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 since 1914. 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 Cold War; decolonization; and globalization. The role of international institutions and international society will also be a focus as will the challenges of climate change, inequality, migration, and terrorism.
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 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 10C. The Problem of Modern Europe. 3 Units.
(Same as HISTORY 110C. History majors and others taking 5 units, register for 110C.) From the late 18th century to the present. How Europeans responded to rapid social changes caused by political upheaval, industrialization, and modernization. How the experience and legacy of imperialism and colonialism both influenced European society and put in motion a process of globalization that continues to shape international politics today.

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, Ann More, and 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 110C. The Problem of Modern Europe. 5 Units.
(Same as HISTORY 10C. History majors and others taking 5 units, register for 110C.) From the late 18th century to the present. How Europeans responded to rapid social changes caused by political upheaval, industrialization, and modernization. How the experience and legacy of imperialism and colonialism both influenced European society and put in motion a process of globalization that continues to shape international politics today.

HISTORY 112. Medicine and Disease in the Ancient World. 5 Units.
(Same 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.
What is the history of “History”? The first ancient historians wrote about commoners and kings, conquest and power; those who had it, those who wanted it, those without it. Their powerful ways of recounting the past still resonate today and can be harnessed to tell new stories. We will look at how ancient stories like Herodotus, Thucydides, Tacitus, and Livy turned stories about the past into compelling narratives of loss, growth and decline; inventing “History”, as we know it. All readings in English. Same as: CLASSICS 88

HISTORY 116. Traders and Crusaders in the Medieval Mediterranean. 3-5 Units.
Trade and crusade were inextricably interconnected in the high Middle Ages. As merchant ships ferried knights and pilgrims across the Mediterranean, rulers borrowed heavily to finance their expeditions, while military expansion opened new economic opportunities. Course themes include the origins of the Crusading movement; the rise of Venice and other maritime powers; the pivotal roles of the Byzantine and Mongol Empires; relations between Christians, Muslims, and Jews; new military, maritime, and commercial technologies; and the modern legacy of the Crusades.

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. Same 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.

HISTORY 118. Race and Racism in Europe, 1500-1900. 5 Units.
(Same as HISTORY 118. History majors and others taking 5 units, register for HISTORY 118.) This course explores how the idea of race emerged in Europe, and how it shaped people’s understanding of the world and their relations with others. We will look at how race was used to explain sickness and health, and how it was used to explain and justify inequality and violence.

HISTORY 119. The Making of America: 1607-1920. 5 Units.
(Same as HISTORY 119. History majors and others taking 5 units, register for HISTORY 119.) This course explores how the United States came to be, and how it was shaped by the experiences of its people, from the colonial era through the present day. We will examine the political, economic, social, and cultural forces that have given rise to the nation we know today, and consider how they continue to shape its future.
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, Müntzer) 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 133A. Blood and Roses: The Age of the Tudors. 5 Units.
English society and state from the Wars of the Roses to the death of Elizabeth. Political, social, and cultural upheavals of the Tudor period and the changes wrought by the Reformation. The establishment of the Tudor monarchy; destruction of the Catholic church; rise of Puritanism; and 16th-century social and economic changes.

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.
(History 37D is 3 units; History 137D is 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 139. Modern Britain and the British Empire. 5 Units.
(Same as HISTORY 39. History majors and others taking 5 units, register in 139.) From American Independence to the latest war in Iraq. Topics include: the rise of the modern British state and economy; imperial expansion and contraction; the formation of class, gender, and national identities; mass culture and politics; the world wars; and contemporary racial politics. Focus is on questions of decline, the fortunes and contradictions of British liberalism in an era of imperialism, and the weight of the past in contemporary Britain.

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. Sex, Gender, and Intersectional Analysis in Science, Medicine, Engineering, and Environment. 5 Units.
(Same as HISTORY 44. Majors and others taking 5 units, enroll in HISTORY 144.) Explores the history of gender, ethnicity, and intersectionality in science, medicine, engineering, and environment. Covers "Gendered Innovations" and understanding how integrating intersectional analysis into research can spark discovery and innovation. Stanford University is engaged in a multi-year collaboration with the European Commission and the U.S. National Science Foundation project on Gendered Innovations in Science, Health & Medicine, Engineering, and Environment. The operative question is: how do we harness the creative power of sex, gender, and intersectional analysis for discovery and innovation? Topics include historical background, basic concepts, social robots, environmental justice, facial recognition, inclusive crash test dummies, assistive technologies, etc. 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. 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: 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 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 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 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. Same as: AFRICAAM 150C, 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.
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. Major topics are the principle of representation, the extent and enumeration of national powers, the construction of the executive and judicial branches, and slavery. Next come the ratification debates, including readings from antifederalist writers, The Federalist, and speeches in 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: Class participation, in-class exam, supplemented by short take-home essay. Cross-listed with the Law School (LAW 7017).

HISTORY 154. American Intellectual and Cultural History to the Civil War. 5 Units.
(Same as HISTORY 54. History majors and others taking 5 units, register for 154.) How Americans considered problems such as slavery, imperialism, and sectionalism. Topics include: the political legacies of revolution; biological ideas of race; the Second Great Awakening; science before Darwin; reform movements and utopianism; the rise of abolitionism and proslavery thought; phrenology and theories of human sexuality; and varieties of feminism. Sources include texts and images. Same as: AMSTUD 154
HISTORY 155. American Constitutional History from the Civil War to the War on Poverty. 5 Units.
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. 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. Cross-listed with the Law School (LAW 7008).
Same as: AMSTUD 155

HISTORY 155F. The Civil War and Reconstruction Era, 1830 to 1877. 3-5 Units.
(History 55F is 3 units; History 155F is 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: AFRICAAM 55F, AMSTUD 55F, AMSTUD 155F; 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 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 15N. Inequality: the Last 100,000 Years. 3 Units.
(Formerly CLASSHIS 13N.) This seminar traces the evolution of resource inequality from the Stone Age to the present. Only this long-term perspective reveals the forces that drive inequality and allows us to address two key questions: what causes inequality, and what factors have been capable of reducing it, at least for a while? We are going to confront challenging arguments: that inequality has been closely tied up with overall economic and human development, and that over the long course of history, war, revolution and pestilence were the most effective equalizers of income and wealth. This class will help you appreciate contexts and complexities that are usually obscured by partisan polemics and short-term thinking. Seminar participants will be directly involved in the instructor’s current research project on the history of inequality.
Same as: CLASSICS 28N

HISTORY 16. Traders and Crusaders in the Medieval Mediterranean. 3-5 Units.
Trade and crusade were inextricably interconnected in the high Middle Ages. As merchant ships ferried knights and pilgrims across the Mediterranean, rulers borrowed heavily to finance their expeditions, while military expansion opened new economic opportunities. Course themes include the origins of the Crusading movement; the rise of Venice and other maritime powers; the pivotal roles of the Byzantine and Mongol Empires; relations between Christians, Muslims, and Jews; new military, maritime, and commercial technologies; and the modern legacy of the Crusades.
Same as: HISTORY 116

HISTORY 161. The Politics of Sex: Work, Family, and Citizenship in Modern American Women’s History. 3-5 Units.
This course explores the transition from Victorian to modern American womanhood by asking how Native, European, African, Mexican, and Asian American women navigated the changing sexual, economic, and political landscapes of the twentieth century. Through secondary readings, primary sources, films, music, and literature we explore the opportunities and boundaries on groups of women in the context of historical events that included immigration, urbanization, warfare, depression, the Cold War, as well as recurrent feminist and conservative political movements.
Same as: AMSTUD 161, CSRE 162, FEMGEN 161, HISTORY 61

HISTORY 163. A History of North American Wests. 5 Units.
The history, peoples, and natural systems of a region that has never been contained within a single empire or nation state, but has been united by the movement of peoples, species, and things. Topics include smallpox, horses, gold, salmon, rivers, coal, and oil.

HISTORY 164C. From Freedom to Freedom Now: African American History, 1865-1965. 5 Units.
(Same as HISTORY 64C. History majors and others taking 5 units, register for 164C.) Explores the working lives, social worlds, political ideologies and cultural expressions of African Americans from emancipation to the early civil rights era. Topics include: the transition from slavery to freedom, family life, work, culture, leisure patterns, resistance, migration and social activism. Draws largely on primary sources including autobiographies, memoirs, letters, personal journals, newspaper articles, pamphlets, speeches, literature, film and music.
Same as: AMSTUD 164C

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 inclusions.
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. As distinguished from the lecture taught in previous quarters, this class will closely investigate ten major Cold War battlegrounds over the quarter. Selected case studies will include: the division of Germany, Iran in the 1950s, Cuba, Vietnam, the Six Day War, the Chinese coup, sub-Saharan Africa, Afghanistan, Central America, and the Eastern European revolutions of 1989. Students will be asked to consult a combination of original documents and recent histories.

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 a video-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 swift rise 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. Journeyed 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.

(History 73 is 3 units; History 173 is 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, CHILAST 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 creates the proverbial saying “if history is any guide...” by examining U.S. interventions in Latin America, a region where so-called preventive 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 Mexican 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: FILMSTUD 178, HISTORY 78, ILAC 178

HISTORY 181B. Formation of the Contemporary Middle East. 4 Units.

This course examines the formative historical developments that have helped shape the post-1979 Middle East. In particular, this course will study the region’s modes of integration into the capitalist world economy; the shift from Ottoman to European hegemony and the subsequent superpower politics; the formation of the nation-state system with the displacement and violence it has involved, especially against minority ethnic and religious groups; the ideological rivalries for regional hegemony, class and gender politics alongside other subaltern identities; and finally, the dynamics of the Arab Spring.

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 illegitimate 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 185B. Jews in the Contemporary World: The Jewish Present and Past in Film, Television and Popular Culture. 4-5 Units.
(Same as HISTORY 85B.) This course explores the full expanse of Jewish life today and in the recent past. The inner workings of religious faith, the content of Jewish identity, shorn of belief, the interplay between Jewish powerlessness and influence, the myth and reality of Jewish genius, the continued pertinence of antisemitism, the rhythms of Jewish economic life— all these will be examined in weekly lectures, classroom discussion, and with the use of a widely diverse range of readings, films, and other material. Explored in depth will the ideas and practices of Zionism, the content of contemporary secularism and religious Orthodoxy, the impact Holocaust, the continued crisis facing Israel and the Palestinians. Who is to be considered Jewish, in any event, especially since so many of the best known (Spinoza, Freud, Marx) have had little if anything to do with Jewish life with their relationships to it indifferent, even hostile?
Same as: CSRE 185B, HISTORY 385C, JEWISHST 185B, REES 185B, SLAVIC 183

HISTORY 187. The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan. 5 Units.
(Same as HISTORY 87. History majors and others taking 5 units, register for 187.) Explores the contested politics of these societies in modern times. Topics include controversies surrounding the meaning of revolution, state building, war, geopolitics, Islamic law, clerical authority, gender, an Islamic economy, culture and ethnic, national and religious identities from the 1940s to the present. Assignments will focus on primary sources (especially legal documents, poetry, novels, and memoirs) and films.

