

GERMAN STUDIES

Emeriti: (Professors) Theodore M. Andersson, Gerald Gillespie, Walter F. W. Lohnes, Katharina Mommsen, Kurt Müller-Vollmer

Chair: Amir Eshel

Professors: Russell A. Berman, Elizabeth Bernhardt, Orrin W. Robinson III

Associate Professor: Amir Eshel

Assistant Professors: Charitini Douvaldzi, Arthur C. Strum

Senior Lecturers: William E. Petig, Kathryn Strachota

Lecturer: Henry Lowood

Visiting Professor: Sylke Tempel (Autumn)

Director of Graduate Studies: Russell A. Berman

Director of Undergraduate Studies: Arthur C. Strum

Department Office: Building 260, Room 211

Mail Code: 94305-2030

Phone: (650) 723-3266

Email: germanstudies@stanford.edu

Web Site: <http://www.stanford.edu/dept/german/>

Courses given in German Studies have the subject code GERGEN and GERLIT. For courses in German language instruction with the subject code GERLANG, see the "Language Center" section of this bulletin. For a complete list of subject codes, see Appendix.

The department offers a variety of programs in German; and majors in German Studies formulate their plans in quarterly consultation with the Director of Undergraduate Studies.

By carefully planning their programs, students may fulfill the B.A. requirements for a double major in German Studies and another subject. An extended undergraduate major in English and German literature is available, as are co-terminal programs for the B.A. and M.A. degrees in German Studies, and joint programs for the Ph.D. degree with Comparative Literature, Interdisciplinary Studies in Humanities, Linguistics, and Modern Thought and Literature.

Special collections and facilities at Stanford offer possibilities for extensive research in German Studies and related fields pertaining to Central Europe. Facilities include the Stanford University Libraries and the Hoover Institution on War, Revolution, and Peace. Special collections include the Hildebrand Collection (texts and early editions from the 16th to the 19th century), the Austrian Collection (with emphasis on source material of the time of Maria Theresa and Joseph II, the Napoleonic wars, and the Revolution of 1848), and the Stanford Collection of German, Austrian, and Swiss Culture. New collections emphasize culture and cultural politics in the former German Democratic Republic. The Hoover Institution has a unique collection of historical and political documents pertaining to Germany and Central Europe from 1870 to the present. The department also has its own reference library. Extensive use is made of the language lab as well as the department's own audio-visual equipment, films, tapes, and slides.

The Republic of Austria has endowed the Distinguished Visiting Professorship in Austrian Studies. The professorship rotates on a yearly basis through several departments.

Haus Mitteleuropa, the German theme house at 620 Mayfield, is an undergraduate residence devoted to developing an awareness of the culture of Central Europe. A number of department courses are regularly taught at the house, and there are in-house seminars and conversation courses. Assignment is made through the regular undergraduate housing draw.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The major in German Studies provides students with the linguistic and analytic facility to explore the significance of the rich cultural traditions and political histories of the German-speaking countries of Central Europe. At the same time, the interdisciplinary study of German culture, which can include art, history, literature, media theory, philosophy, political science, and other areas, also encourages students to evaluate broader and contradictory legacies of modernity. For example, the liter-

ary, artistic, and cultural responses to the belated and rapid modernization of Germany allow for reflection on the modern condition in general.

Similarly, the German experience of national identity and political unification sheds light on wider issues of cultural cohesion and difference, as well as on the causes and meaning of phenomena such as racial prejudice, anti-Semitism, and the Holocaust. In general, an education in German Studies not only encourages the student to consider the profound effects of German-speaking thinkers and artists on the modern world, but also provides a lens through which the particular contours of the present and past can be evaluated.

Majors must demonstrate basic language skills, either by completing GERLANG 1, 2, 3, First-Year German or the equivalent such as an appropriate course of study at the Stanford in Berlin Center. Students then enroll in intermediate and advanced courses on literature, culture, thought, and language. Requirements for the B.A. include at least three courses at the 130-139 level (introductory surveys on topics in German literature, thought, linguistics, and culture). Every major is expected to complete at least one Writing in the Major (WIM) course. Including GERLANG 1, 2, 3, the total requirement for the B.A. is a minimum of 60 units of work. With the approval of the Director of Undergraduate Studies, appropriate courses offered by other departments can be accepted toward this total, up to a maximum of 25 units.

Internships—Internships in Germany are arranged through the Overseas Studies program. In addition, students may consult with the department to arrange local internships involving German language use or issues pertaining to Germany or Central Europe. Interns who prepare papers based on their experience enroll in GERLIT 298.

Extended Major in English and German Literatures—Students may enter this program with the consent of the chairs of both departments. See the "English" section of this bulletin.

Multiple Majors—Students can combine a major in German Studies with a major in any other field. By carefully selecting courses in such disciplines as history, international relations, or economics, students can prepare themselves exceptionally well in the area of Central Europe. Multiple majors are especially recommended for students spending one or more quarters at the Stanford in Berlin Center.

GERMAN AND PHILOSOPHY

A second option is now possible within the German major, offering students the opportunity to combine studies in literature and philosophy. Students take most of their courses from departments specializing in the intersection of literature and philosophy.

The German and Philosophy major track requires a minimum of 16 courses, for a minimum total of 65 units, distributed as follows:

- 35 units in German Studies, including:
 - three courses at the 130 level
 - a WIM course
- PHIL 81, the gateway course in philosophy and literature, preferably in the sophomore year.
- Requirements in Philosophy:
 - PHIL 80. Prerequisite: introductory philosophy class
 - a course in the PHIL 180 series
 - a course in the Philosophy 170 series
 - two courses in the history of philosophy numbered above 100
- Two additional elective courses of special relevance to the study of philosophy and literature as identified by the committee in charge of the program. In German, these courses include GERLIT 241-243, the *Deutsches Geistesgeschichte* series, and other advanced seminars in German thought and literature. Students must consult with their advisers, the Director of Undergraduate Studies, and undergraduate adviser of the program in philosophical and literary thought.
- Capstone*: in place of a standard capstone course in the major, students take a capstone seminar approved through the program in philosophical and literary thought. The student's choice of capstone seminar must be approved in writing by the Director of Undergraduate Studies and undergraduate adviser of the program in philosophical and literary thought.

6. Units devoted to meeting the department's language requirement are not counted toward the 65-unit requirement.

The capstone seminar and the two related courses must be approved by both the German Studies Director of Undergraduate Studies and the undergraduate adviser of the program in philosophical and literary thought administered through the DLCL. Substitutions, including transfer credit, are not normally permitted for items 3b, 3c, and 3d, and are not permitted under any circumstances for items 2, 3a, and 5. Up to 10 units taken in the Philosophy Department may be taken CR/NC or S/NC; the remainder must be taken for a letter grade.

MINORS

There are two minor options.

German Language and Culture—Students may choose to minor in German Language and Culture if they are particularly interested in developing a strong ability in the German language, or in pursuing linguistic issues pertinent to German. Students satisfy the requirements for the minor in German Language and Culture by completing 35 units of course work, including at least three courses at the 100-129 level in either GERLANG or GERLIT, taught in German. Study at the Stanford in Berlin Center for at least one quarter is highly recommended.

German Cultural Studies—Students who wish to study German literature, culture, or thought, without necessarily acquiring facility in the German language, may pursue a minor in German Cultural Studies. Students meet the requirements for the minor in German Cultural Studies by completing 35 units of course work in German literature, culture, and thought in translation, including at least three courses at the 130 or 140 level. (Five units of the Introduction to the Humanities sequence Myth and Modernity may be counted towards the completion of requirements for the minor in German Cultural Studies.)

HONORS

Majors with a minimum grade point average (GPA) of 3.3 in German courses are eligible for departmental honors. In addition to the requirements listed above, each honors candidate submits an essay representing 6 to 9 units of academic work. The essay topic is chosen in consultation with a faculty member of the department. Opportunities to commence research projects are offered at the Stanford in Berlin Center.

STANFORD IN BERLIN

All undergraduates interested in Germany are urged to enroll in the Berlin program, which is open for academic study during the Autumn, Winter, and Spring quarters. The program also offers internships in German industry, government, and cultural organizations year round. Through the Center, students with at least two years of college-level German can also take courses at the Freie Universität, Technische Universität, or Humboldt Universität. Most students live in homes with German hosts.

Most credits earned in Berlin can be applied to the undergraduate major in German Studies. All students who are planning to study at Stanford in Berlin or engage in an internship are encouraged to consult with their major Director of Undergraduate Studies and the Overseas Studies office about integrating work done abroad into their degree program. Returning interns who wish to develop a paper based on their experience should enroll in GERLIT 298. More detailed information is available at the Overseas Studies Program in Sweet Hall or with the faculty adviser in the department.

COTERMINAL PROGRAMS

Students may elect to combine programs for the B.A. and M.A. degrees in German Studies. For details, see the "Undergraduate Degrees" section of this bulletin.

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

GRADUATE PROGRAMS

The University requirements for the M.A. and Ph.D. degrees are described in the "Graduate Degrees" section of this bulletin.

MASTER OF ARTS

This program is designed for those who do not intend to continue studies through the Ph.D. degree. Students desiring the M.A. degree must complete a minimum of 45 units of graduate work. If students enroll for three quarters for a minimum of 15 units per quarter, they can fulfill the M.A. requirements in one year. The program normally includes at least one course in each of the three areas of concentration: language and linguistics, literature, and thought.

In addition, students must take graduate-level courses in German and/or approved courses in related fields such as art history, comparative literature, linguistics, history, or philosophy.

M.A. candidates must take an oral examination toward the end of their last quarter.

DOCTOR OF PHILOSOPHY

The requirements for the Ph.D. include: (1) a minimum of 36 graduate units during the first year of graduate study and a minimum of 9 units per quarter during the six quarters following the first year; (2) a reading knowledge of one language other than English and German, normally French; (3) a master's oral examination, unless the student already has an M.A. upon entering the program; (4) a qualifying paper; (5) a qualifying examination; (6) the University oral examination; and (7) a dissertation. Students in Medieval Studies must also have a reading knowledge of Latin.

The first year of work, which leads to the M.A. degree, is designed to introduce each student to the three major areas of study. During Spring Quarter of the first year, all students, except those admitted with a master's degree, must take an oral M.A. examination. During the one-hour examination, the student is questioned by three examiners, chosen by the student, on work undertaken in specific graduate courses.

By July 1 of the summer following the first year of graduate study, students should present as a qualifying paper an example of their course work. Although ordinarily not meant to represent an original contribution to scholarship, it should demonstrate the candidate's ability to grasp complex subject matter with sufficient competence to organize materials and to present arguments in a clear and concise manner commensurate with scholarly standards. The paper is submitted to the department chair, who passes it on for approval by the student's faculty adviser and a second reader appointed by the chair in consultation with the Director of Graduate Studies.

Students who enter the program with a master's degree from another institution must submit, in lieu of a qualifying paper, a master's thesis or a major research paper as evidence of ability to pursue advanced scholarly work.

At the end of the sixth quarter of study (and only if the qualifying paper has been accepted), the student takes a one-hour oral qualifying exam with two examiners, the student's chosen adviser, and another faculty member appointed by the chair. The purpose of this examination is to demonstrate a broad familiarity with the literature of the major periods, movements, and some major figures. Only after successful completion of the qualifying procedure will the department approve the student's admission to candidacy. A student who fails the qualifying examination may retake it once at the beginning of the seventh quarter.

The University oral examination in the Department of German Studies is based on the dissertation prospectus. After passing the qualifying exam, the student should consult with appropriate faculty members in order to develop a dissertation topic. It is important to consider scholarly significance, access to resources, and feasibility of completion within a reasonable period. The student then prepares a preliminary statement describing the topic (no more than five pages), which is circulated to the prospective committee members for discussion at a meeting normally held during the eighth quarter. The purpose of this meeting is to provide the student with feedback and guidance in the preparation of the formal

prospectus. The prospectus, normally 25 pages plus bibliography, elaborates on the topic, the proposed argument, and the organization of the dissertation. It must be distributed to the committee members and the outside chair at least two weeks before the formal University oral examination. Students should plan this examination for the end of the third year or the end of the subsequent summer. The examination lasts approximately two hours, permitting each of the four examiners a thirty-minute question period and reserving an optional ten minutes for questions from the chair of the examination. Students, regardless of their future fields of concentration, are expected to acquire excellence in German and thorough knowledge of the grammatical structure of German. The department expects Ph.D. candidates to demonstrate teaching proficiency in German; GERLIT 200, Learning of German, is required. The teaching requirement is six quarters during the second and third years of study.

The department expects candidates to demonstrate research skills appropriate to their special areas of study. The requirement can be fulfilled in the capacity of either a University Fellow or a Research Assistant.

Graduate students are also advised to start developing skills in the teaching of literature by participating in the teaching of undergraduate literature courses. Students can earn up to 3 units of graduate credit for practice teaching in literature.

All graduate students are expected to attend the department's colloquium regularly and to make a formal presentation of their current work for public discussion.

INTERDISCIPLINARY PROGRAMS

The department participates in the Graduate Program in Humanities leading to a joint Ph.D. degree in German Studies and Humanities. For a description of that program, see the "Interdisciplinary Studies in Humanities" section of this bulletin.

Students may work toward a Ph.D. in German Studies with minors in such areas as comparative literature, modern thought and literature, linguistics, or history. Students obtaining a Ph.D. in such combinations may require additional training.

COURSES

WIM indicates that the course satisfies the Writing in the Major requirements. (AU) indicates that the course is subject to the University Activity Unit limitations (8 units maximum).

Students interested in literature and literary studies should also consult course listings in the departments of Asian Languages, Classics, Comparative Literature, English, French and Italian, Slavic Languages and Literatures, and Spanish and Portuguese, in the Program in Modern Thought and Literature, and in the Division of Literatures, Cultures, and Languages.

GERMAN LANGUAGE COURSES

The following courses in German language instruction represent a typical sequence for three years of German language study. Majors and prospective majors should consult the requirements for a B.A. in German Studies above. For descriptions, other information, and additional courses including special emphasis, intensive, summer, and activity courses at the Haus Mitteleuropa, see the "Language Center" section of this bulletin.

GERLANG 1,2,3. First-Year German

5 units, 1,2: Aut, Win (Petig, Strachota), 3: Spr (Staff)

GERLANG 21,22. Intermediate German

21: 3-4 units, Aut (Petig), 22: 4 units, Win (Petig)

GERLANG 100. *Hundert Deutsche Jahre: One Hundred German Years*

3-4 units (Strachota) not given 2004-05

GERLANG 101. Advanced Language Study I

3-4 units, Aut (Staff)

GERLANG 102. Advanced Language Study II

3-4 units, Spr (Staff)

INTRODUCTION TO THE HUMANITIES (IHUM)

The following Introduction to the Humanities courses are taught by German Studies faculty members. IHUM courses are typically available only to freshmen seeking to fulfill GER:1 requirements; see the "Introduction to the Humanities" section of this bulletin for further information. Prospective majors in German Studies are advised to consider satisfying their GER:1b,c requirements by registering for the following IHUM courses.

IHUM 8A,9A. Myth and Modernity: Culture in Germany—The tension between tradition and progress through an examination of German cultural history. The experience of modernity typically involves overcoming or denying the past, but that same past can return to haunt the present in the form of myths. The interplay of myth and modernity, the irrationality of narrative and the reason of progress, through the example of German culture, especially in literature, from the heroic epics of the medieval era through the catastrophes of the last century. GER:1b,1c (two quarter sequence)

IHUM 8A. 5 units, Win (Berman)

IHUM 9A. 5 units, Spr (Eshel, Strum)

GENERAL (IN ENGLISH)

These courses, with the subject code GERGEN, do not require knowledge of German and are open to all students.

GERGEN 81. Philosophy and Literature Gateway—(Enroll in FREN-GEN 181, ITALGEN 181, PHIL 81.)

4 units, Win (Landy, Anderson)

GERGEN 103A. 19th-Century Philosophy—(Enroll in PHIL 103.)

4 units, Spr (A. Wood)

GERGEN 121N. Memory and the Modernist Novel—Stanford Introductory Seminar. Preference to freshmen. The art of memory as one of the main characteristics of modernity. The relationship between memory and modernism through three major narrative texts: Rainer Maria Rilke's *The Notebooks of Malte Laurids Brigger*; James Joyce's *A Portrait of the Artist as a Young Man*; and Marcel Proust's *Combray*. How is memory represented and what role does it play in the perception of external reality? How does it help constitute personal identity? What metaphors are used to define memory? Readings include theoretical and critical essays. No knowledge of French or German required; students may read texts in the original languages if able. GER:3a

4 units, Win (Douvaldzi)

GERGEN 122A. Yiddish Literature—(Enroll in SLAVGEN 122/222.)

5 units, Spr (Safran)

GERGEN 124N. Music, Myth, and Modernity: Richard Wagner's Ring Cycle—Stanford Introductory Seminar. (Enroll in MUSIC 16N.)

3 units, Spr (Grey)

GERGEN 140Q. Liberty, Values, and Virtues—Stanford Introductory Seminar. Preference to sophomores. Sources of contemporary neoliberal and conservative thought. The question of freedom and the viability of democracy in light of 20th-century totalitarianisms. Cultural values in democracy, virtues of citizens. Readings from Friedrich Hayek and Leo Strauss. GER:3a

4 units, Spr (Berman)

GERGEN 168A/268A. Freud and the Enterprise of Psychoanalysis—Psychoanalysis at the juncture of its multiple meanings as a therapeutic practice, a theory of the functioning of the human mind, a method of textual interpretation, a cultural critique, and a genealogy that accounts for the origins of morality, religion, art, and other social institutions. Readings include Freud's major works, and writings by Nietzsche, Ferenczi, Lacan, Laplanche, de Certeau, Kristeva, and Irigaray. GER:3a

4 units, Aut (Douvaldzi)

GERGEN 168B. Culture of Terror: Nazi Germany—(Same as COM-PLIT 168B.) Cultural and intellectual sources of totalitarianism in Nazi Germany; spectacles of power and violence; complicity of intellectuals

and artists; culture in a regime of fear; mass culture and dictatorship; anti-Nazi literature; memoirs of the Holocaust, and the problem of post-war representation. GER:3a

4 units, Spr (Berman)

GERGEN 168C. Antisemitism and Anti-Zionism in Postwar Germany—(Same as JEWISHST 168C.) Antisemitism as a postwar political taboo. Topics include: its roots in postwar Germany; antisemitism and anti-Zionism in the German Left; influences from the Middle East and among immigrants; antisemitism and the anti-globalization movement. Is anti-Zionism necessarily antisemitic? GER:3a

4 units, Aut (Tempel)

GERGEN 201. The Learning and Teaching of Second Languages—(Same as APPLING 201.) Teaching second languages from a learning perspective, rather than traditional teaching methods. Focus is on instructional decision making within the context of the students' intellectual and linguistic development in university settings to different populations. Readings in second language acquisition.

3 units, Spr (Bernhardt)

GERGEN 228A. Kant's Critique of the Power of Judgment—(Enroll in PHIL 127/227.)

4 units, Win (A. Wood)

GERGEN 266A. Commerce and Culture in Latin America and Europe—(Enroll in SPANISH 366.)

3-5 units, Spr (Rosa, Strum)

INTERMEDIATE

At this level, students have several options depending on their interests. After completing GERLANG 3 or the equivalent, students may register directly for courses on the GERLIT 120-level, which consider special topics in German culture while advancing language learning. Alternatively, GERLANG 21, 22, and 101 emphasize a systematic review of the language, while GERLANG 21W, 22W, and 105 study the language of business and international relations. GERLANG 100, 110, and 111 develop German language skills in the context of media such as film, television, and newspapers. All language instruction courses with the subject code GERLANG are listed in the "Language Center" section of this bulletin.

GERLIT 123N. The Brothers Grimm and Their Fairy Tales—Stanford Introductory Seminar. Preference to freshmen. Historical, biographical, linguistic, and literary look at the *Kinder- und Hausmärchen* of Jacob and Wilhelm Grimm. Readings from the fairy tales, plus materials in other media such as film and the visual arts. Small group performances of dramatized fairy tales. Prerequisite: GERLANG 3 or equivalent. In German. GER:3a,WIM

4 units, Spr (Robinson)

GERLIT 125Q. Heroic Fictions—Stanford Introductory Seminar. Preference to sophomores. Is there justification for the designation heroic epic? If so, how did it arise? Focus is on the *Iliad*. Students choose a second epic for individual study and class presentation. Recommended: familiarity with the *Iliad*. GER:3a

4 units, Spr (Andersson)

GERLIT 131A. The Young Goethe—Goethe's 18th-century works and their contexts. The spirit of rebellion in *Götz von Berlichingen*, *Prometheus*, and *Werther*; the classical form of *Iphigenie*; the bourgeois idyll *Hermann and Dorothea*; and *Faust I*. In German. GER:3a,WIM

4 units, Win (Strum)

GERLIT 132B. Revolution and Literature, Literary Revolutions—Literary responses to the revolutions between the French Revolution in 1789 and the failed revolution in Germany in 1848. Focus is on aesthetics and new literary forms such as Romanticism which radically changed the concept of literature. GER:3a

4 units, Spr (Rebien)

GERLIT 133D. Insights and Outlooks: German Literature and Vergangenheitsbewältigung—Efforts to deal with the Nazi past. The legacies of WW II and the Holocaust as part of German political

discourse. How is the experience of war and Holocaust, and division and unification explored in literature? Interaction of culture and politics in post-War German history. Authors such as Grass, Böll, Fühmann, Sebald, Wolf, Schulze, and Schlink. In German. GER:3a

4 units, Aut (Tempel)

GERLIT 133E. German Post-War Cinema in East and West—Artistic currents and social transformations which defined each decade of post-war German film; how politicized cinema often produced apolitical films. Competing definitions of German cinema as art, entertainment, political ideology, or rival of the Hollywood industry. GER:3a,WIM

4 units, Spr (Bach)

GERLIT 134B. Law and Justice in German Theater—How does law relate to justice? How does law promote or limit individual freedom, social responsibility, and political action? How are the crises of the legal system represented on stage? Sources include plays by Goethe, Kleist, Büchner, Brecht, and Weiss, a short story by Kafka, and Nietzsche and Foucault. In German. GER:3a,WIM

4 units, Win (Douvaldzi)

GERLIT 146. German and Austrian Post-Colonialism—(Same as 246B.) Continuities and discontinuities among German literature, travelogues, and theory about race and colonialism in the 19th and 20th centuries. How critics interpret the political and aesthetic tropes around which these texts are organized. How colonial fantasies insisted on national differences between Germanic and other European powers; the assumption that they were male fantasies; and how women responded to them by writing themselves into the fantasies and negotiating the gulf between fantasy and colonial reality. GER:3a

4 units, Win (Bach)

GERLIT 158. German Dialects—(Same as 258.) Introduction to the major German dialects using native speakers, professionally-made tapes with transcripts, and secondary readings. Identification of the most salient linguistic characteristics of the various dialect areas. History of the study of language variation in Germany: traditional dialect grammars, dialect-geographical revolution, the insights of modern sociolinguistics. GER:3a

3-5 units, Aut (Robinson)

GERLIT 159. Reading Dutch—Introduction to grammar and vocabulary to develop reading facility. German useful but not required.

4 units, Aut (Robinson)

GERLIT 181F. Lyric Poetry and Sociopolitical Engagement Today—(Enroll in ENGLISH 181F.)

5 units, Win (Kaufman)

GERLIT 181G. Keats, Shelley, and Modern Poetry and Poetics—(Enroll in ENGLISH 181G.)

5 units, Win (Kaufman)

GERLIT 199. Independent Reading 36 hours of reading per unit, weekly conference with instructor. May be repeated for credit. Prerequisite: consent of instructor.

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

ADVANCED UNDERGRADUATE AND GRADUATE

GERLIT 200. Teaching of Second Language Literatures—(Same as APPLING 200.) Focus is on literacy development in a second language, emphasizing literary texts, and assessing the learners' second-language linguistic level and requisite background knowledge with regard to particular literary texts. Instructional strategies and feedback techniques for written and oral work.

3 units, Spr (Bernhardt)

GERLIT 231. Hegel's Aesthetics—A collective reading of Hegel's Lectures on Fine Art focusing on its German philosophical and aesthetic contexts. Prerequisite: background in philosophy. In English. GER:3a

3-5 units, Spr (Strum)

GERLIT 234. The Bildungsroman and Other Biographical Fictions—Life hermeneutics practiced in the psychological novel, *Bildungsroman*, and autobiography. Intersections and contrasts among these genres. The origins of the notion of progress and its fictional translations; possibilities of historical and fictional closure; and the emergence of the novel's protagonist as a disciplinary subject. Authors include Augustine, Rousseau, Goethe, Moritz, and Keller. GER:3a
3-5 units, Aut (*Douvaldizi*)

GERLIT 246B. German and Austrian Post-Colonialism—(Same as 146; see 146.)
4 units, Win (*Bach*)

GERLIT 258. German Dialects—(Same as 158; see 158.)
3-5 units, Aut (*Robinson*)

GERLIT 261. Histories and Stories: Contemporary German Literature—Recent theories of and research methodologies for the contemporary novel. Focus is on the work of Grass, Kluge, Sebald, Ransmayr, Gstrein, Hacker, and Beyer. GER:3a
5 units, Spr (*Eshel*)

GERLIT 284. The Austro-Hungarian Grotesque—(Enroll in COMPLIT 283/383.)
5 units, Aut (*Labov*)

GERLIT 294. Translation as Literary and Cultural History: Toward a Hermeneutics of Cultural Transfer—Classical and modern theories of translation including Augustine, Schleiermacher, Benjamin, Jakobson, and Gadamer. Their relevance for and applicability to literary and philosophical translation. Literary and cultural transfer with examples from German-American and German-French literary relations. GER:3a
3-5 units, Aut (*Müller-Vollmer*)

GERLIT 298. Individual Work—Open only to German majors and to students working on special projects, including written reports for internships. Honors students use this number for the honors essay. May be repeated for credit.
1-15 units, Aut, Win, Spr, Sum (*Staff*)

GERLIT 299. Present Pasts: History, Fiction, Temporality—(Same as COMPLIT 299.) The crisis of temporality and aversion to traditional notions of history in late 20th-century Western culture. Sources include literary, philosophical, and historical works with focus on the cultural dislocations attending the rebellion against modernity and the difficulty of making sense of the relation between past and present as traditional values, ideologies, and utopias weaken. Readings may include Heidegger, Benjamin, Koselleck, Ricoeur, Sartre, Levi, Kafka, Agnon, Woolf, Celan, and Weiss. GER:3a
5 units, Win (*Eshel, White*)

GERLIT 304. The Other Side of Poesy: The Comical, the Satirical, and the Grotesque in Modern German Poetry—Major types and representatives, and their poetics. Authors include Heine, Morgenstern, Ringelnatz, anonymous *Bänkelsänger*; their continuators in the literary cabaret and the music hall including Brecht, Kästner, Klabund, Reutter, and Wedekind; Expressionist and Dadaist poets and artists such as van Hoddiss, Lichtenstein, Arp, Ball, Huelsenbeck, Schwitters; and modern experimentalists such as Gomringer, Heissenbüttel, and Jandl. GER:3a
5 units, Win (*Müller-Vollmer*)

GERLIT 304H. Romanticism and its Modern Legacies: Cultural Materialism, Critical Aesthetics, Experimental Poetics—(Enroll in ENGLISH 304H.)
5 units, Aut (*Kaufman*)

GERLIT 312A. Aesthetics and Criticism of Music, Ancients and Moderns: Plato to Nietzsche—(Enroll in MUSIC 312A.)
4 units, Aut (*K. Berger*) alternate years, not given 2005-06

GERLIT 312B. Aesthetics and Criticism of Music, Contemporaries: Heidegger to Today—(Enroll in MUSIC 312B.)

4 units, Win (*K. Berger*) alternate years, not given 2005-06

GERLIT 328A. Fichte's Theory of Intersubjectivity—(Enroll in PHIL 328.)
4 units, Aut (*A. Wood*)

GERLIT 369. Introduction to Graduate Studies: Criticism as Profession—(Same as COMPLIT 369.) Major texts of modern literary criticism in the context of professional scholarship today. Readings by critics such as Lukács, Auerbach, Frye, Ong, Benjamin, Adorno, Szondi, de Man, Abrams, Bourdieu, Vendler, and Said. Contemporary professional issues including scholarly associations, journals, national and comparative literatures, university structures, and career paths.
5 units, Aut (*Berman*)

GERLIT 399. Independent Study
1-15 units, Aut, Win, Spr, Sum (*Staff*)

GERLIT 400. Dissertation Research—For graduate students in German working on dissertations only.
1-12 units, Aut, Win, Spr, Sum (*Staff*)

OVERSEAS STUDIES

These courses are approved for the German major and taught at the campus indicated. Course descriptions can be found in the "Overseas Studies" section of this bulletin or in the Overseas Studies Program office, 126 Sweet Hall.

BERLIN

GERGEN 174. Sports, Culture, and Gender in Comparative Perspective
5 units, Spr (*Junghanns*)

GERGEN 177A. Culture and Politics in Modern Germany
4-5 units, Win (*Kramer*)

GERGEN 177B. Medieval Women Between Heathendom and Christianity—(Same as FEMST 177B.)
4 units, Aut (*Andersson*)

GERLIT 195. Contemporary Theater
5 units, Aut (*Kramer*)



HISTORY

Emeriti: (Professors) Gordon A. Craig, Carl N. Degler, Peter Duus, Terence Emmons, George M. Fredrickson, Harold L. Kahn, George H. Knoles, Gavin I. Langmuir, Richard W. Lyman, Peter Paret, Paul Seaver, Lyman P. Van Slyke, Rixford K. Snyder, David B. Tyack, Wayne S. Vucinich

Chair: Carolyn Lougee Chappell

Professors: Keith M. Baker, Joel Beinin, Barton J. Bernstein, Philippe Buc, Albert Camarillo, Clayborne Carson, Gordon Chang, Carolyn Lougee Chappell, Paula Findlen, Estelle Freedman (on leave), Stephen H. Haber, David Holloway, David M. Kennedy, Nancy S. Kollmann, Timothy Lenoir, Mark E. Lewis, Mark I. Mancall, Ian Morris, Norman M. Naimark (on leave), Jack N. Rakove (on leave Winter), Richard L. Roberts, Paul A. Robinson, Aron Rodrigue, James J. Sheehan (on leave), Peter D. L. Stansky (on leave Winter, Spring), Richard White, Steven J. Zipperstein

Associate Professors: Kennell A. Jackson Jr., Matthew H. Sommer, Amir Weiner (on leave), Kären E. Wigen

Assistant Professors: David R. Como (on leave), Robert Crews, James P. Daughton, Zephyr Frank, Sean Hanretta, Kathryn Miller (on leave Winter, Spring), Jessica Riskin, Priya Satia, Caroline Winterer

Courtesy Professors: Paul David, Avner Greif, Gavin Wright

Senior Lecturers: Joseph J. Corn, Katherine Jolluck

Lecturer: Martin W. Lewis

Visiting Professors: Mary Elizabeth Berry, Lucien Bianco, Eleazar Gutwirth

Mail Code: 94305-2024

Phone: (650) 723-2651

Web Site: <http://history.stanford.edu/>

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

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

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

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

All History majors require the following:

1. Completion of a minimum of 58 units and at least twelve courses of at least 3-5 units each, to include:
 - a) one Sources and Methods seminar
 - b) two 200-level undergraduate colloquia
 - c) at least one other small group course, to be chosen among the department's undergraduate colloquia, research seminars, or Stanford Introductory Seminars taught by History faculty members.
2. All courses comprising the 58 units must be taken for a letter grade, and the student must maintain a grade point average (GPA) in History courses of 2.0 or higher.

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

One Directed Reading (200W) or Directed Research (200X) taken for 3-5 units and for a letter grade may be applied toward the twelve courses required for the B.A. in History. A maximum of five transfer courses may be applied toward the major. Advanced placement credits do not fulfill any major requirements.

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

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

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

THE GENERAL HISTORY MAJOR

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

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

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

HISTORY MAJORS WITH INTERDISCIPLINARY EMPHASIS (HMIE)

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

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

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

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

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

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

HISTORY, LITERATURE, AND THE ARTS

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

Gateway Course—HISTORY 204, History, Literature, and Arts, gives students a broad introduction to the study of literary texts in history.

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

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

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

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

HISTORY, SCIENCE, AND MEDICINE

The History, Science, and Medicine (HS&M) major is a collaborative program of the Department of History, the Program in the History and Philosophy of Science, and the Stanford School of Medicine. The

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

Gateway Course (1 course)—Students fulfill this requirement by taking the gateway course for HS&M that is offered annually: HISTORY 204A, Critical Studies: Science, Language, and Culture. This course is designed to introduce students to approaches and methods in the history of science, technology, and medicine. It is primarily concerned with definitions of scientific methodology, practice, and institutions, and exposes students to some of the fundamental debates in the history of science. Case studies vary depending upon the particular instructor.

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

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

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

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

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

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

MINORS

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

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

Stanford faculty. One History course from Introduction to the Humanities may count toward the six-course requirement, but not for the field concentration. One Directed Reading (200W) course may count towards the minor, if taken for 3-5 units and for a letter grade. A maximum of three transfer courses may be used toward the minor. Advanced placement credits do not fulfill any minor requirements.

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

HONORS PROGRAM

For a limited number of majors, the department offers a special program leading to honors in History. Students accepted for this program, in addition to fulfilling the general requirements stated above, begin work on an essay in Spring Quarter of the junior year and complete the essay by mid-May of the senior year. In addition to the Junior Honors Colloquium, 200H, students normally take 11 to 15 units of Senior Research, to be distributed as best fits their specific project. For students in the honors program, Senior Research units (200A,B,C) are taken in addition to the twelve required courses in History.

To enter this program, the student must be accepted by a member of the department who agrees to advise the research and writing of the essay, and must complete the Junior Honors Colloquium (200H). An exception to the latter requirement may be made for those studying overseas Spring Quarter of the junior year, but such students should consult with the director of the honors program, if possible, prior to going overseas. Under exceptional circumstances, students are admitted to the program in the Autumn Quarter of the senior year.

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

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

SECONDARY (HISTORY) TEACHER'S CREDENTIAL

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

COTERMINAL B.A. AND M.A. PROGRAM

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

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

GRADUATE PROGRAMS ADMISSION

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

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

MASTER OF ARTS

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

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

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

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

DOCTOR OF PHILOSOPHY

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

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

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

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

REQUIREMENTS

1. In consultation with the adviser, students select an area of study from the list below in which to concentrate their study and later take the University oral examination. The major concentrations are:
 - Europe, 300-1400
 - Europe, 1400-1789
 - Europe since 1700
 - Jewish History
 - Russia
 - Eastern Europe
 - Middle East
 - East Asia before 1600
 - East Asia since 1600
 - Japan
 - Africa
 - Britain and the British Empire since 1460
 - Latin America
 - The United States (including colonial America)
 - History of Science and Technology
2. The department seeks to provide a core colloquium in every major concentration. Students normally enroll in this colloquium during the first year of graduate study.
3. Students are required to take two research seminars, at least one in the major concentration. Normally, research seminars are taken in the first and second years.
4. Each student, in consultation with the adviser, defines a secondary concentration. This concentration should represent a total of four graduate courses or their equivalents, and it may be fulfilled by working in a historical concentration or an interdisciplinary concentration. The historical concentrations include:
 - a) One of the concentrations listed above (other than the student's major concentration).
 - b) One of the concentrations listed below, which falls largely outside the student's major concentration:
 - The Ancient Greek World
 - The Roman World
 - Europe, 300-1000
 - Europe, 1000-1400
 - Europe, 1400-1600
 - Europe, 1600-1789
 - Europe, 1700-1871
 - Europe since 1848
 - England, 450-1460
 - Britain and the British Empire, 1460-1714
 - Britain and the British Empire since 1714
 - Russia to 1800
 - Russia since 1800
 - Eastern Europe to 1800
 - Eastern Europe since 1800
 - Jewish History
 - Middle East to 1800
 - Middle East since 1800
 - Africa
 - China before 1600
 - China since 1600
 - Japan before 1600
 - Japan since 1600
 - Latin America to 1825
 - Latin America since 1810
 - The United States (including Colonial America) to 1865
 - The United States since 1850
 - The History of Science and Technology
 - c) Work in a national history of sufficiently long time to span chronologically two or more major concentrations. For example, a student with Europe since 1700 as a major concentration may take France from 1000 to the present as a secondary concentration.

