and the drug trade.

HISTORY 74S. Sounds of the Century. Popular Music and the United States in the 20th Century. 5 Units.
What can popular music teach us about the past? What can we learn about music if we study it historically? This course grapples with these two questions by examining various examples of American music in the 20th century, as well as more conventional historical sources, scholarly books, and essays. Will pay special attention to how issues of race, gender, sexuality, class, and nation were reflected in and produced by people’s interactions with music, inside and outside American borders.

HISTORY 78. Film and History of Latin American Revolutions and Counterrevolutions. 3-5 Units.
Note: Students who have completed HISTORY 78N or 78Q should not enroll in this course. In this course we will watch and critique films made about Latin America’s 20th century revolutions focusing on the Cuban, Chilean and Nicaraguan revolutions. We will analyze the films as both social and political commentaries and as aesthetic and cultural works, alongside archivally-based histories of these revolutions.

HISTORY 78Q. Film and History of Latin American Revolutions and Counterrevolutions. 3 Units.
In this course we will watch and critique films made about Latin America’s 20th century revolutions focusing on the Mexican, Cuban, Chilean and Nicaraguan revolutions. We will analyze the films as both social and political commentaries and as aesthetic and cultural works, alongside archivally-based histories of these revolutions.

HISTORY 79C. The Ethical Challenges of Climate Change. 3-5 Units.
This course explores the ethical challenges of climate change from historical, social, economic, political, cultural and scientific perspectives. These include the discovery of global warming over two centuries, the rise of secular and religious denialism and skepticism toward the scientific consensus on it, the dispute between developed and developing countries over how to forge a binding global agreement to mitigate it, and the "role morality" of various actors (scientists, politicians, fossil fuel companies, the media and ordinary individuals) in the US in assessing ethical responsibility for the problem and its solutions.
Same as: HISTORY 179C

HISTORY 7E. Islamic Routes: Archaeology and Heritage of Muslim Societies. 3-5 Units.
How has archaeology changed our knowledge of the spread of Islam and past Muslim societies? How does archaeology shape heritage debates, conflicts and ideas about Islam today? Topics include the city and urban change, secular and religious life, gender, economy, and globalization. These topics are explored using archaeological and critical heritage approaches. Focus is on examples drawn from Syria-Palestine, Egypt, Iraq, Arabian Peninsula, India, and Africa. Sources include archaeological data and material culture, historical texts in translation, and photography.
Same as: ANTHRO 13A, HISTORY 107E

HISTORY 7W. Service-Learning Workshop on Human Trafficking Part II. 3 Units.
Prerequisite: HISTORY6W (FEMGEN 6W). Continuation of HISTORY 6W (FEMGEN 6W). Students will continue working on their projects with their community partners. Several class meetings and small group consultations throughout the quarter. (Cardinal Course certified by the Haas Center).

HISTORY 8. Mass Violence in the Modern Era. 3-5 Units.
Explores the evolution, varieties and logic of mass violence in modern history. Examines social, political, ethno national, revolutionary and religious violence, and efforts to curtail them. Begins with the emergence of genocide as an international issue; proceeds with colonial genocides in late 19th century Africa, and moves to the Armenian genocide in the Ottoman Empire; Nazi and Nazi inspired racial murder, Communist induced mass violence in the Soviet Union and Asia; ethnic cleansing in former Yugoslavia; the recent genocides in Rwanda and Sudan; and attempts to confront genocides and crimes against humanity in international courts and institutions.
Same as: HISTORY 108

HISTORY 802. TGR Dissertation. 0 Units.
Units by arrangement.

HISTORY 82G. Making Palestine Visible. 3-5 Units.
Israel-Palestine is one of the most difficult subjects to talk about, in large part because we in the United States do not have much exposure to Palestinian history, culture, and politics in their own terms. This course aims to humanize Palestinians and asks why Palestinian claims to rights are illegible for much of the American public. We begin to answer this question by examining a broad sampling of history, structures of power and law, culture, and contemporary political issues.
Same as: CSRE 82G, HISTORY 182G

HISTORY 83S. Refugees of Palestine and Syria: History, Identity, and Politics of Exile in the Middle East. 5 Units.
Mass displacements of Palestinians (1948, 1967) and Syrians (2011-) remain crucial to our understanding of history and politics of the modern Middle East. The course topics include the media’s role in alleviating or worsening refugee crises, the Palestinian “right of return,” and the place of religion in the Syrian civil war. By looking at autobiographies, graffiti, revolutionary posters, and music, we will study the construction of refugee identities, through the prism of race, ethnicity, statelessness, gender, and sexual orientation. Priority given to history majors and minors.
HISTORY 84N. The American Empire in the Middle East. 4 Units.
What have been the traditional objectives of U.S. policy in the Middle East since the end of World War II? What forces shape U.S. policy towards the Middle East? Did those interests and the means employed to pursue them change substantially after the demise of the Soviet Union? What has been the impact of U.S. policy on the region itself? The three principal cases to be examined are Afghanistan, Iraq and Israel/Palestine.