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, ideological and political dimensions of Zionism. Topics include: the emergence of Zionist ideology in connection to and as a response to challenges of modernity; emancipation; Hashkalah (Jewish enlightenment); national and ideological movements of the period; the ideological crystallization of the movement; and the immigration waves to Palestine.

HISTORY 191B. The City in Imperial China. 5 Units.
The evolution of cities in the early imperial, medieval, and early modern periods. Topics include physical structure, social order, cultural forms, economic roles, relations to rural hinterlands, and the contrast between imperial capitals and other cities. Comparative cases from European history. Readings include primary and secondary sources, and visual materials.

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

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 globalism, 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. Students 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 Chosŏn 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 198. The History of Modern China. 5 Units.
(Same as HISTORY 98. History majors and others taking 5 units, register for 198.) This course charts major historical transformations in modern China, and will be of interest to those concerned with Chinese politics, culture, society, ethnicity, economy, gender, international relations, and the future of the world.

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.
This course examines the emergence of "world empires"—the first way of constituting a world—in four regions of the eastern hemisphere from the first millennium BCE to the year 900 CE. It will study the pivotal role of cities, the importance of rulers, the incorporation of diverse peoples, and how the states that followed their collapse constituted new world orders through combining imitation of the vanished empire with the elaboration of the new "world religions."
Same as: CLASSICS 76
HISTORY 1B. Global History: The Early Modern World, 1300 to 1800. 3-5 Units.
(Course is offered for 3 OR 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 through Graphic Novels: The Modern Age. 3-5 Units.
How did empires and nation-states evolve around the globe during the modern period? How did they shape global experiences of modernity? And how can one write a history of the entire world, so as to cover the necessary ground, but also preserve nuance and complexity? In this course we will use graphic novels (paired with archival sources and historical essays) to examine modern world history from the 18th to the 21st century, from the age of empires and revolutions, through the World Wars, the Cold War, and the War on Terror. The class is appropriate for beginning students, non-majors, and more advanced history students, and may be taken for different levels of credit.

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.
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 200G. Doing Oral 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 200H. Doing Literary History: Orwell in the World. 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 200I. Doing Public 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 200J. Doing Public 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 200K. Doing Microhistory. 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 301A. The Global Drug Wars. 4-5 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 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.
Same as: HISTORY 401A

HISTORY 201C. The U.S., U.N. Peacekeeping, and Humanitarian War. 4-5 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. *International Relations majors taking this course to fulfill the WiM requirement should enroll in INTNLREL 140C for 5 units.
Same as: INTNLREL 140C, INTNLREL 140X

HISTORY 201D. History Goes Pop! Songwriting the Past. 3 Units.
Historical research doesn't always take the form of a thesis, an article, or a book. Sometimes, research leads to film, museum exhibits, works of art, or... music. In this class, students will collaborate to write, record, and produce original pop music (perhaps even an entire album) based on original research in Stanford's wealth of archives and Special Collections. The thematic focus of the class will be on the global history of civil rights and social justice movements during the modern period. Archives include, but are not limited to, rare materials on the 2017 Women's March, Solidarity (Solidarność), Tiananmen Square, the NAACP, the United Farm Workers of America, the Black Panthers, the Gay Activists Alliance, Martin Luther King Jr., and more. No background in music is NOT required, but openness, supportiveness, and (a little bit of) bravery ARE. nnSpace Limited. Requires permission by instructor (apply at https://forms.gle/1MaYLjuqN1bwvB6GA).
Same as: HISTORY 301D

HISTORY 201J. 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 301J

HISTORY 202B. Coffee, Sugar, and Chocolate: Commodities and Consumption in World History, 1200-1800. 4-5 Units.
Many of the basic commodities that we consider staples of everyday life became part of an increasingly interconnected world of trade, goods, and consumption between 1200 and 1800. This seminar offers an introduction to the material culture of the late medieval and early modern world, with an emphasis on the role of European trade and empires in these developments. We will examine recent work on the circulation, use, and consumption of things, starting with the age of the medieval merchant, and followed by the era of the Columbian exchange in the Americas that was also the world of the Renaissance collector, the Ottoman patron, and the Ming connoisseur. This seminar will explore the material horizons of an increasingly interconnected world, with the rise of the Dutch East India Company and other trading societies, and the emergence of the Atlantic economy. It concludes by exploring classic debates about the "birth" of consumer society in the eighteenth century. How did the meaning of things and people's relationships to them change over these centuries? What can we learn about the past by studying things?
Same as: ARTHIST 302B, HISTORY 302B

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.
Same as: HISTORY 302F

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 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 203F. Nuclear Insecurity in the Bay Area and Beyond. 5 Units.
This upper-level course explores the history of radioactive contamination in the Bay Area and elsewhere. We'll examine the legacy of atomic bomb testing in our region and the current political implications of that legacy. We'll then explore the colonial and postcolonial dimensions of the nuclear age and the long-term contamination it has produced. Case studies vary yearly; they include uranium mining in Africa, nuclear testing in the Pacific, and accidents at Chernobyl and Fukushima. At least one field trip!
Same as: STS 200T

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 204E. Totalitarianism. 4-5 Units.
This course analyzes the evolution and nature of revolutionary and totalitarian polities through the reading of monographs on the Puritan Reformation, French Revolutionary, turn of the 20th Century, interwar, and Second World War eras. Among topics explored are the essence of modern ideology and politics, the concept of the body national and social, the modern state, state terror, charismatic leadership, private and public spheres, totalitarian economies, and identities and practices in totalitarian polities.
Same as: HISTORY 307E

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 205K. The Age of Revolution: America, France, and Haiti. 4-5 Units.
This course focuses 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, 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 decide, 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 206D. Global Humanities: The Grand Millennium, 800-1800. 3-4 Units.
How should we live? This course explores ethical pathways in European, Islamic, and East Asian traditions: mysticism and rationality, passion and duty, this and other worldly ambition and peace of mind. They all seem to be pairs of opposites, but as we’ll see, some important historical figures managed to follow two or more of them at once. We will read works by successful thinkers, travelers, poets, lovers, and bureaucratst written between 800 and 1900 C.E. We will ask ourselves whether we agree with their choices and judgments about what is a life well lived.
Same as: DLCL 52, HUMCORE 52, JAPAN 52

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 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 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 207D. Transhistory Colloquium. 4-5 Units.
Colloquium on the history of transgender practices and identities. Readings will include scholarly texts from the emerging historical field of transhistory as well as adjacent fields within gender history. Colloquium will investigate avenues for deepening transhistory through further historical inquiry.
Same as: FEMGEN 207D, FEMGEN 307D, HISTORY 307D

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 208D. Pre-Modern Warfare. 4-5 Units.
This course examines the evolving nature of warfare and its impact on society across the Eurasian continent up to the Gunpowder Revolution and rise of the nation-state. Beginning with an attempt to define war, it will trace the evolution of military technology from the Stone Age through the rise of the chariot, the sword, and the mounted rider, and examine how changing methods of conducting warfare were inextricably linked to changes in the social order and political structures.
Same as: HISTORY 308D

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 209J. History of Surveillance. 3-5 Units.
The question of surveillance (and its limits) is increasingly becoming a concern for individuals, organizations, and states around the globe. Indeed, from NSA databases to Alexa recordings, surveillance seems to be an unavoidable aspect of modern life. But how did surveillance become an everyday experience? This course explores the technological advancements, political aims, ideological commitments, and military goals that have fueled the rise of surveillance, especially throughout the past century. We will examine the ways in which states and organizations have developed surveillance programs and the consequences that these programs have had on both the watchers and the watched.
Same as: GERMAN 112, GERMAN 312, HISTORY 309J

HISTORY 209S. Research Seminar for Majors. 5 Units.
Required of History majors. How to conduct original, historical research and analysis, including methods such as using the libraries and archives at Stanford and elsewhere, and working collaboratively to frame topics, identify sources, and develop analyses. Autumn quarter focuses on American Political History and Race, Gender, Sexuality in U.S.; Winter quarter on Early Modern Travel Accounts and The Americas; Spring quarter on Modern Times and Open Topic.

HISTORY 210. The History of Occupation, 1914-2010. 4-5 Units.
(History 210 is a graduate course offered for 5 units; History 310 is a graduate course offered for 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: HISTORY 310
HISTORY 211. Out of Eden: Deportation, Exile, and Expulsion from Antiquity to the Renaissance. 4-5 Units.
This course examines the long pedigree of modern deportations and mass expulsions, from the forced resettlements of the ancient world to the expulsion of Jews from Spain in 1492, and from the outlawry of Saga-era Iceland to the culture of civic exile in Renaissance Italy. The course focuses on Europe and the Mediterranean from antiquity to the early modern period, but students are welcome to venture beyond these geographical and chronological boundaries for their final papers. Same as: HISTORY 311

HISTORY 214C. Renaisances: Living, Learning, and Loving around the Mediterranean. 5 Units.
This course explores three watershed moments in Mediterranean history: the Carolingian Renaissance, the Twelfth-Century Renaissance, and the Italian Renaissance. The class examines how each renaissance redefined a specific place and how those changes influenced connections across the Mediterranean world. Same as: 800-1500 CE

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

HISTORY 221A. Men, Women, and Power in Early Modern Russia, 1500-1800. 5 Units.
Social values, gender relations, and social change in an era of rapid change; challenges to established norms by new constructions of deviance (witchcraft, religious reform, and revolt) and new standards of civility; encounters with non-Russians and the construction of national consciousness. Social values as political ethos: patrimonial autocracy and the reality of female rule in the late 17th and 18th century.