- d) A comparative study of a substantial subject across countries or periods. The secondary concentration requirement may also be satisfied in an interdisciplinary concentration. Students plan these concentrations in consultation with their advisers. Interdisciplinary concentrations require course work outside the Department of History which is related to the student's training as a historian. Interdisciplinary course work can either add to a student's technical competence or broaden his or her approach to the problems of the research concentration.
5. Each student, before conferral of the Ph.D., is required to satisfy the department's teaching requirement.
 6. There is no University or department foreign language requirement for the Ph.D. degree. A reading knowledge of one or more foreign languages is required in concentrations where appropriate. The faculty in the major concentration prescribes the necessary languages. In no concentration is a student required to take examinations in more than two foreign languages. Certification of competence in commonly taught languages (that is, French, German, Latin, Portuguese, Russian, and Spanish) for candidates seeking to fulfill the language requirement in this fashion is done by the appropriate language department of the University. Certification of competence in other languages is determined in a manner decided on by faculty in the major concentration. In either case, certification of language competence must be accomplished before a student takes the University oral examination.
 7. The student is expected to take the University oral examination in the major concentration early in the third graduate year.
 8. The student must complete and submit a dissertation which is the result of independent work and is a contribution to knowledge. It should evidence the command of approved techniques of research, ability to organize findings, and competence in expression. For details and procedural information, inquire in the department.

JOINT PH.D. IN HISTORY AND HUMANITIES

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

RESOURCES

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

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

The rich, and in some respects unique, collection of the Hoover Institution on the causes, conduct, and results of WW I and WW II are being augmented for the post-1945 period. The materials include government documents, newspaper and serial files, and organization and party publications (especially the British and German Socialist parties). There are also important manuscript collections, including unpublished records of the Paris Peace Conference of 1919 and the Herbert Hoover archives, which contain the records of the Commission for Relief in Belgium, the American Relief Administration, the various technical commissions established at the close of WW I for reconstruction in Central and Eastern Europe, the personal papers of Herbert Hoover as United States Food Administrator, and other important personal papers. Other materials for the period since 1914 relate to revolutions and political ideologies of

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

FINANCIAL SUPPORT

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

U.S. citizens and permanent residents who are interested in area language studies in East Asia, Latin America, Africa, and the republics of the former Soviet Union may request a Foreign Language and Area Studies (FLAS) fellowship application from the FLAS Coordinator, (650) 723-0564. The FLAS application deadline is mid-January.

COURSES

See the *Time Schedule* for changes in course offerings each quarter, and see the web at <http://history.stanford.edu/courses/timeschedule.html> for updated information.

INTRODUCTORY UNDERGRADUATE

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

- Stanford Introductory Seminars
- Introductory Lectures
- Sources and Method Seminars.

STANFORD INTRODUCTORY SEMINARS

Refer to the *Time Schedule* or contact the Stanford Introductory Studies office (123 Sweet Hall, 650-723-4504) for applications and information.

HISTORY 20N. Early Modern European Views of Eastern Europe and Russia—Stanford Introductory Seminar. The contrast between the early modern image of Europe as free, civilized, democratic, rational, and clean against the notion of New World Indians, Turks, and Chinese as savage. The more difficult, contemporary problem regarding E. Europe and Russia which seemed both European and exotic. Readings concerning E. Europe and Russia from the Renaissance to the Enlightenment; how they construct a positive image of Europe and conversely a negative stereotype of E. Europe. GER:3a

5 units, Spr (N. Kollmann)

HISTORY 21N. Heretics and Inquisitors—Stanford Introductory Seminar. Preference to freshmen. Catholic Church reforms and institutional centralization, and popular heresies interested in reform, beginning in the 11th century. How these processes collided by the 13th century as papally-appointed inquisitors started prosecuting religious dissenters. The how and why of heresy and inquisition. How leading historians have exploited inquisitorial records; what they reveal about daily life and belief in medieval Europe and the machine of repression and heretical belief. GER:3b

5 units, Spr (Buc)

HISTORY 36N. Gay Autobiography—Stanford Introductory Seminar. Preference to freshmen. Gender, identity, and solidarity as represented in nine autobiographies: Isherwood, Ackerley, Duberman, Monette, Louganis, Barbin, Cammermeyer, Gingrich, and Lorde. To what degree do these writers view sexual orientation as a defining feature of their selves? Is there a difference between the way men and women view identity? What politics follow from these writers' experiences? GER:3a,4c

4 units, Spr (Robinson)

HISTORY 40N. Recounting the Encounter: Histories of Colonial Contact in the Americas, the Pacific, and Africa—Stanford Introductory Seminar. How European explorers, scientists, missionaries, and non-European witnesses and commentators described colonial encounters. Case studies: the Spanish discovery of the New World, Cook's exploration of the S. Pacific, and Leopold II's colonization of the Congo. Geographical complexities, political and intellectual underpinnings of European expansion from the Renaissance to the modern world. Religion, science, and race. Can indigenous perspectives and agency be gleaned from European sources? How developments in Europe changed colonialism. Theory and methodology for using documents, oral evidence, travelogues, memoirs, and other primary documents in writing history. GER:3a

5 units, Win (Daughton)

HISTORY 42N. The Invention of Liberty and the English Revolution, 1640-1660—Stanford Introductory Seminar. Preference to freshmen. The English Civil War and the 11-year period in which it became a republic ruled not by a hereditary king but by a lord protector. During this revolutionary period, English men and women wrote about freedom and liberty in terms of the individual and the state, and of religion and society. The meaning of these writings which sketched for the first time in premodern Europe what democracy and a democratic republic might entail. GER:3a

5 units, Win (Seaver)

HISTORY 44N. Britain and the History of Human Rights—Stanford Introductory Seminar. Key moments in the history of humanitarianism and human rights thinking. Contributions of capitalism, liberalism, socialism, the modern state, mass politics and culture, racism, war, and imperialism to the emergence of a humanitarian sensibility, humanitarian movements, and the legal framework of human rights. The controversial and contingent nature and origins of moral sentiments. GER:3a

5 units, Win (Satia)

HISTORY 48Q. South Africa: Contested Transitions—Stanford Introductory Seminar. Preference to sophomores. The inauguration of Nelson Mandela as president in May 1994 marked the end of an era and a way of life for S. Africa. The changes have been dramatic, yet the legacies of racism and inequality persist. Focus: overlapping and sharply contested transitions. Who advocates and opposes change? Why? What are their historical and social roots and strategies? How do people reconstruct their society? Historical and current sources, including films, novels, and the Internet. GER:3a

3 units, Win (Samoff)

HISTORY 49N. The Slave Trade—Stanford Introductory Seminar. Preference to freshmen. GER:3b,4a

4-5 units, Win (Roberts)

HISTORY 53N. Reflections on the American Condition: American History through Literature—Stanford Introductory Seminar. Preference to freshmen. Classics of American literature, viewed as cultural and historical documents, cultivate critical skills in reading texts from various perspectives: aesthetic, biographical, social, and historical. Readings: Harriet Beecher Stowe, *Uncle Tom's Cabin*; short stories by Henry James and Edith Wharton; Richard Wright, *Native Son*; and David Guterson, *Snow Falling on Cedars*. GER:3a

4 units, Aut (Kennedy)

HISTORY 90Q. Buddhist Political and Social Theory—Stanford Introductory Seminar. Preference to sophomores. Contemporary Buddhist political theory and its historical and textual roots, emphasizing Tibetan, Thai, and Sri Lankan Buddhism. Topics: society and polity in Buddhist thought, Buddhist spiritual practice as social and political practice, sovereignty, the individual and society, Buddhist economic theory and practice, Buddhism and the state, Buddhist political and social theory in practice, differences between Vajrayana (Tibetan) and Theravada (S.E. Asian) Buddhist social theory. GER:3b,4a

5 units, Win (Mancall)

INTRODUCTORY LECTURES

For students with little or no previous experience in college-level history, these courses survey a specific topic and introduce the methods of the discipline. All are meant to serve as foundations for more advanced course work within the department.

HISTORY 13. The Emergence of Modern Medicine—How did medicine emerge as a distinctive body of knowledge and a profession in the age of Vesalius and Harvey? Why did physicians, rather than other medical practitioners, come to dominate medicine? The history of medicine from ca. 1000 to 1700. Topics: the history of the body, the religious and cultural significance of disease, development of hospitals, the rise of public health systems. Compares medical knowledge and institutions in W. Europe and Islam. GER:3b

5 units (*Findlen*) not given 2004-05

HISTORY 33A. The Rise of Scientific Medicine—(Same as 333A.) Intellectual, social, and institutional dimensions, 19th and 20th centuries. How did medicine become scientific? What differences did science make to the practicing physician? Why did it displace other approaches to medicine? Topics: the development of experimental physiology, bacteriology, pharmacology, biomedical technology, nuclear medicine, biomedical imaging, computers in medicine, and prospects for bedside gene therapies; the effects of scientific developments on medical practice and therapy; the professionalization of medicine in comparative European and American contexts. GER:3b

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

HISTORY 49. Twentieth-Century South Africa—Modern S. Africa, from its origins in the mineral revolution of the late 19th century to the end of apartheid in the early 90s. Topics include: the importance of the mining industry in the development of S. Africa's economy and society; the issue of land dispossession from rural African communities; the roles of scientific racism and cultural difference in creating the apartheid system; and the politics of protest that have created the new S. Africa. Sources include historical monographs, journal articles, novels, and film.

5 units (*R. Roberts*) not given 2004-05

HISTORY 59. Introduction to Asian American History—The historical experience of people of Asian ancestry in the U.S. Immigration, labor, community formation, family, culture and identity, and contemporary social and political controversies. Readings: interpretative texts, primary material, and historical fiction. GER:3b

5 units, *Aut* (*Chang*)

HISTORY 64. Introduction to Race and Ethnicity in the American Experience—How ethnicity influenced the American experience and how prevailing attitudes about racial and ethnic groups over time have affected the historical and contemporary reality of the nation's major minority populations. Focus is on the past two centuries. GER:3b,4b

5 units (*Camarillo*) not given 2004-05

HISTORY 75. The United States and East Asia—Political, social, military, and cultural interactions between the U.S. and the societies of E. Asia (China, Japan, Korea, Vietnam, and the Philippines) from the mid-19th century to the present. Major wars and diplomatic events, mutual perceptions, reciprocal consequences, and long-term trends generated by these events, and the circumstances that brought them about. An American narrative with E. Asian perspectives. GER:3a

5 units (*Chang*) not given 2004-05

HISTORY 80. Culture, Politics, and Society in Latin America—Introduction to the political and social history of Latin America. Emphasis is on the interaction between institutional change, social structure, and political movements, emphasizing the environment and cultural values. GER:3b,4a

5 units, *Aut* (*Frank*)

HISTORY 87. Empires and Cultures in the Modern World—The formation of modern European empires and their expansion into Asia, Africa, and the Middle East. Topics: cultural encounters, military conquest, economic integration, the new imperialism, colonialism, nation-

alism, the mutual constitution of colonial power and forms of knowledge, and the culture and politics of the postcolonial world. Readings: historical texts, films, and novels. GER:3b

5 units, *Win* (*Lee*)

HISTORY 92A. The Historical Roots of Modern East Asia—China and Japan before and during the transition to modernity. From the 17th century when E. Asia was populous, urbanized, economically advanced, and culturally sophisticated to the early 20th century when European and American steamships dominated the Pacific, China was in social and political upheaval, and Japan had begun its march to empire. GER:3b,4a

5 units, *Win* (*Sommer, Wigen*)

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

5 units (*Staff*) not given 2004-05

SOURCES AND METHODS SEMINARS

These are intended to introduce the undergraduate major or prospective major to the processes of historical investigation and interpretation by which archival material becomes narrative description and explanation, and by which interpretation itself becomes open to disagreement and revision. The object is to take the beginning student into the historian's workshop and to provide first hand experience in interpreting documents, constructing a coherent story from them, interpreting their larger implications, and in discovering why it is possible to agree on the facts but to disagree on what they mean. These courses are numbered 1 through 99 followed by the letter 'S.'

HISTORY 10S. Imperial Encounters: Settlement, Identity, and Making of European Colonialism

5 units, *Win* (*Salinas*)

HISTORY 12S. Cabaret, Conflict, and a Constitution: The Weimar Republic, 1918-1933—Was Germany the key to the future of democracy in Europe's 20th century? Intersections of politics, culture, and social life; competing ideas about modernity. Germany's relationship to democracy. How did crisis affect daily life and influence culture? Sources include novels, propaganda, film, and art.

5 units, *Spr* (*Blei*)

HISTORY 16S. Coffee, Cocaine, and Chocolate: Consumption and Culture in Early Modern Europe—The revolutionary social and cultural impact of the importation of wondrous and profane goods. Tea, tobacco, porcelain, silk, potatoes, and illicit drugs as defining aspects of Western life since the 15th century. Why was the early modern coffee house sedition? What were the health benefits of tobacco? How did socks make the man in rural 14th-century Italy. Visual, material, and textual sources.

5 units, *Win* (*Barreveld*)

HISTORY 23S. Beyond the Shtetl: Jews and Poles, 1881-1946

5 units, *Aut* (*Plocker*)

HISTORY 24S. Bob Dylan and *The Old, Weird America*: American Cultures and Countercultures, 1930-1970

5 units, *Spr* (*Morgan*)

HISTORY 25S. Kids, Classrooms, and Culture: School and Youth in the 20th Century—How have relationships among child, school, and family been negotiated? What is the modern adolescent? Who have been the winners and losers in public education? How do experiences of childhood and the schoolhouse interact with a commercial society? Focus is on historical analysis of issues in education and childhood including immigration, urbanization, sexuality, and multiculturalism.

5 units, *Spr* (*Mehlman*)

HISTORY 28S. The End of the American Frontier—The rhetoric of the American frontier as a vanishing space and its influence on conceptions of civilization, race, gender, and nature. Encounters between Anglo and Native Americans, women and the taming of the Wild West, and the

emergence of western cities. Primary sources include ethnographic surveys, travelogues, memoirs, maps, editorials, paintings, photography, films, novels, and architecture.

5 units, Spr (*Venit*)

HISTORY 46S. Photography and African History—Issues relating to the rise of photography by Africans in Africa towns and cities since the late 1880s.

5 units, Aut (*Jackson*)

HISTORY 56S. Advertising and Consumer Culture in the United States—The history of modern materialism through the study of advertising. Theoretical and critical perspectives on consumption and recent historical interpretations of advertising and consumer culture in the U.S., focusing on the problems of using advertisements as sources for historical analysis. Prerequisite: consent of instructor before first class.

5 units, Aut (*Corn*)

HISTORY 57S. Revolutionary Scientific Ideas: Copernicus to Darwin—Classic questions in the history of science and recent controversies. The background, development, presentation, and reaction of the revolutionary scientific ideas of Copernicus, Galileo, Boyle, and Darwin. Sources include original documents in Stanford's rare book collection, early scientific reports and notebooks, Inquisition letters, Victorian newsmagazines, and a reenactment of one of Galileo's more obscure experiments.

5 units, Win (*McCaskey*)

HISTORY 65S. Masters, Neighbors, and Victims: The German-Jewish Dialogue from the Enlightenment to Modernity

5 units, Win (*Levine*)

UNDERGRADUATE LECTURES

Undergraduate lecture courses, which are numbered 100 through 199, are listed in the following subsection order:

General

Classics

Eastern Europe and Russia

Medieval and Early Modern Europe

Modern Europe

History of Science and Technology

Africa

The United States

Latin America

Jewish History

Middle East

South Asia

East Asia

GENERAL

HISTORY 101A. Global Human Geography: Asia and Africa—(Same as INTNLREL 161A, IPS 261A.) Global patterns of demography, economic and social development, geopolitics, and cultural differentiation, covering E. Asia, S. Asia, S.E. Asia, Central Asia, N. Africa, and sub-Saharan Africa. Use of maps to depict geographical patterns and processes. GER:3b,4a

5 units, Aut (*M.W. Lewis*)

HISTORY 101B. Global Environmental Geography—(Same as INTNLREL 162, IPS 262.) Basic physical geography; why different environmental conditions are encountered in different parts of the world. Relationships among climate, vegetation, soils, and landforms are stressed. The second portion of the class focuses on the main global hot spots of environmental degradation. GER:3b

5 units (*M.W. Lewis*) not given 2004-05

HISTORY 101D. History of Nuclear Weapons—(Same as POLISCI 116.) The development of nuclear weapons and policies. How existing nuclear powers have managed their relations with each another. How nuclear has been avoided so far and whether it can be avoided in the future. GER:3b

5 units, Spr (*Holloway*)

HISTORY 102A. The History of the International System—World politics and international relations from the dominance of empires and nation states at the turn of the century to the present. The influence of communism, fascism, and anti-imperialism, and the emergence of society as a factor in international relations. Questions of sovereignty versus the new world order. GER:3b

5 units, Spr (*Haslam*)

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

3-5 units, Aut (*Adcock*)

CLASSICS

HISTORY 101. The Greeks—(Enroll in CLASSHIS 101.)

4-5 units, Aut (*I. Morris*)

HISTORY 101G. Social Power: The Law and the State, a Comparative Study of Ancient Legal Systems—(Enroll in CLASSGEN 154/354.)

3-4 units (*Manning*) not given 2004-05

HISTORY 105. History and Culture of Ancient Egypt—(Enroll in CLASSHIS 105.)

3-5 units, Spr (*Manning*)

EASTERN EUROPE AND RUSSIA

HISTORY 119. Aristocracies and Absolutism: Early Modern Eastern Europe, 1400-1800—(Same as 319.) The societies and culture of E. Europe (Belorussia, Bohemia, Hungary, Poland, Ukraine) in the late medieval and early modern periods. The conflict of aristocratic parliamentary governments with absolutist states (Austria-Hungary, Prussia, Russia). E. Europe's development is contrasted to the Russian historical experience. GER:3b

5 units, Spr (*N. Kollmann*)

HISTORY 120A. Russia, 988-1762—Culture, politics, and society from the beginnings to Catherine the Great. Orthodox Christianity; Vikings in Kievan Rus; the principality of Moscow and the Muscovite political system; church-state relations; the 15th-16th century Muscovite cultural synthesis in art and architecture and the shattering of that synthesis in the 17th century; the 17th-century schism in the church; cultural revolution and W. European elements under Peter the Great; Moscow versus St. Petersburg, or traditional versus westernized Russia; rise of serfdom; Catherine the Great as enlightened despot. GER:3a

4-5 units (*N. Kollmann*) not given 2004-05

HISTORY 120B. History of Imperial Russia—From the reign of Catherine the Great to the collapse of the monarchy in war and revolution in 1917. Themes include the ruling strategies of the Romanov dynasty, noble culture, serfdom, the expansion of the empire into Europe and Asia, the intelligentsia and radical movements, industrialization and urbanization, the geopolitics of Eurasia, and the challenges of nationalism and other revolutionary ideologies to autocratic Russia as a multi-religious and multi-ethnic empire. Novels, memoirs, visual images, music, architecture, and other primary sources. GER:3a

5 units, Spr (*Crews*)

HISTORY 120C. 20th-Century Russian and Soviet History—The Soviet polity from the 1917 Revolution to its collapse in 1991. Essentials of Marxist ideology; the Russian Empire in 1917. Causation in history; interpretations of the Revolution; state building in a socialist polity; social engineering through collectivization of agriculture, force-paced industrialization, and cultural revolution; terror as concept and practice; nationality policies in a multiethnic socialist empire; the routinization, decline, and collapse of the revolutionary ethos; and the legacy of the Soviet experiment in the new Russia. GER:3a

5 units, Aut (*Patenaude*)

HISTORY 120D. Russian Intellectual and Cultural History to 1917—Companion to 120B. The development of Russian intellectual and cultural life under the impact of Western influences, from the reign of Peter the Great to the end of the Empire. Focus is on primary texts and cultural products. Recommended: 120B. GER:3a

5 units (Staff) not given 2004-05

HISTORY 125. 20th-Century Eastern Europe—Major historical trends in 20th-century E. European history. Empires and national movements. The creation of independent Eastern Europe after WW I; social movements and the emergence of dictatorships and fascism in the inter-war period. WW II, Stalinism, and destalinization in contemporary E. Europe. GER:3b

5 units, Win (Jolluck)

HISTORY 126. The History of the Cold War—(Same as 327A.) From its beginnings in the post-WW II period to its end with the collapse of the Soviet Union. Documents and insights from the new Cold War historiography are applied to questions about the worldwide struggle between the Soviet Union and the U.S. GER:3b

5 units (Naimark) not given 2004-05

MEDIEVAL AND EARLY MODERN EUROPE

HISTORY 100A. Europe from Late Antiquity to 1500—Preference to freshman. Seminar. Deviance from the norms of the Catholic church in the Middle Ages, and its social, economic, cultural or religious causes. How the Church tried, sometimes successfully, to bring heretics back to the fold, most famously through the Inquisition. Was this formative laboratory for techniques of social control and disciplining characteristically European? Introduction to medieval religion and its place in medieval society. Readings: descriptions of heresies, inquisitorial trial records, and secondary explanations of heresy and the inquisition. GER:3a

5 units, Aut (Buc)

HISTORY 100B. Machiavellian Moments: Europe's History, 1492-1793—Survey of the intellectual and social currents from the voyages of Columbus to the French Revolution. GER:3b

5 units, Win (Lougee Chappell)

HISTORY 100C. Introduction to Modern Europe—The main lines of European history from the French Revolution through the post-WW II era. How Europeans coped with an increasingly democratic politics and technological and economic changes. Readings focus on writers from the period such as Tocqueville, Nietzsche, Gosse, and de Beauvoir. Cultural resources that Europeans had for responding to social changes. GER:3a

5 units, Spr (Daughton)

HISTORY 100D. Medieval Europe—Although often looked upon as a period of mindless superstition, docile religious obedience, and cruel violence, the European middle ages were a period of remarkable social and intellectual transformation. The central religious, political, and cultural developments that shaped the European world in the 4th and 5th centuries, from Constantine's conversion to Christianity to the dawn of the Protestant Reformation.

5 units (Staff) not given 2004-05

HISTORY 107. Crescent or Cross? Christianity and Islam in the Medieval Mediterranean—GER:3a

5 units (Miller) not given 2004-05

HISTORY 108. The Spanish Inquisition and the Judaizers, from the 15th to the 17th Centuries—GER:3a

5 units, Win (Gutwirth)

HISTORY 126B. Protestant Reformation—16th-century evangelical reformers such as Luther and Calvin, and reform movements such as the Lutheran, Reformed, and Anabaptist, in their medieval contexts. GER:3a

4 units, Aut (Pitkin)

HISTORY 141. Yorkist and Tudor England—GER:3a

5 units (Como) not given 2004-05

HISTORY 142. Revolutionary England: The Stuart Age—The history of England from the accession of King James I in 1603 to the death of Queen Anne in 1714. 17th-century England witnessed a brutal civil war, the execution of one anointed king, and the deposition of another. Topics include the causes and consequences of the English Revolution, the origins of Anglo-American democratic thought, the rise and decline of Puritanism, and the emergence of England as an economic and colonial power. GER:3a

5 units (Como) not given 2004-05

HISTORY 143. Shakespeare's England, 1558-1640—Introduction to a period of early modern English history when England was still a minor power and when Elizabeth Tudor and then her Stuart cousins tried to exploit the new powers acquired by the monarchy under Henry VIII, before the society was torn apart by civil war. This society produced three of its greatest dramatists, perhaps its greatest philosopher of science, and an unrivaled outpouring of poetry. It would be reductionist to argue that social, political, and economic developments explain this period of literary production, but the social, political, and religious world in which it took place is sketched. GER:3a

5 units (Seaver) not given 2004-05

HISTORY 188D. Convivencia: Jews, Christians, and Muslims in Medieval Iberia—GER:3a

5 units (Gutwirth) not given 2004-05

MODERN EUROPE

HISTORY 106A. The French Revolution—GER:3a

5 units, Spr (K. Baker)

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

5 units (Greif) not given 2004-05

HISTORY 136A. European Thought and Culture in the 19th Century—Major European thinkers and intellectual movements from the Enlightenment to Modernism. Readings include Matthew Arnold, Jane Austen, Karl Marx, John Stuart Mill, Friedrich Nietzsche, Emile Zola. GER:3a

5 units (Robinson) not given 2004-05

HISTORY 136B. European Thought and Culture in the 20th Century—European thinkers and intellectual movements from Freud to Foucault. GER:3a

5 units, Win (Robinson)

HISTORY 137. The Holocaust—(Same as 337.) The emergence of modern racism and radical anti-Semitism. The Nazi rise to power and the Jews. Anti-Semitic legislation in the 30s. WW II and the beginning of mass killings in the East. Deportations and ghettos. The mass extermination of European Jewry. GER:3a

5 units, Win (Rodrigue)

HISTORY 140D. Modern Britain and the Empire—British history from American Independence to the latest war in Iraq. Topics include: the rise of the modern British state and economy; imperial expansion and contraction; the formation of class, gender, and national identities; mass culture and politics; the world wars; and contemporary racial politics. Focus is on questions of decline, the fortunes and contradictions of British liberalism in an era of imperialism, and the weight of the past in contemporary Britain. GER:3a

5 units, Aut (Satia)

HISTORY 144. Britain, 1832-1914—The emergence of Britain as the world's first modern commercial and industrial nation from the Glorious Revolution to the democratic Reform Act of 1832. Britain from a variety of angles: political, artistic, imperial, and economic. Emphasis is on the ways the British came to understand their own society in this era of profound social and cultural change. GER:3a

5 units (Staff) not given 2004-05

HISTORY 145C. Modern Britain, 1914-Present—Over the last two centuries, Britain has undergone a radical transformation from the world's foremost imperial power into one of many competing industrial democracies. It has left us with a global language, a rich literature, punk rock, and the puzzles of postcolonialism. The complex changes that have shaped modern Britain: the Industrial Revolution, the experience of empire, the impact of two World Wars, and a wave of postwar social revolutions. What is Britain today, after 200 years of social, political, and cultural change? How does its history reflect the larger forces that have shaped our modern world? GER:3a

5 units (Staff) not given 2004-05

HISTORY OF SCIENCE AND TECHNOLOGY

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

1-5 units, Aut (Riskin)

HISTORY 133. The Darwinian Revolution—(Same as 333.) Conceptual developments leading to the major unifying paradigm of biological science, the theory of evolution by natural selection. Biological thought before Darwin, 1800-36. The voyage of the Beagle and the formation of Darwin's thought in terms of its broader intellectual and social context. *The Origin of Species. Descent of Man.* The difficulties the theory had to overcome and its resolution in the union of evolutionary biology and population genetics in the 30s and 40s. GER:3b

4 units, Win (Lenoir)

HISTORY 134A. The History of Women and Gender in Science—(Same as 334A.) Women's participation in science from the 17th century to the present in Europe and the U.S with comparisons around the world. Why were 14 percent of German astronomers women in 1700, but only 6 percent today. Why are there many women biologists but few women physicists? Women scientists, cultural and scientific ideals of gender, changing structures of scientific institutions, and gender in the results of scientific research. GER:3a

5 units, Spr (Schiebinger)

HISTORY 135. World History of Science: From Prehistory to the Scientific Revolution—The earliest developments in science, the pre-historic roots of technology, the scientific revolution, and global voyaging. Theories of human origins and the oldest known tools and symbols. Achievements of the Mayans, Aztecs, and native N. Americans. Science and medicine in ancient Greece, Egypt, China, Africa, and India. Science in medieval and Renaissance Europe and the Islamic world including changing cosmologies and natural histories. Theories of scientific growth and decay; how science engages other factors such as material culture and religions. GER:3b

5 units, Aut (Proctor)

AFRICA

HISTORY 146A. Religion and the State in Premodern Africa—GER:3a

5 units, Win (Hanretta)

HISTORY 147A. African History in Novels and Film—The principal episodes in African history have been captured in novels and, to a lesser extent, in film. What happens to history and historical understanding as they undergo transformation in imaginative literature and film? Does the African novel fairly represent history? Is film only an imperfect vision of African past events? GER:3a,4a

5 units (Jackson) not given 2004-05

HISTORY 148C. Africa in the 20th Century—The challenges facing Africans from when the continent fell under colonial rule until independence. Case studies of colonialism and its impact on African men and

women drawn from West, Central, and Southern Africa. Novels, plays, polemics, and autobiographies written by Africans. GER:3b,4a, WIM

5 units, Aut (Roberts)

HISTORY 149. African Intellectuals: 1940-2000—Africans thinkers including philosophers, contemporary artists, and historians, and how they have responded over the last half century to the world, Africa's trajectory, and Africans. Also, thinkers from everyday African life. GER:3a

5 units, Spr (Jackson)

THE UNITED STATES

HISTORY 115. Technology and Culture in 19th-Century America—The social and cultural aspects of technological change from the American Revolution through WW I. Emphasis is on technologies of production and consumption (armory practice, department stores); of temporal and spatial transformation (telegraphic time signals, railroads); simulation and reproduction (photography, phonograph); and communication and control (telephone, scientific management). GER:3b

5 units, Win (Corn)

HISTORY 150B. Introduction to African American History: The Modern African American Freedom Struggle—Focus is on political thought and protest movements after 1930. Individuals who have shaped and been shaped by modern African American struggles for freedom and justice. Sources include audiovisual materials. Research projects required for fifth unit. GER:3b,4b

4-5 units, Spr (Carson)

HISTORY 151. 19th Century U.S. Intellectual History—GER:3a

5 units, Spr (Winterer)

HISTORY 152. American Spaces: An Introduction to Material Culture and the Built Environment—(Same as AMSTUD 152.) American history through the evidence of things, including spaces, buildings, and landscapes of the built environment. How to read such artifacts using methods and theories from anthropology, cultural geography, history, and other disciplines. GER:3a

5 units, Spr (Corn)

HISTORY 162. Introduction to Chicana/o Life and Culture—(Same as ENGLISH 172A.) Team-taught. The history and culture of Mexican Americans in the U.S. Readings include Américo Paredes, Luis Rodríguez, Tomás Rivera, and Sandra Cisneros. GER:3b

5 units, Aut (Camarillo, Moya)

HISTORY 165A. Colonial and Revolutionary America—Survey of the origins of American society and polity in the 17th and 18th centuries. Topics: the migration of Europeans and Africans and the impact on native populations; the emergence of racial slavery and of regional, provincial, Protestant cultures; and the political origins and constitutional consequences of the American Revolution. GER:3b,4b

5 units, Aut (Rakove)

HISTORY 165B. 19th-Century America—Emphasis is on the causes and consequences of the Civil War. Topics: Jacksonianism and the market revolution, slavery and the old South, sectional conflict, the rise and fall of Reconstruction, late 19th-century society and politics, and the crisis of the 1890s. GER:3b,4b

5 units, Win (White)

HISTORY 165C. The United States in the Twentieth Century—Major political, economic, social, and diplomatic developments in the U.S. Themes: the economic and social role of government (Progressive, New Deal, Great Society, and Reagan-Bush eras); ethnic and racial minorities in society (mass immigration at the turn of the century and since 1965, the civil rights era of the 50s and 60s); the changing status of women since WW II; shifting ideological bases, institutional structures, and electoral characteristics of the political system (New Deal and post-Vietnam); determinants of foreign policy in WW I and II, and the Cold War. GER:3b,4b

5 units, Spr (Kennedy)

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

5 units, Spr (Wright)

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

3-4 units (Carroll) not given 2004-05

HISTORY 172A. The United States Since 1945—Focus is on foreign policy and politics with less attention to social and intellectual history. Topics include nuclear weapons in WW II, the Cold War, the Korean and Vietnam wars, Eisenhower revisionism, the Bay of Pigs and Cuban missile crisis, civil rights and the black freedom struggle, the women's movement, the Great Society and backlash, welfare policy, conservatism and liberalism, the 60s anti-war movement, Watergate and the growth of executive power, Iran-Contra and Reagan revisionism, Silicon Valley, the Gulf War, the Clinton impeachment controversy, 2004 election, and 9/11 and Iraq war. GER:3b,4b

4-5 units, Win (Bernstein)

HISTORY 173B. U.S. Women's History, 1820-1980—The transformation of Victorian womanhood in the late 19th century, including the workforce participation of immigrant and black women and the educational and professional opportunities for middle class white women, the impact of wars and depression on 20th-century women's lives, and the rebirth of feminism. GER:3b,4c

5 units (Freedman) not given 2004-05

LATIN AMERICA

HISTORY 177. Modern Latin America—Latin America since the early 19th century, concentrating primarily on Mexico, Brazil, Argentina, and Cuba. Emphasis is on Latin America's role in the world economy and the effect that this has had on economic growth, social structure, and politics. GER:3b,4a

5 units (Haber) not given 2004-05

HISTORY 178. Colonial Latin America—The Iberian and indigenous roots of Latin American culture and society. The colonial era: the encounter and conquest through the eyes of the victors and the vanquished; strategies of domination and resistance for Central Mexico, the Andes, and Brazil. The mature structures of colonial life, socioeconomic and cultural; sources of tension and change within colonial Latin America during the 18th century. Interpretations of the breakdown of colonial authority and the rise of independence movements. GER:3b

5 units (Frank) not given 2004-05

HISTORY 180A. Social Revolution in Latin America

5 units, Win (Segal)

HISTORY 181. Latin America Since the 16th Century: Problems of Governance and Development—Political organization and the political basis of economic development from before European colonization to the present day. GER:3b

5 units (Haber) not given 2004-05

JEWISH HISTORY

HISTORY 188C. Jews in the Modern World—Possible themes: the restructuring of Jewish existence during the Enlightenment and legal emancipation at the end of the 18th century in W. Europe, the transformation of Jewish life in E. Europe under the authoritarian Russian regime, colonialism in the Sephardic world, new ideologies (Reform Judaism and Jewish nationalisms), the persistence and renewal of anti-semitism, the destruction of European Jewry under the Nazis, new Jewish centers in the U.S., and the State of Israel. GER:3a

5 units (Zipperstein) not given 2004-05

HISTORY 189C. Nationalism, Socialism, and Modern Jewish History—GER:3a

5 units, Aut (J. Frankel)

MIDDLE EAST

HISTORY 187. Palestine, Zionism, and the Arab-Israeli Conflict—From the mid-19th century to the present. Topics: Palestine under late Ottoman rule, the development of Zionism, Palestinian nationalism, the Palestine mandate, the establishment of the state of Israel, the Arab-Israeli wars, U.S. policy toward the conflict, the Camp David agreements, both Palestinian uprisings, and the Oslo Accords. Readings from a range of viewpoints. GER:3b,4a

5 units (Beinin) not given 2004-05

HISTORY 187B. The Middle East in the 20th Century—The history of the Middle East since WW I, focusing on the eastern Arab world, Egypt, the Fertile Crescent, and the Arabian Peninsula (the Mashriq), with some attention to Turkey, Iran, and Israel. GER:3b,4a

5 units, Aut (Al-Qattan)

SOUTH ASIA

HISTORY 186A. Modern South Asia: History, Societies, Cultures—Focus is on the period after the 16th century. The relationship between geography and society. Traditional society, culture, and politics. Mughal India and its culture. The British Raj. Indian response and resistance. Independence movements in S. Asia. The multiethnic Indian state. Pakistan, Sri Lanka, and Nepal in search of national identities, political culture and style, secularism, communalism, development and environment, inter-regional and international relationships. GER:3b,4a

5 units (Mancall) not given 2004-05

HISTORY 186B. Perspectives on India—Topics include: Gandhi and his influence on independent India, environmental problems and politics, economic development, Hindu fundamentalism in politics, and Indian-American relations. Guest lectures.