HISTORY 85Q. Humanities Core: Middle East II -- Classic. 3 Units.
How should we live? This course explores two ethical pathways: mysticism and rationality. They seem to be opposites, but as we’ll see, some important historical figures managed to follow both at once. We will read works by successful judges, bureaucrats, academics, and lovers written between 700 and 1900 C.E. We will ask ourselves whether we agree with their choices and judgments about professional success and politics. What would we do differently today? We certainly organize knowledge differently, but do we think about ethics the same way? N.B. This is the second of three courses in the Middle Eastern track. These courses offer an unparalleled opportunity to study Middle Eastern history and culture, past and present. Take all three to experience a year-long intellectual community dedicated to exploring how ideas have shaped our world and future.
Same as: COMPLIT 32Q, DLCL 32Q, HUMCORE 32Q

HISTORY 87S. Jewish Christmas Trees, Kosher Pork: Soviet Jews and the New Jewish Diaspora. 5 Units.
This course examines the historical roots of contemporary Russian Jewish culture and identity in North America, Israel, and the former Soviet Union: from the Russian Revolution through the collapse of the USSR. The course also emphasizes the story of Soviet Jewish migration and diaspora; it explores the anxieties of immigration and acceptance, the wages of acculturation and assimilation, and the interplay between cultural displacement and nostalgia. Following a highly interdisciplinary approach, this course introduces a wide range of printed, visual, and oral sources, including contemporary Russian Jewish fiction and Soviet war journalism, Soviet cartoons, photography, art, film, music, and archival materials. Students will conduct oral histories with Soviet emigres and taste (and cook) food from the Soviet Jewish kitchen. The course investigates questions particular to the Jewish experience, but also universal concerns about identity, migration, and diaspora in the twentieth and twenty-first centuries. All readings are in English. Priority given to history majors and minors.
Same as: JEWISHST 87S, REES 87S

HISTORY 91D. China: The Northern and Southern Dynasties. 3 Units.
(Same as HISTORY 191D.) Examines one of the most dynamic periods of Chinese history with the emergence of the institutional religions (Buddhism and Daoism), the development of the garden as an art form, the rise of landscape as a theme of verse and art, the invention of lyric poetry, and the real beginnings of the southward spread of Chinese civilization.

HISTORY 92A. The Historical Roots of Modern East Asia. 4-5 Units.
Focus is on China and Japan before and during their transition to modernity. The populous, urbanized, economically advanced, and culturally sophisticated Ming empire and Muromachi shogunate in the 16th century when Europeans first arrived. How the status quo had turned on its head by the early 20th century when European and American steamships dominated the Pacific, China was in social and political upheaval, and Japan had begun its march to empire.
Same as: HISTORY 392E

HISTORY 95. Modern Korean History. 3 Units.
(Same as HISTORY 195. History majors and others taking 5 units, register for 195.) This lecture course provides a general introduction to the history of modern Korea. Themes include the characteristics of the Chosön dynasty, reforms and rebellions in the nineteenth century, Korean nationalism, Japan’s colonial rule and Korean identities; decolonization and the Korean War; and the different state-building processes in North and South, South Korea’s democratization in 1980s, and the current North Korean crisis.

HISTORY 95C. Modern Japanese History: From Samurai to Pokemon. 3 Units.
(Same as History 195C. History majors and others taking 5 units, register for 195C.) Japan’s modern transformation from the late 19th century to the present. Topics include: the Meiji revolution; industrialization and social dislocation; the rise of democracy and empire; total war and US occupation; economic miracle and malaise; Japan as soft power; and politics of memory. Readings and films focus on the lived experience of ordinary men and women across social classes and regions.

HISTORY 95N. Maps in the Modern World. 4-5 Units.
Preference to freshmen. Focus is on cutting-edge research. Topics: the challenge of grasping the globe as a whole; geography’s roots in empire; maps as propaganda and as commodities; the cultural production of scale; and the cartography of imaginary worlds. Sources include resources in the Green Library Special Collections and in the Stanford Spatial History Lab.

HISTORY 96E. Nuclear Neighbors: The History of India and Pakistan. 1 Unit.
Since their formation in 1947, India and Pakistan have fought numerous wars and relations continue to be fraught with tension and the periodic threat of nuclear war. In this course we will explore the history that led up to India’s independence and Pakistan’s formation seeking to understand why more than 70 years after the end of colonial rule these nations that comprise almost 20% of the global population continue to be at each others’ throats.

HISTORY 98N. Beijing, Shanghai, and the Structure of Modern China. 3 Units.
This course examines the transformation of China from the late empire to the present by studying the nature of its two greatest cities. Topics examined will include the evolving physical structure of the cities, their changing relations to the Chinese state and the outside world, shifting understandings of the urban population/crowd, the changing nature of time, new modes of self-definition through patterns of consumption, the cities as topics of literature and movies, and the nature of urban modernity.

HISTORY 9N. How to Start Your Own Country: Sovereignty and State-Formation in Modern History. 3 Units.
What does it mean to start a country, or to acquire and possess sovereignty over a territory? This course will examine the historical evolution of fundamental concepts in our international system: state formation, statehood, and sovereignty. Each week will spotlight a case-study in which sovereignty and statehood have appeared greatly confused and hotly contested. These include: the UK-China lease for control of Hong Kong; the US Naval Station in Guantanamo Bay; the corporate state of the legendary British East India Company; and Disney World.
HISTORY 9R. Humanities Research Intensive. 1 Unit.
Everyone knows that scientists do research, but how do you do research in the humanities? This five-day course, taught over spring break, will introduce you to the excitement of humanities research, while preparing you to develop an independent summer project or to work as a research assistant for a Stanford professor. Through hands-on experience with archival materials in Special Collections, you will learn how to formulate a solid research question; how to gather the evidence that will help you to answer that question; how to write up research results; how to critique the research of your fellow students; how to deliver your results in a public setting; and how to write an effective grant proposal. Students who complete this course become Humanities Research Intensive Fellows and receive post-program mentorship during spring quarter, ongoing opportunities to engage with faculty and advanced undergraduates, a small stipend for research materials, and eligibility to apply for additional funding to support follow-up research. Freshmen and sophomores only. All majors and undeclared students welcome. No prior research experience necessary. Enrollment limited: apply by 11/12/18 at undergrad.stanford.edu/hri.
Same as: ENGLISH 9R