HISTORY 222. Crime and Punishment in Early Modern Europe and Russia. 4-5 Units.
Explores criminal law in early modern Europe and Russia, ca 1500-1800, in law and in practice. Engages debates about use of exemplary public executions as tactic of governance, and about gradual decline in "violence" in Europe over this time. Explores practice of accusatory and inquisitorial judicial procedures, judicial torture, forms of punishment, concepts of justice. Same as: HISTORY 322A

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 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 borders, 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 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 225E. From Vladimir to Putin: Key Themes in Russian History. 4-5 Units.
Formative issues in Russian history from Muscovy to the present: autocracy and totalitarianism; tsars, emperors, and party secretaries; multi-ethnicity and nationalism; serfdom, peasantry; rebellions and revolutions, dissent and opposition; law and legality; public and private spheres; religion and atheism; patterns of collapse. Class format will be discussion of one to two assigned books or major articles per class. Same as: HISTORY 325E, REES 225E

HISTORY 226D. The Holocaust: Causes, Consequences, Memory. 4-5 Units.
Overview of the history of the Holocaust, the genocide of European Jews. Explores its causes, course, consequences, and memory. Addresses the events themselves, as well as the roles of perpetrators and bystanders, dilemmas faced by victims, collaboration of local populations, and the issue of rescue. Considers how the Holocaust was and is remembered and commemorated by victims and participants alike. Uses different kinds of sources: scholarly work, memoirs, diaries, film, and primary documents. Same as: HISTORY 326D
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: ITALIAN 232B

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 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 231G. European Reformations. 3-5 Units.
Readings in and discussion of theological and social aspects of sixteenth century reformations: Luther, Radical Reform, Calvin, and Council of Trent, missionary expansion, religious conflict, creative and artistic expressions. Texts include primary sources and secondary scholarly essays and monographs. Same as: HISTORY 331G, RELIGST 231, RELIGST 331

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.

HISTORY 232G. Early Modern Cities. 4-5 Units.
Colloquium on the history of early modern European cities, covering urbanization, street life, neighborhoods, fortifications, guilds and confraternities, charity, vagrancy, and begging, public health, city-countryside relationship, urban constitutions, and confederations. Assignments include annotated bibliography, book review, and a final paper. Second-quarter continuation of research seminar available (HIST299S or HIST402).  
Same as: HISTORY 332G
HISTORY 233C. Two British Revolutions. 4-5 Units.
Current scholarship on Britain, 1640-1700, focusing on political and religious history. Topics include: causes and consequences of the English civil war and revolution; rise and fall of revolutionary Puritanism; the Restoration; popular politics in the late 17th century; changing contours of religious life; the crisis leading to the Glorious Revolution; and the new order that emerged after the deposing of James II. 
Same as: HISTORY 333C

HISTORY 233F. Political Thought in Early Modern Britain. 4-5 Units.
1500 to 1700. Theorists include Hobbes, Locke, Harrington, the Levellers, and lesser known writers and schools. Foundational ideas and problems underlying modern British and American political thought and life. 
Same as: HISTORY 333F

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 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 234R. Risk and Credit Before Modern Finance. 1 Unit.
In today’s world, credit scores are nearly as important as citizenship. Creditworthiness is measured in numbers, but is also bound up with moral qualities. To lack credit is to be on the margins of society, and vice versa. How did we get here? How did lenders mitigate risks before credit scores were available? Where do the risk management tools of modern finance come from? How did merchants trade over long distances when information technology was extremely poor? This one-unit course will address these pressing questions from a historical perspective, starting from the modern U.S. and reaching back in time to the Middle Ages. Classroom discussions and readings include articles written by historians and social scientists, as well as primary sources in English translation. 
Same as: HISTORY 334R

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 235D. When Worlds Collide: The Trial of Galileo. 4-5 Units.
In 1633, the Italian mathematician Galileo was tried and condemned for advocating that the sun, not the earth, was the center of the cosmos. The Catholic Church did not formally admit that Galileo was right until 1992.

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 Paris to the Mediterranean world, Camus engaged in the great ethical battles of his time, from the fight against nazism and communism, from questioning colonial rules to the Algerian War of Independence. Through readings and films, we will explore his multiple, long-lasting legacies. Readings from Albert Camus, Jean-Paul Sartre, Kamel Daoud, Mouloud Feraoun, Alice Kaplan, A.B. Yehoshua, Yasmina Khadra. This course is a WIM course. Students will work on their production of written French, in addition to speaking French and reading comprehension. Taught in French. Prerequisite: FRENCH 124 or consent of instructor. 
Same as: COMPLIT 229B, 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 globalisation and humanitarianism. Texts include primary sources, philosophical treatises, and historical studies.

HISTORY 236F. 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 ЖNew WomanЖ anarchism, decadence, degeneration, and Dada Ж with cameos from Bernhardt, Freud, Klimt, Nietzsche, Toulouse-Lautrec, Wilde, Zola, and other luminaries of the age. 
Same as: HISTORY 336F

HISTORY 236J. A Tour of Dangerous Ideas: Radical Thinkers in Modern Europe. 4-5 Units.
In this course we will examine ideas radical to their context in modern European thought, paying close attention to what it has meant to explain features of society, government, and politics in terms of power. What is power? What is human nature, and do all humans possess natural rights? How is human identity interwoven with the practice of power? What makes an idea radical? We will examine these and other questions through close readings of seven thinkers whose ideas shaped the modern period: John Locke, Jean-Jacques Rousseau, Mary Wollstonecraft, John Stuart Mill, Karl Marx, C.L.R. James, and Michel Foucault.
Same as: HISTORY 336J
HISTORY 237C. Building Modernity: Urban Planning and European Cities in the Twentieth Century. 5 Units.
This seminar explores the history of urban planning in twentieth-century Europe. We will discuss visions of ideal cities and attempts at their implementation in the context of democratic and authoritarian systems as well as capitalism and socialism. Through case studies from eastern and western Europe—from Berlin in Germany to Nova Huta in Poland—we will examine how broader historical trends played out in, and were shaped by, specific local circumstances. The seminar is intended for advanced undergraduate students.
Same as: URBANST 152

HISTORY 237D. The French Revolution and the Birth of Modern Politics. 4-5 Units.
(Students who have taken HISTORY 134 should not enroll in this course.) This course will focus on the birth of modern politics in the French Revolution. The goal will be to understand the structural contradictions of the French monarchy in the pre-revolutionary period, the reasons for the monarchy’s failure to resolve those contradictions, and the political dynamic unleashed as they were solved by the revolutionary action of 1789. Sovereignty, democracy, rights, representation, and terror will be principal themes. Lectures will be combined with close reading and discussions of political and philosophical writings of the period.
Same as: HISTORY 337D

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, if 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. nNOTE: 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 238C. Virtual Italy. Methods for Historical Data Science. 4-5 Units.
Classical Italy attracted thousands of travelers throughout the 1700s. Referring to their journey as the “Grand Tour,” travelers pursued intellectual passions, promoted careers, and satisfied wanderlust, all while collecting antiquities to fill museums and estates back home. What can computational approaches tell us about who traveled, where and why? We will read travel accounts; experiment with parsing; and visualize historical data. Final projects to form credited contributions to the Grand Tour Project, a cutting-edge digital platform. No prior programming experience necessary.
Same as: CLASSICS 115, ENGLISH 115, ITALIAN 115

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 diabolic 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 239C. Humanities Core: Great Books, Big Ideas -- Europe, Modern. 3 Units.
This three-quarter sequence asks big questions of major texts in the European and American tradition. What is a good life? How should society be organized? Who belongs? How should honor, love, sin, and similar abstractions govern our actions? What duty do we owe to the past and future? This third and final quarter focuses on the modern period, from the rise of revolutionary ideas to the experiences of totalitarianism and decolonization in the twentieth century. Authors include Locke, Mary Shelley, Marx, Nietzsche, Freud, Weber, Primo Levi, and Frantz Fanon.
Same as: DLCL 13, FRENCH 13, HUMCORE 13, PHIL 13

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 geographies? How does that knowledge shape society, politics, identity, freedom, and modernity? Focus is on the British imperial state activities in S. Asia and Britain: surveillance technologies and information-gathering systems, including mapping, statistics, cultural schemata, and intelligence systems, to render geographies and social bodies legible, visible, and governable.
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 Conference of 1884-1885. These 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. nReadings from James Baldwin, Assia Djebar, Albert Camus, Frantz Fanon, Mouloud Feraoun. Movies include “The Battle of Algiers,” “Days of Glory,” and “Viva Laldjérie.” nTaught 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 239J. Work and Leisure in Nineteenth Century Britain. 4-5 Units.
This course charts the changes wrought by the Industrial Revolution, empire, and social factors in Britons' lives at work and at home in the nineteenth century. Readings will explore trade unionism and Chartism, urban migration, consumer culture, print culture, organized sports, shows, rational leisure" and the development of exhibitions and public museums. Students will gain a sense of how Britons worked and played in a century that gave birth to pastimes and institutions that continue to shape our own.
Same as: HISTORY 399J

HISTORY 239K. Sex, Death, and God in Modern Europe. 4-5 Units.
In the midst of social and political upheaval and transformation, people in modern Europe have grappled with central questions of human existence. What place does humanity occupy in the universe and in relation to God? How does life begin, and under what circumstances? What gives life its meaning? What is socially and morally acceptable--or transgressive? Is there life after death, and a spiritual realm distinct from the material world? This course will examine answers to these questions across the late eighteenth, nineteenth, and twentieth centuries, and the ways in which the questions people asked--and the conclusions they drew--were shaped by social, political, and religious assumptions, hopes, and fears.
Same as: HISTORY 399K

HISTORY 239N. 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 240. The History of Evolution. 4-5 Units.
This course examines the history of evolutionary biology from its emergence around the middle of the eighteenth century. We will consider the continual engagement of evolutionary theories of life with a larger, transforming context: philosophical, political, social, economic, institutional, aesthetic, artistic, literary. Our goal will be to achieve a historical and nuanced understanding of how evolutionary thinking about life has developed to its current form.
Same as: HISTORY 340

HISTORY 242G. Spaces and Practices of Natural History. 4-5 Units.
Gentleman scientists once practiced natural history by studying specimens collected from around the world, stored in cabinets of curiosity. From the 17th to 19th centuries, natural history moved out of the cabinet and into the field; these environments required new ways of thinking and different types of scientific workers. This course will track how new spaces, practices, and people became associated with natural history and explore how they shaped the content of the field and the social contours of science.
Same as: HISTORY 342G

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 phyletic diagrams; the significance of hunting, gathering, and grandmothering; climatological theories and neocatastrophic geologies; molecular anthropology; the impact of racial theories on human origins discourse. Background in human evolution not required.
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 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. 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 pasts, and the influence of the global economy collide and collide. Special focus on class, gender, and race.
Same as: AFRICAAM 236B, COMPLIT 236A, 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 246F. The African State: An Inconvenient History. 5 Units.
This course offers a history of the formation of postcolonial African states and how they came to be the way they are now. It will explore what exactly is meant by a "state", as well as examine the forms of governments that existed within Africa prior to, and during colonial rule. The course looks at structures and institutions the colonial state erected and what effects they had on their succeeding African states.