2 units (Mancall) not given 2004-05

HISTORY 190A. Introduction to the History of Buddhism—Focus is on Central, S., and S.E. Asia. The historical Buddha. The development, evolution and spread of Buddhist institutions and practices. Political, social, and economic aspects. Buddhism and the state. Law and social thought. Modern and contemporary Buddhist social movements. The spread of Buddhism in the West.

5 units (Mancall) not given 2004-05

HISTORY 191A. Modern Southeast Asia—The emergence and development of mainland and insular S.E. Asia from the 14th century. The spread and impact of Indic civilizations; Hindu and Islamic influences; external trade from the Middle East and Europe; extra-regional empires and regional and local communities, institutions, and identities; the consequences of trade, modernization, and industrialism; nationalism and revolutions; dialectics between national states and regional issues, common material and mental cultures, and local formations; and ASEAN.

5 units (Mancall) not given 2004-05

EAST ASIA

HISTORY 192B. China: The Early Empires—(Same as 392B.) Major developments of the first unitary empires in China: the Qin and the Han. Institutions and social patterns that defined imperial China as a political form and social type. Topics include geography, urbanism, the peasantry, military organization, kinship, religion, intellectual life, literary genres, and changing forms of imperial cohesion. GER:3a

5 units, Spr (M.E. Lewis)

HISTORY 193. East Asia in the Early Buddhist Age—Evolution of cities in imperial China through early imperial, medieval, and early modern periods. Topics include physical structure, social order, cultural forms, economic roles, relations to rural hinterlands, and the contrast between imperial capitals and other cities. Comparative examination of cases from European history. GER:3a,4a

5 units (M.E. Lewis) not given 2004-05

HISTORY 194A. Japan from Earliest Times to 1560—The prehistoric origins of the people and culture, emergence of the first polity, Chinese influences, the flowering of the native culture, and samurai and feudal government.

5 units (*Berry*) not given 2004-05

HISTORY 194B. Late Medieval and Early Modern Japan—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.

5 units (*Duus*) not given 2004-05

HISTORY 194D. The Rise of Modern Japan—Japanese history from 1840 to the present. Topics include the Meiji Restoration and its background, building a modern state, industrialization of the economy, the emergence of an imperialist power, the reorientation of postwar Japan, the economic miracle, and socioeconomic change and political developments. GER:3b,4a

4-5 units (*Duus*) not given 2004-05

HISTORY 195. Introduction to Korean History and Culture—Ancient kingdoms to early modern dynasties; challenges of the modern transition, 1700s to mid-1900s; and contemporary issues. Topics include archeological records, philosophical and religious traditions, literature and the performing arts, international relations, socioeconomic change, immigration and Asian American experiences, gender issues, and popular and youth cultures. GER:3a,4a

5 units, *Win* (*Sawada*)

HISTORY 196. China from 1895 to 1949—The main events of the half century: crisis, attempts at reform, and fall of the Qing dynasty; regional warlords, nationalism, and cultural awakening including the May 4th Movement; nationalist revolution and the Nanking decade; WW II and the Communist victory. Focus is on the cultural, social, and nationalist causes of the Chinese revolution, a long-term process starting at the end of the 19th century and shaped by the Chinese past and foreign influences. GER:3b

5 units, *Win* (*Bianco*)

HISTORY 196E. Postwar Japan: From Occupation to Global Power, 1945-2000—Japan's transformation from a defeated and occupied country to the second most powerful economy in the world. Political, economic, and social dimensions, and the causes and costs of Japan's rise to prominence. Topics include occupation and reform, independence and Cold War politics, high-speed economic growth, conservative hegemony, the culture of affluence and global expansion, the bursting of the bubble economy, the lost decade of the 90s, and Japan's search for an international role in a changing world. GER:3b

5 units, *Spr* (*de Boer*)

UNDERGRADUATE COLLOQUIA AND RESEARCH SEMINARS

Colloquia consist of reading and discussion on specific historical themes. Short papers, reports, historiographical essays, and a final exam may be required. In all cases, colloquia are designed to examine issues of historical interpretation. Oral presentations are encouraged.

Undergraduate research seminars provide students with opportunities to conduct research using primary documents, engage in historiographical debate, or to interpret major historical events. Seminars may be offered for one or two quarters and they may be combined with a colloquium. In all cases, students write preliminary drafts of their research findings, present oral reports, and revise their papers.

Courses 200-299 are primarily for juniors and seniors majoring in history. Admission is by consent of the instructor. Undergraduate colloquia and research seminars are listed in the following subsection order:

General
Interdisciplinary Gateway Colloquia
Eastern Europe and Russia
Medieval and Early Modern Europe
Modern Europe
History of Science and Technology
Africa
The United States
Latin America
Jewish History
Middle East
East Asia

HISTORY 200A. Senior Research I—WIM

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

HISTORY 200B. Senior Research II—WIM

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

HISTORY 200C. Senior Research III—WIM

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

HISTORY 200H. Junior Honors Colloquium

3 units, *Win* (*Winterer*)

HISTORY 200M. Undergraduate Directed Research: Martin Luther King, Jr., Papers Project

1-4 units (*Carson*) not given 2004-05

HISTORY 200W. Undergraduate Directed Reading

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

HISTORY 200X. Undergraduate Directed Research and Writing—WIM

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

GENERAL

HISTORY 201D. International History and International Relations Theory—(Same as 301D, POLISCI 316.) Texts that relate the theory and history of international relations. GER:3b

5 units, *Win* (*Holloway*)

HISTORY 201E. History and Geography of Contemporary Global Issues—(Same as 301E, INTNLREL 163, IPS 263.) The historical background and geographical context of contemporary global issues and events. Texts are a world atlas and regular reading of *The New York Times* and *The Economist*. Topics vary according to what is happening in the world. Student presentations. GER:3b, WIM

5 units, *Spr* (*M.W. Lewis*)

HISTORY 202C. Biography and History—(Same as 302C.) The relationship between biographical and historical writing, primarily in Europe and America. Problems of methodology, evidence, dispassion, and empathy. Texts: biographies, critical literature on biographical work, and novels (A. S. Byatt's *Possession*, Bernard Malamud's *Dubin's Lives*) that illuminate the intellectual underpinnings of biographical labor. GER:3a

5 units (*Zipperstein*) not given 2004-05

HISTORY 202E. Historical Geography: Maps in the Early Modern World—(Same as 302E.) Historians have recently generated a body of spatially attuned work, probing territorial identities, human-environmental interaction, the use and misuse of maps, and the spatial patterning of social life. Focus is on cartography in the early modern period, and recent studies from Asian, European, and N. American contexts that highlight cartography's role in exploration, empire building, and boundary making in the early modern world. GER:3a

5 units (*Wigen*) not given 2004-05

HISTORY 205A. Private Lives, Public Stories: Autobiography in Women's History—Changing contexts of women's lives and the way women's actions have shaped and responded to those contexts. GER:3a,4c

5 units (*Lougee Chappell*) not given 2004-05

HISTORY 206B. Design and Methodology for International Field Research—(Same as 306B.)

1 unit, Win (N. Kollmann, Roberts)

INTERDISCIPLINARY GATEWAY COLLOQUIA

HISTORY 204. Not Quite Masterpiece Theater: Art and Life in Postwar Britain—(Same as 304D.) British society in the 19th century and its novels, poetry, buildings, images, and music. The works in themselves and what they reveal about the society that produced them. GER:3a,WIM

5 units, Aut (Stansky)

HISTORY 206P. Origins and History of the Scientific Fact—(Same as 306P.) Gateway course for graduate students and advanced undergraduates. Focus is on the early modern emergence of notions that operate at the crux of modern science, including fact, evidence, experiment, demonstration, and objectivity. The development and transformation of these notions over the last four centuries, and the recent body of historical writing on the history of evidence, the history of objectivity, and the history of the modern fact. GER:3b, WIM

5 units, Aut (Riskin)

EASTERN EUROPE AND RUSSIA

HISTORY 212A. Major Topics in the History of the Russian Orthodox Church—(Same as 312A.) The role of the church in Russian history from earliest times to the present. The church both as an institution and as a set of beliefs and practices. Topics include the conversion of early Rus to Orthodox Christianity; popular and pagan elements in Russian Christianity; politics and the church in Muscovite times; the 17th-century Schism and the Old Belief; parish clergy and their parishioners in Imperial Russia; Soviet persecution; post-Soviet rebirth. Primary and secondary readings, reports, short papers. GER:3a

4-5 units (J. Kollmann) not given 2004-05

HISTORY 212B. Peter the Great and the Cultural Revolution in Russia, 1682-1725—Child of 17th-century Muscovite Russia, father of 18th-century Imperial Russia, Peter has been regarded as reformer, revolutionary, tyrant, and enlightened monarch who presided over an era of change in which W. European culture became the new standard. What, in Peter's view, was wrong with traditional Muscovite Russia? Why did he turn to Europe for fresh ideas and institutions in politics, education, the military, religion, society, economy, art, and architecture? The nature, purposes, and extent of Peter's reforms. How was Russia different, or unchanged, after Peter? GER:3a

4-5 units (J. Kollmann) not given 2004-05

HISTORY 213. The Scientific Revolution—(Same as 313.) What do we know and how do we know it? What counts as scientific knowledge? In the 16th and 17th centuries, understanding the nature of knowledge engaged the attention of individuals and institutions including Copernicus, Galileo, Descartes and Newton, the early Royal Society, and less well-known contemporaries. Observing, collecting, experimenting, and philosophizing took on new meaning in this period. Their ramifications in relationship to the political, religious, and cultural events of early modern Europe. GER:3a, WIM

5 units (Findlen) not given 2004-05

HISTORY 217. Men, Women, and Power in Early Modern Russia, 1500-1800—(Same as 317.) Social values, gender relations, and social change in an era of rapid change; challenges to established norms by new constructions of deviance (witchcraft, religious reform, and revolt) and new standards of civility; encounters with non-Russians and the construction of national consciousness. Social values as political ethos: patrimonial autocracy and the reality of female rule in the late 17th and 18th century. GER:3a,4c,WIM

5 units, Win (N. Kollmann)

HISTORY 217B. The Woman Question in Modern Russia—Russian radicals believed that the status of women provided the measure of freedom in society and argued for extending rights to women as a principle of social progress. The social status and cultural representations of Russian women from the mid-19th century to the present. Arguments and actions of those who fought for women's freedom in the 19th century, theories and policies of the Bolsheviks, and the reality of women's lives under them. How the status of women today reflects on the measure of freedom in post-Communist Russia. GER:3b,4c

5 units, Spr (Jolluck)

HISTORY 217C. Love, Marriage, and Family in Early Modern Europe and Russia—Family structures, marriage customs, and the place of love in life and marriage in the early modern period. Sources include W. Europe (France, England, Germany, Italy), central Europe (Poland) and Russia, providing for sharp contrasts in the status of women, the nature of marriage, and emergence of private life. Readings include historical monographs and primary sources including dowry agreements, litigations, Reformation tracts, and memoirs. GER:3a,4c,WIM

5 units (N. Kollmann) not given 2004-05

HISTORY 217D. Art and Ideas in 19th-Century Russia—(Same as 317D.) Why did so many artistic, intellectual, and revolutionary figures including Pushkin, Tolstoy, Dostoevsky, Mussorgsky, Tchaikovsky, and Lenin emerge from autocratic imperial Russia? How did the czarist state and society shape their work? Focus is on Russia's cultural engagement with Europe and Asia through literature, music, painting, architecture, and political thought. Controversies in 19th-century thought and culture surrounding conservatism, Westernization, Slavophilism, socialism, nihilism, populism, revolutionary terrorism, empire, anti-Semitism, national identity, and revolutionary change. GER:3a

5 units (Crews) not given 2004-05

HISTORY 218. Russia and the West, 1815-1917—Tsarist foreign policy from the end of the Napoleonic Wars to the Russian Revolution emphasizing Russia's place in Europe. Major European power struggles, wars, diplomatic congresses, and treaties. The Crimean War and its aftermath, the Congress of Berlin, the Russo-Japanese War, and the road to WWI. Russia's imperial expansion into Central Asia and the Far East in the framework of the European balance of power. The role of Russian military strategy in the disaster of 1914. GER:3a

5 units, Aut (Patenaude)

HISTORY 219S. The Soviet Civilization—(Same as 419.) Socialist visions and practices of the organization of society and messianic politics; the Soviet understanding of mass violence, political and ethnic; and living space. Primary and secondary sources. Research paper or historiographical essay. GER:3b

5 units (Weiner) not given 2004-05

HISTORY 220A. Violence, Islam, and the State in Central Asia—(Same as 320.) The uses of violence in projects of empire and national state formation that have competed with Islamic and other political alternatives to shape modern Central Asia from the onset of the British and Russian imperial eras through the flight of the Taliban. Focus is on shared experiences and geopolitics of the former Soviet republics and Afghanistan. Themes include colonial wars and imperial competition, state formation, mass mobilization, women's emancipation, cultural revolution, developmentalism, anti-Soviet jihad, the Taliban movement, and contemporary Islamist, nationalist, and regionalist contests for the state. GER:3b

5 units, Win (Crews)

HISTORY 220B. Central Asia in the 20th Century—From the Russian Revolution to recent Muslim radicalism, focus is on factors shaping the cultural identity and ideology of the emerging nations of Central Asia, the legacy of the Soviet Union and Muslim modernism, and national and Muslim consciousness in the post-Soviet space. Islam and nationality in contexts including: the crisis of modernity that drove Central Asia into the Soviet fold; the shaping of national identity; and the persistence of cultural identity. GER:3b

4-5 units, Aut (Rouland)

HISTORY 221C. Historiography of the Soviet Union—(Same as 321C.) Major schools of interpretation of the Soviet phenomenon through works representative of a specific school, in chronological order, from the first major interpretation of the Soviet polity by Trotsky to postmodernist theories. GER:3b

5 units (*Weiner*) not given 2004-05

HISTORY 222B. Circles of Hell: Poland in World War II—(Same as 322B.) In September 1939, Poland disappeared from the map of Europe, and the next six years brought unspeakable horrors. The experience and representation of Poland's wartime history from the Nazi-Soviet Pact of 1939 to the aftermath of Yalta in 1945. Nazi and Soviet ideology and practice regarding the Poles and the ways Poles responded, resisted, and survived. The traditional self-characterization of Poles as innocent victims, and their involvement (some would say complicity) in the Holocaust, thus engaging in a passionate debate currently raging in Polish society. GER:3b

5 units, *Spr* (*Jolluck*)

HISTORY 223A. Cold War Russia—(Same as 323A.)

5 units, *Spr* (*Haslam*)

HISTORY 223S. Stalin and Europe; Europe and Stalin—(Same as 423.) The immediate post-WW II history of communism in Europe, examining the intentions and actions of the Soviet Union in various countries of the continent. The state of the communist movement in Europe (East and West) 1945-1953 and how its goals and the desires of the peoples of Europe were influenced by the development of the Cold War. Substantial research paper. GER:3b

5 units (*Naimark*) not given 2004-05

HISTORY 225D. East European Women and War in the 20th Century—(Same as 325D.) Thematic chronological approach through conflicts in the region: the Balkan Wars, WW I, WW II, and the recent wars in the former Yugoslavia. The way women in E. Europe have been involved in and affected by these wars compared to women in W. Europe in the two world wars. Women's involvement in war as members of the military services, the backbone of underground movements, workers in war industries, mothers of soldiers, subjects and supporters of war aims and propaganda, activists in peace movements, and objects of wartime destruction, dislocation, and sexual violation. GER:3b,4c

5 units, *Aut* (*Jolluck*)

HISTORY 226. Modernity, Revolution, and Totalitarianism—(Same as 326.) Analysis of modern revolutionary and totalitarian politics based on readings of monographs on the medieval, Reformation, French Revolutionary, and the Great War eras which deal with relevant themes. Topics: the essence of modern ideology, the concept of the body national, state terror, charismatic leadership, gender assignments, private and public spheres, and identities. GER:3b, WIM

5 units (*Weiner*) not given 2004-05

MEDIEVAL AND EARLY MODERN EUROPE

HISTORY 207D. Other Renaissances: Jewish History, from the 14th to the 17th Centuries—(Same as 307D.) The interaction between Renaissance and Jewish and *converso* history and cultures. Focus is on the Iberian peninsula, Italy, and the Ottoman Empire. Science, arts, and languages. The *conversos*: their political history, patronage, and reading at the origins of Jewish modernity. GER:3a

5 units, *Aut* (*Gutwirth*)

HISTORY 208A. Medieval Antisemitism—(Same as 308A.) The religions based on the *New Testament*, by virtue of having an old to which to refer the new, entertain a complicated relationship with Judaism. Focus is on the relationship of Christianity to Judaism and Jews under Christian rule during the formative medieval centuries. The formation of anti-Semitism as a factor both in this interaction and the self-identity of Christian communities. The connections between medieval anti-Semitism and modern forms of racism. GER:3b, WIM

5 units, *Win* (*Buc*)

HISTORY 208D. From Ha-Levi to Leon Hebreo: Medieval and Renaissance Jewish Culture—(Same as 308D.) GER:3a

5 units, *Win* (*Gutwirth*)

HISTORY 210. Poverty and Charity in Medieval Christianity, Judaism, and Islam—(Same as 310.) GER:3a

5 units, *Aut* (*Miller*)

HISTORY 211. Body, Gender, and Society in Medieval Europe—(Same as 311.) Historical, literary, theological, and anthropological sources. Issues: transformations in representations of the body, gender, sexuality, and in women's place in society or social representation in W. Europe from the 3rd-14th centuries. Were these processes related to one another and to social changes? Analytically straddles the realm between bodification of spiritual powers and control or manipulation of the body in society, from the cult of relics to asceticism. GER:3a,4c, WIM

5 units (*Buc*) not given 2004-05

HISTORY 213B. Heretics, Prostitutes, and Merchants: Venice and its Empire—(Same as 313B.) Why was the myth of Venice so powerful? From the 13th-17th centuries, the Republic of Venice created an empire at the boundary between East and West, that controlled much of the Mediterranean, with a merchant society that allowed many social groups, religions, and ethnicities to coexist. Venetian society as a microcosm of late medieval and early modern Europe. The relationship between center and periphery, order and disorder, orthodoxy and heresy, and the role of politics, art, and culture in the Venice Renaissance. The decline of Venice as a political power and its reinvention as a tourist site, living museum, and subject for literature and film. GER:3a

5 units (*Findlen*) not given 2004-05

HISTORY 213D. British Cultural History, 1851-1951—Colloquium. How Britain redefined itself as a nation and empire during a century that began with a promise of plenty, saw the growth of mass consumption, and ended in an age of austerity. Material, literary, and visual culture; gender; violence; crime; consumption; and the transformations of total war. GER:3a

5 units (*Satia*) not given 2004-05

HISTORY 214C. Science and Culture Wars: From Galileo's Trial to the Sokal Hoax—GER:3a

5 units, *Win* (*Riskin*)

HISTORY 214D. Empire and Information—GER:3a

5 units (*Satia*) not given 2004-05

HISTORY 216. When Worlds Collide: The Trial of Galileo—(Same as 316.) In 1633, the Italian mathematician Galileo was condemned by the Catholic Church for the heresy of believing the sun to be the center of the universe. Not until 1992 did the Catholic Church officially admit that Galileo was right. What does this event reveal about the relationship between science and religion? Why has the Galileo affair been one of the most discussed episodes in Italian history and the history of science? Documents from Galileo's life and trial and related literature on Renaissance Italy. The historians' interpretations of the trial in relation to its documentation. GER:3a, WIM

5 units, *Spr* (*Findlen*)

HISTORY 240. Shakespeare's London: The Social and Cultural Consequences of Growth—From 1500-1700, London grew from a late medieval town of 50-60,000 to a metropolis of more than 500,000, the largest city in W. Europe. The problems such unprecedented growth generated including Crown attempts to control growth and city magistrates' measures to meet the needs of the poor and sick. The official image of the city in the Lord Mayor's shows and the image of urban life in popular theater. GER:3a, WIM

5 units (*Seaver*) not given 2004-05

HISTORY 241. English Society Through Fiction, 1714-1914—(Same as 341.) England from the mid-18th century to the present through novels. Possible texts: Henry Fielding's *Joseph Andrews*, Jane Austen's *Mansfield Park*, George Eliot's *Middlemarch*, E.M. Forester's *Howards End*, Evelyn Waugh's *A Handful of Dust*. Focus is on the novels themselves, literary works on their own terms, and how they illuminate the history and nature of English society. GER:3a

5 units, Aut (*Stansky*)

HISTORY 244. Religion and Politics in Early Modern England—(Same as 344.) English political and religious culture from the end of the Wars of the Roses to the Civil Wars of the 1640s. Themes include the growth of the size and power of the state, Reformation, creation of a Protestant regime, transformation of the political culture of the ruling elite, emergence of Puritanism, and causes of the civil war. GER:3a

5 units (*Como*) not given 2004-05

HISTORY 245. Heresy, Witchcraft, and Social Change in Early Modern England—(Same as 345.) The Pendle Hill region of northern England witnessed a series of extraordinary events and processes during the first decades of the 17th century, including one of the last great witchhunts in British history, the emergence of a heretical underground sect, and the evolution of a proto-industrial textile economy. Primary sources introduce historical methodologies, raise questions in early modern European history, and test the possibility of writing a total history of an early modern community. GER:3a, WIM

5 units (*Como*) not given 2004-05

HISTORY 245E. Artisans, Courtiers and Rabbis: Jews of Spain in the Middle Ages—(Same as 345E.) GER:3a

5 units, Spr (*Gutwirth*)

MODERN EUROPE

HISTORY 227. War and Peace in the 20th Century—(Same as 327.) The diplomatic and military crises from the origins of WW I to the collapse of Yugoslavia. Readings include historical analyses and original documents. GER:3b

5 units (*Sheehan*) not given 2004-05

HISTORY 228D. Cultures of Violence in Twentieth-Century Europe—Political, social, and cultural factors that made the 20th century the most violent in history; the triumph of European civilization and an age of catastrophe. The social and political uses of and intellectual and cultural responses to violence. How people witnessed, coped with, survived, and remembered violent episodes. State violence, and political, ethnic, and religious conflict that pitting neighbor against neighbor. Topics include: colonialist violence, the WW I and II, the Holocaust, the Russian Revolution and Stalinism, decolonization, the IRA, and the former Yugoslavia. GER:3b

5 units, Aut (*Daughton*)

HISTORY 229A. Colonial Exchange: Eighteenth-Century Europe and Its Colonies—(Same as 329A.) Global exchange of knowledge, technologies, plants, peoples, disease, and medicines. focus is on French, British, and Dutch interests in the W. Indies. New markets in profitable plants such as coffee, tea, sugar cane, pepper, nutmeg, cotton, and ipecacuanha. Military and strategic importance of science, business, botany, and cartography for positioning emerging nation states in struggles for land and resources. Readings include primary and secondary texts on voyaging, colonialism, science, medicine, slavery, and environmental transformation. GER:3b

5 units, Win (*Schiebinger*)

HISTORY OF SCIENCE AND TECHNOLOGY

HISTORY 203A. History of the Senses—(Same as 303A.) GER:3b

5 units, Spr (*Riskin*)

HISTORY 204B. The Prehistory of Computers—(Same as 304B.) From the automata of Hero of Alexandria in the 1st century A.D. to Charles Babbage's Analytical and Difference Engines in the 1830s, the evolution of areas of inquiry during the emergence of modern computers.

Topics: automata; other automatic machinery; calculating devices; representational scientific instruments; theories of language and logic; and the nature of human and artificial thought. GER:3b

3-5 units (*Riskin*) not given 2004-05

HISTORY 262S. Science and High Technology in the Silicon Valley, 1930-1980—(Same as 462.) The technological, political, economic, and spatial dimensions of the rise of Silicon Valley. How did it arise? What sustained its growth? How did it function and evolve? Archival research and oral history. Focus is on radio tubes, microwave devices, semiconductors, and computers; economies of skills; university-industry relations; political dissent and the counterculture; and the techno-scientific policies of the Cold War state. Comparison with Route 128. GER:3b, WIM

4-5 units, Win (*Lenoir*)

HISTORY 266S. Human Origins: History, Evidence, and Controversy—(Same as 466.) 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 grand-mothering; climatological theories and neocatastrophic geologies; molecular anthropology; the impact of racial theories on human origins discourse. Previous knowledge of human evolution not required. GER:3b

5 units, Win (*Proctor*)

AFRICA

HISTORY 246. Successful Futures for Africa: An Inventory of the 1970s-2000s—(Same as 346.) How the world has talked and written about Africa as a land of major crises. The discourses of Africa's failures, helping Africa, and choosing new development tactics. GER:3a,4a

5 units, Aut (*Jackson*)

HISTORY 246S. Popular Culture in Africa—(Same as 446.) African popular culture as a growing field for historical research. Case studies of popular culture phenomena. Students explore a topic through primary research. GER:3a,4a, WIM

5 units, Aut (*Jackson*)

HISTORY 247. Greater East Africa and Its Historical Writing—(Same as 347.) Kenya, Tanzania, Uganda, Ethiopia, parts of Zaire, and Mozambique. Historical literature especially about women, the colonial period, and the purpose of history. GER:3a

4-5 units (*Jackson*) not given 2004-05

HISTORY 247B. Health and Society in Africa—(Same as 347A.) The history of disease, therapeutic and diagnostic systems, and the definition of health in precolonial, colonial, and postcolonial Africa. The social and political histories of specific epidemics, including sleeping sickness, influenza, TB, mental illness, and AIDS. The colonial contexts of epidemics and the social consequences of disease. GER:3b,4a

5 units (*Roberts*) not given 2004-05

HISTORY 247S. Intellectual and Cultural History in Modern Africa—(Same as 447.) GER:3b

5 units, Spr (*Hanretta*)

HISTORY 248B. Islam in Africa—(Same as 348B.) Topics include Sufism and sainthood, slavery, Islamic law and state order, Muslim identity and conversion, Islamic education systems, trade and social change, Islamic reform movements, gender and African Islam, orthodoxy and invention, African Islam and colonialism, and the Islamic postcolonial response. GER:3a

5 units, Aut (*Hanretta*)

HISTORY 248D. Law and Colonialism in Africa—(Same as 348D.) Law in colonial Africa provides an opportunity to examine the meanings of social, cultural, and economic change in the anthropological, legal, and historical approaches. Court cases are a new frontier for the social history of Africa. Topics: meanings of conflicts over marriage, divorce, inheritance, property, and authority. GER:3b, WIM

4-5 units, Spr (*Roberts*)

HISTORY 248S. African Societies and Colonial States—(Same as 448A.) The encounter between African societies and European colonialism in the colony or region of their choice. Approaches to the colonial state; tours of primary source collections in the Hoover Institution and Green Libraries. Students present original research findings and may continue research for a second quarter. GER:3b, WIM

5 units (*Roberts*) not given 2004-05

HISTORY 249B. North African State and Society to Independence
5 units, *Win* (*Gutelius*)

HISTORY 249S. African Cultural History in the 20th Century—(Same as 449.) Popular culture in Africa and the cultural products of African intellectuals. Emphasis is on pathbreaking popular culture and avant garde intellectual cultures and those instances that created a sense of the new over the 20th century. Primary sources research. GER:3a, WIM

5 units (*Jackson*) not given 2004-05

THE UNITED STATES

HISTORY 250B. Topics in Constitutional History—(Same as POLISCI 222S.) Topics in the history of the American Constitution and its interpretation, including the invention of the concept of the written constitution in the Revolutionary era, the crisis of Civil War and Reconstruction, and the controversies over interpretation and the rights revolution in the 20th century. GER:3b, 4b

5 units (*Rakove*) not given 2004-05

HISTORY 250X. Introduction to African American History—Central themes in African American culture and history related to race as a definitive American phenomenon. Possible topics: African survivals and interpretations of slavery in the New World; interpretations of the Black family; and literature and art. Possible readings: Frederick Douglass, Harriet Jacobs, Booker T. Washington, W.E.B. DuBois, Richard Wright, Maya Angelou, James Baldwin, Malcom X, Alice Walker, and Bell Hooks. Focus may vary each year.

5 units, *Win* (*Carson*)

HISTORY 251A,B. Poverty and Homelessness in America—Students participate in an internship with the Emergency Housing Consortium, the primary agency providing shelter for homeless people in Santa Clara and San Mateo counties, while learning about homelessness and poverty through readings and discussions. Prerequisite: interview with instructor. GER:3b

5 units, **A:** *Win*, **B:** *Spr* (*Camarillo*)

HISTORY 252. Decision Making in International Crises: The A-Bomb, the Korean War, and the Cuban Missile Crisis—(Same as 352.) For advanced undergraduates and graduate students. Integrates primary documents and secondary literature to understand the three sets of events. GER:3b

5 units, *Aut* (*Bernstein*)

HISTORY 253. California Dreaming—The consequences of dreaming; how groups and individuals have imposed their dreams, whether or not compatible or sustainable, upon the golden land of California. California as ecoregion, indigenous homeland, Spanish and Mexican province, American state, transnational and international space, and symbol. Emphasis is on local case studies including Stanford.

5 units, *Spr* (*Farmer*)

HISTORY 254A. The Civil War—GER:3a

5 units, *Spr* (*Hilde*)

HISTORY 254B. American Slavery From the British Colonies through Jim Crow

5 units, *Win* (*Hilde*)

HISTORY 256A. California History—The myths and realities about California's past, focusing on the 20th century. The origins of California's diverse society. Social, political, economic, demographic, and cultural dimensions of the state's history. GER:3b

5 units, *Win* (*Camarillo*)

HISTORY 257A. Race and Ethnicity in the American Metropolis: A Case Study of Los Angeles—(Same as 357.) Contemporary history of ethnic and racial groups in urban America. Historical and social science literature focusing on groups in the Los Angeles area. Topics include immigration, poverty, education, demographic changes, political participation, conflict and cooperation, and cultural life in the modern, multicultural metropolis. GER:3b, 4b, WIM

5 units (*Camarillo*) not given 2004-05

HISTORY 259A. Statecraft and Strategy: Theory and Practice from the 18th Century to the Present—(Same as 359A.) Changing views of the international order from the Enlightenment to the present. Readings include George Washington, Edmund Burke, Carl von Clausewitz, Alfred Thayer Mahan, Woodrow Wilson, E.H. Carr, George Kennen, and Henry Kissinger. GER:3a, WIM

5 units (*Kennedy, Sheehan*) not given 2004-05

HISTORY 260A. Perspectives on American Identity—(Same as AMSTUD 160.) Required for American Studies major. Changing interpretations of American identity and Americanness. GER:3a, 4b, WIM

5 units, *Spr* (*Corn*)

HISTORY 261S. Building Silicon Valley—Why is Silicon Valley where it is? Why does it look the way it does? What political, economic, and cultural changes during the past 60 years shaped its development? Stanford's role in the building of Silicon Valley, and the impact of Silicon Valley on the shape of the postindustrial city. GER:3b

5 units (*O'Mara*) not given 2004-05

HISTORY 263. 20th-Century Nonviolent Social Transformation—(Same as 363.) GER:3b

5 units (*Carson*) not given 2004-05

HISTORY 264. The History of Women and Medicine in the U.S.—Ideas about women's bodies in sickness and health, and women's encounters with lay and professional healers in the U.S. from the 18th century to the present. The social construction of women's bodies and physical limitations, women's sexuality, history of birth control, abortion, childbirth, menopause, and aging. Women as healers: midwives, lay physicians, entrance of women into the medical profession, and the history of nursing. Women's illness and treatment in the past; symptoms in relation to women's changing roles. The history of ideas and treatment of women is related to issues in contemporary medicine, and the efforts of women to gain control of their health care. GER:3b, 4c

5 units (*Horn*) not given 2004-05

HISTORY 265. New Research in Asian American History—(Same as 365.) Asian American studies is a rapidly developing field, with new narrative material and methodologies. Newly published studies in history and related disciplines. Exploration of possible research work. Recommended: previous exposure to Asian American studies. GER:3b, 4b

5 units, *Spr* (*Chang*)

HISTORY 265A. History of Sexuality in the U.S.—(Same as 365A.) Priority to History and Feminist Studies majors; a limited number of graduate students may be admitted. Readings on the social construction of sexuality, primarily U.S., in the 19th and 20th centuries. Topics: reproduction, sexual identities, and race and sexuality. Prerequisite: consent of instructor. GER:3b, 4c

5 units (*Freedman*) not given 2004-05

HISTORY 266A. Mayors, Machines, and Masses: The History of Urban Politics in America—Who rules cities: powerful individuals, political parties, grass-roots activists, or voters? How has this changed? The evolution of urban politics in the U.S. from the 19th-century advent of the political machine to the present. How social transformations and mass movements have affected urban governance. Possible topics include: bosses and reformers, ethnic and racial coalitions, the role of state and federal governments, neighborhood activism, and urban-suburban relations. GER:3b

5 units (*Kahan*) not given 2004-05

HISTORY 267. Yesterday's Tomorrows: Technology and the Future in History—American expectations regarding the development and consequences of science and technology. Topics: the emergence of a culture of prognostication in the late 19th century; turn-of-the-century new communications technologies; 30s World Fairs and Depression futures; the 60s, technology assessment, and anti-technology. GER:3b
5 units (*Corn*) not given 2004-05

HISTORY 267A. The Politics and Ethics of Modern Science and Technology—(Same as 367A.) The WW II decision to build and use the atomic bomb. The controversy over the H-bomb. The Oppenheimer loyalty-security case and the relationship of scientist to the state. Medical experimentation on humans and pitfalls of technology. Relations among science, technology, and university. GER:3a
5 units, *Spr* (*Bernstein*)

HISTORY 268. The Other Wests—GER:3a
5 units (*White*) not given 2004-05

HISTORY 268A. Popular Culture and American Nature—Despite John Muir, Aldo Leopold, and Rachel Carson, it is arguable that the Disney studios have had more to do with molding popular attitudes toward the natural world than politicians, ecologists, and activists. Disney as the central figure in the 20th-century American creation of nature. How Disney, the products of his studio, and other primary and secondary texts see environmentalism, science, popular culture, and their interrelationships.
5 units, *Spr* (*White*)

HISTORY 268S. American Wests: Studies in Culture and the Environment—(Same as 468.) GER:3a
5 units (*White*) not given 2004-05

HISTORY 270A. Cities in the North American West, 1840-1940—Political, social, economic, and environmental forces shaping development of the major metropolitan areas of the Rocky Mountain and Pacific from Mexican pueblos to Gold Rush boomtowns to shipping capitals and military metropolises. Comparison with cities in other regions of the U.S. Topics include immigration and migration patterns, local politics, architecture and city planning, urban infrastructure, and relationships to the natural environment. GER:3b
4-5 units (*O'Mara*) not given 2004-05

HISTORY 271A. The Suburban West—(Same as 371A.) How and why the Western U.S. suburbanized after WW II. The political, technological, cultural, and environmental effects of this transformation. Topics include the role of the Cold War defense complex, construction of the highway system and the rise of automobile culture, water and land use policy, architecture and planning of suburbs, and the effect of suburbanization on national politics. GER:3b
5 units (*O'Mara*) not given 2004-05

HISTORY 271B. Politics and Politicians in the American West—(Same as 371B.) Elected officials from western states including Leland Stanford, Lyndon Johnson, Barry Goldwater, and Arnold Schwarzenegger as dominant figures on the national political stage. Political biography as a tool to survey the political history of the West from the Gilded Age to the present. The social, economic, and environmental characteristics of the West that shaped the careers of these politicians, and the effect of western political culture upon national electoral politics and policy.
5 units, *Aut* (*O'Mara*)

HISTORY 272. Creating the American Republic—(Same as 372, POLISCI 321.) Concepts and developments in the late 18th-century invention of American Constitutionalism; the politics of constitution making and ratifying; emergence of theories of constitutional interpretation including originalism; early notions of judicial review. Primary and secondary sources. WIM
5 units (*Rakove*) not given 2004-05

HISTORY 274D. An American Place: The Lower Mississippi Valley since 1500—(Same as 374D.) GER:3a
5 units, *Win* (*C. Morris*)

HISTORY 275A. U.S.-China Relations: From the Opium War to Tiananmen—(Same as 375A.) The history of turbulent relations, military conflict, and cultural clashes between the U.S. and China, and the implications for the domestic lives of these increasingly interconnected countries. Diplomatic, political, social, cultural, and military themes from early contact to the recent past. GER:3b,4a, WIM
5 units, *Win* (*Chang*)

LATIN AMERICA

HISTORY 276A. Economic History of Latin America—(Same as 376A.)
5 units, *Aut* (*Frank*)

HISTORY 277A. Mexico
5 units, *Win* (*Segal*)

HISTORY 279. Latin American Development: Economy and Society, 1800-2000—(Same as 379.) The newly independent nations of Latin America began the 19th century with economies roughly equal to, or even ahead of, the U.S. and Canada. By 1900, an enormous economic gap had grown between these two regions. What explains this divergence in economic development? Why are some Latin American nations relatively rich and others so poor? Marxist, dependency, neoclassical, and institutionalist interpretive frameworks. The effects of globalization on Latin America's economic growth, autonomy, and potential for social justice. GER:3b, WIM
5 units (*Frank*) not given 2004-05

HISTORY 280A. Colonial Latin America—(Same as 380A.)
5 units, *Win* (*Klein*)

HISTORY 282. Slavery in the Americas
5 units, *Spr* (*Klein*)

HISTORY 283B. The Family in History and Literature: Europe and the Americas, 1500-Present—(Same as 383B.) GER:3a
5 units (*Frank*) not given 2004-05

JEWISH HISTORY

HISTORY 285C. Jews and Muslims—(Same as 385C.) The history of Jewish communities in the lands of Islam and their relations with the surrounding Muslim populations from the time of Muhammad to the 20th century. Topics: the place of Jews in Muslim societies, Jewish communal life, variation in the experience of communities in different Muslim lands, the impact of the West in the Modern period, the rise of nationalisms, and the end of Jewish life in Muslim countries. GER:3a
5 units, *Aut* (*Rodrigue*)

HISTORY 287D. Jews in the Modern Middle East—Social, cultural, economic, and political aspects of Jewish life in the modern Middle East from N. Africa to the Levant using a comparative historical perspective. Relationships to Middle Eastern states and societies. Communal life, economy, gender, folk religion, nationalism, and Diaspora. Interdisciplinary, primary, and secondary sources, including archival documents, novels, ethnography, films, memoirs, and scholarly monographs.
5 units (*Staff*) not given 2004-05

HISTORY 288B. The History of East European Jews in the Mirror of Literature—GER:3b
5 units, *Aut* (*E. Frankel*)

HISTORY 289C. Problems in the History of Zionism and the State of Israel—GER:3b
5 units (*Mancall*) not given 2004-05

MIDDLE EAST

HISTORY 286. Economic and Social History of the Modern Middle East—(Same as 386.) The integration of the Middle East into the world capitalist market on a subordinate basis and the impact on economic development, class formation, and politics. Alternative theoretical perspectives on the rise and expansion of the international capitalist market combined with case studies of Egypt, Iraq, and Palestine. GER:3b
4-5 units (*Beinin*) not given 2004-05

HISTORY 286A. The New Global Economy, Oil, and Islamic Movements in the Middle East—(Same as 386A.) The integration of the Middle East into the world capitalist market on a subordinate basis and the impact on economic development, class formation, and politics. Alternative theoretical perspectives on the rise and expansion of the international capitalist market combined with case studies of Egypt, Iraq, and Palestine. GER:3b,4a, WIM

5 units (Beinin) not given 2004-05

HISTORY 287S. Research Seminar on the Modern Middle East—(Same as 487.) Student-selected research topics with guided historiographical reading and discussions as an introduction. GER:3b

3-5 units (Beinin) not given 2004-05

HISTORY 288. Palestine and the Arab-Israeli Conflict—(Same as 388.) The Palestine-Zionist conflict 1882 to the present through reading and comparing representative expressions of competing historical interpretations. U.S. policy towards the conflict since 1948. GER:3a, WIM

5 units, Aut (Al-Qatan)

EAST ASIA

HISTORY 291. Peasants and the Chinese Communist Party, 1920-2005—Crisis, reform, and the fall of the Qing dynasty; regional warlords, nationalism, and cultural awakening; national revolution and the Nanjing decade; WW II and the Communist victory. The Communist era's early successes; Mao-instigated failures; and post-Mao reforms, successes, and difficulties.