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: AFRICAST 248, AFRICAST 348, HISTORY 348, RELIGST 230X, RELIGST 330X

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 ostensibly 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

This course explores the rich cultural heritage of St. Petersburg: art, architecture, urban planning, literature, dance, music, theater. Lectures will be extensively slide-illustrated, particularly on architecture and art. The course will meet Thursday evenings 7:00-9:00 pm as part of the Continuing Studies Program (CSP) for adult students; undergraduate students are welcome to participate by enrolling in this 1-unit History course. Readings will be posted in Coursework for CSP participants and will be available but optional for undergraduate students. Satisfactory credit for undergraduates will be earned by attending 80% of the lectures and by submitting a 5-page paper on a topic of the student’s choice utilizing the CSP assigned readings and sources suggested by the instructor.

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 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. As space is limited, first-year students must obtain the instructor's prior consent before enrolling.
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 antebellum 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 253L. Caring Labor in the United States. 3-5 Units.
Who cares for America’s children, elderly, and infirm? How is the structure of these labor forces influenced by ideologies of race, gender, and class? Beginning with theories of reproductive and caring labor, we examine the history of coerced and enslaved care and then caring as free labor. We will look at housework, child care, nursing, and elder care, among others, and will also examine how activists, policy makers, and workers have imagined new ways of performing and valuing care.
Same as: AFRICAAM 253

HISTORY 254. Popular Culture and American Nature. 5 Units.
Despite John Muir, Aldo Leopold, and Rachel Carson, it is argued that the Disney studios have more to do with molding popular attitudes toward the natural world than politicians, ecologists, and activists. Disney as the central figure in the 20th-century American creation of nature. How Disney, the products of his studio, and other primary and secondary texts see environmentalism, science, popular culture, and their interrelationships.

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 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 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 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. LGBTQ History of 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 257E. History of Conservatism. 4-5 Units.
What is conservatism in America? Where did it come from, and where might it be going? Looking at conservatism as a political, social, and intellectual movement, we will consider these questions by reading primary and secondary sources and archival material. Suitable for students of any or no particular political persuasion. No prerequisites or background required, although the reading will be considerable.
Same as: HISTORY 357E

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 WW II. The role of gender and race, the development of the high school and university, and school organization, curriculum, and teaching. Class meetings will typically end around 1:50pm.
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 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 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 261D. Democracy in Crisis: Historical Perspectives. 5 Units.
Scholars and pundits warn that American democracy is in crisis. But what is at stake? How new is this crisis? And can historical analysis offer insight into our present predicament? This course will examine five historical crises of democracy: the Constitutional Convention, the Civil War, the Progressive Movement, World War II, and the protest movements of the 1960s. For each crisis, we will explore the political, cultural, and intellectual factors that defined and resolved (or failed to resolve) each crisis.

HISTORY 261E. Introduction to Asian American History. 5 Units.
This course provides an introduction to the field of Asian American history. Tracing this history between the arrival of the first wave of Asian immigrants to the US in the mid-nineteenth century and the present, we foreground the voices and personal histories of seemingly everyday Asian Americans. In the process, the course disrupts totalizing national historical narratives that center the US nation-state and its political leaders as the primary agents of historical change.
Same as: AMSTUD 261W, ASNAMST 261

HISTORY 261G. 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 263C. Nature’s Bounty: Natural Resources and U.S. Political Economy. 5 Units.
The United States has long been among the wealthiest countries in the world, and its economic life has been closely tied to natural resource extraction. Taking the relation between these two historical facts as a question to be examined rather than a truism to be repeated, this course considers the histories of fossil fuels, plantation agriculture, farming, forestry, fishing, and nuclear energy as they relate to wealth, poverty, and economic thought.

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 264. History of Prisons and Immigration Detention. 4-5 Units.
This course will explore the history of the growing prison and immigration detention systems in the United States. They will pay particular attention to how they developed and how they affect different populations.
Same as: AMSTUD 264, CSRE 264, HISTORY 364

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 History 269F is an undergraduate course offered for 5 units; History 369F is a graduate course offered for 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 369F

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 370E
HISTORY 270F. History of the Police in the United States. 5 Units.
How did police come to have the power to use violence? Who counts as a police officer and why? Topics include: growth of professional policing, creation of private police forces and vigilanism, slave patrols, political economy of policing, global policing, and cultural depictions of police. The entanglement of race, class, gender, and state power with police work is central.

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 373A

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 373E

HISTORY 274C. The History of Mexicans and Mexican Americans. 4-5 Units.
This course will explore the history of Mexican migrants and Mexican Americans from 1848 to the present.
Same as: CHILATST 274, HISTORY 374C

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 278B. The Historical Ecology of 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.
Same as: HISTORY 378

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 280B. The Birth of Islam: Authority, Community, and Resistance. 3-5 Units.
This course explores the historical problem of how authority and community (in both the political and religious sense) were defined and challenged in the early Islamic period. Chronological topics covered include: the political, cultural, and religious world of Late Antiquity into which Muhammad was born; the crystallization of a small community of believers who supported Muhammad’s message of radical monotheism and aided him in the conquest and conversion of the Arabian Peninsula; the problems of legacy and leadership in the community of the faithful after Muhammad’s death; the Arabo-Islamic conquests beyond Arabia during the 7th and early 8th centuries and the establishment of the first Islamic empire under the rule of the Umayyad clan; the Sunni/Shi’a split (and further splits in Shi’ism); the revolution of 750 A.D. and overthrow of the Umayyads by the ‘Abbasids; the flourishing of a sophisticated world of learning and culture under the ‘Abbasids; and the waning of the ‘Abbasids empire in the tenth century and political reconfiguration of the Islamic lands.
Same as: GLOBAL 134, GLOBAL 234, HISTORY 380B

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 281E. Oil, Maps, Data: Technology in the Middle East. 4-5 Units.
This course introduces students to a wide range of humanities and social science concepts pertaining to the global study of technology with an emphasis on the Middle East in the 19th, 20th and 21st centuries. The main body of the course focuses on three case studies namely oil, mapping, and the internet through which issues of power, race, colonialism, financial imperialism, violence, and surveillance will be explored. This colloquium provides a unique perspective on contemporary debates about the politics and ethics of technology through a study of their global circulation.
Same as: HISTORY 381E

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 283C. The Medieval Middle East: Crusaders, Turks, and Mongols. 3-5 Units.
This course surveys the history of the Middle East from c.950 A.D. to c.1517 A.D., placing particular emphasis on the following questions: What were the social, cultural, and political contexts for the conversion to Islam in the Middle Ages? How did the interplay of nomadic and sedentary peoples shape Middle Eastern history? What were the nature of Christian-Muslim relations and the fate of religious minorities in an age of Crusade and Jihad? What were the conditions for the rise, flourishing, and eventual collapse of a world-system in this period (with the lands of the Middle East serving as its nexus)? Chronological topics include: the arrival in the Middle East of the Seljuk Turks, new adopters of Islam and recent nomads; the western European crusades to the Holy Land and the establishment of so-called Crusader States in Syria; the subjugation of Iran to pagan Mongols and the Mongol eventual conversion to Islam; the rise to power of a dynasty of Turkish slave-soldiers (mamluks) in Cairo and the political reunification of Syria and Egypt under their rule. Readings will consist of both primary sources and works of modern scholarship.
Same as: GLOBAL 133, GLOBAL 233, HISTORY 383C

HISTORY 284E. Contemporary Muslim Political Thought. 4-5 Units.
This course aims to provide an intellectual history of contemporary Muslim political thought. It presents post-nineteenth century Muslim contributions to political thought. It is designed as a survey of some major thinkers from the Arab world to Iran and Southeast Asia, from Turkey to North America, who sought to interpret Islam’s basic sources and Islamic intellectual legacy. Our readings include primary texts by Tahtawi, Tunisi, Afghani, Rida, Huda Sharawi, Qutb, Shariati, and Mernissi among other prominent figures. We will analyze recurring ideas in this body of thought such as decline, civilization, rationality, jihād (Islamic independent reasoning), shura (deliberative decision-making), democracy, secularism, Muslim unity, khilafah (caliphate and vicegerency), freedom, equality, and justice. We will discuss their current significance for the ongoing theoretical debates in Muslim political thought, Muslim intellectual history, and comparative political theory.
Same as: HISTORY 384E

HISTORY 285C. The Immigrant in Modern America. 5 Units.
The 2016 presidential election propelled the topic of immigration to the center of public attention. This is not the first time, however, that questions of immigration and what it means to be an American have revealed deep divisions within the U.S. This course explores the reception of immigrants in modern America, including differing views toward immigration; how immigrants help shape ideas about the American nation; and the growth of state bureaucracy and policing apparatus as a response.
Same as: JEWISHST 285C

HISTORY 286D. Yours in Struggle: African Americans and Jews in the 20th Century U.S.. 5 Units.
This colloquium explores the history of African Americans and Jews in 20th century US beginning with Jewish immigration from Eastern Europe and the Great Migration to America’s urban centers. It considers the geographical and economic tensions that developed between two minority groups living in close proximity; the appropriation of black culture; Jewish claims to whiteness and performance of blackness; intercommunal relations during the Civil Rights movement; the breakdown of the black-Jewish alliance in the late 1960s; and the lingering ramifications of this shift today.
Same as: JEWISHST 286D

HISTORY 286F. Jews in Trump’s America and Before. 5 Units.
This class considers the notion of American Jewish exceptionalism through the lens of Trump’s America. The social and economic success of American Jewry over the last 350 years is remarkable, yet Jews continue to find their position in American society called into question. This course moves between past and present and will consider key moments in American Jewish life with a particular emphasis on contemporary currents, including post-liberal identity politics, Israel, and the rise of white supremacy.
Same as: JEWISHST 186

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 297X, RELIGST 279X

HISTORY 288S. Napoleon. 5 Units.
This course examines the life and times of Napoleon Bonaparte. For twenty years, Napoleon commanded and captivated Europe, evoking fascination and fear in equal measure and profoundly shaping the course of the modern world. In this course we follow the arc of his career, from revolutionary to emperor to exile, with each week devoted to a different theme of his life and the age in which he lived. Topics include politics, warfare, revolution, colonialism, gender, popular culture, and the arts. The course has no prerequisites and all readings are in English.

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 Chos’un 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’un 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 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 Koryó dynasty, Buddhism and Confucianism in the making of Chosön 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 293C. Stateless in South Asia. 4-5 Units.
Taking statelessness as more than a political condition, this course reviews the myriad aspects of statelessness. Exploring a few critical moments in modern South Asia (1945-2010), this seminar thematically follows the historical construction of statelessness in some of the most conflict-ridden theatres of world politics. This course explores the following questions: Is statelessness always a result of national and nationalist exclusion? What are the ways in which statelessness has amplified the gaps in the coherent rationale of national belonging?