5 units, Spr (Bianco)

HISTORY 292. Cultures of Japanese Imperialism—(Same as 392) GER:3b

5 units, Aut (Wigen)

HISTORY 292A. Modern China Colloquium

5 units (Staff) not given 2004-05

HISTORY 292D. Japan in Asia—The interconnectedness of 20th-century Japanese history with developments in Asia. Regional Asian dynamics and Japan's modern political, economic, and social history. Emphasis is on how Japan's role in Asia changed and the significance of nationalism during the Showa period, 1926-1989. Themes include Pan-Asianism, colonialism and anti-colonialism, communism and anti-communism, non-alignment, pacifism, economic nationalism, and regionalism and internationalism. GER:3b

5 units, Aut (de Boer)

HISTORY 293. Korean History and Culture through Film—Focus is on S. Korea in the postcolonial era, 1945-present, including seminal political events, family/communal structures, educational institutions, gender norms, socioeconomic and cultural change. Analytical approaches include aesthetics, formalist readings of cinematic and literary texts, and media/cultural studies approaches that underscore political-economic issues of representation. Films and videos have English subtitles; readings in English translation. GER:3a,4a

5 units, Spr (Sawada)

HISTORY 293A. Tokyo: From Castle Town to Megalopolis—(Same as 393A.) The transformation of Edo, one of the world's largest early modern cities, into Tokyo, one of the contemporary world's largest conurbations. Topics include: the founding of Edo; the early modern built environment; the Meiji Restoration; urban social structure and residential patterns; popular culture; the 1923 earthquake; and wartime destruction and postwar reconstruction. GER:3a

5 units, Win (Duus)

HISTORY 294S. Modern China Lecture

5 units (Staff) not given 2004-05

HISTORY 295A. The Meiji Culture—(Same as 395E.) The political and social culture of Japan in the wake of the Meiji Restoration. Topics include the ideology of civilization and enlightenment; political dissent and social criticism; the success ethic and the new middle class; capitalism and the new business culture; urbanization and the working class; gender ideology and the family; war and militarism in popular culture; and conservatism and racial ideology. Readings from historical sources in translation including literary works. GER:3a

5 units (Duus) not given 2004-05

HISTORY 295D. Samurai: Killing, Conscience, and Identity—(Same as 395D.) Samurai history and culture through texts including *The Book of Five Rings*, *Hagakure*, and *The Treasury of Loyal Retainers*, and films including *Ran* and *The Last Samurai*. Questions of ethics: why do samurai fight; whom do they serve; what rules govern killing; what role is accorded personal conscience; and how has the samurai been romanitized.

5 units, Aut (Berry)

HISTORY 296A. Chinese Women's History—(Same as 396A.) The lives of women in the last 1,000 years of Chinese history. Focus is on theoretical questions fundamental to women's studies. How has the category of woman been shaped by culture and history? How has gender performance interacted with bodily disciplines and constraints such as medical, reproductive, and cosmetic technologies? How relevant is the experience of Western women to women elsewhere? By what standards should liberation be defined? Readings include primary sources in translation including fiction, memoirs, and oral histories of the Maoist era. GER:3a,4c

5 units, Spr (Sommer)

HISTORY 296B. Law and Society in Late Imperial China—(Same as 396.) Connections between legal and social history. Ideology and practice, center and periphery, and state-society tensions and interactions. Readings introduce the work of major historians on concepts and problems in Ming-Qing history. GER:3b

5 units, Aut (Sommer)

HISTORY 297A. Modernizing Women in Japan—(Same as 397A.) Women have been both the objects and the agents of radical experiments in social change in the modern world. Focus is on the issues touched off by modernizing Japanese women from the late 19th- through the 20th-century. Sources include film, fiction, journalism, essays, diaries, and secondary works. Required research paper using primary sources. Recommended: prior coursework on Japan or gender. GER:3a,4c, WIM

5 units (Wigen) not given 2004-05

HISTORY 298. Imperialism, Colonialism, and National Identity in Modern Japan—(Same as 398.) The linkages between state building, economic change, territorial expansion, and national consciousness in late 19th- and early 20th-century Japan. Topics: the construction of race, the alien and the barbarian; the nature of the modern Japanese state; the economic roots of territorial expansion; styles and schemes of colonial domination and management; debates on Japan's relationships with Asia, the West, and its colonial subjects. GER:3a

5 units (Duus) not given 2004-05

HISTORY 298B. The Great East Asia War—GER:3b

5 units, Win (Duus)

HISTORY 299. Japan in the Age of Courtiers and Warriors, 1180-1333—(Same as 399.) Government and society during the period of Japan's transition from classical to medieval. Topics: law, justice, family, inheritance, war, religion, and the economy, through primary documents, chronicles, and sources in translation.

5 units, Win (Berry)

GRADUATE

Graduate History courses are listed in the following subsection order:

General

Eastern Europe and Russia

Medieval and Early Modern Europe

Western Europe

History of Science and Technology

Britain

Africa

The United States

Latin America

Jewish History

Middle East

East Asia

HISTORY 300W. Graduate Directed Reading

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

GENERAL**HISTORY 301D. International History and International Relations Theory**—(Same as 201D, POLISCI 316.)

5 units, Win (Holloway)

HISTORY 302C. Biography and History—(Same as 202C.)

5 units (Zipperstein) not given 2004-05

HISTORY 302E. Historical Geography: Maps in the Early Modern World—(Same as 202E.)

5 units (Wigen) not given 2004-05

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

5 units, Aut (Kahn)

HISTORY 304B. The Prehistory of Computers—(Same as 204B.)

3-5 units (Riskin) not given 2004-05

HISTORY 304D. Not Quite Masterpiece Theater: Art and Life in Postwar Britain—(Same as 204D.)

5 units, Aut (Stansky)

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

1 unit, Spr (Roberts)

HISTORY 306B. Design and Methodology for International Field Research—(Same as 206B.)

1 unit, Win (N. Kollman, Roberts)

HISTORY 306P. Origins and History of the Scientific Fact—(Same as 206P.)

5 units, Aut (Riskin)

EASTERN EUROPE AND RUSSIA**HISTORY 317. Men, Women, and Power in Early Modern Russia, 1500-1800**—(Same as 217.)

5 units, Win (N. Kollmann)

HISTORY 317D. Art and Ideas in 19th-Century Russia—(Same as 217D.)

5 units (Crews) not given 2004-05

HISTORY 319. Aristocracies and Absolutism: Early Modern Eastern Europe, 1400-1800—(Same as 119.)

5 units, Spr (N. Kollmann)

HISTORY 320. Violence, Islam, and the State in Central Asia—(Same as 220A.)

5 units, Win (Crews)

HISTORY 320A. Topics in Early Modern Russian History

5 units (N. Kollmann) not given 2004-05

HISTORY 321A. Topics in Early Modern Russian Historiography

5 units, Win (N. Kollmann)

HISTORY 321B. Imperial Russian Historiography

5 units, Spr (Crews)

HISTORY 321C. Historiography of the Soviet Union—(Same as 221C.)

5 units (Weiner) not given 2004-05

HISTORY 322. Readings in Eastern European History—Recent controversies in Central and E. European history: origins of extreme nationalism; political consequences of economic backwardness; effects of totalitarianism on the moral cohesion of society; and causes of the breakdown of Soviet-style socialism. Focus is on the northern tier, stretching from formerly eastern Germany to Ukraine. Specialists of other regions encouraged to participate.

5 units, Win (Connelly)

HISTORY 322B. Circles of Hell: Poland in World War II—(Same as 222B.)

5 units, Spr (Jolluck)

HISTORY 323A. Cold War Russia—(Same as 223A.)

5 units, Spr (Haslam)

HISTORY 323B. Sources and Methods in Early Modern Russia

5 units (N. Kollmann) not given 2004-05

HISTORY 325D. East European Women and War in the 20th Century—(Same as 225D.)

5 units, Aut (Jolluck)

HISTORY 325E. Approaches to Women and War—Colloquium. Recent scholarship which has altered our understanding of masculinity and femininity and the enterprise of war. Sources include social, women's, and gender historians, political philosophers, and feminist theorists. Theoretical issues and case studies focused on 20th-century Europe.

5 units (Jolluck) not given 2004-05

HISTORY 326. Modernity, Revolution, and Totalitarianism—(Same as 226.)

5 units (Weiner) not given 2004-05

HISTORY 327A. The History of the Cold War—(Same as 126.)

5 units (Naimark) not given 2004-05

HISTORY 333C. Modern Eastern Europe

4-5 units (Naimark) not given 2004-05

MEDIEVAL AND EARLY MODERN EUROPE**HISTORY 307A. Core Colloquium in Medieval European History**

4-5 units, Aut (Buc)

HISTORY 307B. Graduate Core Colloquium in Medieval European History

4-5 units (Miller) not given 2004-05

HISTORY 307D. Other Renaissances: Jewish History from the Fourteenth to the Seventeenth Centuries—(Same as 207D.)

5 units, Aut (Gutwirth)

HISTORY 308A. Medieval Antisemitism—(Same as 208A.)

5 units, Win (Buc)

HISTORY 308D. From Ha-Levi to Leon Hebreo: Medieval and Renaissance Jewish Cultures—(Same as 208D.)

5 units, Win (Gutwirth)

HISTORY 310. Poverty and Charity in Medieval Christianity, Judaism, and Islam—(Same as 210.)

5 units, Aut (Miller)

HISTORY 311. Body, Gender, and Society in Medieval Europe—(Same as 211.)

5 units (Buc) not given 2004-05

HISTORY 312A. Major Topics in the History of the Russian Orthodox Church—(Same as 212A.)

4-5 units (*J. Kollmann*) not given 2004-05

HISTORY 313. The Scientific Revolution—(Same as 213.)

5 units (*Findlen*) not given 2004-05

HISTORY 313B. Heretics, Prostitutes, and Merchants: Venice and its Empire—(Same as 213B.)

5 units (*Findlen*) not given 2004-05

HISTORY 313C. Power, Art, and Knowledge in Renaissance Italy—

What were the defining features of the society that produced the idea and art of the Renaissance? The world of Leonardo, Machiavelli, and Michelangelo. The intersections of history, politics, art, and literature in the 15th and 16th centuries. The relationship between the Renaissance and the Reformation.

5 units, *Win* (*Findlen*)

HISTORY 316. When Worlds Collide: The Trial of Galileo—(Same as 216.)

5 units, *Spr* (*Findlen*)

HISTORY 316A. Core Colloquium: Europe in the 15th and 16th Centuries

4-5 units (*Lougee Chappell*) not given 2004-05

HISTORY 316B. Core Colloquium in Early Modern Europe—(Same as 331G.)

4-5 units, *Aut* (*Lougee Chappell*)

HISTORY 340. Topics in the Society and Culture of Early Modern England, 1500-1700—Topics such as social mobility, gender and authority, order and disorder, the ecology of political allegiance, court culture, and literacy and popular culture. Readings include historical, recent, and illustrative early modern texts.

5 units, *Win* (*Seaver*)

HISTORY 341. English Society Through Fiction, 1714-1914—(Same as 241.)

5 units, *Aut* (*Stansky*)

HISTORY 344. Religion and Politics in Early Modern England—(Same as 244.)

5 units (*Como*) not given 2004-05

HISTORY 344E. Historiography of Medieval and Early Modern Spain

5 units, *Spr* (*Gutwirth*)

HISTORY 345. Heresy, Witchcraft, and Social Change in Early Modern England—(Same as 245.)

5 units (*Como*) not given 2004-05

HISTORY 345E. Artisans, Courtiers and Rabbis: Jews of Spain in the Middle Ages—(Same as 245E)

5 units, *Spr* (*Gutwirth*)

WESTERN EUROPE**HISTORY 326C. Modern Britain: Facing Europe and Empire, Part I**—

Influential approaches to problems in British, European, and imperial history. The 19th-century British experience and its relationship to Europe and empire. National identity, the industrial revolution, class formation, gender, liberalism, and state building. Goal is to prepare specialists and non-specialists for oral exams.

5 units, *Spr* (*Satia*)

HISTORY 327. War and Peace in the 20th Century—(Same as 227.)

5 units (*Sheehan*) not given 2004-05

HISTORY 327B. Europe and the Colonial Experience—GER:3a

5 units (*Daughton*) not given 2004-05

HISTORY 329A. Colonial Exchange: Eighteenth-Century Europe and Its Colonies—(Same as 229A.)

5 units, *Win* (*Schiebinger*)

HISTORY 331A. The Enlightenment

5 units, *Win* (*K. Baker*)

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

4-5 units (*Sheehan*) not given 2004-05

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

4-5 units (*Robinson*) not given 2004-05

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

4-5 units (*Daughton*) not given 2004-05

HISTORY 331G. Core Colloquium in Early Modern Europe—(Same as 316B.)

4-5 units, *Aut* (*Lougee Chappell*)

HISTORY 337. The Holocaust—(Same as 137.)

5 units, *Win* (*Rodrigue*)

HISTORY OF SCIENCE AND TECHNOLOGY**HISTORY 303A. History of the Senses**—(Same as 203A.)

5 units, *Spr* (*Riskin*)

HISTORY 333. The Darwinian Revolution—(Same as 133.)

4 units, *Win* (*Lenoir*)

HISTORY 333A. The Rise of Scientific Medicine—(Same as 33A.)

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

HISTORY 334A. The History of Women and Gender in Science—(Same as 134A.)

5 units, *Spr* (*Schiebinger*)

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

5 units, *Aut* (*Jackson*)

HISTORY 347. Greater East Africa and Its Historical Writing—(Same as 247.)

4-5 units (*Jackson*) not given 2004-05

HISTORY 347A. Health and Society in Africa—(Same as 247B.)

5 units (*Roberts*) not given 2004-05

HISTORY 347B. Core Colloquium African History: The Colonial Period—GER:3a

4-5 units (*R. Roberts*) not given 2004-05

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

5 units, *Aut* (*Hanretta*)

HISTORY 348D. Law and Colonialism in Africa—(Same as 248D.)

4-5 units, *Spr* (*R. Roberts*)

HISTORY 349. Core Colloquium: Precolonial Africa

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

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

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

HISTORY 351B. Core in American History, Part II

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

HISTORY 351C. Core in American History, Part III

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

HISTORY 351D. Core in American History, Part IV
4-5 units, Win (*O'Mara*)

HISTORY 351E. Core in American History, Part V
4-5 units, Spr (*Camarillo*)

HISTORY 351F. Core in American History, Part VI
5 units, Spr (*Bernstein*)

HISTORY 352. Decision Making in International Crises: The A-Bomb, the Korean War, and the Cuban Missile Crisis—(Same as 252.)
5 units, Aut (*Bernstein*)

HISTORY 357. Race and Ethnicity in the American Metropolis: A Case Study of Los Angeles—(Same as 257A.)
5 units (*Camarillo*) not given 2004-05

HISTORY 359A. Statecraft and Strategy: Theory and Practice from the 18th Century to the Present—(Same as 259A.)
5 units (*Kennedy, Sheehan*) not given 2004-05

HISTORY 363. 20th-Century Nonviolent Social Transformation—(Same as 263.)
5 units (*Carson*) not given 2004-05

HISTORY 365. New Research in Asian American History—(Same as 265.)
5 units, Spr (*Chang*)

HISTORY 365A. History of Sexuality in the U.S.—(Same as 265A.)
5 units (*Freedman*) not given 2004-05

HISTORY 367. U.S. Economic History—(Enroll in ECON 226.)
2-5 units, Spr (*Wright*)

HISTORY 367A. The Politics and Ethics of Modern Science and Technology—(Same as 267A.)
5 units, Spr (*Bernstein*)

HISTORY 371A. The Suburban West—(Same as 271A.)
5 units (*O'Mara*) not given 2004-05

HISTORY 371B. Politics and Politicians in the American West—(Same as 271B.)
5 units, Aut (*O'Mara*)

HISTORY 372. Creating the American Republic—(Same as 272, POLISCI 321.)
5 units (*Rakove*) not given 2004-05

HISTORY 374D. An American Place: The Lower Mississippi Valley since 1500—(Same as 274D.)
5 units, Win (*C. Morris*)

HISTORY 375A. U.S.-China Relations: From the Opium War to Tiananmen—(Same as 275A.)
5 units, Win (*Chang*)

LATIN AMERICA

HISTORY 376A. Economic History of Latin America—(Same as 276A.)
5 units Aut (*Frank*)

HISTORY 379. Latin American Development: Economy and Society, 1800-2000—(Same as 279.)
5 units (*Frank*) not given 2004-05

HISTORY 380. States and Markets in Historical Perspective
1-5 units (*Haber*) not given 2004-05

HISTORY 380A. Colonial Latin America—(Same as 280A.)
5 units, Win (*Klein*)

HISTORY 383B. The Family in History and Literature: Europe and the Americas, 1500-Present—(Same as 283B.)
5 units (*Frank*) not given 2004-05

JEWISH HISTORY

HISTORY 384A. Core in Jewish History, 17th-19th Centuries
4-5 units, Aut (*Rodrigue*)

HISTORY 384B. Core in Jewish History, 20th Century
4-5 units, Spr (*Zipperstein*)

HISTORY 385C. Jews and Muslims—(Same as 285C.)
5 units, Aut (*Rodrigue*)

HISTORY 387B. Research Methods in Jewish Studies—Reference sources in Jewish Studies including: the Hebrew Bible, Talmud, religious studies, Jewish philosophy and history, Hebrew and Yiddish language and literature, Zionism and Israel, Sephardic Jewry, women, and Holocaust. Hebrew, Yiddish, and Ladino transliteration. Electronic resources in the library including restricted databases, e-journals, CD-ROMs, and the web.
4-5 units, Win (*Z. Baker*)

MIDDLE EAST

HISTORY 386. Economic and Social History of the Modern Middle East—(Same as 286.)
4-5 units (*Beinin*) not given 2004-05

HISTORY 388. Palestine and the Arab-Israeli Conflict—(Same as 288.)
5 units, Aut (*Al-Qattan*)

EAST ASIA

HISTORY 391A. Peasants and the Chinese Communist Party, 1920-2005—Peasant masses helped the Chinese Communists to power, but cooperation between the two was uneasy and unequal. After the Revolution, Communist leaders did not favor peasant interests, fueling peasant discontent. Sources include first-hand studies published during the past two decades.
5 units, Win (*Bianco*)

HISTORY 392. Cultures of Japanese Imperialism—(Same as 292.)
5 units, Aut (*Wigen*)

HISTORY 392B. China: The Early Empires—(Same as 192B.)
5 units, Spr (*M.E. Lewis*)

HISTORY 393A. Tokyo: From Castle Town to Megalopolis—(Same as 293A.)
5 units, Win (*Duus*)

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

HISTORY 395. The Meiji Revolution
5 units (*Staff*) not given 2004-05

HISTORY 395A. Early Medieval Japan
5 units, Win (*Berry*)

HISTORY 395B. Late Medieval and Early Modern Japan
4-5 units (*Berry*) not given 2004-05

HISTORY 395C. Modern Japan
5 units (*Duus*) not given 2004-05

HISTORY 395D. Samurai: Killing, Conscience, and Identity—(Same as 295D.)
5 units, Aut (*Berry*)

HISTORY 395E. The Meiji Culture—(Same as 295A.)
5 units (*Duus*) not given 2004-05

HISTORY 396. Law and Society in Late Imperial China—(Same as 296B.) Connections between legal and social history. Ideology and practice, center and periphery, and state-society tensions and interactions. Readings introduce the work of major historians and cover basic concepts and problems in Ming-Qing history.

5 units, Aut (Sommer)

HISTORY 396A. Chinese Women's History—(Same as 296A.)

5 units, Spr (Sommer)

HISTORY 396B. New Directions in Modern Chinese History—A new generation of historians of modern China who have recently completed graduate training at Stanford present their research in public talks that run concurrently with this colloquium. Students meet them informally to examine examples of their primary research sources.

5 units (Sommer) not given 2004-05

HISTORY 397A. Modernizing Women in Japan—(Same as 297A.)

5 units (Wigen) not given 2004-05

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

5 units (Duus) not given 2004-05

HISTORY 399. Japan in the Age of Courtiers and Warriors, 1180-1333—(Same as 299.)

5 units, Win (Berry)

ADVANCED GRADUATE

Courses numbered 400 to 499 are intended primarily for second- and third-year graduate students, but other qualified students may be admitted by consent of instructor. Advanced graduate History courses are listed in the following subsection order:

Classics

General

Eastern Europe and Russia

Medieval and Early Modern Europe

Modern Europe

History of Science and Technology

Britain

Africa

The United States

Jewish History

Middle East

East Asia

HISTORY 400X. Graduate Research

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

CLASSICS

HISTORY 403. Empire and Hellenism: Athens and Syracuse

4-5 units (I. Morris) not given 2004-05

EASTERN EUROPE AND RUSSIA

HISTORY 419. The Soviet Civilization—(Same as 219S.)

5 units (Weiner) not given 2004-05

HISTORY 420A. Topics in Early Modern Russia

5 units (N. Kollmann) not given 2004-05

HISTORY 423. Stalin and Europe; Europe and Stalin—(Same as 223S.)

5 units (Naimark) not given 2004-05

HISTORY 431. Research Seminar in Imperial Russia

5 units (Crews) not given 2004-05

MEDIEVAL AND EARLY MODERN EUROPE

HISTORY 411A. Medieval History, Part 1

5 units (Buc) not given 2004-05

HISTORY 411B. Medieval History, Part 2

4-5 units (Buc) not given 2004-05

HISTORY 411C. Graduate Research Seminar

5 units, Aut (Miller)

HISTORY 411D. Graduate Research Seminar

5 units, Win (Miller)

HISTORY 413. Graduate Research Seminar: Early Modern Europe

4-5 units, Spr (Findlen)

HISTORY 440. Problems in Modern Britain

5 units (Stansky) not given 2004-05

HISTORY 445. Modern Britain

5 units (Stansky) not given 2004-05

MODERN EUROPE

HISTORY 430. The French Revolution

4-5 units (K. Baker) not given 2004-05

HISTORY 431B. Enlightenment Seminar—(Same as HUMNTIES

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

3-5 units, Win (K. Baker)

HISTORY 433A. European History

4-5 units (Sheehan) not given 2004-05

HISTORY 433B. European History

4-5 units (Sheehan) not given 2004-05

HISTORY 437. Modern European Cultural and Intellectual History

5 units, Aut (Robinson)

HISTORY 437A. Modern European History

1 unit (Robinson) not given 2004-05

HISTORY 499. European History Workshop—Required for European history graduate students in residence. Dissertation chapters, prospectuses, papers, and grant proposals by students and faculty read and discussed.

1 unit (Sheehan) not given 2004-05

HISTORY OF SCIENCE AND TECHNOLOGY

HISTORY 462. Science and High Technology in the Silicon Valley, 1930-1980—(Same as 262S.)

4-5 units, Win (Lenoir)

HISTORY 466. Human Origins: History, Evidence, and Controversy—(Same as 266S.)

5 units, Win (Proctor)

AFRICA

HISTORY 446. Popular Culture in Africa—(Same as 246S.)

5 units, Aut (Jackson)

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

5 units, Spr (Hanretta)

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

5 units (Roberts) not given 2004-05

HISTORY 449. African Cultural History in the 20th Century—(Same as 249S.)

5 units (Jackson) not given 2004-05

HISTORY 450. Intellectual and Cultural History in Modern Africa

5 units, Spr (Hanretta)

THE UNITED STATES**HISTORY 456A. The United States in the 20th Century***4-5 units (White) not given 2004-05***HISTORY 456B. The United States in the 20th Century II***4-5 units (White) not given 2004-05*

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

*5 units, Spr (Chang)***HISTORY 468. American Wests: Studies in Culture and the Environment**—(Same as 268S.) GER:3a*5 units (White) not given 2004-05***HISTORY 473A. U.S. Women's Family and Sexual History***5 units (Freedman) not given 2004-05***HISTORY 473B. U.S. Women's Family and Sexual History, Part II***4-5 units (Freedman) not given 2004-05***HISTORY 474. Race, Ethnicity, and Class in the 20th Century***5 units (Camarillo) not given 2004-05*

HISTORY 475. U.S. Intellectual History: 1750-1900—Major methods and issues in U.S. intellectual history. Goal is to produce a research paper based on primary sources suitable for inclusion in a doctoral dissertation or submission to a peer-reviewed scholarly journal. Topics include: compiling primary and secondary source bibliographies; primary and secondary source issues; and how to articulate an argument. Students produce a prospectus by the end of Winter Quarter. Spring Quarter meetings to discuss outlines, drafts, and problems, culminating in presentation of papers in scholarly conference format.

*5 units, Win (Winterer)***JEWISH HISTORY****HISTORY 485A. Modern Jewish History***4-5 units, Win (Zipperstein)***MIDDLE EAST**

HISTORY 487. Research Seminar on the Modern Middle East—(Same as 287S.) Student-selected research topics with guided historiographical reading and discussions as an introduction. GER:3b

*3-5 units (Beinin) not given 2004-05***HISTORY 489. Ottoman/Turkish History***4-5 units (Rodrigue) not given 2004-05***EAST ASIA**

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

*5 units, Win (M.E. Lewis)***HISTORY 496A,B. Qing Legal Documents***5 units, 496A: Win, 496B: Spr (Sommer)***OVERSEAS STUDIES**

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

BEIJING**HISTORY 193V. The Chinese Past: The Golden Age of Chinese Archaeology**—(Enroll in CHINGEN 158B.)*5 units, Aut (Dien)***HISTORY 291V. The Emperor's City: Imperial Conceptions of Urban Space**—(Same as URBANST 158V.)*5 units, Spr (Kahn)***HISTORY 292V. Food in Chinese History***5 units, Spr (Kahn)***BERLIN****HISTORY 105V. Industry, Technology, and Culture, 1780-1945***4 units, Win (Neckenig)***HISTORY 229V. Architecture and the City, 1871-1990: Berlin as a Nucleus of Modernity**—(Same as ARTHIST 110Y, STS 119V, URBANST 143U.)*4 units, Spr (Neckenig)***FLORENCE****HISTORY 80V. Citizenship and Constitutionalism in Contemporary Europe**—(Same as POLISCI 248P.)*4-5 units, Win (Rakove)***HISTORY 106V. Italy: from an Agrarian to a Post-industrial Society**—(Same as POLISCI 145P.)*4 units, Aut (Mammarella)***HISTORY 188V. History and Culture of Jews in Italy***4 units, Win (Levi)***HISTORY 189V. Machiavelli**—(Same as POLISCI 249P.)*4-5 units, Win (Rakove)***HISTORY 235V. The Cinema Goes to War: Fascism and World War II as Represented in Italian and European Cinema**—(Same as ITALGEN 191F, ARTHIST 160Y, COMM 53.)*5 units, Win (Campani)***OXFORD****HISTORY 138V. The European City***5 units, Spr (Tyack)***HISTORY 141V. European Imperialism and the Third World, 1870-1970**—(Same as POLISCI 148P.)*5 units, Spr (Darwin)***HISTORY 142V. Archaeology of the British Isles***3 units, Win (Rowley)***HISTORY 145V. Britain in the Twentieth Century***5 units, Win (Tyack)***HISTORY 244V. Art and Society in Britain**—(Same as ARTHIST 221Y.)*5 units, Aut (Tyack)***PARIS****HISTORY 87V. Empires and Cultures in the Modern World***5 units, Spr (Beinin)***HISTORY 139V. France During the Second World War: Between History and Memory***5 units, Win (Virgili)***HISTORY 140V. Franco-Arab Encounters***5 units, Spr (Beinin)*

PROGRAM IN HISTORY AND PHILOSOPHY OF SCIENCE AND TECHNOLOGY

Co-chairs: Michael Friedman (Philosophy), Timothy Lenoir (History)

Committee-in-Charge: Barton Bernstein (History), Joe Corn (History), Paula Findlen (History), Michael Friedman (Philosophy), Sarah Jain (Cultural and Social Anthropology), Timothy Lenoir (History), Reviel Netz (Classics)

Program Committee: Paula Findlen (History), Michael Friedman (Philosophy), Timothy Lenoir (History), Reviel Netz (Classics), Robert Proctor (History), Jessica Riskin (History), Londa Schiebinger (History)

Professors: Barton Bernstein (History), Paula Findlen (History), Michael Friedman (Philosophy), David Holloway (History, Institute for International Studies, Political Science), Timothy Lenoir (History), Robert Proctor (History), Londa Schiebinger (History, Institute for Research on Women and Gender), Richard White (History)

Assistant Professors: Sarah Jain (Cultural and Social Anthropology), Reviel Netz (Classics), Jessica Riskin (History)

Senior Lecturer: Joseph Corn (History)

Lecturer: Tom Ryckman (Philosophy)

Other Affiliation: Henry Lowood (Stanford University Libraries), Michael Riordan (SLAC), Audrey Shafer (Anesthesiology), Larry Zaroff (Anesthesiology)

Mail Code: 94305-2024

Email: rrogers@stanford.edu

Web Site: <http://HPST.stanford.edu>

Courses in History and Philosophy of Science and Technology have the subject code HPS. For a complete list of subject codes, see Appendix.

The Program in History and Philosophy of Science and Technology (HPST) is an interdisciplinary program focusing on the historical and contemporary aspects of science, medicine, and technology. It offers graduate degrees at the doctoral level through the departments of History and Philosophy, as well as at the master's level through a variety of affiliated department and programs, principally Classics, Cultural and Social Anthropology, English, and Modern Thought and Literature. In addition, graduate students in such affiliated departments and programs may participate in the HPST program by taking selected courses (see below). Its courses span the period from antiquity to the late 20th century, with special emphasis on ancient and Islamic science; Renaissance science; the scientific revolution; history of medicine and the body; history and philosophy of biology; history and philosophy of modern physics; history of the philosophy of science in the modern period; history of computers and information sciences; and gender, science, and technology. These courses are designed both for students looking for a humanistic perspective on the sciences and for students trying to understand the relationship of the sciences to humanistic knowledge.

Stanford has unique resources for the history and philosophy of science. Situated in the heart of Silicon Valley at an institution with a long and distinguished tradition in many sciences, the University is surrounded by archives for the recent history of science and technology. Stanford University Libraries has rich holdings in Special Collections for the Scientific Revolution, as well as the modern and contemporary study of science and technology. The University is in close proximity to some of the most interesting public science museums in the country: the California Academy of Sciences, the Exploratorium, the Computer History Museum, and the Tech Museum. Graduate students can take advantage of faculty, classes, and archives at UC Berkeley through Stanford's exchange program. The core of the community is the colloquium series which brings together faculty and students several times a quarter to discuss the work of invited speakers on topics of broad concerns to science and technology studies.

UNDERGRADUATE DEGREES

Students who wish to pursue the history and philosophy of science and technology should major in the Department of History, which offers an interdisciplinary major in History and Science, in the Department of Philosophy, which offers a specific degree in History and Philosophy of Science, or in the Program in Human Biology, which offers a concentration in history of science and medicine. A concentration in the anthropology of science or in ancient science can be arranged with the departments of Cultural and Social Anthropology and Classics respectively. Alternatively, students may consult with a member of the Committee-in-Charge to construct an individually designed major. The major must conform to the requirements for Individually Designed Majors (see the "Individually Designed Majors" section of the bulletin).

GRADUATE DEGREES

Students can pursue a Ph.D. in HPST through the departments of History and Philosophy. Students can pursue an M.A. in HPST through any of the participating departments and programs. Students completing the requirements of the HPST program for the M.A. or Ph.D. (including appropriate dissertation work) graduate with a diploma stating their concentration in HPST. In addition, students may also participate in the HPST program on a non-degree basis. The degree and program requirements are as follows:

All students participating in the program are required to attend the HPST colloquium series and are expected to present their own research at least once in the course of their studies at Stanford. The colloquium series meets four times per quarter as a one-unit course.

All students participating in the program take the HPST core graduate seminar (a one quarter, 6-unit course). This course is offered every other year, crosslisted in HPST, History, and Philosophy, and is team-taught by two faculty as an introduction to historical and philosophical perspectives on science and technology. In alternate years, both History and Philosophy offer their departmental core seminars in history or philosophy of science and technology respectively.