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 294E. The Past in Ancient China. 4-5 Units.
Introduction to the most important sources in the early Chinese historiographical tradition (broadly conceived), examining how the past was mobilized across a range of textual genres including poetry, speeches, philosophy, narrative, and rhetoric. Prior knowledge of premodern Chinese history and culture is not required. All reading materials will be in English; no knowledge of modern or classical Chinese is expected.
Same as: HISTORY 394E

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 Asia societies prior to 1900. It explores how knowledge production operated in late imperial China (1550-1900), Chos’in 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. The 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 294K. Modern South Asia. 4-5 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 294N. Women, Nation, State: History of Modern India. 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 294U. Mapping the Global South. 4-5 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 Asia societies prior to 1900. It explores how knowledge production operated in late imperial China (1550-1900), Chos’in 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. The 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.

HISTORY 295A. Senior Research I. 1-5 Unit.

HISTORY 295B. Senior Research II. 1-5 Unit.

HISTORY 295C. 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 defining the nature of digital 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: Mastering Uncertainty: The Power of Archival Thinking. 1 Unit.**

When confronted with chaos and uncertainty, do you know how to stay calm, ask the right questions, and find the answers? Archival researchers do. Do you realize that less than 1 percent of primary sources have been digitized, and that 99 percent still exist in their original formats in collections, small and large, scattered all across the world? Do you know how to find them and use them? Archival researchers do. Through hands-on exercises in Stanford’s archives, students learn the fundamentals of archival research. Pursuing their own research interests, students will learn to become self-sufficient, independent researchers capable of navigating uncertainty and producing knowledge—a skill set in demand no matter what their major or post-graduate plans.

Same as: HISTORY 399P

**HISTORY 299S. Water and Power in the Pacific Northwest: The Columbia River. 2 Units.**

This seminar will explore the nature of and coupling between water and energy resources in the Pacific Northwest, using the Columbia River as our case study. We will explore the hydrologic, meteorologic, and geologic basis of water and energy resources, and the practical, social, environmental, economic, and political issues surrounding their development in the West. The Columbia River and its watershed provide a revealing prototype for examining these issues. A transnational, multi-state river with the largest residual populations of anadromous salmonids in the continental US, it provides a substantial fraction of the electrical energy produced in the Northwest (the Grand Coulee dam powerhouse on the Columbia is the largest-capacity hydropower facility in the US), it is a major bulk commodity transportation link to the interior West via its barge navigation system, it provides the water diversions supporting a large area of irrigated agriculture in Washington and Idaho, and its watershed is home to significant sources of solar and wind energy. We will use the Columbia to study water and energy resources, and especially their coupling, in the context of rapid climate change, ecosystem impacts, economics, and public policy. We will begin with a week of classroom study and discussion on campus, preparing for the field portion of the seminar. We will then travel to the Columbia basin, spending approximately 10 days visiting a number of water and energy facilities across the watershed, e.g., solar, wind, and natural gas power plants; dams and reservoirs with their powerhouses, fish passage facilities, navigation locks, and flood-mitigation systems; an irrigation project; operation centers; and offices of regulatory agencies. We will meet with relevant policy experts and public officials, along with some of the stakeholders in the basin. Over the summer students will be responsible for assigned readings from several sources, including monographs, online materials, and recent news articles. During the trip, students will work in small groups to analyze and assess one aspect of the coupling between water and energy resources in the Northwest. The seminar will culminate in presentations on these analyses. Travel expenses during the seminar will be provided (except incidentals) by the Bill Lane Center for the American West and Sophomore College.

Same as: CEE 175C, EARTHSYS 165C, POLISCI 145C

**HISTORY 301A. The Global Drug Wars. 4-5 Units.**

Explores the global story of the struggle over drugs from the nineteenth century to the present. Topics include the history of the opium wars in China, controversies over wine and tobacco in Iran, narco-trafficking and civil war in Lebanon, the Afghan ‘narcos-state’/Andean cocaine as a global commodity, the politics of U.S.-Mexico drug trafficking, incarceration, drugs, and race in the U.S., and the globalization of the American ‘war on drugs.’

Same as: HISTORY 201A

**HISTORY 301D. History Goes Pop! Songwriting the Past. 3 Units.**

Historical research doesn’t always take the form of a thesis, an article, or a book. Sometimes, research leads to film, museum exhibits, works of art, or... music. In this class, students will collaborate to write, record, and produce original pop music (perhaps even an entire album) based on original research in Stanford's wealth of archives and Special Collections. The thematic focus of the class will be on the global history of civil rights and social justice movements during the modern period. Archives include, but are not limited to, rare materials on the 2017 Women’s March, Solidarity (Solidarnosc), Tiananmen Square, the NAACP, the United Farm Workers of America, the Black Panthers, the Gay Activists Alliance, Martin Luther King Jr., and more.nnA background in music is NOT required, but openess, supportiveness, and (a little bit of) bravery ARE.nnSpace Limited. Requires permission by instructor (apply at https://forms.gle/1MaYLJuguN1bwvB6GA ).

Same as: HISTORY 201D
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 302. Technopolitics. Materiality, Power, Theory. 4-5 Units.
This graduate readings seminar provides a lively introduction to some of the major themes and issues in the field of Science and Technology Studies (STS). How do technologies and material assemblages perform power? How are their designs and uses shaped by social, cultural, and political dynamics? How do they shape those dynamics? The course draws on an interdisciplinary body of literature in humanities and social science, mixing theoretical material with more empirically oriented studies, and classics with new scholarship.
Same as: ANTHRO 302A

HISTORY 302B. Coffee, Sugar, and Chocolate: Commodities and Consumption in World History, 1200-1800. 4-5 Units.
Many of the basic commodities that we consider staples of everyday life became part of an increasingly interconnected world of trade, goods, and consumption between 1200 and 1800. This seminar offers an introduction to the material culture of the late medieval and early modern world, with an emphasis on the role of European trade and empires in these developments. We will examine recent work on the circulation, use, and consumption of things, starting with the age of the medieval merchant, and followed by the era of the Columbian exchange in the Americas that was also the world of the Renaissance collector, the Ottoman patron, and the Ming connoisseur. This seminar will explore the material horizons of an increasingly interconnected world, with the rise of the Dutch East India Company and other trading societies, and the emergence of the Atlantic economy. It concludes by exploring classic debates about the "birth" of consumer society in the eighteenth century. How did the meaning of things and people's relationships to them change over these centuries? What can we learn about the past by studying things?.
Same as: ARTHIST 302B, HISTORY 202B

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 triunity 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 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.
Same as: AFRICAST 303E, ANTHRO 303E

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 Shephard'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.
For first-year History and Classics 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 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 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 305K. The Age of Revolution: America, France, and Haiti. 4-5 Units.
(History 205K is an undergraduate course offered for 5 units; History 305K is a graduate course offered for 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 306. Beyond Borders: Approaches to Transnational History. 4-5 Units.
This core colloquium for the Transnational, International, and Global (TIG) field will introduce students to the major historiographical trends, methodological challenges, and theoretical approaches to studying and writing transnational histories.

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 306D. World History: Graduate Colloquium. 4 Units.
How do historians engage the global scale in the classroom as well as in research? The world history canon including Toynbee, McNeill, Braudel, Wolf, and Wallerstein; contrasting approaches, recent research, and resources for teaching. Recommended: concurrent enrollment in HISTORY 306K.

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 important topic, we will seek to both familiarize ourselves with 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 accentuating agent and to the legal arena as a sphere for conflict resolution, negotiation, and identity formation.

HISTORY 306K. World History Pedagogy Workshop. 1 Unit.
Students draft a syllabus and create a curriculum module for use in a world history lecture course. Corequisite: HISTORY 306D, recommended.

HISTORY 307A. Legal History Workshop. 4-5 Units.
(Same as LAW 3516.) The Legal History Workshop is designed as a forum in which faculty and students from the Law School, the History Department, and elsewhere in the university 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. 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. Specific instructions: Students may choose to enroll in one of two sections of the course. In the first, students must write brief responses 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. In the second section, students must write a research paper on a legal history topic that they select in consultation with the professors. 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, assignments and final paper.

HISTORY 307D. Transhistory Colloquium. 4-5 Units.
Colloquium on the history of transgender practices and identities. Readings will include scholarly texts from the emerging historical field of transhistory as well as adjacent fields within gender history. Colloquium will investigate avenues for deepening transhistory through further historical inquiry.
Same as: FEMGEN 207D, FEMGEN 307D, HISTORY 207D

HISTORY 307E. Totalitarianism. 4-5 Units.
This course analyzes the evolution and nature of revolutionary and totalitarian politics through the reading of monographs on the Puritan Revolution, French Revolutionary, turn of the 20th Century interwar, and Second World War eras. Among topics explored are the essence of modern ideology and politics, the concept of the body national and social, the modern state, state terror, charismatic leadership, private and public spheres, totalitarian economies, and identities and practices in totalitarian politics.
Same as: HISTORY 204E
HISTORY 308. Biography and History. 4-5 Units.
Same as: HISTORY 207

HISTORY 308D. Pre-Modern Warfare. 4-5 Units.
This course examines the evolving nature of warfare and its impact on society across the Eurasian continent up to the Gunpowder Revolution and rise of the nation-state. Beginning with an attempt to define war, it will trace the evolution of military technology from the Stone Age through the rise of the chariot, the sword, and the mounted rider, and examine how changing methods of conducting warfare were inextricably linked to changes in the social order and political structures.
Same as: HISTORY 208D

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 309J. History of Surveillance. 3-5 Units.
The question of surveillance (and its limits) is increasingly becoming a concern for individuals, organizations, and states around the globe. Indeed, from NSA databases to Alexa recordings, surveillance seems to be an unavoidable aspect of modern life. But how did surveillance become an everyday experience? This course explores the technological advancements, political aims, ideological commitments, and military goals that have fueled the rise of surveillance, especially throughout the past century. We will examine the ways in which states and organizations have developed surveillance programs and the consequences that these programs have had on both the watchers and the watched.
Same as: GERMAN 112, GERMAN 312, HISTORY 209J

HISTORY 310. The History of Occupation, 1914-2010. 4-5 Units.
(History 210 is an undergraduate course offered for 5 units; History 310 is a graduate course offered for 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: HISTORY 210

HISTORY 311. Out of Eden: Deportation, Exile, and Expulsion from Antiquity to the Renaissance. 4-5 Units.
This course examines the long pedigree of modern deportations and mass expulsions, from the forced resettlements of the ancient world to the expulsion of Jews from Spain in 1492, and from the outlawry of Saga-era Iceland to the culture of civic exile in Renaissance Italy. The course focuses on Europe and the Mediterranean from antiquity to the early modern period, but students are welcome to venture beyond these geographical and chronological boundaries for their final papers.
Same as: HISTORY 211

HISTORY 311A. Family, Gender, and Production in Ancient Rome. 4-5 Units.
Seminar. The household as the basic unit of production in Rome in the context of family relations and ideologies of gender. Methodological challenges of doing social and economic history from literary, epigraphic, and literary texts. Demography of family and kinship in ancient Rome. Ideologies of gender and family roles and their influence on economic production. Economic theories of the family and human capital.