The core seminars are designated each year by the HPST program committee.

In addition to the HPST colloquium series, all doctoral students in HPST complete a four-course sequence:

1. HPST core seminar
2. Department core seminar in History or Philosophy
3. One elective seminar in history of science and/or technology
4. One elective seminar in philosophy of science and/or technology

In addition to participating in the HPST colloquium series, all master's students in HPST are required to complete a three-course sequence:

1. HPST core seminar (or department core in alternate years)
2. One elective in history of science
3. One elective in philosophy of science

In addition to participating in the HPST colloquium series, all students in other programs participating in HPST are required to complete a two-course sequence:

1. HPST core seminar
2. One elective seminar in history or philosophy of science

Electives, in all cases, are to be selected from a list approved each year by the HPST program committee.

COURSES INTRODUCTORY

HPS 60. Introduction to Philosophy of Science—(Same as PHIL 60.) Survey of 20th-century views on the nature of scientific knowledge. Logical positivism and Popper; the problem of induction; Kuhn, Feyerabend, and radical philosophies of science; subsequent attempts to rebuild moderate empiricist and realist positions. GER:3a

5 units, Spr (Tanona)

HPS 61. Philosophy and the Scientific Revolution—(Same as PHIL 61.) The relationship between the scientific revolution of the 17th century that resulted in the birth of modern science and the contemporaneous intellectual developments constituting the birth of modern philosophy. Readings focus on Galileo and Descartes. GER:3a
5 units, Aut (Friedman)

HPS 62. World History of Science: From Prehistory to the Scientific Revolution—(Enroll in HISTORY 135.)
5 units, Aut (Proctor)

HPS 62N. Values and Objectivity—(Enroll in PHIL 16N.) Stanford Introductory Seminar.
3 units, Win (Ryckman)

SCIENCE IN HISTORY

This sequence is designed to introduce students to fundamental aspects of the history of science from antiquity to the 20th century. Students concentrating in the history of science are advised to take most or all of this sequence as a core foundation.

HPS 102. The Scientific Revolution—(Enroll in HISTORY 213/313.)
5 units (Findlen) not given 2004-05

HPS 103. The Darwinian Revolution—(Enroll in HISTORY 133/333.)
4 units, Win (Lenoir)

HPS 105. Origins and History of the Scientific Fact—(Enroll in HISTORY 206P/306P.)
5 units, Aut (Riskin)

MEDICINE IN HISTORY

This sequence is designed to introduce students to fundamental aspects of the history of medicine from antiquity to the 20th century. Students concentrating in the history of medicine are advised to take most or all of this sequence as a core foundation.

HPS 122. The Rise of Scientific Medicine—(Enroll in HISTORY 33A/333A.)
4-5 units, Spr (Lenoir)

PHILOSOPHICAL PERSPECTIVES ON SCIENCE, MEDICINE, AND TECHNOLOGY

This sequence is designed to introduce students to fundamental aspects of the philosophy of science. Students concentrating in the philosophy of science are advised to take HPS 60 above as a starting point, and combine a number of the electives listed below in conjunction with courses in the other concentrations that address their specific interests.

HPS 140. Popper, Kuhn, and Lakatos—(Enroll in EDUC 214, PHIL 156.)
3 units, Spr (Phillips)

HPS 141. Philosophical Applications of Cognitive Science—(Enroll in PHIL 189.)
4 units (Staff) not given 2004-05

HPS 142. Central Topics in the Philosophy of Science: Theory and Evidence—(Enroll in PHIL 164/264.)
4 units, Aut (Ryckman)

HPS 143. Philosophy of Physics—(Enroll in PHIL 165/265.)
4 units, Spr (Ryckman)

HPS 144. Philosophy of Biology—(Enroll in PHIL 167A/267A.)
4 units, Aut (Tanona)

HPS 145. Philosophy, Biology, and Behavior—(Enroll in PHIL 167B/267B.)
4 units (Staff) not given 2004-05

HPS 146. Plato's Ethics—(Enroll in PHIL 108/208.)
4 units, Spr (Moravcsik)

HPS 146A. Plato's Ontology and Math—(Enroll in PHIL 107/207.)
3 units, Win (Moravcsik)

HPS 147. Kant's Philosophy of Physical Science—(Enroll in PHIL 224.)
4 units (Friedman) not given 2004-05

HPS 148. Seminar in Philosophy of Science: Structural Realism—(Enroll in PHIL 365.)
4 units, Spr (Ryckman)

HPS 149. Methodological Problems in Population Biology—(Enroll in PHIL 242A.)
3 units (Staff) not given 2004-05

HPS 150. Core Seminar in Philosophy of Science—(Enroll in PHIL 360.)
4 units, Win (Friedman, Ryckman)

ADVANCED

HISTORICAL PERSPECTIVES ON SCIENCE

The following classes focus on specific episodes in or approaches to the history of science.

HPS 151. History of the Senses—(Enroll in HISTORY 203A/303A.)
5 units, Spr (Riskin)

HPS 154. When Worlds Collide: The Trial of Galileo—(Enroll in HISTORY 216/316.)
5 units, Spr (Findlen)

HPS 155. The Prehistory of Computers—(Enroll in HISTORY 204B/304B.)
3-5 units (Riskin) not given 2004-05

HPS 158. Human Origins: History, Evidence, and Controversy—(Enroll in HISTORY 266S/466.)
5 units, Win (Proctor)

CONTEMPORARY PERSPECTIVES ON SCIENCE, MEDICINE, AND TECHNOLOGY

The following classes focus on contemporary cultural and social science approaches to science, technology, and medicine.

HPS 159. Colonial Exchange: Eighteenth-Century Europe and Its Colonies—(Enroll in HISTORY 229A/329A.)
5 units, Win (Schiebinger)

HPS 160. Science and High Technology in the Silicon Valley, 1930-1980—(Enroll in HISTORY 262S/462.)
4-5 units, Win (Lenoir)

HPS 163. History of Computer Game Design: Technology, Culture, and Business—(Enroll in STS 145.)
4 units, Win (Lowood)

HPS 164. Science, Technology, and Gender—(Enroll in CASA 132.)
3-5 units (Jain) not given 2004-05

HPS 167. Health Care as Seen Through Medical History, Literature, and the Arts—(Enroll in HUMBIO 175.)
4 units, Aut (Zaroff)

HPS 171. The History of Women and Medicine in the U.S.—(Enroll in HISTORY 264.)
5 units (Horn) not given 2004-05

HPS 172. SHL: R. Buckminster Fuller, Polymath—(Enroll in COMPLIT 355E.)
3-5 units (Schnapp, Quimby) not given 2004-05

HPS 173. The History of Women and Gender in Science—(Enroll in HISTORY 134A/334A.)
5 units, Spr (Schiebinger)

HPS 196. Minds and Worlds from Aristotle to Newton to Einstein—
(Enroll in HISTORY 106.)

1-5 units, Aut (*Riskin*)

HPS 199. Directed Reading

1-15 units, Aut, Win, Spr, Sum (*Staff*)

HPS 200. Senior Colloquium—Key analytical and theoretical texts treating the natures and interplay of science, technology, and society. Only STS majors writing senior honors theses may take for 2 units. Prerequisite: STS major with senior standing and four STS core courses, or consent of instructor.

2-4 units, Win (*Riskin*), Spr (*Findlen*)

HPS 201. HPST Colloquium—Several meetings per quarter to discuss the work of invited speakers on topics of broad concerns to science and technology studies. Required of students participating in the program. See <http://hpst.stanford.edu/colloquia.html> for times and locations.

1 unit, Aut, Win, Spr (*Staff*)

HPS 299. Graduate Individual Work

1-15 units, Aut, Win, Spr, Sum (*Staff*)

OVERSEAS STUDIES

Descriptions of these courses are in the “Overseas Studies” section of this bulletin or at the Overseas Studies office, 126 Sweet Hall. Students overseas are encouraged to participate in a wide range of internships and independent research as well.

FLORENCE

HPS 104V. In the Footsteps of Freud in Florence

4 units, Aut (*Pallanti*)

OXFORD

HPS 103V. Roots of Modern Biology

4 units, Win (*Hintz*)



PROGRAM IN HUMAN BIOLOGY

Emeriti (Professors) Clifford Barnett (Anthropological Sciences), Paul Bascom (Education), Luigi Cavalli-Sforza (Genetics), Carl Djerassi (Chemistry), Sanford Dornbusch (Sociology), Albert H. Hastorf (Psychology), Herant Katchadourian (Human Biology), Donald Kennedy (Biological Sciences), Carol Winograd (Medicine)

Director: Jeffrey Wine

Associate Director: Shirley Feldman

Professors: Dennis Carter (Mechanical Engineering, Bioengineering), William H. Durham (Anthropological Sciences), Marcus Feldman (Biological Sciences), Russell D. Fernald (Biological Sciences), James Ferrell (Molecular Pharmacology), Margaret Fuller (Developmental Biology), Dolores Gallagher-Thompson (Psychiatry and Behavioral Sciences), Linda Giudice (Obstetrics and Gynecology), Larry Goulder (Economics), Deborah Gordon (Biological Sciences), H. Craig Heller (Biological Sciences), Dale Kaiser (Biochemistry), Richard Klein (Anthropological Sciences), Timothy Lenoir (History), Michael Marmor (Ophthalmology), Gordon Matheson (Medicine), Daria Mochly-Rosen (Molecular Pharmacology), Roel Nusse, (Developmental Biology), Robert Sapolsky (Biological Sciences), Stephen H. Schneider (Biological Sciences), Matthew Scott, (Developmental Biology), Marcia L. Stefanick (Medicine), Shripad Tuljapurkar (Biological Sciences), Brian Wandell (Psychology), Arthur B. Wolf (Anthropological Sciences)

Associate Professors: Christos Constantinou (Urology), Anne Fernald (Psychology), Paul Fisher (Neurology and Neurological Sciences), James Fox (Anthropological Sciences), John Gabrieli (Psychology), Peter Godfrey-Smith (Philosophy), David Katzenstein, (Medicine), Barbara Koenig (Neurology and Neurological Sciences), Lorene Nelson (Epidemiology), John Rick (Anthropological Sciences), Debra Satz (Philosophy), William Talbot (Developmental Biology)

Assistant Professors: Ronald Barrett (Anthropological Sciences), Rebecca Bird, Melissa Brown (Anthropological Sciences), Christopher Gardner (Medicine), Jamie Jones (Anthropological Sciences), Joanna Mountain (Anthropological Sciences), Rob Reich (Political Science), Ewen Wang (Emergency Medicine)

Professors (Teaching): Ellen Porzig (Developmental Biology, Molecular Pharmacology)

Associate Professor (Teaching): Donald Barr (Sociology, Human Biology), Robert Siegel (Microbiology and Immunology)

Visiting Associate Professor: Catherine Heaney

Other Teaching Faculty and Staff: William Abrams, Wesley F. Alles, Douglas Bird (Anthropological Sciences), Carol Boggs (Biological Sciences), Nancy Brown, Judy Chu, Anne Firth-Murray, Anne Friedlander, Daniel Garza, Catherine Heaney, Geoffrey Heller, Renu Heller, William B. Hurlbut, Judy Illes, Dominique Irvine (Anthropological Sciences), Alan Launer, Philip Lee, Rita Popat, Armin Rosencranz, Lynn Rothschild, Merritt Ruhlen (Anthropological Sciences), Darwin Scott Smith, Stan Wanat, Larry Zaroff

Student Advisers: Stella Aslibekyan, Megan Baumgartner, Laura Billadello, Vanya Choumanova, Becky DeBoer, Joe Sanford

Advising Chair: Robert Siegel

Honors Chair: Shirley Feldman

Program Offices: Building 80

Mail Code: 94305-2160

Phone: (650) 725-0336

Email: cacciari@stanford.edu (Student Services)

Web Site: <http://www.stanford.edu/dept/humbio/>

Courses given in Program in Human Biology have the subject code HUMBIO. For a complete list of subject codes, see Appendix.

The Program in Human Biology is an interschool, interdepartmental, undergraduate major. It provides an interdisciplinary perspective on the relationship between the biological and social aspects of humanity's origin, development, and prospects.

The program has three goals:

1. To provide a broad and rigorous introduction to the biological and behavioral sciences and their interrelationships.
2. To relate these sciences to the problems raised by the relationships of human beings to one another and to their environment.
3. To help each student achieve a high level of understanding by focusing on one aspect of the biological and behavioral sciences, and its application.

The Human Biology curriculum draws on faculty from diverse University departments and schools. To complete the requirements for the major, students must take courses from the offerings of the program and from the listings of other University departments. The program culminates in a B.A. in Human Biology.

Human Biology majors are well prepared for advanced training in professional schools (for example, Education, Law, Medicine, Public Policy) and graduate programs in the behavioral, natural, and social sciences, depending on their choice of upper-division courses. Undergraduates in Human Biology often enter coterminal master's degree programs in a number of other University departments.

Additional information about the major may be obtained from the program's offices or the web site at <http://www.stanford.edu/dept/humbio>.

UNDERGRADUATE PROGRAMS BACHELOR OF ARTS

The B.A. in Human Biology (HUMBIO) requires a minimum of 84 units in the major divided between four levels of courses:

1. *Fundamental Program*: at least 38 units, to include
 - Human Biology Core (30 units)
 - Statistics (4-5 units)
 - Internship (HUMBIO 197; 4 units)

The Human Biology Core refers to HUMBIO 2A and 2B, 3A and 3B, and 4A and 4B. See "Required Courses" below for more information. HUMBIO 3B fulfills the policy requirement of the major. Other courses which satisfy the policy requirement may be obtained from the program office. A course used to fulfill the program's policy requirement may not be used in the student's foundation or area of concentration or as one of the three required upper-division courses. Statistics may be selected from: STATS 60 or 141, PSYCH 10, ECON 102A, EDUC 160, or BIOSCI 141.

The core and a statistics course must be taken for a letter grade by majors.

The internship requirement, an independent field experience project, is graded satisfactory/no credit only.
2. *Foundation Courses*: 20-unit minimum. Total units vary, depending on the focus of study selected by the student for the area of concentration. They may include practicums, labs, and introductory-level courses from across the University. A maximum of 10 premed units (from the chemistry, physics, and calculus series, and biology lab courses) and 4 research units are allowed.
3. *Area of Concentration*: a minimum of five courses totaling at least 20 units. This in-depth area of study enables the student to focus on educational and post-baccalaureate goals. Courses must be numbered 100 to 189. Three or more departments must be represented in the concentration. Each course must be taken for a minimum of 3 units. Final approval of the concentration rests with the student advisers and faculty adviser. All area of concentration courses must be taken for a letter grade. Examples of numerous possible areas of concentration are available in the *Human Biology Student Handbook*.
4. *Upper-Division Courses*: students must take three Human Biology upper-division courses numbered 100 to 189. Students are expected to enroll in courses outside of the area of concentration for breadth. Lab courses cannot be used to fulfill the upper-division requirement. One upper-division course may be taken satisfactory/no credit. Each course must be taken for a minimum of 3 units. All non-laboratory advanced courses (those numbered 100 to 189) fulfill the Human Biology upper-division requirement, including those that say "enroll in" another department.

A prospective major must consult with the student and faculty advisers to obtain detailed information about the program and guidance in the development of an individual course of study. At the time the major is declared, the student must submit a brief written statement of academic and long-term goals and a proposed roster of courses satisfying the requirements for the major. The proposal is reviewed by the student advisers who then help identify an appropriate faculty adviser. Final approval of the proposed course of study rests with the faculty adviser. It is important to declare early, preferably by the end of Spring Quarter of the sophomore year, but not later than the end of Autumn Quarter of the junior year; students must petition to declare later than Autumn Quarter of the junior year.

There are three specialized upper-division tracks offered within the program: Health Policy, Human Health and Performance, and Environmental Policy. Students with interests in these programs should contact the appropriate coordinator.

Students who plan to pursue graduate work should be aware of the admission requirements of the schools to which they intend to apply. Early planning is advisable to guarantee completion of major and graduate school requirements.

MINORS

A minor in Human Biology provides an introductory background to the relationship between the biological and social aspects of humanity's origin, development, and prospects. Many of the major problems facing human civilization today involve both biological and social aspects. Scientific approaches to these problems are essential, but they must be broadly conceived, integrating what we know of the biological with an understanding of the social and cultural setting in which they exist. Students with a minor in Human Biology will have a strong background in the integration between the biological and social aspects of humans.

To minor in Human Biology, students must take the core curriculum (HUMBIO 2A, 2B, 3A, 3B, 4A, and 4B) and one additional upper-division course (for example, any course offering by Human Biology numbered 100-189, including courses crosslisted with other departments or programs). These must be taken for a minimum letter grade of 'C-'. Courses that count towards the fulfillment of major requirements may not be counted towards the minor.

Students declaring a minor in Human Biology must do so no later than two quarters prior to their intended quarter of degree conferral (for example, a student must declare a minor before the end of the Autumn Quarter to graduate the following Spring Quarter).

HONORS PROGRAM

The honors program in Human Biology affords qualified majors the opportunity to work closely with faculty on an individual research project, culminating in an honors thesis. Students may begin honors research from a number of starting points including: topics introduced in the core or upper-division courses; independent interests stemming from an internship experience; or collaborating with faculty from the natural, social, or behavioral sciences. Students may apply to the honors program once they have completed the Human Biology core, have an overall Stanford grade point average (GPA) of 3.2, and meet other requirements detailed in the honors handbook. Interested students should consult resources in the Human Biology office including the *Human Biology Honors Handbook*, the honors program application available from the student services office, and appointments during office hours with the Human Biology honors chair.

Specific courses of interest to honors students include: HUMBIO 19, Introduction to Honors in Human Biology, HUMBIO 193, Research in Human Biology, and HUMBIO 194, Honors. Most honors projects involve a total of 10 to 15 units of course work in HUMBIO 193 and 194.

Admission to the honors program is by application, normally between mid-April of the junior year and mid-October of the senior year (for 2004-05). Students planning to undertake honors begin research or preparation during their junior year. The honors thesis is normally completed by the middle of Spring Quarter of the senior year. Each honors student then presents a brief summary of honors research at the Human Biology

Honors Symposium in May. Human Biology also holds a Summer Honors College just prior to Autumn Quarter each year for students who have applied to the honors program. Students apply to Summer Honors College in April of the junior year. For applications, contact the program office.

STOREY HOUSE

Storey House, 544 Lasuen Mall, is an undergraduate residence for the Human Biology Academic Theme House, devoted to developing an intellectual community among Human Biology majors at Stanford, and allowing faculty and students to become acquainted and share their Human Biology interests and research. Its goals are to foster intellectual discussion in the residential lives of the students living in Storey House, mentoring relationships between upperclassmen and core students in the house, and stimulating events for all Human Biology majors. Assignment is made through the regular undergraduate housing draw.

STUDENT ADVISERS

Human Biology has an advising program comprising faculty and student advisers. Before declaring Human Biology as their undergraduate major, each student must meet with one of six student advisers who assist them in developing a coherent study plan based on an individualized area of concentration, and the selection of foundation, concentration, and upper-division courses. They also assist students in selecting an appropriate faculty adviser and a suitable internship for their area of concentration and career goals. Student advisers offer drop-in services during scheduled office hours every weekday. The student advisers also sponsor events including the Advising Extravaganza, the Internship Faire, and Beyond HumBio. To maintain high standards of advising that respond to the needs of individual students, student advisers meet weekly with the program's faculty advising chair and the student services coordinator to review the program's policies and specific student inquiries and petitions concerning the program.

COURSES

WIM indicates that the course satisfies the Writing in the Major requirements. AU indicates that the course is subject to the University Activity Unit limitations (8 units maximum).

The faculty and staff of Human Biology prepare a student handbook, on the web at <http://www.stanford.edu/dept/humbio/>, that provides a detailed description of the Human Biology major and outlines possible areas of concentration. It reflects the most up-to-date information for the academic year and is the definitive guide for all Human Biology majors.

REQUIRED CORE

Required Core sequences (2A,B, 3A,B, and 4A,B) introduce the biological and social sciences, and most importantly, relationships between the two. Classes meet throughout the academic year. Students must register concurrently for the A and B series and take the core in sequence. Students should initiate the core in Autumn Quarter of the sophomore year. Freshmen are not permitted to enroll. Majors must take the core courses for a minimum letter grade of 'C-.'

HUMBIO 2A,B. Genetics, Evolution, and Ecology: Culture, Evolution, and Society

HUMBIO 2A. Genetics, Evolution, and Ecology—Introduction to the basic principles of classical and modern genetics, evolutionary theory, and population biology. Topics: micro- and macro-evolution, population and molecular genetics, population dynamics, and community ecology, emphasizing the genetics of the evolutionary process and applications to human populations. GER:2a

5 units, Aut (Durham, Mountain)

HUMBIO 2B. Culture, Evolution, and Society—Introduction to the evolutionary study of human diversity. Hominid evolution, the origins of social complexity, social theory, and the emergence of the modern world system, emphasizing the concept of culture and its influence on human differences. GER:3b

5 units, Aut (Klein, Brown)

HUMBIO 3A,B. Cell Biology and Developmental Biology: The Human Predicament

HUMBIO 3A. Cell and Developmental Biology—The basic principles of the biology of cells: the principles of human developmental biology, the biochemistry of energetics and metabolism, the nature of membranes and organelles, hormone action and signal transduction in normal and diseased states (diabetes, cancer, autoimmune diseases), drug discovery, immunology, and drug addiction. GER:2a

5 units, Win (Fuller, Kaiser, Nusse, Scott, Talbot)

HUMBIO 3B. The Human Predicament—The relationship of the biological sciences to public policy in resource management and conservation practices, the regulation of environmental and health risks, agricultural production, the delivery of health services, the protection of biodiversity, and global climate change. Assigned policy challenges in lectures and section meetings. Readings on actual cases. GER:3b,WIM

5 units, Win (Goulder, Barr)

HUMBIO 4A,B. Cell Biology and Developmental Biology: Biology and Culture in Human Development

HUMBIO 4A. The Human Organism—Organ system physiology, beginning with the basic principles of neurobiology and endocrinology, and the functions of body organs. The mechanisms of control, regulation, and integration of organ systems function. GER:2a

5 units, Spr (R. Fernald, Heller)

HUMBIO 4B. Biology and Culture in Human Development—Introduction to the research and theory on early human development. How psychobiological factors shape the developing child, and how cultural practices shape the environments of childhood and influence human cognitions, emotions, moral judgments, relationships, and social behavior from birth through adolescence. GER:3b

5 units, Spr (A. Fernald)

ADDITIONAL INTRODUCTORY OFFERINGS

HUMBIO 4Y. Practicum in Child Development—Practical experience at Bing Nursery School for 3.5 hours per week. Pre- or corequisite: 4B. (AU)

1 unit, Spr (A. Fernald)

HUMBIO 5. The Biology and Evolution of Language—(Enroll in ANTHSCI 5/214.)

4-5 units (Fox) alternate years, given 2005-06

HUMBIO 6. Human Origins—(Enroll in ANTHSCI 6/206.)

5 units, Win (Klein)

HUMBIO 12. Querying Human Nature—(Enroll in ANTHSCI 12.)

5 units (Wolf) not given 2004-05

HUMBIO 14. Science, Technology, and Art: The Worlds of Leonardo—(Enroll in HISTORY 14/314.)

5 units (Findlen) not given 2004-05

HUMBIO 17A,B,C. Bioethics—Year-long introductory series on social, ethical, philosophical, and religious issues associated with advances in biomedical science. Guest speakers with discussion format. Each course may be taken in any sequence or as single course.

HUMBIO 17A. Bioethics—Topics: ethics and human origins, the human genome project, genetic screening and eugenics, genetic engineering, beauty and disgust as agents of evolution, religion in the age of Darwinism, and evolution and the future of humanity. Prerequisite: Human Biology core, Biological Sciences core, or consent of instructor.

1-2 units, Aut (Hurlbut)

HUMBIO 17B. Bioethics—Topics: in vitro fertilization, intrauterine surgery, growth hormone, cosmetic surgery, the nature of desire and sexuality, anorexia nervosa, cloning and human stem cells, natural aging and extending the lifespan. Prerequisite: Human Biology core, Biology core, or consent of instructor.

1-2 units, Win (Hurlbut)

HUMBIO 17C. Bioethics—Topics: terraforming Mars, psychophysiology of space travel, computer mediated surgery, virtual reality, ecology and human disease, global warming, and biowarfare. Prerequisite: Human Biology core, Biology core, or consent of instructor.

1-2 units, Spr (Hurlbut)

HUMBIO 19. Introduction to Honors in Human Biology—Guest speakers discuss honors research. Students attend at least one of the Honors Symposium presentations in May.

1 unit, Spr (Wine, S. Feldman)

HUMBIO 21. Introduction to Brain and Behavior—(Same as BIOSCI 20) Evolutionary principles to understand how the brain regulates behavior, described in physiological terms, and is influenced by behavioral interactions. Topics include neuron structure and function, transmission of neural information, anatomy and physiology of sensory and motor systems, regulation of body states, the biological basis of learning and memory, and behavioral abnormalities. Recommended: PSYCH 1. GER:2a

3 units, Aut (R. Fernald) alternate years, not given 2005-06

HUMBIO 27. Traditional Chinese Medicine—The philosophy and history behind traditional Chinese medicine. Concepts such as Qi, Yin/Yang, meridians, Chinese organs, and the 5 elements. How these concepts are applied through techniques such as acupuncture, herbal medicine, Qi gong, and massage. How traditional Chinese medicine is understood from a scientific standpoint. Political and socioeconomic implications. Observation of an acupuncturist. Readings on the integration of Eastern and Western medicine and on traditional Chinese medicine.

1 unit, Spr (Golianu)

HUMBIO 60. Population Studies—(Enroll in BIOSCI 146.)

1 unit, Win (Feldman)

HUMBIO 61. Introduction to Philosophy of Science—(Enroll in PHIL 60, HPS 60.)

5 units, Spr (Tanona)

HUMBIO 82A. Qualitative Research Methodology—Goal is to develop knowledge and skills for designing and conducting qualitative research studies including purposes, conceptual contexts, research questions, methods, validity issues, and interactions among these facets. Each student designs a qualitative research study.

3 units, Aut, Win, Spr (Wanat)

HUMBIO 82B. Advanced Data Analysis in Qualitative Research—For students writing up their own qualitative research. Students prepare a complete draft presenting their own qualitative research study including results, with reports drafted section by section, week by week. Class provides feedback, guidance, support.

2-4 units, Aut (Wanat)

HUMBIO 82C: Writing in Qualitative Research—Students prepare a complete draft presenting their own qualitative research study including results, with reports drafted section by section, week by week. Class provides feedback, guidance, support.

2-4 units, Win, Spr (Wanat)

STANFORD INTRODUCTORY SEMINARS

HUMBIO 85Q. Issues in the Assessment and Care of Older Adults and Their Families—Stanford Introductory Seminar. Preference to sophomores. Aging, memory problems and psychological distress, family care of elderly adults, assessment, and psychological and educational interventions for caregivers. Students may observe an interview with a caregiver and family members or participate in field trips to programs serving older adults. Video series on interventions for stress management in caregivers. Contemporary research on memory loss, dementia, and related physiological and psychological problems.

3 units, Aut (Gallagher-Thompson)

HUMBIO 87Q. Women and Aging—Stanford Introductory Seminar. Preference to sophomores. Biology, diseases, demographics, and politics of aging; relationships and sexuality; wise woman and grandmothers; lifestyles and scientific articles, fiction, art, and film. Students write a research paper or participate in a service learning experience with older women. GER:4c

4 units, Win (Winograd)

HUMBIO 88Q. Neuroethics: Neurotechnology, Free Will, and the Privacy of Human Thought—Stanford Introductory Seminar. Preference to sophomores. Focus is on research. Neurotechnology and pharmacology for imaging and manipulating the brain. What can versus what should be done with frontier neurotechnologies in research, clinical medicine, and public areas such as education, athletics, and law. No prior experience in research requires.

3 units, Win (Illes)

HUMBIO 89Q. The Eye and the Implications of Vision—Stanford Introductory Seminar. Preference to sophomores. The working of the eye and vision; comparisons to animal eyes. The role of vision in pursuits such as art, history, literature, and sports. Experience in research and presentation.

3 units, Win (Marmor)

HUMBIO 90Q. Contemporary Issues in Human Experimentation—Stanford Introductory Seminar. Preference to sophomores. Current principles to protect human subjects in terms of informed consent and protection of privacy; ethical issues relating to compensatory mechanisms for inherent risks; historical perspective and the development of the current mechanisms to safeguard the privacy and integrity of the individual; examples of use and abuse of human experimentation during medieval, Nazi, and modern times. Guest speakers currently performing human experiments or involved in approving such experimentation.

3 units, Win (Constantinou)

HUMBIO 91Q. Neuroethology: The Neural Control of Behavior—Stanford Introductory Seminar. Preference to sophomores. Animal behavior offers insights about evolutionary adaptations. The origins of the study of animal behavior and its development to the present. Discussion of original research papers. The use and misuse of parallels between animal and human behavior. Possible field trip to observe animals in their natural habitat. GER:2a

3 units, Aut (R. Fernald)

HUMBIO 92Q. International Women's Health and Human Rights—Stanford Introductory Seminar. Preference to sophomores. Focus is on women in poorer countries. Issues include women's status, poverty, violence, and unequal access to education, food, and health care. Maternal mortality, sexually transmitted diseases, refugee situations, traditional practices affecting women's and girls' health, trafficking and prostitution, and women's roles as they age. Readings include materials from women's organizations outside the U.S. GER:4c

3 units, Spr (Firth-Murray)

HUMBIO 93Q. Human Subjects in Biomedical Research: The Media Perspective—Stanford Introductory Seminar. Preference to sophomores. Media reports on advances in treatment aimed towards cure or palliation of life threatening situations, or involving quality of life improvement. The media's perspective on sources in scientific literature; practices in recruiting and compensating human subjects and in ensuring safety and confidentiality; non-technical discussion of results in scientific publications; and how the media interpret and popularize findings.

2 units, Spr (Constantinou)

HUMBIO 94Q. The Nation's Health—Stanford Introductory Seminar. Preference to sophomores. Topics include: trends in population health; health disparities and the determinants of health; community problem solving; health care, health insurance, and health system organization; health care financing including Medicare and Medicaid; quality of care; and the politics of health. Weekly student presentations.

3 units, Aut (Lee, G. Heller)

HUMBIO 95Q. Gender, Culture, and HIV/AIDS—Stanford Introductory Seminar. Preference to sophomores. Issues include individual HIV risk, societal vulnerability, and gender. Sources include web resources, primary research, and research data on HIV/AIDS including the National Health and Social Life Survey (NHLS). Student presentations. GER:4c

3 units, Win (Brown, Amarillas)

HUMBIO 96Q. The Death Penalty: Policy, Philosophy, and Controversy—Stanford Introductory Seminar.

3-4 units, Spr (Abrams)

HUMBIO 97Q. Sport, Exercise, and Health: Exploring Sports Medicine—Stanford Introductory Seminar. Preference to sophomores. Sports medicine is the practice of clinical medicine at the interface between health and performance, competition and well-being. While sports medicine had its origins in providing care to athletes, medical advances developed in care of athletes exerted a great effect on the nature and quality of care to the broader community. Topics include sports injuries, medical conditions associated with sport and exercise, ethics, coaching, women's issues, fitness and health, and sports science. Case studies.

3 units, Spr (Matheson)

HUMBIO 99Q. Doctors Writing, Writing Doctors: Readings from Medical School, Medical Training, Medical Practice—Stanford Introductory Seminar. Preference to sophomores. For students considering medicine as a career. Goal is to acquaint students with medical school, training in medicine and surgery, and the practice of medicine and surgery. Topics include: how to pick a medical school and a residency; how medicine affects family life, especially children; the differences between surgical and medical specialties; the advantages and disadvantages among academic/teaching, pure research, group practice, HMO, hospital staff, or private practice; malpractice concerns; and financial considerations.

3 units, Aut (Zaroff)

ADVANCED

Open to non-majors with the proper prerequisites. Human Biology majors have preference when enrollment is restricted. All classes listed here fulfill the Human Biology upper-division requirement, including those that say "enroll in" another department.

HUMBIO 102A,B. Children, Youth, and the Law—Analysis of the legal rights of children and adolescents in the U.S. and how those rights are defined, protected, and enforced through the legal process within the context of the developmental needs of children and youth and competing societal interests. Topics: the origins and definitions of children's rights; adoption; custody; the juvenile justice system (abused, neglected, and dependent children, status offenders such as runaways and truant, and minors accused of crimes); education; informed consent; health care; protection from harm and child welfare; due process; privacy; freedom of expression, and exercise of First Amendment rights. Interactive, using hypotheticals for discussion and analysis. A and B alternate every other year; students may take one, or both.

A: 5 units, Win (Abrams)

B: (Abrams) alternate years, given 2005-06

HUMBIO 103. Parasites/Pestilence: Infectious Public Health Challenges—(Same as MI 103.) Parasitic and other diseases with public health impact. Pathogenesis, clinical syndromes, complex life cycles, and the interplay among environment, vectors, hosts, and reservoirs in historical context to understand public health policy approaches to halting disease transmission. Focus is on WHO TDR (World Health Organization Tropical Disease Research) targeted disease entities: river blindness (onchocerciasis), sleeping sickness (African Trypanosomiasis), leishmaniasis, schistosomiasis, mycobacterial disease (tuberculosis and leprosy), malaria, toxoplasmosis, dracunculiasis, intestinal helminthes, and miscellaneous and emerging infections. Guest lecturers and experts in disease control and research of local and international renown. Problem sets, exams, and original proposal to solve a current disease.

3 units, Spr (Smith)

HUMBIO 104. Aging: From Biology to Social Policy—(Enroll in ANTHSCI 171.)

5 units, Spr (Barnett)

HUMBIO 105. Bioethics and Anthropology—(Enroll in ANTHSCI 174/274, CASA 130A/230A.)

5 units, Spr (Koenig)

HUMBIO 106. The Anthropology of Death and Dying—(Enroll in ANTHSCI 175/275.)

5 units, Aut (R. Barrett)

HUMBIO 107. Astrobiology and Space Exploration—Evolution is cast against space and time, focusing on the emergence of life, intelligence, and civilization on Earth and, possibly, elsewhere. The phenomenon of human space exploration and the biological, psychological, sociological, and ultimately, philosophical issues that emerge. Integrates information from astrophysics, biochemistry, chemistry, evolutionary biology, geology, paleontology, physiology, psychology, and sociology. Taught by scientists from NASA Ames Research Center. Enrollment limited to 30. Prerequisite: one year college-level mathematics, physics, chemistry, biology, or psychology.

3 units, Win (Rothschild)

HUMBIO 108. Boys' Psychosocial Development—From early childhood through adolescence. Emphasis is on how boys' lives and experiences are embedded within their interpersonal relationships and social and cultural contexts. Interdisciplinary approach including perspectives from fields such as psychology, sociology, anthropology, family studies, and education. GER:4c

4 units, Spr (Chu)

HUMBIO 109. Human Behavioral Biology—(Enroll in BIOSCI 150/250.)

3-6 units (Sapolsky) alternate years, given 2005-06

HUMBIO 110. Vertebrate Biology—The evolution, form, function, and behavior of the vertebrates including primitive fishes, birds, mammals, and human beings. Prerequisite: Biological Sciences or Human Biology core. GER:2a

3-4 units, Spr (Porzig) alternate years, not given 2005-06

HUMBIO 111. Human Physiology—(Enroll in BIOSCI 112/212.)

4 units (C. Heller, Garza) alternate years, given 2005-06

HUMBIO 113. The Economic Individual in the Behavioral Sciences—Seminar. The idea of the economic individual or Homo economicus, and how this idea is reflected in the behavioral sciences. Empirical evidence for the notion that Homo economicus maximizes his utility and cooperates with others only when rational; associated models in economics. Applications to animal behavior. Readings include political philosophy, psychology, evolutionary biology, and recent research articles on empirical work in animal behavior. Student presentations.