HISTORY 311G. Big Ancient History. 4-5 Units.
This course serves as a graduate-level introduction to major themes, problems, methods, and historiographical traditions in medieval European history.
HISTORY 315. Advanced Paleography. 5 Units.
This course will train students in the transcription and editing of original Medieval and Early Modern textual materials from c. 1000 to 1600, written principally in Latin and English (but other European languages are possible, too). Students will hone their archival skills, learning how to describe, read and present a range of manuscripts and single-leaf documents, before turning their hand to critical interpretation and editing. Students, who must already have experience of working with early archival materials, will focus on the full publication of one individual fragment or document as formal assessment.
Same as: CLASSICS 216, RELIGST 329X

HISTORY 316. 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 216

HISTORY 319B. Secularity. 4-5 Units.
Classic theories of secularity. Is a secular world possible? How does, historically seen, the notion of the secular emerge, impose itself, and get challenged? Readings include Max Weber, E. Durkheim, R.A. Markus, Carl Schmitt, and Hans Blumenberg, and studies bearing on the Middle Ages, English monastic secularization, the French Revolution, and 20th-century political religions.

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 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 322A. Crime and Punishment in Early Modern Europe and Russia. 4-5 Units.
Explores criminal law in early modern Europe and Russia, ca 1500-1800, in law and in practice. Engages debates about use of exemplary public executions as tactic of governance, and about gradual decline in "violence" in Europe over this time. Explores practice of accusatory and inquisitorial judicial procedures, judicial torture, forms of punishment, concepts of justice.
Same as: HISTORY 222

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 323C. Research Methodologies in Early Modern Russian History: What They Reveal about the Politics and Culture of Tsarist Russia. 4-5 Units.

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 325E. From Vladimir to Putin: Key Themes in Russian History. 4-5 Units.
Formative issues in Russian history from Muscovy to the present: autocracy and totalitarianism; tsars, emperors, and party secretaries; multi-ethnicity and nationalism; serfdom, peasantry; rebellions and revolutions, dissent and opposition; law and legality; public and private spheres; religion and atheism; patterns of collapse. Class format will be discussion of one to two assigned books or major articles per class.
Same as: HISTORY 225E, REES 225E

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 326D. The Holocaust: Causes, Consequences, Memory. 4-5 Units.
Overview of the history of the Holocaust, the genocide of European Jews. Explores its causes, course, consequences, and memory. Addressed the events themselves, as well as the roles of perpetrators and bystanders, dilemmas faced by victims, collaboration of local populations, and the issue of rescue. Considers how the Holocaust was and is remembered and commemorated by victims and participants alike. Uses different kinds of sources: scholarly work, memoirs, diaries, film, and primary documents.
Same as: HISTORY 226D
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 Regime. 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 330A. Early Modern Colloquium. 4-5 Units.
Historiographical survey from the Renaissance to the Enlightenment. Topics include: Renaissance; Reformation; European expansion, state and nation building, printing, military, and scientific revolutions, origins of Enlightenment. Designed to prepare students doing either a primary or secondary graduate field in early modern European history.

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 331C. Modern European Core: The Twentieth Century. 4-5 Units.
The historiography of 20th-century Europe. Topics include WW I, the Russian Revolution, National Socialism, and the EU.

HISTORY 331D. Core Colloquium on Modern Europe: Intellectual History. 4-5 Units.
HISTORY 334R. Risk and Credit Before Modern Finance. 1 Unit.
In today’s world, credit scores are nearly as important as citizenship. Creditworthiness is measured in numbers, but is also bound up with moral qualities. To lack credit is to be on the margins of society, and vice versa. How did we get here? How did lenders mitigate risks before credit scores were available? Where do the risk management tools of modern finance come from? How did merchants trade over long distances when information technology was extremely poor? This one-unit course will address these pressing questions from a historical perspective, starting from the modern U.S. and reaching back in time to the Middle Ages. Classroom discussions and readings include articles written by historians and social scientists, as well as primary sources in English translation. Same as: HISTORY 234R

HISTORY 335. The Renaissance of War: Politics, Technology, and War in Late 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 335D. When Worlds Collide: The Trial of Galileo. 4-5 Units.
In 1633, the Italian mathematician Galileo was tried and condemned for advocating that the sun, not the earth, was the center of the cosmos. The Catholic Church did not formally admit that Galileo was right until 1992. Examines the many factors that led to the trial of Galileo and looks at multiple perspectives on this signal event in the history of science and religion. Considers the nature and definition of intellectual heresy in the sixteenth and early seventeenth centuries, and examines the writings of Galileo’s infamous predecessor Giordano Bruno (burned at the stake in 1600). Looks closely at documents surrounding the trial and related literature on Renaissance and Reformation Italy in order to understand the perspectives of various participants in this famous event. Focal point of seminar involves the examination of the many different histories that can be produced from Galileo’s trial. What, in the end, were the crimes of Galileo?
Same as: HISTORY 235D, ITALIAN 233, ITALIAN 333

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 documents 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 336J. A Tour of Dangerous Ideas: Radical Thinkers in Modern Europe. 4-5 Units.
In this course we will examine ideas radical to their context in modern European thought, paying close attention to what it has meant to explain features of society, government, and politics in terms of power. What is power? What is human nature, and do all humans possess natural rights? How is human identity interwoven with the practice of power? What makes an idea radical? We will examine these and other questions through close readings of seven thinkers whose ideas shaped the modern period: John Locke, Jean-Jacques Rousseau, Mary Wollstonecraft, John Stuart Mill, Karl Marx, C.L.R. James, and Michel Foucault.
Same as: HISTORY 236J

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 337D. The French Revolution and the Birth of Modern Politics. 4-5 Units.
(Students who have taken HISTORY 134 should not enroll in this course.) This course will focus on the birth of modern politics in the French Revolution. The goal will be to understand the structural contradictions of the French monarchy in the pre-revolutionary period, the reasons for the monarchy’s failure to resolve those contradictions, and the political dynamic unleashed as they were solved by the revolutionary action of 1789. Sovereignty, democracy, rights, representation, and terror will be principal themes. Lectures will be combined with close reading and discussions of political and philosophical writings of the period.
Same as: HISTORY 237D

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 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.
Theories 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 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 schemata, 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 339J. Work and Leisure in Nineteenth Century Britain. 4-5 Units.
This course charts the changes wrought by the Industrial Revolution, empire, and social factors in Britons’ lives at work and at home in the nineteenth century. Readings will explore trade unionism and Chartism, urban migration, consumer culture, print culture, organized sports, shows, rational leisure* and the development of exhibitions and public museums. Students will gain a sense of how Britons worked and played in a century that gave birth to pastimes and institutions that continue to shape our own.
Same as: HISTORY 239J

HISTORY 339K. Sex, Death, and God in Modern Europe. 4-5 Units.
In the midst of social and political upheaval and transformation, people in modern Europe have grappled with central questions of human existence. What place does humanity occupy in the universe and in relation to God? How does life begin, and under what circumstances? What gives life its meaning? What is socially and morally acceptable—or transgressive? Is there life after death, and a spiritual realm distinct from the material world? This course will examine answers to these questions across the late eighteenth, nineteenth, and twentieth centuries, and the ways in which the questions people asked—and the conclusions they drew—were shaped by social, political, and religious assumptions, hopes, and fears.
Same as: HISTORY 239K

HISTORY 339A. Blood and Roses: The Age of the Tudors. 3 Units.
(Same as HISTORY 133A. History majors and others taking 5 units, register for 133A.) English society and state from the Wars of the Roses to the death of Elizabeth. Political, social, and cultural upheavals of the Tudor period and the changes wrought by the Reformation. The establishment of the Tudor monarchy; destruction of the Catholic church; rise of Puritanism; and 16th-century social and economic changes.

HISTORY 340. The History of Evolution. 4-5 Units.
This course examines the history of evolutionary biology from its emergence around the middle of the eighteenth century. We will consider the continual engagement of evolutionary theories of life with a larger, transforming context: philosophical, political, social, economic, institutional, aesthetic, artistic, literary. Our goal will be to achieve a historical rich and nuanced understanding of how evolutionary thinking about life has developed to its current form.
Same as: HISTORY 240

HISTORY 342G. Spaces and Practices of Natural History. 4-5 Units.
Gentleman scientists once practiced natural history by studying specimens collected from around the world, stored in cabinets of curiosity. From the 17th to 19th centuries, natural history moved out of the cabinet and into the field; these environments required new ways of thinking and different types of scientific workers. This course will track how new spaces, practices, and people became associated with natural history and explore how they shaped the content of the field and the social contours of science.
Same as: HISTORY 242G

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, Ricoeur, 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 345F. Women in African History, Gender in Herstory. 4-5 Units.
The history of African nationalism throughout the twentieth century is still largely the history of male leaders. With few prominent exceptions, the stories of influential women who participated in politics are largely untold. This course argues for the case of women within the canon of transformative African leaders. Prominent women did exist, and they made significant contributions to their countries' political cultures. We will focus on female political and community activitists, on religious leaders, on scholars and on writers.

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: AFRICAST 248, AFRICAST 348, HISTORY 248, RELIGST 230X, RELIGST 330X

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/formal economies, and technopolitical geographies, among others. Readings draw from history, anthropology, geography, and social/cultural theory.
Same as: AFRICAST 249, ANTHRO 348B

HISTORY 351A. Core in American History, Part I. 4-5 Units.
May be repeated for credit.

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

HISTORY 351C. Core in American History, Part III. 4-5 Units.

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

HISTORY 351F. Core in American History, Part VI. 4-5 Units.
Required of all first-year Ph.D. students in U.S. History.

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 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 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 357E. History of Conservatism. 4-5 Units.
What is conservatism in America? Where did it come from, and where might it be going? Looking at conservatism as a political, social, and intellectual movement, we will consider these questions by reading primary and secondary sources and archival material. Suitable for students of any or no particular political persuasion. No prerequisites or background required, although the reading will be considerable.

Same as: HISTORY 257E

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 ant+war 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 361D. History of Civil Rights Law. 5 Units.
(Same as LAW 7838.) This is a seminar that will examine canonical civil rights law using history. We will investigate the historical context behind the enactment of particular laws and judicial decisions. We will also discuss the meaning and implications of the term "civil rights law." Readings will include cases, law review articles, primary sources, and history articles. Topics will include segregation, abortion, workers' rights, and disability. 14th Amendment is not a prerequisite for the seminar. Requirements for the course include regular class participation and, at the students’ election, either response papers or a historiographical essay. Elements used in grading: Attendance, Class Participation, Written Assignments, Final Paper.

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 364. History of Prisons and Immigration Detention. 4-5 Units.
This course will explore the history of the growing prison and immigration detention systems in the United States. They will pay particular attention to how they developed and how they affect different populations.

Same as: AMSTUD 264, CSRE 264, HISTORY 264

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 national 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.
(History 269F is an undergraduate course offered for 5 units; History 369F is a graduate course offered for 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 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 over time; and queer people's 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 374C. The History of Mexicans and Mexican Americans. 4-5 Units. This course will explore the history of Mexican migrants and Mexican Americans from 1848 to the present. Same as: CHILATST 274, HISTORY 274C

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 lo Mexicano, the politics of culture, and migrations to, from, and through Mexico. Analyzes the prevailing trends in Mexicanist historiography.

HISTORY 378. The Historical Ecology of 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. Same as: HISTORY 278B

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. (History 37D is 3 units; History 137D is 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 380B. The Birth of Islam: Authority, Community, and Resistance. 3-5 Units.

This course explores the historical problem of how authority and community (in both the political and religious sense) were defined and challenged in the early Islamic period. Chronological topics covered include: the political, cultural, and religious world of Late Antiquity into which Muhammad was born; the crystallization of a small community of believers who supported Muhammad's message of radical monotheism and aided him in the conquest and conversion of the Arabian Peninsula; the problems of legacy and leadership in the community of the faithful after Muhammad's death; the Arabo-Islamic conquests beyond Arabia during the 7th and early 8th centuries and the establishment of the first Islamic empire under the rule of the Umayyad clan; the Sunni/Shi'a split (and further splits in Shi'ism); the revolution of 750 A.D. and overthrow of the Umayyads by the 'Abbasids; the flourishing of a sophisticated world of learning and culture under the 'Abbasids; and the waning of the 'Abbasids empire in the tenth century and political reconfiguration of the Islamic lands.

Same as: GLOBAL 134, GLOBAL 234, HISTORY 280B

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 381E. Oil, Maps, Data: Technology in the Middle East. 4-5 Units.

This course introduces students to a wide range of humanities and social science concepts pertaining to the global study of technology with an emphasis on the Middle East in the 19th, 20th and 21st centuries. The main body of the course focuses on three case studies namely oil, mapping, and the internet through which issues of power, race, colonialism, financial imperialism, violence, and surveillance will be explored. This colloquium provides a unique perspective on contemporary debates about the politics and ethics of technology through a study of their global circulation.

Same as: HISTORY 281E

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 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 383C. The Medieval Middle East: Crusaders, Turks, and Mongols. 3-5 Units.

This course surveys the history of the Middle East from c.950 A.D. to c.1517 A.D., placing particular emphasis on the following questions: What were the social, cultural, and political contexts for conversion to Islam in the Middle Ages? How did the interplay of nomadic and sedentary peoples shape Middle Eastern history? What were the nature of Christian-Muslim relations and the fate of religious minorities in an age of Crusade and Jihad? What were the conditions for the rise, flourishing, and eventual collapse of a world-system? in this period (with the lands of the Middle East serving as its nexus)? Chronological topics include: the arrival in the Middle East of the Seljuk Turks, new adopters of Islam and recent nomads; the western European crusades to the Holy Land and the establishment of so-called Crusader States in Syria; the subjugation of Iran to pagan Mongols, and the Mongols' eventual conversion to Islam; the rise to power of a dynasty of Turkish slave-soldiers (mamluks) in Cairo and the political reunification of Syria and Egypt under their rule. Readings will consist of both primary sources and works of modern scholarship.

Same as: GLOBAL 133, GLOBAL 233, HISTORY 283C

HISTORY 384E. Contemporary Muslim Political Thought. 4-5 Units.

This course aims to provide an intellectual history of contemporary Muslim political thought. It presents post-nineteenth century Muslim contributions to political thought. It is designed as a survey of some major thinkers from the Arab world to Iran and Southeast Asia, from Turkey to North America, who sought to interpret Islam's basic sources and Islamic intellectual legacy. Our readings include primary texts by Tahtawi, Tunisi, Afghani, Rida, Huda Sharawi, Qutb, Shariati, and Mernissi among other prominent figures. We will analyze recurring ideas in this body of thought such as decline, civilization, rationality, jihad (Islamic independent reasoning), shura (deliberative decision-making), democracy, secularism, Muslim unity, khilafah (caliphate and vicegerency), freedom, equality, and justice. We will discuss their current significance for the ongoing theoretical debates in Muslim political thought, Muslim intellectual history, and comparative political theory.

Same as: HISTORY 284E

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

Instructor consent required.

Same as: JEWISHST 385A

HISTORY 385B. Graduate Colloquium in Modern Jewish History. 4-5 Units.

Instructor consent required.

Same as: JEWISHST 385B

HISTORY 385C. Jews in the Contemporary World: The Jewish Present and Past in Film, Television and Popular Culture. 4-5 Units.

(Same as HISTORY 85B.) This course explores the full expanse of Jewish life today and in the recent past. The inner workings of religious faith, the content of Jewish identify shorn of belief, the interplay between Jewish powerlessness and influence, the myth and reality of Jewish genius, the continued pertinence of antisemitism, the rhythms of Jewish economic life, all these will be examined in weekly lectures, classroom discussion, and with the use of a widely diverse range of readings, films, and other material. Explored in depth will the ideas and practices of Zionism, the content of contemporary secularism and religious Orthodoxy, the impact Holocaust, the continued crisis facing Israel and the Palestinians. Who is to be considered Jewish, in any event, especially since so many of the best known (Spinoza, Freud, Marx) have had little if anything to do with Jewish life with their relationships to it indifferent, even hostile?

Same as: CSRE 185B, HISTORY 185B, JEWISHST 185B, REES 185B, SLAVIC 183
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 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 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 39. Modern Britain and the British Empire. 3 Units.
(Same as HISTORY 139. History majors and others taking 5 units, register in 139.) From American Independence to the latest war in Iraq. Topics include: the rise of the modern British state and economy; imperial expansion and contraction; the formation of class, gender, and national identities; mass culture and politics; the world wars; and contemporary racial politics. Focus is on questions of decline, the fortunes and contradictions of British liberalism in an era of imperialism, and the weight of the past in contemporary Britain.

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 391B. The City in Imperial China. 4-5 Units.
The evolution of cities in the early imperial, medieval, and early modern periods. Topics include physical structure, social order, cultural forms, economic roles, relations to rural hinterlands, and the contrast between imperial capitals and other cities. Comparative cases from European history. Readings include primary and secondary sources, and visual materials.

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 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’ın 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.

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.

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 Chosón-dynasty Koreans. Themes include the aristocracy and military in the Koryo dynasty, Buddhism and Confucianism in the making of Chosón Korea, kingship and court culture, slavery and women, family and rituals, death and punishment, and the Korean alphabet (Hangul) and print culture.

HISTORY 393. Frontier Expansion and Ethnic Statecraft in the Qing Empire. 4-5 Units.
The legacy of the Qing dynasty in the territorial boundaries claimed by the People's Republic of China including the frontier zones that lie outside China proper. How the Qing acquired and ruled its frontier territories. Growth and migration of the Han Chinese population. How the dynasty's Manchu rulers managed ethnic difference. Consequences of Qing expansionism and ethnic statecraft for subject peoples and for the dynasty itself. At what point and by what processes did the Qing become China.

HISTORY 394D. Manchuria: Cradle of Conflict, Cockpit of Asia. 4-5 Units.
How did Manchuria become the Chos’ın? 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: CHINA 393

HISTORY 394D. Manchuria: Cradle of Conflict, Cockpit of Asia. 4-5 Units.
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Same as: HISTORY 294D
HISTORY 394E. The Past in Ancient China. 4-5 Units.
Introduction to the most important sources in the early Chinese historiographical tradition (broadly conceived), examining how the past was mobilized across a range of textual genres including poetry, speeches, philosophy, narrative, and rhetoric. Prior knowledge of premodern Chinese history and culture is not required. All reading materials will be in English; no knowledge of modern or classical Chinese is expected.
Same as: HISTORY 294E

HISTORY 395B. Readings in Early Modern Japanese History. 4-5 Units.

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

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 399E. Preparing for International Field Research: Public Svc or Research, Electronic Version. 1 Unit.
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. Mastering Uncertainty: The Power of Archival Thinking. 1 Unit.
When confronted with chaos and uncertainty, do you know how to stay calm, ask the right questions, and find the answers? Archival researchers do. Do you realize that less than 1 percent of primary sources have been digitized, and that 99 percent still exist in their original formats in collections, small and large, scattered all across the world? Do you know how to find them and use them? Archival researchers do. Through hands-on exercises in Stanford’s archives, students learn the fundamentals of archival research. Pursuing their own research interests, students will learn to become self-sufficient, independent researchers capable of navigating uncertainty and producing knowledge—a skill set in demand no matter what their major or post-graduate plans.
Same as: HISTORY 299P

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

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

HISTORY 3D. Dangerous Ideas. 1 Unit.
Ideas matter. Concepts such as revolution, tradition, and hell have inspired social movements, shaped political systems, and dramatically influenced the lives of individuals. Others, like immigration, universal basic income, and youth 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 36X, 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 strong and 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 3S. A Global History of the Apocalypse: Millenarian Movements in the Modern World. 5 Units.
This course will examine the rise, fall, and legacy of modern millenarian movements—movements that claim that our corrupt world is about to be swept away, to be replaced with a particular version of paradise—in a global perspective. Drawing on an array of sources ranging from proclamations, diaries, criminal confessions, newspaper accounts, cartoons, songs, photographs, and films, we will explore what, if anything, these movements had in common, and their connections to and influences on one another.

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 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 20B
Prerequisite: 401A.

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

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 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 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 433A. Research Seminar in Modern Europe. 4-5 Units.
Students will complete an article-length research paper based on primary sources.