3 units, Spr (Gordon, Satz)

HUMBIO 114. The Human Genome and Disease: Simple Organisms as Model Systems, for Mice and Men—(Same as BIOSCI 109/209.)

The variability of the human genome and the role of genomic information in research, drug discovery, and human health. Overview of the concepts and interpretations of genomic markers in medical research and real life applications. Human genomes in diverse populations. Original contributions from thought leaders in academia and industry and direct interaction between students and guest lecturers. GER:2a

3 units, Spr (R. Heller)

HUMBIO 115A. Humans and Viruses—(Same as MI 115A.) Overview of human virology. Topics illustrate concepts in biology and the social sciences, focusing on emerging infections, viral classification, transmission and prevention, vaccination and treatment, eradication of disease, viral pathogenesis, mechanisms of virally-induced cancer, and viral evolution. Topics: molecular biology of genetic shift and drift in influenza virus, cellular tropism of HIV, developmental biology of virally-induced birth defects, clinical aspects of infantile diarrhea, social

aspects of the common cold, policy issues of blood antibody tests, factors in pathogenesis and transmission of prions, SARS. Prerequisites: Human Biology core or consent of instructor.

6 units (Siegel) alternate years, given 2005-06

HUMBIO 115B. The Vaccine Revolution—(Same as MI 115B.) Advanced seminar. Human aspects of viral disease, focusing on recent discoveries especially in the area of vaccine development and emerging infections. Journal club format: students select articles from primary scientific literature, write formal summaries, and synthesize it into a literature review on a topic. Emphasis is on the development of critical reading, analysis, experimental design, and interpretation of data. Students give four oral presentations and lead discussions based on their scientific journal reading. Enrollment limited to 10. Prerequisite: 115A.

5 units, Win (Siegel) alternate years, not given 2005-06

HUMBIO 116. Eye and Implications of Vision—The physiology of vision and how visual capabilities influence human endeavors. Topics: mechanisms of vision, vision in animals, illusions, visual physiology of art, the eye in history and literature, and vision in sports. Student presentations.

3 units (Marmor) not given 2004-05

HUMBIO 117. Community Health Assessment—How to measure the health of a community, and the challenges involved in collaborations between health professionals and communities. Course includes a service learning component. Community organizations partner with the class.

3 units, Win (Heaney)

HUMBIO 117S. Work, Stress, and Health—How work is experienced in the U.S. and how it affects American health and quality of life. Topics include technological innovations, global competition, and demographic and social transitions.

3 units, Spr (Heaney)

HUMBIO 118. Human Diversity: A Linguistic Perspective—(Same as ANTHSCI 112.) The diversity and distribution of human language and its implications for the origin and evolution of the human species. The origin of existing languages and the people who speak them. Where did the languages that we currently see in the world come from and how can this diversity be used to study human prehistory? Evidence from related fields (archaeology and human genetics). Topics: the origin of the Indo-European languages, the peopling of the Americas, and the evidence that all human languages share a common origin. GER:4a

3 units, Spr (Ruhlen)

HUMBIO 119. Conservation Biology—(Same as BIOSCI 144.) The principles and application of the science of preserving biological diversity. Topics: sources of endangerment of diversity; the Endangered Species Act; conservation concepts and techniques at the population, community, and landscape levels; reserve design and management; conflict mediation. Case studies and local field trips. 4 units for students taking recommended field trips. Prerequisites: BIOSCI 101, or HUMBIO 2A with consent of instructor. GER:2a

3-4 units, Win (Boggs, Launer)

HUMBIO 120. Human Nutrition—The study of food and nutrients. Their actions, interactions, and balance in relation to health and disease. Emphasis is on the biological, chemical, and physiological processes by which humans ingest, digest, absorb, transport, utilize, and excrete food. Dietary composition and individual choices in relation to the food supply, population, and cultural, race, ethnic, religious, and socioeconomic diversity. Relationships between nutrition and disease; eating disorders; ethnic diets; vegetarianism; nutritional deficiencies; nutritional supplementation; phytochemicals; and food safety. Prerequisite: Human Biology core or consent of instructor.

3 units, Spr (Gardner)

HUMBIO 121. Ethical Issues in the Neurosciences—Multidisciplinary. How recent advances relate to medical therapy, social policy, and considerations of human nature including consciousness, free will, personal identity, and moral responsibility. Discussions with leading research scientists, legal experts, philosophers, and theologians. Topics: neurogenetics, fetal brain tissue therapy, medicalization of criminal behavior, cosmetic psychopharmacology, and the neurobiological basis of love, sexuality, and gender. Enrollment limited to 15. Prerequisite: Human Biology core, Biological Sciences core, or consent of instructor.

4-5 units, Spr (Hurlbut)

HUMBIO 122. International Health Policy: Comparative National Health Care Systems—Emphasis is on reform strategies advocated for national health systems in industrialized countries, designed to deal with the challenges that rising costs and utilization, demographic shifts, and changing public perceptions pose to the organization and financing of services and the principle of equity. Student presentations. Prerequisite: 160, and consent of instructor.

4 units, Win (Lee, G. Heller)

HUMBIO 123. Sexuality in Adolescence—Developmental perspective. Issues related to scientific, historical, and cultural perceptions; social influences on sexual development; sexual risk; and the limitations and future directions of research. Sexual identity and behavior, sexually transmitted diseases including HIV, pregnancy, abortion, gay and lesbian youth, sex education and condom availability in schools, mass media, exploitative sexual activity, and difficulties and limitations in studying adolescent sexuality. Legal and policy issues, gender differences, and international and historical trends. Research project, including original data collection. Limited enrollment. GER:4c

3 units, Spr (Brown)

HUMBIO 124. Principles of Sleep Research—(Enroll in BIOSCI 149/249.)

4 units (Franken, C. Heller) alternate years, given 2005-06

HUMBIO 125. Environmental Policy and Law—The role of government and citizens in formulating, implementing, and enforcing environmental policy. Using case studies, background readings, law cases, and statutes, seminar investigates the formal and informal political mechanisms involved in controlling pollution and protecting the environment. Topics: the respective roles of courts, legislatures, executive agencies, and nongovernmental organizations in shaping U.S. environmental policy. The pros and cons of regulatory and economic approaches to pollution control; environmental politics and ethics; air and water pollution; environmental justice; toxic substances and risk assessment; economics and trade; hazardous wastes.

5 units, Spr (Rosencranz)

HUMBIO 126. Adolescent Development—Adolescence from sociological, psychological, and psychiatric perspectives. Topics: physical, physiological, and cognitive development; identity; peer group; parent/child relations; impact of school; vocational development; and problem outcomes (eating disorders, violence, and teen pregnancy). Prerequisite: 3B or PSYCH 1, or consent of instructor.

4 units, Win (S. Feldman)

HUMBIO 127. Seminar on Conducting Research—For juniors preparing for honors research in their senior year. Small groups design, conduct, analyze, and write up original research. Research skills including how to design a survey, enter data on a computer, and data analysis. Enrollment limited to 12. Pre- or corequisite: PSYCH 10 or equivalent, or consent of instructor.

4 units, Aut (S. Feldman)

HUMBIO 129. Ethnicity and Medicine—(Enroll in INDE 244.)

1-3 units, Spr (R. Garcia)

HUMBIO 130. Biology, Technology, and Human Life—Interdisciplinary approach to biomedical ethics. Social, moral, and aesthetic values guiding biomedical technology. How advances in biology are reshaping our relationship with nature, attitudes toward the body, and ideas about

the meaning of human life. Topics: the use of medical technology to alter appearance and enhance performance, cloning, stem cells, and fetal tissue transplantation, biotherapy for criminal behavior, treatment of aging as a disease, and alteration of the body for space travel. Guests from the scientific and religious communities. Limited enrollment. Prerequisites: Human Biology or Biological Sciences core, or consent of instructor.

3-4 units, Win (Hurlbut)

HUMBIO 131. Natural Resources Policy—Focus is on federal public land and natural resources policy; mining, timber, and grazing law and policy; the legal aspects of forest, range, park, wilderness, wetlands, and wildlife management; recreation and preservation; and related issues. The role of the courts, administrative discretion, the Endangered Species Act, and the tension between protecting resources and respecting property rights. Students research one aspect of law and policy governing the management of natural resources.

5 units (Rosencranz) not given 2004-05

HUMBIO 132. Seminar on Problem Behavior in Adolescence—Lecture/seminar. Risk, protective factors, treatments, and intervention programs designed to ameliorate or prevent these problems. Externalizing behaviors (violence, delinquency, drug abuse, risk taking), internalizing problems (depression, eating disorders, suicide), and sexuality-related problems (teen pregnancy, date violence, STDs/HIV). Enrollment limited to 20. Prerequisite: 126 or consent of instructor.

4 units, Spr (S. Feldman)

HUMBIO 134. Ecological Anthropology—(Enroll in ANTHSCI 164/264.)

3-5 units, Spr (R. Bird)

HUMBIO 135. Global Environmental Policy—International management of regional and global environmental issues, and international institutions and agreements to manage them. International environmental law, its sources, and the participants in its creation and implementation. What works in international environmental management and what does not. Topics: ozone depletion, global warming, forests, transboundary and marine waters, Antarctica, endangered species, biodiversity, plant genetic resources, trade and the environment, and the rights of indigenous people. The future of global environmental policy and law.

5 units, Win (Rosencranz)

HUMBIO 137. Demography: Health, Development, Environment—(Same as BIOSCI 102.) Demographic methods and their application to understanding and projecting changes in human infant, child, and adult mortality and health, fertility, population, sex ratios, and demographic transitions. Progress in human development, capabilities, and freedoms. Relationships between population and environment. Prerequisites: numeracy and basic statistics. GER:3b

3 units, Aut (Tuljapurkar)

HUMBIO 138. Genes and Environment in Disease Causation: Implications for Medicine and Public Health—The historical, contemporary, and future research and practice among genetics, epidemiology, clinical medicine, and public health as a source of insight for medicine and public health. Genetic and environmental contributions to multifactorial diseases; multidisciplinary approach to enhancing detection and diagnosis. The impact of the Human Genome Project on analysis of cardiovascular and neurological diseases, and cancer. Ethical and social issues in the use of genetic information.

2-4 units (Nelson, Popat) not given 2004-05

HUMBIO 139. Primate Societies—(Enroll in ANTHSCI 131B/231B.)

5 units, Spr (Jablonski)

HUMBIO 140. Social Class, Race/Ethnicity, Health—(Enroll in SOC 141A/241A.)

4 units, Win (Barr)

HUMBIO 142C. Alternative Spring Break: AIDS and HIV in San Francisco—Preparation for the alternative Spring Break trip in which students visit and volunteer at HIV support organizations. Background on HIV and its impact on the San Francisco community.

1 unit, Win (Siegel)

HUMBIO 142G. Post-Field Seminar: A Practical Next Step for Students Returning from Abroad—Forum for students who have recently worked abroad for two months or longer to share what they learned through international research, internship, or volunteer work. Lecture component connects international experiences with at-home activism and helps students explore directions for future work, either domestically or internationally, that builds on their experiences abroad. Students create a final product to benefit the community in which they worked and/or be used as an educational tool locally. Focus is on a practical next step for students interested in international development and related fields.

1-2 units, Aut (Siegel)

HUMBIO 142P. HIV Prevention in East Africa Prefield Seminar—HIV risk reduction in Swahili speaking regions of Africa. Practical aspects of the biology of HIV; cultural, language, and international field work issues; and educational and research methodological issues. Student presentations.

3 units, Spr (Siegel)

HUMBIO 143. Globalization, Labor, and the Environment—Interdisciplinary. The responsibility of multinational corporations and institutions (World Bank, WTO, IMF) in the global economy, emphasizing labor and environmental standards in developing countries. Local and global case studies and research focus on social justice and empowerment for domestic and foreign victims of labor, environmental, and human rights abuses, the role of certain multinational institutions and corporations in those abuses, and potential tools for holding these bodies accountable. Service-learning component with Bay Area organizations.

4 units, Spr (Rosencranz)

HUMBIO 144. Environmental Dynamics—(Enroll in ANTHSCI 169/269.)

3-5 units, Spr (D. Bird)

HUMBIO 145. Children's Citizenship: Justice Across Generations—(Enroll in POLISCI 131.)

5 units, Spr (Adcock)

HUMBIO 146. The AIDS Epidemic: Biology, Behavior and Global Response—Interdisciplinary approach to the HIV/AIDS pandemic from the view of public health, public policy nationally and internationally. The global epidemic of a fatal, sexually transmitted disease has led to attempts to change human behavior, produce a vaccine, and other approaches that bring into sharp focus the need for cost effectiveness analysis as a part of influencing public policy.

3 units, Aut (Katzenstein)

HUMBIO 147. Controlling Climate Change in the 21st Century—(Enroll in EARTH SYS 147/247, BIOSCI 147/247.)

3 units, Win (Schneider, Rosencranz) alternate years, not given 2005-06

HUMBIO 148. Promoting Health Over the Life Course: Multidisciplinary Perspectives—Disease prevention and health promotion topics pertinent to stages of the life span including nutrition, physical activity, obesity, and other risk factors. Focus is on scientific investigation, the application of behavioral science to risk reduction strategies, and health promotion as a social and economic imperative.

3 units, Aut (Alles, Stefanick)

HUMBIO 149. Birds to Words: Cognition, Communication, and Language—(Enroll in PSYCH 137.)

3 units, Win (A. Fernald, Ramscar)

HUMBIO 150. Current Topics and Controversies in Women's Health—Interdisciplinary approach. Topics include health research, legal and policy issues, sex and gender differences, scientific and cultural perspectives, social influences, environmental and lifestyle effects on health, complementary medicine, and issues related to special populations.

3 units, Spr (Giudice)

HUMBIO 151. The Rise of Scientific Medicine—(Enroll in HISTORY 33A/333A.)

4-5 units, Spr (Lenoir)

HUMBIO 152. Environment and Growth in Developing Countries—(Enroll in INTNLREL 135.)

5 units, Aut (Rosencranz)

HUMBIO 153. Reading: Science, Education, and Politics—The intellectual foundations of reading curriculum development including contributions of scientists, educators, and policy makers. Neural mechanisms of reading including the methodology used to measure complex behavior. Intervention studies to improve reading skills, and the implications of basic and applied science for social policy.

3 units, Spr (Wandell)

HUMBIO 154. Epidemiology and Cancer—Basic methods of epidemiology relevant to human research in cancer. The concepts of risk; case-control, cohort, and cross-sectional studies; clinical trials; bias; confounding; interaction; screening; and causal inference will be introduced. Knowledge of these principles will be applied to social, political, economic, and ethical controversies surrounding cancer screening, prevention, and research.

4 units, Win (Fisher)

HUMBIO 155. Exercise Physiology—How body systems respond to the stress of acute exercise and adapt to chronic exercise training. How the cardiovascular system adapts to optimize oxygen delivery and utilization; how muscles generate force and hypertrophy in response to training; how metabolic and biochemical pathways are regulated to support the increased energy demand of exercise. Theories on the causes of fatigue and muscle soreness, and what limits human performance. Applied topics such as the effects of aging, gender, and environmental conditions (high altitude, heat, cold) on exercise capacity. Prerequisite: Human Biology core or consent of instructor.

4 units, Aut (Friedlander) not given 2005-06

HUMBIO 155S. Applied Topics in Exercise Physiology and Metabolism—Student-selected topics in exercise physiology. Emphasis is on readings of scientific research. Student presentations. Summary paper. Enrollment limited to 12. Prerequisites: 155, consent of instructor.

3 units, Spr (Friedlander)

HUMBIO 156. Human Developmental Biology and Medicine—(Same as DBIO 156.) The biological, medical, and social aspects of normal and abnormal human development. Topics: in vitro fertilization and embryo transfer; gene and cell therapy; gametogenesis; pattern formation in the nervous system and limb development; gene and grand multiple pregnancies; prematurity, in utero effects of teratogens; sex determination and differentiation; growth control; gigantism and dwarfism; neural tube defects; cardiac morphogenesis; progress in the developmental biology of humans. Limited enrollment. Prerequisites: Human Biology or Biological Sciences core, or consent of instructor.

3-4 units (Porzig) not given 2004-05

HUMBIO 157. Human Ecology of the Amazon—(Enroll in ANTHSCI 25.)

5 units, Spr (Ocampo-Raeder)

HUMBIO 158. Human Abilities—(Enroll in EDUC 255, PSYCH 133.)

3 units, Win (Shavelson)

HUMBIO 159. Sports Medicine—Sports, exercise, health, and medicine integrated throughout the human performance continuum, from the use of exercise as a form of therapy to the injuries and illnesses that result from sports and exercise. Content in the basic and applied sciences is

from physiology, nutrition, psychology, and biomechanics. Medical topics in the problems exacerbated or caused by exercise and sport; maximizing performance in elite athletes; and population-based issues such as exercise and its relationship to health, women's issues, drugs in sport, and exercise and aging. Prerequisite: medical school or upper-division Human Biology standing, or consent of instructor.

4 units, Win (Garza)

HUMBIO 160. Health Care in America: The Organizations and Institutions that Shape the Health Care System—Health policy and health care delivery. How to assess options for health care reform.

4 units, Aut (Barr)

HUMBIO 160A. American Health Policy—Key issues in health care policy making, the evolution of current systems, and theories underlying contemporary efforts for change. The national search for solutions to the problems of the uninsured; and the feasibility, options and the ramifications of universal health insurance in the light of past experience and principal stakeholders. Student presentations. Prerequisites: HUMBIO 160, consent of instructor. GER:3b

3 units, Spr (Lee, G. Heller)

HUMBIO 160B. Senior Honors Colloquium in Health Policy—(Same as SOC 201H.) Limited to students doing senior honors research in Human Biology or Sociology. Year-long class to assist students doing honors research pertaining to sociology or social policy. Weekly discussions center around defining the research question, identifying data acquisition methods, carrying out data analysis, and writing the honors thesis. Prerequisite: consent of instructor.

1 unit (Barr, G. Heller, Lee) not given 2004-05

HUMBIO 160W. Seminar in Federal Health and Environment Programs/Agencies—Priority to students going to Stanford in Washington during Winter Quarter. Health policy making in Washington, D.C., emphasizing federal agencies responsible for developing and carrying out health and environmental policy. Student presentations and guest faculty from government agencies. Enrollment limited to 25.

3 units, Aut (Lee)

HUMBIO 161. Human Behavioral Ecology—(Enroll in ANTHSCI 163/263.)

3-5 units, Spr (R. Bird)

HUMBIO 162. Primate Evolution—(Enroll in ANTHSCI 131A.)

5 units (Jablonski) not given 2004-05

HUMBIO 163. Neural Systems and Behavior—(Enroll in BIOSCI 163/263.)

4 units (Fernald) alternate years, given 2005-06

HUMBIO 164A. Ethnoecology—(Enroll in ANTHSCI 164A/264A.)

5 units (Irvine) not given 2004-05

HUMBIO 166. The Death Penalty: Human Biology, Law, and Policy—Combines academic study and student involvement in forensic research and case investigation including DNA evidence, psychological and physiological development, mental and physical disabilities, and witness interviews. Philosophy, structure, and application of capital punishment in the U.S. Goal is to understand, and challenge issues in the death penalty from the perspective of involvement in a real case. No preconceived belief or political or philosophical agenda except to involve students in an intellectual challenge of policy and philosophy.

3 units, Aut, Win, Spr (Abrams)

HUMBIO 167. International Health—Health and wellness, major descriptors and determinants of health status, international organizations and control programs, disease-related problems within population groups from an epidemiologic viewpoint, health care delivery methods, efforts to improve health through examination of programs and projects currently underway and previously implemented. Emphasis is on cultural, economic, and political contexts in international health. Prerequisite: Human Biology core or consent of instructor.

4 units, Spr (Staff)

HUMBIO 168. Medical Anthropology—(Enroll in ANTHSCI 10.)
3-5 units, Spr (R. Barrett)

HUMBIO 169. Critical Issues in International Women's Health—Women's lives, from childhood through adolescence, reproductive years, and aging. Economic, social, and human rights factors, and the importance of women's capacities to have good health and manage their lives in the face of societal pressures and obstacles. Emphasis is on life or death issues of women's health that depend on their capacity to negotiate or feel empowered, including maternal mortality, violence, HIV/AIDS, access to abortion, and sex trafficking. Organizations addressing these issues. GER:4c
4 units, Spr (Firth-Murray)

HUMBIO 170. Social Policy for Sustainable Resource Use—(Enroll in ANTHSCI 167/267.)
5 units, Win (Irvine)

HUMBIO 171. Indigenous Peoples and Environmental Problems—(Same as ANTHSCI 162/262.) The social and cultural consequences of contemporary environmental problems. The impact of market economies, development efforts, and conservation projects on indigenous peoples, emphasizing the Amazon, E. Africa, Alaska, and Central America. The role of indigenous grass roots organizations in combating environmental destruction and degradation of homeland areas. (HEF II, IV) (DA-A) GER:3a,4a
3-5 units (Durham, Irvine) not given 2004-05

HUMBIO 173. Medical Ethics—(Enroll in PHIL 78, ETHICSOC 78.)
4 units, Spr (Jaworska)

HUMBIO 174. Ethics and Politics in Public Service—(Enroll in POLISCI 133, ETHICSOC 133.)
5 units (Reich) not given 2004-05

HUMBIO 175. Health Care as Seen Through Medical History, Literature, and the Arts—The differences between disease as pathology and as the patient's experience. Topics include patient-doctor relationships, medical technology, the changing focus on illness, gender issues, mental illness, sick children, death and dying.
4 units, Aut (Zaroff)

HUMBIO 175S. The Literature of Health Care: Novels and Theater of Illness—Illness and disease through novels and plays by authors including Shakespeare, Miller, Sophocles, Hemingway, and Camus. How sickness involves the patient, family, community, and state.
3 units, Spr (Zaroff)

HUMBIO 176. Development and Disease Mechanisms—(Enroll in DBIO 201.)
4 units, Aut (Scott, Crabtree, Porzig, Kingsley, Kim)

HUMBIO 177. Skeletal Development and Evolution—(Enroll in BIOE 280, ME 280.)
3 units, Spr (Carter)

HUMBIO 179. Environmental Change and Emerging Infectious Diseases—(Enroll in ANTHSCI 179.)
3-5 units, Win (Durham, Jones)

HUMBIO 180. Human Osteology—(Same as ANTHSCI 133A/233A.) The human skeleton. Focus is on identification of fragmentary skeletal remains. Analytical methods such as paleopathology, taphonomy, and forensic techniques. Students work independently in laboratory with the collection. (HEF I,V) (DA-B) GER:2a
5 units, Win (DeGusta)

HUMBIO 180G. Introduction to Anthropological Genetics—(Enroll in ANTHSCI 14.)
5 units, Spr (Mountain)

HUMBIO 183. Hunter-Gatherers in Archaeological Perspective—(Enroll in ANTHSCI 141/241.)
4-5 units, Aut (Truncer)

HUMBIO 184. The Darwinian Revolution—(Enroll in HISTORY 133/333.)
4 units, Win (Lenoir)

HUMBIO 185. Science and Religion—(Enroll in RELIGST 270.)
4 units (Bergman, Eisen) not given 2004-05

HUMBIO 186. Evolution of Human Disease—(Enroll in ANTHSCI 172/272.)
5 units (R. Barrett) not given 2004-05

HUMBIO 187. Introduction to Imaging and Image-Based Human Anatomy—(Enroll in RAD 220.)
3 units, Win (Gold, Butts)

HUMBIO 189. Philosophy of Biology—(Enroll in PHIL 167A/267A.)
4 units, Aut (Tamona)

HUMBIO 193. Research in Human Biology—Independent research conducted under faculty supervision, taken junior or senior year, normally (but not necessarily) in pursuit of an honors project. May be taken more than one quarter for credit. Students must complete application in student services office.
1-5 units, Aut, Win, Spr (Staff)

HUMBIO 194. Honors—Completion of the honors project, normally taken in the student's final quarter. First component: the honors thesis, a final paper providing evidence of rigorous research, fully referenced, and written in an accepted scientific style. Second component: participation in the honors symposium, including a 10-minute oral presentation followed by a brief question and answer session. Prerequisites: 193 (or 199), and acceptance into the honors program.
1-10 units, Aut, Win, Spr (Staff)

HUMBIO 197. Human Biology Internship—Limited to and required of Human Biology majors. Combines course work with a supervised field, community, or lab experience of student's choosing. Must be pre-approved by Human Biology faculty adviser and student adviser before work begins, and initiated at least three quarters prior to graduation. Prerequisite: Human Biology Core.
1-4 units, Aut, Win, Spr (Staff)

HUMBIO 197S. Service Learning Internship in Human Biology—(Fulfills the Human Biology internship requirement.) Provides 100 hours of work in service capacity with a non-profit, community health agency. Students are required to go through an orientation to their community and participate in organized reflection activities throughout their experience. Prerequisite: consent of instructor and admittance into the Human Biology Service-Learning Program.
1-4 units, Aut, Win, Spr (Wanat)

HUMBIO 198. Senior Tutorial in Human Biology—Intensive reading for Human Biology majors in exceptional circumstances and under sponsorship of Human Biology associated faculty. Students must apply through Human Biology student services before registering. Reading list, paper, and evaluation required.
1-5 units, Aut, Win, Spr (Staff)

HUMBIO 199. Directed Reading/Special Projects—Human Biology majors must obtain a sponsor from the Human Biology associated faculty or the Academic Council. Non-majors and/or students who have not declared must obtain a sponsor only from the Human Biology associated faculty. Students must complete application in student services office.
1-4 units, Aut, Win, Spr (Staff)

HUMBIO 200. Teaching of Human Biology—For upper division undergraduates and graduate students. Practical experience in teaching Human Biology or serving as an assistant in a lecture course.
1-5 units, Aut, Win, Spr (Staff)

OVERSEAS STUDIES

Descriptions of these courses are in the “Overseas Studies” section of this bulletin or at the Overseas Studies office, 126 Sweet Hall. Students overseas are encouraged to participate in a wide range of internships and independent research as well.

AUSTRALIA

HUMBIO 61X. Coral Reef Ecosystems—(Same as BIOSCI 109Z, EARTHSYS 120X.)

3 units, Aut (Arrigo, Dove, Hoegh-Guldberg)

HUMBIO 62X. Coastal Resource Management—(Same as BIOSCI 110Z, EARTHSYS 121X.)

3 units, Aut (Johnstone, Udy)

HUMBIO 63X. Coastal Forest Ecosystems—(Same as BIOSCI 111Z, EARTHSYS 122X.)

3 units, Aut (Duke, Pole)

PARIS

HUMBIO 153X. Health Systems and Health Insurance: France and the U.S., a Comparison across Space and Time—(Same as PUBLPOL 111.)

4-5 units, Win (Grenier-Sennelier)

PROGRAM FOR INDIVIDUALLY DESIGNED MAJORS

The Individually Designed Major program (IDM) is overseen by the School of Humanities and Sciences, located in Building 1. See also the “School of Earth Sciences” and the “School of Engineering” sections of this bulletin for IDMs in these curriculum areas.

This program is intended for currently registered undergraduates in good academic standing interested in pursuing an area of scholarly inquiry that falls outside the purview of an established academic department or program of the University. Students submit proposals for consideration by the Curriculum Committee. These should be intellectually coherent majors designed by the students themselves, with the assistance of faculty members of their choice. IDM students are required to complete a capstone requirement either as an honors project or a senior project. Information about proposal procedures, and the procedure for an honors project, is available at the Undergraduate Advising Center, Sweet Hall, first floor, and the School of Humanities and Sciences (Building 1).

In designing a major, the student consults with three faculty members (all must be Academic Council members and be from three separate departments); one of the faculty members is selected as the student’s primary adviser. In helping the student design the major and in signing the proposal requesting approval from the Curriculum Committee, the faculty members are committing themselves to act as a regular academic advisory group for the student until graduation. The committee does not consider proposals without the approval of the faculty advisory group.

APPLICATION PROCEDURE AND CURRICULUM COMMITTEE REVIEW

The program is administered by the Curriculum Committee, the School of Humanities and Sciences, and the dean’s office in the School of Humanities and Sciences. Applications are due by the fifth week of the Spring Quarter of the sophomore year.

The committee acts in lieu of a regular department of the University. This role involves certifying the scholarly merit of the program and includes the obligation to consider, approve, and recommend changes in each proposed major.

In carrying out its role, the committee reserves the right to reject proposals that, in its opinion, lack scholarly merit or are not clearly interdisciplinary. Occasionally, the committee must reject a proposal that, though of considerable academic merit, requires resources not available at Stanford. The committee also reserves the right to recommend additions to a student’s faculty advisory group.

ADVISING AND PROPOSAL

Students who are seriously interested in the program and have met with UAC adviser Sally Mentzer, are directed to the dean’s office in the School of Humanities and Sciences to speak with the Cognizant Dean for Graduate and Undergraduate Studies. The final stage of the process is the application review by the Curriculum Committee.

The proposal should begin with a statement that describes the major, articulates the motivation for and the justification and ultimate goal of the major, and shows how the courses listed relate to and fulfill the major’s goal. This statement should be followed by a list of the proposed core courses to be counted toward the major and, as far as possible, the sequence in which they are to be taken. The proposal must be signed by the selected faculty advisory group; their signatures certify that they endorse the major as described in the proposal and agree to serve as the student’s permanent advisory group. The proposal must be accompanied by a letter of recommendation from each of the three advisers giving separate appraisals of the academic viability of the proposed major. The proposal must also include a current copy of the student’s unofficial transcript.

These specific requirements are in addition to the general guidelines discussed under “The Major” section of this bulletin. The monitoring of the requirements and subsequent changes to the original proposal must be approved by the Cognizant Dean for Graduate and Undergraduate Studies.

THE GUIDELINES

To establish the IDM program as being fully equivalent to a Stanford B.A. or B.S. degree in an established department or program, the Senate of the Academic Council has approved specific requirements. The criteria for approval of proposals submitted include:

1. Each major shall consist of at least 75 units, all in courses at or above the 100 level (or their equivalent).
2. A maximum of 5 units of these 75 units may be taken on a credit/no credit basis.
3. A maximum of 8 units of these 75 units may be taken in practical or directed reading.
4. None of the 75 units can count towards another major or other special program.
5. Students are required to take a core sequence and WIM course in the department of one of their advisers.
6. There is a grade point requirement of 3.5.
7. The proposed major must constitute a coherent academic program that fulfills the student’s objectives and achieves a clear academic goal.
8. The proposed major must be comparable in quality and in academic rigor to degrees obtained by students in other degree-granting programs offered at Stanford.
9. The proposed major must achieve both breadth and depth within the academic discipline(s), involve interdisciplinary study, and be compatible with a liberal arts education.
10. The proposed major must not duplicate or be achievable through a major already offered by another degree-granting program or department.
11. Students must present evidence that demonstrates their ability to do independent work.
12. Students proposing individually designed majors must have at least three full quarters of undergraduate work remaining at Stanford after the date on which the proposal is approved by the committee.

INTERDISCIPLINARY STUDIES IN HUMANITIES

Emeriti: (Professors) Kurt Mueller-Vollmer, Lawrence V. Ryan

Director: Paul Robinson

Associate Director: Helen Brooks

Steering Committee: (*Chair*) Paul Robinson, Helen Brooks (English, Interdisciplinary Studies in Humanities), Thomas Grey (Music), Christina Knight (Undergraduate student representative), Emily Levine (Graduate Program in Humanities student representative), Hilton Obenzinger (English), Linda Paulson (English), Rush Rehm (Drama), Casey Riffel (Undergraduate student representative), Sebastian Salvado (Graduate Program in Humanities student representative), Rega Wood (Philosophy)

Department Offices: Building 250, Room 251F

Mail Code: 94305-2020

Department Phone: (650) 723-3413

Email: idstudies.moore@stanford.edu

Web Site: <http://www.stanford.edu/group/HSP/GPH/>

Courses given in Interdisciplinary Studies in Humanities have the subject code HUMNTIES. For a complete list of subject codes, see Appendix.

The office of Interdisciplinary Studies in Humanities administers the following programs:

1. Honors Program in Humanities
2. Interdisciplinary Major in Humanities
 - a) Interdisciplinary Major
 - b) Interdisciplinary Major for Premeds
 - c) Interdisciplinary Major in Digital Humanities
 - d) Interdisciplinary Major in Philosophical and Literary Thought
3. Graduate Program in Humanities
 - a) Master of Arts
 - b) Joint Ph.D.
4. American Studies (see the "American Studies" section of this bulletin.)
5. Medieval Studies (see the "Medieval Studies" section of this bulletin.)
6. Program in Modern Thought and Literature (see the "Modern Thought and Literature" section of this bulletin.)

UNDERGRADUATE PROGRAMS

See also the "Honors Program" below.

BACHELOR OF ARTS

THE MAJOR IN INTERDISCIPLINARY STUDIES IN HUMANITIES

This undergraduate major is designed for students with a strong commitment to interdisciplinary study in the various humanities. A student may choose to pursue the B.A. degree in Humanities through one of four concentration options: (1) the standard student designed thematic concentration; (2) the concentration designed for students who also plan to complete the established premedical curriculum for careers in the health sciences; (3) the concentration in digital humanities; or (4) the concentration in philosophical and literary thought. For all options, the B.A. degree conferred is in Humanities. Each student chooses a field that reflects the focus of study, which is noted on the transcript after degree conferral.

Unlike the disciplines in natural and social sciences, the humanities focus on the formation of ideas through language. The goal of the program is to introduce students to different disciplinary methods as well as their intersections. Students interested in Interdisciplinary Studies in Humanities have the opportunity to arrange their courses by thematic subject matter, genre, or historical period.

Each applicant to the major submits a study plan, accompanied by a statement of purpose which outlines the rationale for a particular field of study. Students who wish to major in Humanities should receive approval of their fields before the end of the junior year.

Students may complete fields in

1. Culture and Politics
2. Digital Humanities (see below)
3. Early Modern Studies
4. Ecology, Philosophy, and Literature
5. Film Studies
6. Medieval Studies
7. Modern Thought and Literature
8. Performance Studies
9. Philosophical and Literary Thought (see below)
10. Philosophy and the Visual Arts

REQUIREMENTS FOR THE MAJOR

With the exception of the premed option, each program of study must include at least 12 courses for a minimum of 60 units over and above the requirements of the Humanities honors program (30 units). However, students may count one of the core seminars taken for the honors program (see below) as one of the courses toward the major if appropriate to the area of concentration.

INTERDISCIPLINARY MAJOR

The program of study for the thematic concentration include:

1. A statement of purpose designating the field and outlining the rationale for the program of study.
2. Six courses in one of the three areas: literary, historical, or philosophical study.
3. Three courses in each of the other two areas above.
4. The requirements for the Humanities honors program.

If additional courses are needed to make up the 60 unit minimum, the student may take those courses in any of the three categories. Each program of study must be signed by a Stanford faculty member who has agreed to act as the student's academic adviser; the proposed program must then be approved by the director. Changes in the study plan must be approved by the student's adviser and kept on file in the program of office.

For some fields, such as film studies or modern thought and literature, specific courses or types of courses may be strongly recommended. Consult the student handbook for such recommendations.

INTERDISCIPLINARY MAJOR FOR PREMEDS

The Interdisciplinary Major in Humanities offers an option for students who are preparing to attend medical school, but who wish to focus their studies in the humanities. This program of study gives students a coherent way to organize interdisciplinary interests by theme, nationality, or historical period. In addition, students choosing this track take all the courses usually required by medical schools (two years of organic and inorganic chemistry with labs, one year of physics, one year of biology with labs, and one or two courses to provide proficiency in quantitative skills as determined by a premed adviser), as well as course work in various humanities disciplines (eight courses and a minimum of 40 units) distributed as follows:

1. A statement of purpose choosing one of the fields listed above.
2. Four courses in the student's chosen field. Generally these four courses address different aspects of literature, history, and philosophy.
3. Three courses in medical ethics, history or philosophy of science, science, and the humanities.
4. One course in the arts.
5. The courses recommended by the Undergraduate Advising Program to fulfill medical school entrance requirements.
6. The requirements for the Humanities honors program.