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 44. Sex, Gender, and Intersectional Analysis in Science, Medicine, Engineering, and Environment. 3 Units.
(Same as HISTORY 144. Majors and others taking 5 units, enroll in HISTORY 144.) Explores the history of gender, ethnicity, and intersectionality in science, medicine, engineering, and environment. Covers "Gendered Innovations" and understanding how integrating intersectional analysis into research can spark discovery and innovation. Stanford University is engaged in a multi-year collaboration with the European Commission and the U.S. National Science Foundation project on Gendered Innovations in Science, Health & Medicine, Engineering, and Environment. The operative question is: how do we harness the creative power of sex, gender, and intersectional analysis for discovery and innovation? Topics include historical background, basic concepts, social robots, environmental justice, facial recognition, inclusive crash test dummies, assistive technologies, etc.

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 phylogenetic 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 anthropological 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.
(History 248S is an undergraduate course offered for 5 units; History 448A is a graduate course offered for 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.

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.

HISTORY 44Q. 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 45N. Power, Prestige and Politics in African Societies. 4 Units.
This seminar infuses a human dimension into the study of politics in Africa. Considering the 1800s to the present day, the seminar prompts students to creatively connect the political with the personal. We will examine how gender, intimate and romantic relationships, arguments between parents and children, attempts to access and harness the power of the sacred, and fights for status and authority of all kinds, were pivotal forces shaping the form that politics and political activism assumed on the continent.

HISTORY 468A. Graduate Research Seminar: U.S. History in the 20th Century. 4-5 Units.
Prerequisite: History 468A.

HISTORY 468B. Graduate Research Seminar: U.S. History in the 20th Century Part II. 4-5 Units.

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 did 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 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 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 49S. African Futures: Nationalism, Pan-Africanism, and Beyond. 5 Units.
This course examines decolonization and its aftermath in sub-Saharan Africa. With a "wind of change" sweeping the continent, how did Africans imagine their futures together? From W.E.B. Du Bois to Black Panther, this course will engage in historical readings of political essays, speeches, film, and literature to consider how Africans envisioned their communities beyond empire. Topics will include a variety of projects for African unity, from experiences with Pan-Africanism, to religious revivalism, to Afrofuturist art and aesthetics.
Same as: AFRICAAM 49S

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.
Same as: AFRICAAM 50B, CSRE 50S

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.
Same as: AFRICAAM 50C
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 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 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: AFRICAAM 55F, AMSTUD 55F, AMSTUD 155F, HISTORY 155F

HISTORY 550. 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 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 50. The History of Information: From Movable Type to Machine Learning. 4 Units. 
Information has a history— and it’s not the one you’ve been told by Silicon Valley. In a series of propulsive, empirically rich, and provocative lectures and discussions, this course deep-dives into the history of information and IT, including moveable type, telegraphy, typewriting, personal computing, gaming, social media, algorithms, machine learning, Digital Humanities, and more. You will leave the course with entirely new perspectives on information, including how it shapes— and is shaped by— culture, nationality, gender, ethnicity, economy, and environment.

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 61. The Politics of Sex: Work, Family, and Citizenship in Modern American Women’s History. 3-5 Units. 
This course explores the transition from Victorian to modern American womanhood by asking how Native, European, African, Mexican, and Asian American women navigated the changing sexual, economic, and political landscapes of the twentieth century. Through secondary readings, primary sources, films, music, and literature we explore the opportunities and boundaries on groups of women in the context of historical events that included immigration, urbanization, wartime, depression, the Cold War, as well as recurrent feminist and conservative political movements. Same as: AMSTUD 161, CSRE 162, FEMGEN 161, HISTORY 161

HISTORY 62S. From Runaway Wives to Dancing Girls: Urban Women in the Long Nineteenth Century. 5 Units. 
This course explores the ways in which women - white and black, immigrant and native born, free and enslaved - lived and laboured in American cities during the long nineteenth century. Together we will examine a variety of primary sources including diaries, municipal and institutional records, newspapers, memoirs, oral histories, and visual culture. We will also consider whose stories are told and explore how historians make sense of times very different from our own. Priority given to History majors and minors. Same as: FEMGEN 62S

HISTORY 63N. The Feminist Critique: The History and Politics of Gender Equality. 3-4 Units. 
This course explores the long history of ideas about gender and equality. Each week we read, dissect, compare, and critique a set of primary historical documents (political and literary) from around the world, moving from the 15th century to the present. We tease out changing arguments about education, the body, sexuality, violence, labor, politics, and the very meaning of gender, and we place feminist critics within national and global political contexts. Same as: AMSTUD 63N, CSRE 63N, FEMGEN 63N

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 67S. The Vietnam War/The American War. 5 Units. 
This course explores the conflict called “the Vietnam War” in the United States and “the American War” in Vietnam - one of the longest and most violent wars of the twentieth century - from the perspectives of those who experienced it. Engaging diverse primary sources from Vietnam, the U.S., and beyond, the course traces the conflict’s global roots and consequences as well as challenges of interpreting war generally. Students have the option of a final paper or an oral history.

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 1680, 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 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, pressing 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, HUMRTS 6W

HISTORY 70S. The Mexican-American War. 5 Units.
Frequently overshadowed by the Louisiana Purchase and the Civil War, the Mexican-American War was central to antebellum conflicts over territorial expansion, the expansion of slavery, and debates about race, ethnicity, and citizenship. This course examines the long and deep history of the war by situating it within its colonial, national, and borderlands contexts. The course will draw on methods from a range of historical subfields including, diplomatic, political, social, cultural, and spatial history. Priority given to History majors and minors.

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.
(History 73 is 3 units; History 173 is 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 knowldege 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 vigilanism, 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 processes of modern Mexican society: 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 Mexican 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: FILMSTUD 178, HISTORY 178, ILAC 178

HISTORY 802. TGR Dissertation. 0 Units.

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 82S. Enemies Within: Hostile Minorities in Israel and Iraq in the 20th Century. 5 Units.
This course explores the nation state in the Middle East through the perspectives of minority groups in Israel and Iraq. The class examines the origins of these two states since WWI, and considers the integral role that minority groups have played in their formation. Using an array of primary sources and methods of analysis, we will examine significant political, economic, social, and discursive trends in these states, while keeping in mind the broader regional and global contexts.
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 85B. Jews in the Contemporary World: The Jewish Present and Past in Film, Television and Popular Culture. 3 Units.
(Same as HISTORY 185B. History majors and others taking 5 units, register for 185B.) This course explores the full expanse of Jewish life today and in the recent past. The inner workings of religious faith, the content of Jewish identity shorn of belief, the interplay between Jewish powerlessness and influence, the myth and reality of Jewish genius, the continued pertinence of antisemitism, the rhythms of Jewish economic life, all these will be examined in weekly lectures, classroom discussion, and with the use of a widely diverse range of readings, films, and other material. Explored in depth will the ideas and practices of Zionism, the content of contemporary secularism and religious Orthodoxy, the impact Holocaust, the continued crisis facing Israel and the Palestinians. Who is to be considered Jewish, in any event, especially since so many of the best known (Spinoza, Freud, Marx) have had little if anything to do with Jewish life with their relationships to it indifferent, even hostile?.
Same as: CSRE 85B, JEWISHST 85B, REES 85B

HISTORY 86Q, Blood and Money: The Origins of Antisemitism. 4-5 Units.
For over two millennia, Jews and Judaism have been the object of sustained anxieties, fears, and fantasies, which have in turn underpinned repeated outbreaks of violence and persecution. This course will explore the development and impact of antisemitism from Late Antiquity to the Enlightenment, including the emergence of the Blood libel, the association between Jews and moneylending, and the place of Judaism in Christian and Islamic theology. No prior background in history or Jewish studies is necessary. Prerequisite: PWR 1.
Same as: JEWISHST 86Q

HISTORY 87. The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan. 3 Units.
(Same as HISTORY 187. History majors and other taking 5 units, register for 187.) Explores the contested politics of these societies in modern times. Topics include controversies surrounding the meaning of revolution, state building, war, geopolitics, Islamic law, clerical authority, gender, an Islamic economy, culture, and ethnic, national and religious identities from the 1940s to the present. Assignments will focus on primary sources (especially legal documents, poetry, novels, and memoirs) and films.

HISTORY 91B. The City in Imperial China. 3 Units.
The evolution of cities in the early imperial, medieval, and early modern periods. Topics include physical structure, social order, cultural forms, economic roles, relations to rural hinterlands, and the contrast between imperial capitals and other cities. Comparative cases from European history. Readings include primary and secondary sources, and visual materials.

HISTORY 91D. China: The Northern and Southern Dynasties. 3 Units.
(Same as HISTORY 191D. History majors and others taking 5 units, register for 191D.) Examines one of the most dynamic periods of Chinese history with the emergence of the institutional religions (Buddhism and Daoism), the development of the garden as an art form, the rise of landscape as a theme of verse and art, the invention of lyric poetry, and the real beginnings of the southward spread of Chinese civilization.

HISTORY 91S. Before Footbinding: Women, Gender, and Sexuality in Early and Medieval China. 5 Units.
This course discusses women, gender, and sexuality from ancient China to the Tang Dynasty (618-907 AD). During this period, gender norms and practices changed with the political system, state ideology, and family structure, as well as religions and literary genres. Using diverse approaches and sources, we will explore topics including family and marriage, women and political power, gender and law, gender and medical care, gender and arts, the construction of femininity and masculinity, and same-sex relations.

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 94B. Japan in the Age of the Samurai. 3 Units.
(Same as HISTORY 194B. History majors and others taking 5 units, register for 194B.) From the Warring States Period to the Meiji Restoration. Topics include the three great unifiers, Tokugawa hegemony, the samurai class, Neoconfucian ideologies, suppression of Christianity, structures of social and economic control, frontiers, the other and otherness, castle-town culture, peasant rebellion, black marketing, print culture, the floating world, National Studies, food culture, samurai activism, black ships, unequal treaties, anti-foreign terrorism, restorationism, millenarianism, modernization as westernization, Japan as imagined community.

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 Choson 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 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 96S. The World the Mongols Made: Nomads, Empire, Legacy. 5 Units.
The Mongols created global history. Their enterprise was the largest land-based empire in world history, and it lasted longer than most of the competition. This course will examine the world that the Mongols left behind, a world whose ways the Mongols affected and still continue to affect. In particular we will look first at the Mongol Empire in its entirety and its interactions with the Christian, Muslim, and the Chinese worlds. We will then examine the legacies left by the Mongols in the aftermath of its fracture and reorganization to form various successors.

HISTORY 98. The History of Modern China. 3 Units.
(Same as HISTORY 198. History majors and others taking 5 units, register for 198.) This course charts major historical transformations in modern China, and will be of interest to those concerned with Chinese politics, culture, society, ethnicity, economy, gender, international relations, and the future of the world.
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. 2 Units.
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 and the East Asia Library, 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, 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 11/4/19 at hri-fellows.stanford.edu.
Same as: ARTHIST 9R, EALC 9R, ENGLISH 9R