INTERDISCIPLINARY MAJOR IN DIGITAL HUMANITIES

The development of new technologies has produced new topics for scholarly discussion in the humanities as well as new forms of cultural expression. The Interdisciplinary Major in Humanities offers a track for students who wish to concentrate study in the new field of Digital Humanities with the following course requirements:

1. A statement of purpose outlining a narrowly defined field of study and approved by a digital humanities adviser.
2. HUMNTIES 198 as one of the core seminars for the Humanities honors program.
3. CS 105, Introduction to Computers, or CS 106A, Programming Methodology, or equivalent.
4. Seven humanities courses relevant to the student's focus as articulated in the statement of purpose.
5. Three computer science or technology courses relevant to the student's focus; one course should have a technical focus, and one should deal with societal issues.
6. HUMNTIES 201, Digital Humanities Practicum, in preparation for the student's honors project.
7. The requirements for the Humanities honors program.

INTERDISCIPLINARY MAJOR IN PHILOSOPHICAL AND LITERARY THOUGHT

The concentration in philosophical and literary thought is available in association with the crossdisciplinary Program for the Study of Philosophical and Literary Thought. Students wishing to major in Humanities with this focus must consult with the director of that program, as well as the director or associate director of Interdisciplinary Studies in Humanities. Students prepare a program of study including at least 12 courses in literary, philosophical, and historical study, of which six courses are in philosophical or literary thought, and three in each of the other two categories. Requirements:

1. A statement of purpose defining a focus in philosophical or literary thought.
2. PHIL 81, Philosophy and Literature Gateway, which can be counted toward the course requirements for philosophical study or toward the requirements for literary study.
3. PHIL 80, Mind, Matter, and Meaning
4. Courses in philosophical study normally include at least one course from the PHIL 170 sequence and one course from the PHIL 180 sequence.
5. Courses in literary study should focus on one national literature.
6. Courses in historical study should include at least one course in the history of philosophy.
7. The requirements of the Humanities honors program.
8. Students in this track are strongly encouraged, where possible, to select one or two Interdisciplinary Core Seminars which are approved as courses of special relevance for philosophical and literary thought.

Interested students should consult the director of undergraduate studies in the Program for the Study of Philosophical and Literary Thought for a listing of courses of special relevance to the study of philosophy and literature (which includes some of the HUMNTIES interdisciplinary core seminars).

HONORS PROGRAM

The Honors Program in Humanities aims to heighten a sense of the relations among various humanistic disciplines, and to study issues in intellectual and cultural history through aesthetic, literary, historical, religious, social, and ethical perspectives.

ADMISSION

As an extra-departmental honors program, the Humanities Honors Program is open to any qualified undergraduate at Stanford, regardless of major. Interested students may obtain information from the program office. Students are encouraged to register for the program at the earliest opportunity and to take the Core Colloquium in the sophomore year. However, students may join the program as late as the junior year under certain circumstances (e.g., transfer students). Students enrolled in the crossdisciplinary majors affiliated with the Program for the Study of Philosophical and Literary Thought, whether through the Philosophy major or one of the literature majors, are strongly encouraged to write their honors essays through the Humanities honors program. Students must meet the following entrance requirements before being admitted to the program:

1. Completion of at least two quarters of the Area One requirement, except in the case of transfer students, who will be granted exception.
2. A grade point average (GPA) of at least 3.3 (B+) in all course work in the humanities. Such course work includes any Area One sequence and all Program in Writing and Rhetoric sections; all courses in the departments of Art and Art History, Drama, and Music (except studio or performance courses); all courses in the departments of Asian Languages, Classics, English, French and Italian, German Studies, Slavic Languages and Literatures, and Spanish and Portuguese (except first-year language courses); all courses in the departments of Comparative Literature, History, Philosophy, and Religious Studies; and all courses in the programs in Feminist Studies and Modern Thought and Literature.

REQUIREMENTS

1. Completion of 100, Honors Core Colloquium: Humanities, 3 units, preferably in the sophomore year.
2. Two different seminars in the series 190-198: 8-10 units, sophomore, or junior year. Both seminars must be completed by the end of the tenth quarter of undergraduate study in order for students to remain members in good standing.
3. At least one survey course in intellectual or cultural history, 4-5 units, in a field relevant to the anticipated topic of the senior essay, choosing from among courses in history, philosophy, religious studies, literature, and the arts. Students should consult the course list in the program office.
4. Unless students have compelling intellectual reasons for doing otherwise, they must fulfill their World Cultures (GER:4a) and American Cultures (GER:4b) requirements from courses offered in humanities disciplines.
5. In order to develop the requisite knowledge and methodological background to write a Humanities honors essay, students must take, during their sophomore and junior years, the required Humanities honors courses and additional humanities courses in disciplines germane to their honors essays.
6. Enrollment in 200A, one unit each, Winter and Spring quarters of the junior year.
7. An honors essay on a topic approved by the Steering Committee (usually 5 units Autumn Quarter and 5 units Winter Quarter, senior year).
8. A minimum GPA of 3.3 (B+) in all courses taken for the Honors Program, as well as an overall minimum GPA of 3.0 (B) in all course work in order to remain in the program.

GRADUATE PROGRAMS

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

MASTER OF ARTS

The Master of Arts program within the Graduate Program in Humanities is designed to broaden the student's academic background and cultural knowledge through a series of seminars that study intellectual history from the classical period to the modern era. Students gain added depth by taking four advanced courses within a defined field of study.

Application is made through the Interdisciplinary Studies in Humanities office. Application procedures are available on the web at <http://gradadmissions.stanford.edu>. The M.A. program in Humanities is ideally completed as a half-time, two-year program, but under some circumstances it may be completed in one year as a full-time program. The department does not offer financial aid for the master's program. Qualified undergraduates at Stanford may petition to complete the M.A. program coterminally with their bachelor's degrees. The deadline for applying to the M.A. program is mid-February for both outside and coterminal applications. Please check web site for specific date.

REQUIREMENTS

1. Complete the five Interdisciplinary Studies in Humanities seminars (321-325).

2. Complete four graduate-level courses in an approved, established discipline to be determined in consultation with the director. At least one of these must be a graduate-level research seminar for which a research paper is required. Under "Statement of Purpose" on the application form, the candidate must indicate the field of study (for example, art history, early modern studies, philosophy, etc.) from which the graduate-level courses are drawn. The candidate must also note his or her qualifications for undertaking graduate study in that designated field. Once admitted, the student submits a proposed program of study to the director, specifying the particular courses to be taken. The proposed program is approved on its own merits to ensure that the chosen graduate courses are suited to the M.A. in Humanities.
3. Satisfactory completion of 298, the (Spring Quarter) Graduate Program in Humanities Symposium, or prior completion of the Symposium Paper by special permission.

The minimum number of units for the M.A. degree is 45. Additional elective units may be taken at the option of the student.

Undergraduates wishing to pursue the M.A. as part of a coterminal program should speak with the program administrator about the application procedures for coterminal students.

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

JOINT PH.D.

The Graduate Program in Humanities (GPH) provides graduate students in different disciplines an opportunity to broaden their knowledge of intellectual and cultural history by focusing on texts and ideas which have been central to all humanistic disciplines from the ancient world to the present. The program's seminars usually focus on specific topics or issues in the context of historical, literary, philosophical, religious, and other disciplinary and theoretical orientations. The program provides a unique opportunity to study highly influential texts with a view to their relevance to the student's own disciplinary field.

Because the GPH is a supplementary program, its members must be students earning the Ph.D. in an academic department at Stanford.

Students may register for the program at any time, usually during the first quarter of graduate study. Members of the program are given first preference in registration for all of its offerings. Students complete the five GPH seminars (321-325). The course of study culminates in the GPH student symposium, which is developed and organized by the students in the program.

Although students in the GPH generally complete the program course work in their first two years of graduate study, requirements of some participating departments may necessitate completion of the GPH over three years. In some instances, one or more of the GPH seminars may fit within the requirements of the student's home department.

The following are participating departments in the program: Art and Art History, Classics, Comparative Literature, Drama, Education, English, French and Italian, German Studies, History, Modern Thought and Literature, Music, Philosophy, Religious Studies, Slavic Languages and Literatures, and Spanish and Portuguese. Doctoral students from other departments may participate with permission of their home departments and approval of the Director of Interdisciplinary Studies in Humanities.

REQUIREMENTS

1. Continue satisfactory work in the student's major field, in accordance with department requirements.
2. Complete the five GPH seminars. To qualify for candidacy, students should complete at least three seminars in the first two years of graduate residence. Exemption from, or permission to audit, a seminar may be secured by petition if the student can show coverage of the material at an advanced level.
3. Participate in the GPH student symposium, usually at the end of the second year of GPH course work (298; registration for units is optional).
4. At least one quarter of teaching for Interdisciplinary Studies in Humanities, normally a teaching internship in the third or fourth year (299; registration for units is optional).

5. Reading knowledge of at least one foreign language, ancient or modern, to be certified in the first two years of graduate work.
6. Passing the University oral examination according to the schedule prescribed by the major department with one GPH representative, approved by the director, as a member of the examining committee.
7. Submission of a Ph.D. dissertation acceptable to a committee which includes one representative of the GPH, approved by the director.

INTRODUCTION TO THE HUMANITIES (IHUM)

The following Introduction to the Humanities courses are taught by Interdisciplinary Studies in Humanities department faculty members. IHUM courses are typically available only to freshmen seeking to fulfill GER:1 requirements; see the "Introduction to the Humanities" section of this bulletin for further information. Prospective majors in Interdisciplinary Studies in Humanities are advised to consider satisfying their GER:1b,c requirements by registering for the following IHUM courses.

IHUM 20A,B. Anatomies of Change—The persistent reappearance of interdisciplinarity from the classical to the present. How texts provide the terms for interdisciplinary methods of interpretation. Readings cross disciplinary boundaries to encompass intellectual, social, literary, ethical, and artistic concerns. How ideas become established, what their intellectual and social boundaries are, and what historical pressures break boundaries down. GER:1b,1c (two quarter sequence)

IHUM 20A. 5 units, Win (Rayner)

IHUM 20B. 5 units, Spr (Brooks)

COURSES

See quarterly *Time Schedule* for changes in listings.

HUMNTIES 100. Honors Core Colloquium: Humanities—Required of all students in the Humanities Honors Program. Introduction to Interdisciplinary Studies in Humanities through the study and application of a range of theoretical approaches to a major literary text. This year, focus is on *Hamlet*, including film adaptations. Experience in both disciplinary and interdisciplinary analysis and writing is designed to help prepare students to write their honors essays in Humanities. GER:3a
3 units, Win (Brooks, Robinson)

HUMNTIES 170. Media Studies Internship—Practical experience working with a film or media company for six to eight weeks. Students must make arrangements with companies individually and receive the consent of the Director of the Humanities Honors Program. Credit is awarded for submitting a paper after completing the internship, focused on a topic relevant to the student's studies.
2-3 units, Aut, Win, Spr, Sum (Robinson)

HUMNTIES 175. Individual Work
1-5 units, Aut, Win, Spr, Sum (Staff)

HUMNTIES 191-198. Interdisciplinary Core Seminars in Humanities—Students in the Humanities honors program must complete two different seminars from different areas before the end of the tenth quarter of undergraduate study. Other students may enroll if space allows and with the instructor's consent.

HUMNTIES 193L. Montaigne—(Same as PHIL 193L.) Preference to Humanities honors students and Philosophy majors. Philosophical and literary aspects of Montaigne's *Essays* including the nature of the self and self-fashioning, skepticism, fideism, and the nature of Montaigne's philosophical project. Montaigne's development of the essay as a literary genre. GER:3a
4 units, Win (Anderson)

HUMNTIES 193Y. The Moral Status of Human Beings—(Same as PHIL 193Y.) The conviction that human beings have a unique moral status among animals, plants, and things, and that all humans have equal moral status is at the heart of ethics. Views which question these beliefs, attempts to defend them, and their implications for practical ethical issues such as abortion, euthanasia, new reproductive technologies, and the treatment of animals. GER:3a
4 units, Spr (Jaworska)

HUMNTIES 194G. William Blake: Poet and Painter—(Same as ENGLISH 135E.) Romantic philosopher, religious renegade, political revolutionary, social misfit and cult hero, critic of education, the church, and Newton, theorist of life science, anatomist, botanist, and follower of phrenology. Blake has inspired American rock artists, beat poets, countercultural film makers and all who think creatively about life. Focus is on his illuminated poetry. GER:3a

5 units, Win (*Gigante*)

HUMNTIES 196B. Religion, Reason, and Romanticism—(Same as RELIGST 245.) The late 18th-century European cultural shift from rationalist to romantic modes of thought and sensibility. Debates about religion as catalysts for the new *Zeitgeist*. Readings include: the Jewish metaphysician, Mendelssohn; the dramatist, Lessing; the philosopher of language and history, Herder; the critical idealist, Kant; and the transcendental idealist, Fichte. GER:3a

5 units, Spr (*Sockness*)

HUMNTIES 196H. Religion, Politics, and American Democracy—(Same as RELIGST 211.) Should religious arguments have a public role in policy debates in a democratic society that includes conflicting religious conceptions of the good? Does the separation of church and state require a completely secular society? Readings include Rawls, Rorty, Carter, Hauerwas, and Stout.

5 units, Win (*Harvey*)

HUMNTIES 197B. Camera as Witness: International Human Rights Documentaries—(Same as INTNLREL 141B, SLAVGEN 197B.) Rarely screened documentary films, focusing on global problems, human rights issues, and aesthetic challenges in making documentaries on international topics. GER:3a

5 units, Win (*Bojic*)

HUMNTIES 197C. Camera as Witness: A Forum for Global Dialogue—(Same as INTNLREL 141C, SLAVGEN 197C.) Challenges facing film makers documenting the struggle for human rights including communication of complex situations to an international audience, interpreting foreign cultures and politics, and film maker roles as artists, activists, and journalists. GER:3a

5 units, Spr (*Bojic*)

HUMNTIES 197F. Tolstoy's *Anna Karenina* and the Social Thought of Its Time—(Same as SLAVGEN 190/290.) Preference to Humanities honors students. Historical and cultural context, contesting major currents of social thought in Tolstoy's time including Marx on class and history, Mill on sex equality, Nietzsche, Dostoevsky, and Shestov on morality and power, Freud on desire and the unconscious, Durkheim on the nature of religion, and Weber on legitimation and authority. Limited enrollment. See <http://www.stanford.edu/~gfreidin/courses/AK/>. GER:3a

5 units, Aut (*Freidin*)

HUMNTIES 198J. Digital Humanities: Literature, Science, and Technology—(Same as ENGLISH 153H.) How electronic texts, literary databases, computers, and digital corpora offer unique ways of reading, analyzing, and understanding literature. Intellectual and philosophical problems associated with an objective methodology within a traditionally subjective discipline. GER:3a

5 units, Aut (*Jockers*)

HUMNTIES 200A,B,C. Senior Research—Limited to Humanities honors students. A critical essay of about 15,000 words. Students develop a proposal beginning in Winter Quarter of the junior year, and research a topic and write the essay during senior year with the guidance of a faculty member, taking a total of 5 units each of 200B and 200C, spread out during senior year as best suits their schedules. Deadline for submitting essays is the first working day on or after May 15.

HUMNTIES 200A. Research Proposal—Preliminary planning and study. Student drafts a proposal in Winter Quarter of the junior year to submit to the committee in charge for suggestions regarding focus and bibliography. After revisions, the student resubmits a fully developed proposal to the committee for additional comment and/or final approval. 60 hours over two quarters are expected of students developing their essay proposals for 2 units, usually 1 unit each in Winter

and Spring of the junior year. Students usually make revisions of some kind in either scope or formulation of the topic. Students overseas submit proposals and receive feedback by fax or email. WIM

1-2 units, Aut, Win, Spr (*Robinson*)

HUMNTIES 200B. Senior Research—Regular meetings with tutor (thesis adviser). Prerequisite: 200A. WIM

1-5 units, Aut, Win, Spr (*Robinson*)

HUMNTIES 200C. Senior Research—Regular meetings with tutor; submission of complete first draft at least two weeks before final deadline. Prerequisite: 200B. WIM

1-5 units, Aut, Win, Spr (*Robinson*)

HUMNTIES 201. Digital Humanities Practicum—For Humanities majors concentrating in digital humanities. Work related to the honors thesis under the supervision of a Stanford faculty or staff member usually affiliated with the Stanford Humanities Lab. Must be approved by the Director of Interdisciplinary Studies in Humanities.

2-5 units, Aut, Win, Spr (*Staff*)

GRADUATE

HUMNTIES 275. Directed Reading

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

HUMNTIES 298. GPH Symposium—Required of doctoral and master's students in the GPH. Participation in student-organized symposium; presentation of a paper informed by texts addressed in GPH seminars.

1-3 units, Spr (*Robinson*)

HUMNTIES 299. Teaching Internship—Required of doctoral students in the GPH. Preparation for teaching in interdisciplinary programs. Supervised teaching responsibilities in Humanities program courses.

1-3 units, Win, Spr (*Brooks*)

HUMNTIES 321. Classical Seminar—(Same as CLASSGEN 321.) The dialogue between literature and philosophy in Greek and Roman cultures. Homer, Greek tragedy, Plato, Lucretius, Virgil, and Augustine; Nietzsche's *Birth of Tragedy* and Walcott's *Omeros*.

3-5 units, Win (*Nightingale*)

HUMNTIES 322. Medieval Seminar—Cultural, literary, and artistic trends including: the Germanic ethos and heroic ideal; Celtic culture and the Arthurian romances; Provençal lyric poetry and the courtly love tradition; the emergence of Western art from Byzantine and Gothic sources and the Italian masters of the Trecento; scholasticism and Dante and Chaucer. Texts include: *Beowulf*, the *Song of Roland*, Chrétien de Troyes, Dante, Boccaccio, Chaucer, and works on Romanesque and Gothic art.

3-5 units, Spr (*Steidle*)

HUMNTIES 323. Renaissance/Early Modern Seminar—The advent of printing; the reappropriation of classical thought; the expansion of trade; revolutions in religion; the exploration of uncharted realms of the self, world, and heavens; and the rise of historiography. Authors: de Pizan, Pico della Mirandola, Columbus, De Las Casas, Machiavelli, More, Luther, Montaigne, Marlowe, Donne, Shakespeare, and Galileo.

3-5 units, Aut (*Brooks*)

HUMNTIES 324. Enlightenment Seminar—(Same as HISTORY 431B.) The Enlightenment as a philosophical, literary, and political movement. Themes include the nature and limits of philosophy, the grounds for critical intellectual engagement, the institution of society and the public, and freedom, equality, and human progress. Authors include Voltaire, Montesquieu, Rousseau, Hume, Diderot, and Condorcet.

3-5 units, Win (*Baker*)

HUMNTIES 325. Modern Seminar—(Same as ENGLISH 325X.) Modern aesthetic and philosophical ideas about language and experience. Relationships among notions of aesthetic and psychological experience and roles ascribed to experience in theories of meaning. Readings may include literary texts by Joyce, Woolf, Stevens, Conrad, Eliot, Bishop, Ashbery, and Powers, and philosophical texts by Wittgenstein, Heidegger, Sellars, McDowell, and Davidson.

5 units, Aut (*Bourbon*)

INTERNATIONAL POLICY STUDIES

Director: Norman M. Naimark (History)

Interim Director: Martin W. Lewis (International Policy Studies, History)

Executive Faculty Committee: Coit D. Blacker (Stanford Institute for International Studies), James Fearon (Political Science), Judith L. Goldstein (Political Science), Stephen H. Haber (Political Science), Timothy Josling (Institute for International Studies), Michael McFaul (Political Science), Ronald I. McKinnon (Economics), Michael Tomz (Political Science)

Lecturers: Chonira Aturupane, Gili Drori, John Dunlop, Keith Hansen, Pawel Lutomski, Bertrand Patenaude, Helen Stacy

Affiliated Faculty: Jonathan Bendor (Business), Gordon Chang (History), Larry Diamond (Hoover Institution), Lynn Eden (Sociology), Walter P. Falcon (Stanford Institute for International Studies), Larry Goulder (Economics), David J. Holloway (History, Stanford Institute for International Studies, Political Science), Simon Jackman (Political Science), Terry Karl (Political Science), Stephen D. Krasner (Political Science), Gail Lapidus (Stanford Institute for International Studies), Beatriz Magaloni (Political Science), Isabela Mares (Political Science), Rosamond Naylor (Stanford Institute for International Studies), Roger G. Noll (Economics), Jean Oi (Political Science), Daniel Okimoto (Political Science), Len Ortolano (Civil and Environmental Engineering), Robert A. Packenham (Political Science), William Perry (Stanford Institute for International Studies, Management Science and Engineering), Douglas Rivers (Political Science), Richard Roberts (History), Scott D. Sagan (Political Science), Stephen Stedman (Political Science, Stanford Institute for International Studies), Thomas Simons (History), Andrew Walder (Stanford Institute for International Studies, Sociology), Ann Wren (Political Science)

Other Affiliation: Michael Armacost (Stanford Institute for International Studies), Christophe Crombez (Stanford Institute for International Studies), Donald Emmerson (Stanford Institute for International Studies), Jonathan Greenberg (Law), Katherine Jolluck (History), Kathryn Stoner-Weiss (Stanford Institute for International Studies)

Program Offices: Encina Hall West, Room 216

Mail Code: 94305-6045

Phone: (650) 723-4547

Web Site: <http://ips.stanford.edu>

Courses given in International Policy Studies have the subject code IPS. For a complete list of subject codes, see Appendix.

GRADUATE PROGRAM

MASTER OF ARTS

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

International Policy Studies (IPS) is a highly analytical interdisciplinary program focusing on international policy analysis. Its goal is to provide students with in-depth exposure to a range of issues that they will face in the 21st century in international business and public policy, and to develop a foundation of skills and knowledge to address those issues. The program allows students to focus on: the international economic system, developing and transition societies, security issues, or the world environment. More information on IPS can be found on our web site at <http://ips.stanford.edu>.

IPS requires completion of the core and cognate requirements listed below which normally amount to 48 units of credit. Additional units are required for students who have not fulfilled the prerequisites for these requirements.

ADMISSION

IPS is designed for students who have a strong undergraduate background in economics and political science. To enroll in the program, students must have taken at least one undergraduate course in international relations, as well as calculus-based undergraduate courses in statistics, microeconomics, and macroeconomics. Stanford courses satisfying these requirements are POLISCI 1 or IPS 204, and ECON 51, 52, 102A. In addition, to fulfill the program requirements in one year, students must have completed one advanced undergraduate course in international economics, and one in either security studies or international political economy. Stanford courses that meet these requirements are ECON 165 and POLISCI 110B or C.

Applicants from schools other than Stanford or applicants from Stanford who did not apply in their senior year should submit a Graduate Admission Application including a statement setting forth relevant personal, academic, and career plans and goals; official transcripts; three letters of recommendation; Graduate Record Examination (GRE) scores; and a writing sample of at least ten pages. TOEFL scores are required for applicants for whom English is not their first language or who did not attend an undergraduate institution where instruction is in English. To apply online or for information on graduate admission, go to <http://gradadmissions.stanford.edu>. Applicants are expected to have a B.A. or B.S. degree from an accredited school. Complete information on applying to IPS is found in the *Guide to Graduate Admission*. Applications for admission beginning Autumn Quarter must be filed together with supporting credentials by the preceding December 14.

Undergraduates at Stanford may apply for admission when they have earned a minimum of 120 units toward graduation, including AP and transfer credit, and no later than the quarter prior to the expected completion of their undergraduate degree. The application requires an official, current transcript, two letters of recommendation from University faculty, a course paper of at least ten pages, and a statement of relevant personal, academic, and career plans and goals. Students enroll in the program in the Autumn Quarter following completion of all of their undergraduate requirements including at least 180 units and, if graduating with honors, a senior thesis. Applications are available at the Registrar's Office and must be filed together with supporting credentials by the preceding December 14.

DEGREE REQUIREMENTS

To receive the M.A. degree in International Policy Studies, students must complete the items below. These requirements entail 23 units of core courses and an additional 25 units from the cognate curriculum. These courses have the following prerequisites, which cannot be counted toward any of the IPS degree requirements or for an area specialization: ECON 51, 52, 102A, and 165; POLISCI 1 and 110B or C.

Core—

1. Seminar Requirement: IPS 200, Issues in International Policies (3 units)
2. Skills Requirement: any three of the following nine courses (15 units)—ECON 102B, 102C, 150, 286; IPS 201A, 201B; POLISCI 350B, 350C, 352; PUBLPOL 105
3. International Economics Requirement (5 units): IPS 202, Topics in International Macroeconomics; IPS 203, Issues in International Economics

*Cognate Curriculum—*Students must take 25 units of other IPS approved courses for their cognate. At least 15 units must be in one of the following areas of specialization and 10 units must be in two other areas of specializations (a complete list of the courses in these areas is available in the IPS program office):

International Political Economy
Conflict/Security Studies
Political and Economic Development
Public Organizations and Policy Implementation
World Environmental Policy

Area Specialization—Students may earn an area specialization certificate by completing 15 additional units of coursework focusing on one region. Options include Asia, Eastern Europe/Russia, Latin America, and Western Europe. Area specialization units may not be counted toward the cognate curriculum requirement.

Master's Thesis—Students are not required to write a master's thesis; however, students may register for 10 units of thesis research under the guidance of a faculty member. Thesis proposals must be approved by the program director. Thesis units may not be counted toward the cognate curriculum requirement. (Register for IPS 290.)

In addition, students must meet the following deadlines:

1. Complete and file the IPS Program Proposal, available in the IPS office, no later than the second week of Autumn Quarter. Students should list all courses to be used to fulfill the IPS requirements, including the required IPS 200 course. Coterminal students must list unduplicated courses, that is, courses not counted toward an undergraduate degree.
2. Use Axxess to file an Application to Graduate by the appropriate deadline, and complete and file the IPS Program Requirement Completion Worksheet with the IPS office.

Grade Requirements—All courses to be counted toward the 45 units must be taken for a grade of 'B-' or higher.

Financial Aid—Undergraduates may petition for a fifth year of financial aid as coterminal students. Note that these petitions can only be made if the undergraduate degree has not been conferred. University-based financial aid is not normally available for graduate students entering the IPS program.

COURSES

See the IPS Degree Requirements (available in the IPS Program Office or on the web) for updated information on additional courses.

CORE

SEMINAR REQUIREMENT

IPS 200. Contemporary Issues in International Policies—For IPS students only. Lecture series. Scholars present their analysis of major international public policy issues.

1 unit, Aut, Win, Spr (M.W. Lewis)

SKILLS REQUIREMENT

Any three of the following classes:

IPS 201A. Basic Econometrics—First course in econometrics, with emphasis on linear regression analysis. Topics covered include bivariate and multivariate regression models, inference and hypothesis testing, heteroscedasticity, autocorrelation, and simultaneous-equation models.

5 units, Aut (Staff)

IPS 201B. Applied Econometrics—Emphasis is on practical experience.

5 units, Win (Staff)

ECONOMICS

ECON 102B. Introduction to Econometrics

5 units, Win (Vytlačil), Spr (Hansen)

ECON 102C. Advanced Topics in Econometrics

5 units, Spr (Pistaferrri)

ECON 150. Economic Policy Analysis

5 units, Win (Noll)

ECON 286. Game Theory and Economic Application

2-5 units, Aut (Levin)

POLITICAL SCIENCE

POLISCI 350B. Political Methodology II

5 units, Win (Jackman, Rivers)

POLISCI 350C. Political Methodology III

3-5 units, Spr (Jackman, Rivers)

POLISCI 352. Introduction to Game Theoretic Methods in Political Science

5 units, Aut (Fearon)

PUBLIC POLICY

PUBLPOL 105. Quantitative Methods and Their Applications to Public Policy

5 units, Spr (Rothwell)

INTERNATIONAL ECONOMICS REQUIREMENT

IPS 202. Topics in International Macroeconomics—Topics: standard theories of open economy macroeconomics, exchange rate and stabilization policies, the economics of monetary unification and the European Monetary Union, and emerging markets financial and currency crises.

5 units, Win (Staff)

IPS 203. Issues in International Economics—Globalization, international trade and trade policy, including economic growth, regionalism, the World Trade Organization and the political economy of trade policy.

5 units, Spr (Staff)

COGNATE

Students must take 25 units in the cognate curriculum, 15 of which must be from the same track and the other 10 must be from 2 other tracks. The five tracks are: International Political Economy, Conflict/Security Studies, World Environmental Policy, Political and Economic Development, and Public Organizations and Policy Implementation.

INTERNATIONAL POLITICAL ECONOMY

IPS 204. Theories and Concepts in International Relations—Seminar. The major theoretical approaches to international relations, including concepts such as power, agency, the state, and the international system. Themes include conflict and cooperation among states, domestic influences on foreign policy, transnational relations, and international institutions and regimes. Case studies in international security, international political economy, and international law and organization.

5 units, Aut (Stoner-Weiss)

IPS 222A. The Political Economy of the European Union—(Same as INTNLREL 122A.) EU institutions, the legislative process, policies, relations with the U.S., and enlargement and the future of the EU. History and theories of EU integration. Democratic accountability of the institutions, and the emerging party system. Principal policies in agriculture, regional development, the internal market, single currency, and competition. Emphasis is on policies that affect the relations with the U.S. including trade and security. Results of the EU's constitutional convention.

5 units, Win (Crombez)

IPS 230. Science, Technology, and Development—(Same as INTNLREL 130.) Global and sociological perspective. The rates of global expansion of science, technology, and information technology, comparing nations and world religions. The social impact of these trends, primarily concerning economic development and notions of progress (democratization, human rights, welfare of local populations, and national security). Current discussions regarding globalization, science and technology policy, development, commodification of the public good, and social change. The implications of science and technology globalization, as they shape the diverging trajectory of nation states worldwide.

5 units, Aut (Drori)

IPS 249. The Economics and Political Economy of the Multilateral Trade System—(Same as INTNLREL 149.) The historical development of the multilateral trade system, the current agenda of the World Trade Organization, and prospects for trade liberalization. Emphasis is on the economic rationale for multilateral trade rules, the political problems facing countries in supporting further liberalization, and the challenges to the legitimacy of WTO procedures and practices. Issues include the greater participation of developing countries, the impact of new members, and the relationship between the WTO and other multilateral bodies. Guest speakers; student research paper presentations.

5 units, Win (Josling)

IPS 282. Southeast Asia: Issues and Perspectives—(Same as INTNLREL 182.) While long conventional to praise the Association of Southeast Asian Nations for its success, regional crises since 1997 have fostered a view of ASEAN as impotent, irrelevant, or both. It is said to have enlarged too fast to the detriment of its coherence and effectiveness, and to rely too much on national sovereignty viewed as an anachronism in a globalizing, borderless, and democratizing world. Emphasis is on Singapore and Indonesia.

5 units, Win (*Emmerson*)

ECONOMICS

ECON 224. Science, Technology, and Economic Growth

2-5 units, Win (*Gambardella*)

ECON 265. Open Economy Macroeconomics

2-5 units, Spr (*M. Wright*)

ECON 266. International Trade

2-5 units, Win (*Rossi-Hansberg*)

ECON 269. International Financial Markets and Monetary Institutions

5 units (*Staff*) not given 2004-05

MANAGEMENT SCIENCE AND ENGINEERING

MS&E 271. Global Entrepreneurial Marketing

4 units, Win, Spr (*Kosnik*)

POLITICAL SCIENCE

POLISCI 247T. The Politics of the European Union

5 units (*Wren*) not given 2004-05

POLISCI 312. Japanese Foreign Policy

5 units, Aut (*Okimoto*)

POLISCI 340S. Political Economy of Post-Communism

5 units (*McFaul*) not given 2004-05

POLISCI 345R. Political Economy of Japan

3-5 units, Aut (*Okimoto*)

POLISCI 345S. Japanese Politics

5 units (*Staff*) not given 2004-05

POLISCI 348. Chinese Politics: The Transformation and the Era of Reform

5 units, Win (*Oi*)

POLISCI 443R. Corporate Restructuring and Governance in Asia

5 units (*Oi*) not given 2004-05

POLISCI 443S. Political Economy of Reform in China

5 units, Spr (*Oi*)

SOCIOLOGY

SOC 214. Economic Sociology

5 units, Aut (*Granovetter*)

SOC 217A. China Under Mao

5 units, Aut (*Walder*)

SOC 264. Firms, Markets, and States

5 units (*Staff*) not given 2004-05

CONFLICT/SECURITY STUDIES

IPS 219C. Arms Control and Efforts to Prevent the Proliferation of Weapons of Mass Destruction—(Same as INTNLREL 119C.) The history of efforts to limit and reduce nuclear, biological, and chemical weapons of mass destruction (WMD), the nature of such weapons, threats posed by their proliferation, and prospects for efforts to prevent proliferation. Written analysis of a negotiation and simulated deliberation of policy options.

5 units, Spr (*Hansen*)

IPS 240B. International Criminal Court and Tribunals—(Same as INTNLREL 140B.) International criminal law as an instrument of human rights policy since the end of the Cold War. The growing corpus of law and policy including treaties, declarations, conventions, and customary law. Ethical and political implications of international criminal courts and tribunals for notions of sovereignty; the legal implications for universal human rights standards of non-Western national politics, and religious and cultural practices; and the use by some nations of universal jurisdiction within domestic courts to prosecute crimes that take place outside sovereign boundaries.

5 units (*Stacy*) not given 2004-05

IPS 240C. The U.S., U.N. Peacekeeping, and Humanitarian War—(Same as INTNLREL 140C.) The 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, origins and evolution of peacekeeping, reasons for peace making and enforcement in the 90s, and debates over the legality and wisdom of humanitarian intervention. Case studies include Croatia, Bosnia, Somalia, Rwanda, Kosovo, East Timor, and Afghanistan.

5 units, Spr (*Patenaude*)

IPS 266. Russia and Islam—(Same as INTNLREL 166.) Seminar. Focus is on 1985 to the present. The policies of Gorbachev toward the Muslim populace of the Soviet Union; how post-communist Russia under Yeltsin and Putin has dealt with its Muslim minorities; and the relationship of Russia to the newly independent states of Central Asia and the South Caucasus after the breakup of the USSR in 1991. The two wars Russia has fought with secessionist Chechnya.

5 units, Aut (*Dunlop*)

IPS 281. Contemporary Issues in U.S. Relations with Northeast Asia—(Same as INTNLREL 181.) The interaction among the great powers (China, Japan, Russia, and the U.S.) in E. Asia and their impact on U.S. efforts to advance and defend its strategic, political, and economic interests in the area. Emphasis is on practical aspects of problems such as the U.S.-Japan alliance, preventing the proliferation of nuclear weapons and ballistic missiles in N. Korea, promoting peaceful coexistence in the Taiwan Straits, and fostering balanced economic relations between America and the export-led growth economies in the region.

5 units, Win (*Armocost*)

HISTORY

HISTORY 322B. Circles of Hell: Poland in World War II

5 units, Spr (*Jolluck*)

HISTORY 327. War and Peace in the 20th Century

5 units (*Sheehan*) not given 2004-05

HISTORY 375A. U.S.-China Relations: From the Opium War to Tiananmen

5 units, Win (*Chang*)

HISTORY 388. Palestine and the Arab-Israeli Conflict

5 units, Aut (*Al-Qattan*)

HISTORY 423. Stalin and Europe; Europe and Stalin

5 units (*Naimark*) not given 2004-05

MANAGEMENT SCIENCE AND ENGINEERING

MS&E 293. Technology and National Security

3 units, Aut (*Perry, Paté-Cornell*)

POLITICAL SCIENCE

POLISCI 114S. International Security in a Changing World

5 units, Win (*Sagan, Blacker, Perry*)

POLISCI 114T. Major Issues in International Conflict Management

5 units (*Stedman*) not given 2004-05

POLISCI 312R. Domestic Politics and International Conflict

5 units, Spr (*Schultz*)

POLISCI 318S. State Building

5 units, Win (*Krasner*)

POLITICAL AND ECONOMIC DEVELOPMENT

IPS 209. Offshoring of Business Services—Economic, political, technological, and business aspects. Back-office services such as software and front-office services such as sales. Supply-chain strategies: offshoring software programming versus system design. Managerial models: in-house versus outsourced offshoring. Economic and political environments, and their impact on business and policy decisions.

5 units, *Win (Dossani)*

IPS 230. Science, Technology, and Development—For description, see “International Political Economy” subsection above.

5 units, *Aut (Drori)*

ANTHROPOLOGICAL SCIENCES

ANTHSCI 124/224A. Perspectives on Sustainable Development in Latin America

4-5 units (*Staff*) not given 2004-05

ECONOMICS

ECON 106. World Food Economy

5 units, *Win (Falcon, Naylor)*

ECON 214. Development Economics: Microeconomic Issues

2-5 units, *Aut (Mahajan)*

ECON 216. Development Economics and Growth: Macroeconomics

2-5 units (*Staff*) not given 2004-05

ECON 217. Development Economics: Money and Finance

2-5 units, *Win (McKinnon)*

HISTORY

HISTORY 347A. Health and Society in Africa

5 units, *Spr (Roberts)*

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

5 units (*Frank*) not given 2004-05

HISTORY 386. Economic and Social History of the Modern Middle East

4-5 units (*Beinin*) not given 2004-05

MANAGEMENT SCIENCE AND ENGINEERING

MS&E 249. Growth and Development

3 units, *Sum (de La Grandville)*

POLITICAL SCIENCE

POLISCI 141. The Global Politics of Human Rights

5 units, *Win (Karl)*

POLISCI 246R. Market-Oriented Reform and Development in Latin America

5 units, *Spr (Packenham)*

POLISCI 317R. The End of the USSR: Causes and Consequences

5 units, *Win (Lapidus)*

PUBLIC ORGANIZATIONS AND POLICY IMPLEMENTATION

IPS 211. Education for All? The Global and Local in Public Policy Making in Africa—(Same as INTNLREL 111.) Although international institutions, national governments, and non-governmental organizations agreed in 1990 to promote education for all within a decade, the goal has not been achieved. The need in Africa is great but education systems are underfunded and overstressed, schools are crowded and poorly equipped, and teachers are overburdened and underprepared. Focus is on policy making in Africa and the intersection of policy processes and their political and economic dimensions. Case studies.

5 units, *Spr (Samoff)*

IPS 219A. Intelligence and U.S. Foreign Policy—(Same as INTNLREL 119A.) The nature of intelligence, organization, and functions of the

intelligence community, sources of intelligence information, intelligence support to policy makers, relations with and support to Congress, and the compatibility of secrecy and an open democratic society. Simulated intelligence and policy deliberations. Current intelligence analyses and national intelligence estimate on issue of student's choosing.

5 units, *Aut (Hansen)*

IPS 219B. History of U.S. Intelligence—(Same as INTNLREL 119B.) The origin and evolution of U.S. intelligence, how intelligence has been used by Presidents, its role in international crises, intelligence successes and failures, and the policy requirements that drive intelligence collection, analysis, and covert action. Student analysis of the role and contribution of intelligence in a specific crisis. Simulated briefings to senior policy officials.

5 units, *Win (Hansen)*

IPS 219C. Arms Control and Efforts to Prevent the Proliferation of Weapons of Mass Destruction—For description, see “Conflict/Security Studies” subsection above.

5 units, *Spr (Hansen)*

IPS 231. Globalization and Organizations—(Same as INTNLREL 131.) Organizations serve as the carriers of globalization processes: expanding worldwide, organizations proliferate social procedures, establish isomorphic structures, and diffuse cultural patterns. Political structures, international relations, commercial organizations, cultural institutions. Global organizational expansion, forms of organizational adaptation, notions of national sovereignty under intensifying global organizational expansion, and forms of national and international governance. Studies of global organizational fields including science, rights, environment, development, combining theoretical, comparative, and case study pieces.

5 units, *Win (Drori)*

IPS 240A. International Law and International Relations—(Same as INTNLREL 140A.) What is the character of international legal rules? Do they matter in international politics, and if so, to what degree? The foundational theories, principles, and sources of public international law. Prominent theories of international relations and how they address the role of law in international politics. Practical problems such as human rights, humanitarian intervention, and enforcement of criminal law. International law as a dynamic set of rules, at times influenced by power, at other times constraining it, but always essential to studying international relations.

5 units, *Aut (Lutowski)*

IPS 240B. International Criminal Court and Tribunals—For description, see “Conflict/Security Studies” subsection above.

5 units (*Stacy*) not given 2004-05

IPS 240C. The U.S., U.N. Peacekeeping, and Humanitarian War—For description, see “Conflict/Security Studies” subsection above.

5 units, *Spr (Patenaude)*

IPS 240D. International Human Rights Law: Cultural Exceptions and Enforceability—(Same as INTNLREL 140D.) The expansion of international human rights law. How nation states exempt themselves from applying international human rights standards because of cultural exceptions such as religious and traditional practices, forced and juvenile marriages, child labor, abortion, environmental standards, and property rights. How international human rights treaties are made; how nation states represent their cultural views. The effects of treaty reservations; legal processes for compliance and enforcement. Other mechanisms of inducement or coercion to produce compliance. How regional legal systems handle cultural difference and enforcement.

5 units, *Win (Stacy)*

IPS 314S. Decision Making in U.S. Foreign Policy—(Same as POLISCI 314S.) Priority given to students in International Policy Studies. The formal and informal processes involved in U.S. foreign policy decision making. The formation, conduct, and implementation of policy, emphasizing the role of the President and executive branch agencies. Theoret-

ical and analytical perspectives are supplemented by case studies. Preparation of policy memorandum and substantial research paper or take-home final.

5 units, Spr (Blacker)

HISTORY

HISTORY 352. Decision Making in International Crises: The A-Bomb, the Korean War, and the Cuban Missile Crisis

5 units, Aut (Bernstein)

MANAGEMENT SCIENCE AND ENGINEERING

MS&E 234. Organizations and Information Systems

4 units, Win (Tabrizi)

MS&E 254. The Ethical Analyst

1-3 units, Spr (Howard)

POLITICAL SCIENCE

POLISCI 346S. The Logic of Authoritarian Government

5 units, Win (Haber)

POLISCI 362. New Economics of Organization

5 units, Spr (Weingast)

POLISCI 365. Organizational Decision Making

5 units, Spr (Bendor)

SOCIOLOGY

SOC 214. Economic Sociology

5 units, Aut (Granovetter)

WORLD ENVIRONMENTAL POLICY

IPS 261A. Global Human Geography: Asia and Africa—(Same as INTNLREL 161A, HISTORY 101A.) Global patterns of demography, economic and social development, geopolitics, and cultural differentiation, covering E. Asia, S. Asia, S.E. Asia, Central Asia, N. Africa, and sub-Saharan Africa. Use of maps to depict geographical patterns and processes.

5 units, Aut (M.W. Lewis)

IPS 261B. Global Human Geography: Europe and Americas—(Same as INTNLREL 161B, HISTORY 101B.) Patterns of demography, economic and social development, geopolitics, and cultural differentiation. Use of maps to depict geographical patterns and processes.

5 units, Win (M.W. Lewis)

IPS 263. History and Geography of Contemporary Global Issues—(Same as INTNLREL 163, HISTORY 201E.) The historical background and geographical context of contemporary global issues and events. Texts are a world atlas and regular reading of *The New York Times* and *The Economist*. Topics vary according to what is happening in the world. Student presentations.

5 units, Spr (M.W. Lewis)

CIVIL AND ENVIRONMENTAL ENGINEERING

CEE 171. Environmental Planning Methods

3 units, Win (Ortolano)

ECONOMICS

ECON 155. Environmental Economics and Policy

5 units, Spr (Goulder)

ECON 243. Economics of Environment

2-5 units (Staff) not given 2004-05

MANAGEMENT SCIENCE AND ENGINEERING

MS&E 248. Economics of Natural Resources

3-4 units, Aut (Sweeney)

MS&E 250A. Engineering Risk Analysis

2-3 units, Win (Paté-Cornell)

INTERNATIONAL RELATIONS

Director: Norman M. Naimark (History)

Interim Director: Martin W. Lewis (International Relations, History)

Faculty Committee: Coit D. Blacker (Stanford Institute for International Studies), James Fearon (Political Science), Judith L. Goldstein (Political Science), Stephen H. Haber (Political Science), Timothy Josling (Stanford Institute for International Studies), Michael McFaul (Political Science), Ronald I. McKinnon (Economics), Michael Tomz (Political Science)

Affiliated Faculty: Barton Bernstein (History), Gordon Chang (History), Larry J. Diamond (Hoover Institution), Peter Duus (History), Amir Eshel (German Studies), Walter P. Falcon (Stanford Institute for International Studies), Zephyr Frank (History), Lawrence H. Goulder (Economics), David J. Holloway (History, Political Science, IIS), Kennell Jackson, Jr. (History), Terry L. Karl (Political Science), David M. Kennedy (History), Stephen D. Krasner (Political Science), Michael Kumhof (Economics), Gail Lapidus (Stanford Institute for International Studies), Beatriz Magaloni (Political Science), Mark I. Mancall (History), Isabela Mares (Political Science), Michael May (Stanford Institute for International Studies), Robert McGinn (Management Science and Engineering), Rosamond Naylor (Stanford Institute for International Studies), Roger Noll (Economics), Jean C. Oi (Political Science), Daniel I. Okimoto (Political Science), Robert Packenham (Political Science), William J. Perry (Stanford Institute for International Studies, Management Science and Engineering), Richard Roberts (History), Scott Sagan (Political Science), Debra M. Satz (Philosophy), James J. Sheehan (History), Robert Thompson (History), Andrew Walder (Stanford Institute for International Studies, Sociology), Amir Weiner (History), Ann Wren (Political Science)

Other Affiliation: Michael Armacost (Stanford Institute for International Studies), Byron Bland (Stanford Institute for International Studies), Christophe Crombez (Stanford Institute for International Studies), Gerald A. Dorfman (Hoover Institution), Gili S. Drori (International Relations), Donald Emmerson (Stanford Institute for International Studies), Keith Hansen (International Relations), Katherine Jolluck (History), Pawel Lutomski (International Relations), H. Lyman Miller (Hoover Institution), Bertrand Patenaude (Hoover Institution), Armin Rosencranz (Human Biology), Joel Samoff (Center for African Studies), Helen Stacy (Stanford Institute for International Studies), Stephen Stedman (Political Science)

Program Offices: Encina Hall West, Room 216

Mail Code: 94305-6045

Phone: (650) 723-4547

Web Site: <http://irweb.stanford.edu>

Courses in International Relations have the subject code INTNLREL. For a complete list of subject codes, see Appendix.

International Relations (IR) is an interdisciplinary undergraduate major focusing on the study of the changing political, economic, and cultural relations among nation states. Students pursue a course of study in world politics that includes classes in political science, economics, history, and languages, focusing on a range of issues including but not limited to international security, international political economy, political and economic development, and democratization. All International Relations majors must spend at least one quarter overseas and show two-year proficiency in a foreign language.

The International Relations program provides students with both the foundational skills and specific knowledge necessary to analyze the behavior of nations. The major prepares students for a variety of careers in government, non-governmental organizations, and business, both domestic and international. In addition, many IR students go on to graduate school in law, business, economics, or political science. More information on IR can be found on our web site at <http://irweb.stanford.edu>.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

Requirements for the major (65 units) are:
IR Core Courses (Numbers 1-5)

1. POLISCI 1
2. POLISCI 110A or 110B or 110C or 110D or HISTORY 172A
3. ECON 1 or 50 or 51 or 52
4. Two additional upper-division Economics courses from the IR approved course offerings lists
5. At least one of the following skills classes:
ECON 102A
POLISCI 150A
STATS 60
6. Complete either a Functional Specialization or an Area Specialization (see below for descriptions of specializations). Courses that are used in the core area (1-5 above) cannot also be counted for the specialization.
7. At least one course must be an upper-division seminar or colloquium.
8. At least one course designated as writing intensive (WIM) for International Relations.
9. No more than 20 units can be lower-division courses.
10. A minimum grade of 'C' is required for courses to count towards major requirements.
11. Completion of one quarter study overseas either through the Stanford Overseas Studies Program or an approved non-Stanford program.
12. Proficiency in a foreign language through two years of course work (second-year, third-quarter) or a proficiency exam.

FUNCTIONAL SPECIALIZATION

The three functional specializations are:

1. Comparative Political and Historical Analysis (CPHA)
2. Comparative Culture and Society (CCAS)
3. Comparative and International Political Economy (CIPE)

Students must complete a total of seven courses (35 units) for their functional specialization. Four courses must be from the student's functional area (CPHA, CCAS, CIPE); two courses from a second track; and the final course from the third track (4-2-1). Consult the updated course offering lists available in the International Relations office or on the web at <http://irweb.stanford.edu/> for IR approved courses in each track.

AREA SPECIALIZATION

The area specializations are: Africa, Europe, Latin America, and Russia/East Europe. Students must complete a total of seven courses (35 units) with five courses directly related to their area specialization. Three of these five courses must be in one of the three tracks (CPHA, CCAS, CIPE), one course in a second track, and the final course in the third track. The ten remaining units must be fulfilled by comparative or further area course work.

Students must also demonstrate proficiency in a language, other than English, commonly spoken in the area chosen by completing two years of language study or by passing a second-year, third-quarter proficiency exam. Students can fulfill the overseas studies requirement by participating in an IR-approved Overseas Studies Program in the area of specialization.

Check the IR office for updated information about the area specialization requirements.

DECLARING THE MAJOR

The International Relations major must be declared no earlier than the beginning of sophomore year and no later than the end of the second quarter of the junior year. Students must submit an acceptable proposal to the director of the program and declare IR on Axess. Students completing a double major, or fulfilling International Relations as a secondary major are also required to file a proposal by the end of the second quarter of the junior year.

Students who have already been accepted as majors in the program may petition to include courses for their specialization that are not listed in this section of the bulletin or in the updated course lists. Courses should

be clearly international in nature and petitions should contain as much information as possible about the course in question (e.g., syllabi, reading lists). Petitions are available in the International Relations office.

MINORS

A minor in International Relations is intended to provide an interdisciplinary background allowing a deeper understanding of contemporary international issues. Declaration of the minor must take place no later than the end of the second quarter of the junior year. To declare, complete the application for a minor on Axess.

Students complete the minor by taking seven unduplicated courses (35 units) from the IR curriculum, including the following:

1. POLISCI 1
2. Two of the four following courses: POLISCI 110A, 110B, 110C, 110D
3. Four courses from one of the three tracks (CPHA, CCAS, CIPE), or four courses relating to the same geographic region. Consult the updated course offering lists available in the International Relations office or on the web site.

HONORS PROGRAM

The International Relations honors program offers qualified students the opportunity to conduct a major independent research project under faculty guidance. Such a project requires a high degree of initiative and dedication, significant amounts of time and energy, and demonstrated skills in research and writing.

In their junior year, students should consult with prospective honors advisers, choose the courses that provide academic background in their areas of inquiry, and demonstrate an ability to conduct independent research. Students should submit their honors thesis proposal during Spring Quarter of their junior year.

Prerequisites for participation include a 3.5 grade point average (GPA), a strong overall academic record, good academic standing, successful experience in writing a research paper, and submission of an acceptable thesis proposal. Students admitted to the honors program participate in either Honors College or the Autumn Quarter Honors Colloquium, enroll in research units each quarter with their faculty adviser, and present a formal defense of their thesis in mid-May. Students must receive at least a grade of 'B+' in order to graduate with honors in International Relations.

GRADUATE PROGRAM

MASTER OF ARTS

It is possible for students majoring in International Relations to work simultaneously for a coterminal master's degree in a number of related fields. Coterminal students should consult advisers in both departments or programs to ensure that they fulfill the degree requirements in both fields. For information on the M.A. program in International Policy Studies, see the "International Policy Studies" section in this bulletin. For University coterminal degree program rules and University application forms, see <http://registrar.stanford.edu/publications/#Coterm>.

COURSES

WIM indicates that the course satisfies the Writing in the Major requirement for International Relations.

CORE

ECONOMICS

ECON 1. Elementary Economics

5 units, Aut (Boskin), Win (Wright), Spr (Clerici-Arias)

ECON 50. Economic Analysis I

5 units, Aut (Johnson), Win (Tendall)

ECON 51. Economic Analysis II

5 units, Win (Johnson), Spr (Tadelis)

ECON 52. Economic Analysis III

5 units, Win (Tertilt), Spr (Klenow)

ECON 102A. Introduction to Statistical Methods (Postcalculus) for Social Scientists

5 units, Aut (Tendall), Win (Nicholson)

HISTORY**HISTORY 172A. The United States Since 1945**

4-5 units, Win (Bernstein)

POLITICAL SCIENCE**POLISCI 1. Introduction to International Relations**

5 units, Aut (Tomz)

POLISCI 110A. Sovereignty and Globalization

5 units, Win (Krasner)

POLISCI 110B. Strategy, War, and Politics

5 units (Sagan) not given 2004-05

POLISCI 110C. America and the World Economy

5 units (Goldstein) not given 2004-05

POLISCI 110D. War and Peace in American Foreign Policy—WIM

5 units, Spr (Schultz)

POLISCI 150A/350A. Political Methodology I

5 units, Aut (Wand)

STATISTICS**STATS 60/160. Introduction to Statistical Methods: Precalculus**

5 units, Aut (Walther), Win (Thomas), Spr, Sum (Staff)

ADDITIONAL OFFERINGS

The courses listed below fulfill the IR functional specialization track requirements in CPHA, CCAS, and CIPE, and can fulfill the area specialization option in Africa, Europe, Latin America, or Russia/East Europe. See the IR program web site or office for specific course designations. For course descriptions and General Education Requirement (GER) information, see the respective department listings. Additional relevant courses may be offered; for updated information, consult the course offerings in the IR program office or at <http://irweb.stanford.edu>.

COMPARATIVE POLITICAL AND HISTORICAL ANALYSIS (CPHA)

INTNLREL 70Q. India and Pakistan: History, Politics, and Security—Stanford Introductory Seminar. Preference to sophomores. From partition in 1947 to the present. Political developments, religions, cultures, national identities, communal rivalries, economic development, energy and environment, and military and security issues in each country. The Kashmir conflict and nuclear-bomb rivalry. Sources include a novel and films. Required research paper. Students collaborate with instructor to design and investigate research questions; some research may continue after the course.

4 units, Aut (Rosencranz)

INTNLREL 119A. Intelligence and U.S. Foreign Policy—(Same as IPS 219A.) The nature of intelligence, organization, and functions of the intelligence community, sources of intelligence information, intelligence support to policy makers, relations with and support to Congress, and the compatibility of secrecy and an open democratic society. Simulated intelligence and policy deliberations. Current intelligence analyses and national intelligence estimate on issue of student's choosing.

5 units, Aut (Hansen)

INTNLREL 119B. History of U.S. Intelligence—(Same as IPS 219B.) The origin and evolution of U.S. intelligence, how intelligence has been used by Presidents, its role in international crises, intelligence successes and failures, and the policy requirements that drive intelligence collection, analysis, and covert action. Student analysis of the role and contribution of intelligence in a specific crisis. Simulated briefings to senior policy officials.

5 units, Win (Hansen)

INTNLREL 119C. Arms Control and Efforts to Prevent the Proliferation of Weapons of Mass Destruction—(Same as IPS 219C.) The history of efforts to limit and reduce nuclear, biological, and chemical weapons of mass destruction (WMD), the nature of such weapons, threats posed by their proliferation, and prospects for efforts to prevent proliferation. Written analysis of a negotiation and simulated deliberation of policy options.

5 units, Spr (Hansen)

INTNLREL 131. Globalization and Organizations—(Same as IPS 231.) Organizations serve as the carriers of globalization processes: expanding worldwide, organizations proliferate social procedures, establish isomorphic structures, and diffuse cultural patterns. Political structures, international relations, commercial organizations, cultural institutions. Global organizational expansion, forms of organizational adaptation, notions of national sovereignty under intensifying global organizational expansion, and forms of national and international governance. Studies of global organizational fields including science, rights, environment, development, combining theoretical, comparative, and case study pieces. WIM

5 units, Win (Drori)

INTNLREL 140A. International Law and International Relations—(Same as IPS 240A.) What is the character of international legal rules? Do they matter in international politics, and if so, to what degree? The foundational theories, principles, and sources of public international law. Prominent theories of international relations and how they address the role of law in international politics. Practical problems such as human rights, humanitarian intervention, and enforcement of criminal law. International law as a dynamic set of rules, at times influenced by power, at other times constraining it, but always essential to studying international relations.

5 units, Aut (Lutomski)

INTNLREL 163. History and Geography of Contemporary Global Issues—(Same as IPS 263, HISTORY 201E.) The historical background and geographical context of contemporary global issues and events. Texts are a world atlas and regular reading of *The New York Times* and *The Economist*. Topics vary according to what is happening in the world. Student presentations. GER:3b,WIM

5 units, Spr (M.W. Lewis)

INTNLREL 181. Contemporary Issues in U.S. Relations with North-east Asia—(Same as IPS 281.) The interaction among the great powers (China, Japan, Russia, and the U.S.) in E. Asia and their impact on U.S. efforts to advance and defend its strategic, political, and economic interests in the area. Emphasis is on practical aspects of problems such as the U.S.-Japan alliance, preventing the proliferation of nuclear weapons and ballistic missiles in N. Korea, promoting peaceful coexistence in the Taiwan Straits, and fostering balanced economic relations between America and the export-led growth economies in the region.

5 units, Win (Armocost)

INTNLREL 182. Southeast Asia: Issues and Perspectives—(Same as IPS 282.) While long conventional to praise the Association of Southeast Asian Nations for its success, regional crises since 1997 have fostered a view of ASEAN as impotent, irrelevant, or both. It is said to have enlarged too fast to the detriment of its coherence and effectiveness, and to rely too much on national sovereignty viewed as an anachronism in a globalizing, borderless, and democratizing world. Emphasis is on Singapore and Indonesia.

5 units, Win (Emmerson)

INTNLREL 205. Ethics, Technology, and International Relations—Applicability of ethical principles to the analysis of international affairs including border control, intervention, transborder diffusion of national cultural products, foreign aid, national and international cultural patrimony, and war and terrorism. The role of technology in challenging traditional thinking about ethical issues in international affairs. Emphasis is on the interplay of theory and practice. Case studies. Limited enrollment.

5 units, Spr (McGinn)

HISTORY**HISTORY 101D. History of Nuclear Weapons***5 units, Spr (Holloway)***HISTORY 102A. The History of the International System***5 units, Spr (Haslam)***HISTORY 120C. 20th-Century Russian and Soviet History***5 units, Aut (Patenaude)***HISTORY 125/325A. 20th-Century Eastern Europe***5 units, Win (Jolluck)***HISTORY 126/327A. The History of the Cold War***5 units (Naimark) not given 2004-05***HISTORY 137/337. The Holocaust***5 units, Win (Rodrigue)***HISTORY 148C. Africa in the 20th Century***5 units, Aut (R. Roberts)***HISTORY 165C. The United States in the Twentieth Century***5 units, Spr (Kennedy)***HISTORY 187B. The Middle East in the 20th Century***5 units, Aut (Al-Qattan)***HISTORY 191A. Modern Southeast Asia***5 units (Mancall) not given 2004-05***HISTORY 201D/301D. International History and International Relations Theory***5 units, Win (Holloway)***HISTORY 221C/321C. Historiography of the Soviet Union***5 units (Weiner) not given 2004-05***HISTORY 222B/322B. Circles of Hell: Poland in World War II***5 units, Spr (Jolluck)***HISTORY 223S/423. Stalin and Europe; Europe and Stalin***5 units (Naimark) not given 2004-05***HISTORY 227/327. War and Peace in the 20th Century***5 units (Sheehan) not given 2004-05***HISTORY 252/352. Decision Making in International Crises: The A-Bomb, the Korean War, and the Cuban Missile Crisis***5 units, Aut (Bernstein)***HISTORY 275A/375A. U.S.-China Relations: From the Opium War to Tiananmen***5 units, Win (Chang)***HISTORY 288/388. Palestine and the Arab-Israeli Conflict***5 units, Aut (Al-Qattan)***HISTORY 292D. Japan in Asia***5 units, Aut (de Boer)***INTERNATIONAL POLICY STUDIES****IPS 204. Theories and Concepts in International Relations***5 units, Aut (Stoner-Weiss)***MANAGEMENT SCIENCE AND ENGINEERING****MS&E 193/293. Technology and National Security***3 units, Aut (Perry, Paté-Cornell)***POLITICAL SCIENCE****POLISCI 110B. Strategy, War, and Politics***5 units (Sagan) not given 2004-05***POLISCI 110D. War and Peace in American Foreign Policy—WIM***5 units, Spr (Schultz)***POLISCI 111D. British Politics***5 units, Spr (Dorfman)***POLISCI 112/312. Japanese Foreign Policy***5 units, Aut (Okimoto)***POLISCI 114S. International Security in a Changing World***5 units, Win (Sagan, Blacker, Perry)***POLISCI 114T. Major Issues in International Conflict Management***5 units (Stedman) not given 2004-05***POLISCI 140L. China in World Politics***5 units, Spr (Miller)***POLISCI 141R. Russian Politics***5 units, Aut (Dakin)***POLISCI 142R. Representative Government in Europe***5 units, Spr (Wren)***POLISCI 147. Comparative Democratic Development***5 units, Spr (Diamond)***POLISCI 148/348. Chinese Politics: The Transformation and the Era of Reform—WIM***5 units, Win (Oi)***POLISCI 148S. The U.S. and Asia During the Cold War***5 units, Aut (Miller)***POLISCI 218. U.S. Relations in Iran***5 units, Aut (Milani)***POLISCI 240T. American Efforts at Promoting Democracy Abroad: Theory and Reality—Given at Stanford in Washington***5 units, Spr (McFaul)***POLISCI 241S. Regime Change: Comparative Theories***5 units (McFaul) not given 2004-05***POLISCI 245R. Politics in Modern Iran***5 units, Win (Milani)***POLISCI 247T. The Politics of the European Union***5 units (Wren) not given 2004-05***POLISCI 247U. Electoral and Party Politics in Developed Democracies***5 units (Wren) not given 2004-05***POLISCI 346S. The Logic of Authoritarian Government***5 units, Win (Haber)***COMPARATIVE CULTURE AND SOCIETY (CCAS)**

INTNLREL 103. History, Memory, and Cultural Discourse in Germany, Austria, and Israel—Comparative, theoretical, and interdisciplinary approach to literary, visual, and cinematic representations and appropriations of WW II, the Holocaust, and the founding of Israel. The relationships among representation, memorialization, and cultural and political discourses: what are the implications of different modes of historical representation? How can the memory boom of the 90s and the beginning of the 21st century be explained? How does this interest in history and memory relate to cultural globalization?

5 units, Win (Eshel)

INTNLREL 111. Education for All? The Global and Local in Public Policy Making in Africa—(Same as IPS 211.) Although international institutions, national governments, and non-governmental organizations agreed in 1990 to promote education for all within a decade, the goal has not been achieved. The need in Africa is great but education systems are underfunded and overstressed, schools are crowded and poorly equipped, and teachers are overburdened and underprepared. Focus is on policy making in Africa and the intersection of policy processes and their political and economic dimensions. Case studies. GER:4a

5 units, Spr (Samoff)

INTNLREL 140B. International Criminal Court and Tribunals—(Same as IPS 240B.) International criminal law as an instrument of human rights policy since the end of the Cold War. The growing corpus of law and policy including treaties, declarations, conventions, and customary law. Ethical and political implications of international criminal courts and tribunals for notions of sovereignty; the legal implications for universal human rights standards of non-Western national politics, and religious and cultural practices; and the use by some nations of universal jurisdiction within domestic courts to prosecute crimes that take place outside sovereign boundaries.

5 units (*Stacy*) not given 2004-05

INTNLREL 140C. The U.S., U.N. Peacekeeping, and Humanitarian War—(Same as IPS 240C.) The 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, origins and evolution of peacekeeping, reasons for peace making and enforcement in the 90s, and debates over the legality and wisdom of humanitarian intervention. Case studies include Croatia, Bosnia, Somalia, Rwanda, Kosovo, East Timor, and Afghanistan.

5 units, *Spr* (*Patenaude*)

INTNLREL 140D. International Human Rights Law: Cultural Exceptions and Enforceability—(Same as IPS 240D.) The expansion of international human rights law. How nation states exempt themselves from applying international human rights standards because of cultural exceptions such as religious and traditional practices, forced and juvenile marriages, child labor, abortion, environmental standards, and property rights. How international human rights treaties are made; how nation states represent their cultural views. The effects of treaty reservations; legal processes for compliance and enforcement. Other mechanisms of inducement or coercion to produce compliance. How regional legal systems handle cultural difference and enforcement.

5 units, *Win* (*Stacy*)

INTNLREL 141B. Camera as Witness: International Human Rights Documentaries—(Same as HUMNTIES 197B, SLAVGEN 197B.) Rarely screened documentary films, focusing on global problems, human rights issues, and aesthetic challenges in making documentaries on international topics.

5 units, *Win* (*Bojic*)

INTNLREL 141C. Camera as Witness: A Forum for Global Dialogue—(Same as HUMNTIES 197C, SLAVGEN 197C.) Challenges facing film makers documenting the struggle for human rights including communication of complex situations to an international audience, interpreting foreign cultures and politics, and film maker roles as artists, activists, and journalists

5 units, *Spr* (*Bojic*)

INTNLREL 161A. Global Human Geography: Asia and Africa—(Same as IPS 261A, HISTORY 101A.) Global patterns of demography, economic and social development, geopolitics, and cultural differentiation, covering E. Asia, S. Asia, S.E. Asia, Central Asia, N. Africa, and sub-Saharan Africa. Use of maps to depict geographical patterns and processes. GER:3b,4a

5 units, *Aut* (*M.W. Lewis*)

INTNLREL 161B. Global Human Geography: Europe and Americas—(Same as IPS 261B.) Patterns of demography, economic and social development, geopolitics, and cultural differentiation. Use of maps to depict geographical patterns and processes. GER:3b,4a

5 units, *Win* (*M.W. Lewis*)

INTNLREL 166. Russia and Islam—(Same as IPS 266.) Seminar. Focus is on 1985 to the present. The policies of Gorbachev toward the Muslim populace of the Soviet Union; how post-communist Russia under Yeltsin and Putin has dealt with its Muslim minorities; and the relationship of Russia to the newly independent states of Central Asia and the South Caucasus after the breakup of the USSR in 1991. The two wars Russia has fought with secessionist Chechnya. GER:4a

5 units, *Aut* (*Dunlop*)

INTNLREL 205. Ethics, Technology, and International Relations—For description, see "Comparative Political and Historical Analysis" subsection above.

5 units, *Spr* (*McGinn*)

CULTURAL AND SOCIAL ANTHROPOLOGY

CASA 77/277. Japanese Society and Culture

5 units, *Spr* (*Satsuka*)

CASA 187/287. Contemporary China: Social Change, Ruptures of the Everyday

5 units (*Kohrman*) not given 2004-05

ECONOMICS

ECON 143. Ethics in Economics Policy

5 units, *Win* (*Hammond*)

HISTORY

HISTORY 147A. African History in Novels and Film

5 units (*Jackson*) not given 2004-05

HISTORY 186A. Modern South Asia: History, Societies, Cultures

5 units (*Mancall*) not given 2004-05

HISTORY 188C. Jews in the Modern World

5 units (*Zipperstein*) not given 2004-05

HISTORY 217B. The Woman Question in Modern Russia

5 units, *Spr* (*Jolluck*)

HISTORY 219S/419. The Soviet Civilization

5 units (*Weiner*) not given 2004-05

HISTORY 220B. Central Asia in the 20th Century

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

HISTORY 225D/325D. East European Women and War in the 20th Century

5 units, *Aut* (*Jolluck*)

HISTORY 246/346. Successful Futures for Africa: An Inventory of the 1970s-2000s

5 units, *Aut* (*Jackson*)

HISTORY 246S/446. Popular Culture in Africa

5 units, *Aut* (*Jackson*)

HISTORY 247B/347A. Health and Society in Africa

5 units (*Roberts*) not given 2004-05

HISTORY 248S/448A. African Societies and Colonial States

5 units (*Roberts*) not given 2004-05

HISTORY 249S/449. African Cultural History in the 20th Century

5 units (*Jackson*) not given 2004-05

HISTORY 286/386. Economic and Social History of the Modern Middle East

4-5 units (*Beinin*) not given 2004-05

HISTORY 287D. Jews in the Modern Middle East

5 units (*Staff*) not given 2004-05

HISTORY 289C. Problems in the History of Zionism and the State of Israel

5 units (*Mancall*) not given 2004-05

HISTORY 296A/396A. Chinese Women's History

5 units, *Spr* (*Sommer*)

HISTORY 298/398. Imperialism, Colonialism, and National Identity in Modern Japan

5 units (*Duus*) not given 2004-05

JAPANESE GENERAL**JAPANGEN 51/151. Japanese Business Culture***1-5 units, Win (Dasher)***PHILOSOPHY****PHIL 171/271. Political Philosophy***4 units, Spr (Schapiro)***POLITICAL SCIENCE****POLISCI 111. Peace Studies***5 units, Spr (Bland, Ross, Holloway)***POLISCI 141. The Global Politics of Human Rights***5 units, Win (Karl)***POLISCI 215. Explaining Ethnic Violence—WIM***5 units, Aut (Fearon)***POLISCI 245S. Islam and the West***5 units, Spr (Milani)***SCIENCE, TECHNOLOGY, AND SOCIETY****STS 110. Ethics and Public Policy***5 units, Win (McGinn)***SOCIOLOGY****SOC 110/210. Politics and Society***5 units (Meyer) not given 2004-05***SOC 111/211. State and Society in Korea***5 units, Spr (Shin)***SOC 117A/217A. China Under Mao***5 units, Aut (Walder)***COMPARATIVE INTERNATIONAL POLITICAL ECONOMY (CIPE)****INTNLREL 122A. The Political Economy of the European Union—**

(Same as IPS 222A.) EU institutions, the legislative process, policies, relations with the U.S., and enlargement and the future of the EU. History and theories of EU integration. Democratic accountability of the institutions, and the emerging party system. Principal policies in agriculture, regional development, the internal market, single currency, and competition. Emphasis is on policies that affect the relations with the U.S. including trade and security. Results of the EU constitutional convention.

*5 units, Win (Crombez)***INTNLREL 130. Science, Technology, and Development—**

(Same as IPS 230.) Global and sociological perspective. The rates of global expansion of science, technology, and information technology, comparing nations and world religions. The social impact of these trends, primarily concerning economic development and notions of progress (democratization, human rights, welfare of local populations, and national security). Current discussions regarding globalization, science and technology policy, development, commodification of the public good, and social change. The implications of science and technology globalization, as they shape the diverging trajectory of nation states worldwide. WIM

*5 units, Aut (Drori)***INTNLREL 135. Environment and Growth in Developing Countries—Seminar.**

The environmental and development policies of eight developing countries as they cope with the pressures of economic growth, pollution, and resource depletion. Countries include China, India, Nigeria, and Brazil; class chooses four more. WIM

5 units, Aut (Rosencranz)

INTNLREL 149. The Economics and Political Economy of the Multilateral Trade System—(Same as IPS 249.) The historical development of the multilateral trade system, the current agenda of the World Trade Organization, and prospects for trade liberalization. Emphasis is on the economic rationale for multilateral trade rules, the political problems facing countries in supporting further liberalization, and the challenges to the legitimacy of WTO procedures and practices. Issues include the greater participation of developing countries, the impact of new members, and the relationship between the WTO and other multilateral bodies. Guest speakers; student research paper presentations.

*5 units, Win (Josling)***ANTHROPOLOGICAL SCIENCES****ANTHSCI 124/224A. Perspectives on Sustainable Development in Latin America***5 units (Staff) not given 2004-05***ECONOMICS****ECON 106. World Food Economy***5 units, Win (Falcon, Naylor)***ECON 111. Money and Banking***5 units, Aut (McKinnon)***ECON 113. Technology and Economic Change***5 units, Win (Gambardella)***ECON 115. European Economic History***5 units (Greif) not given 2004-05***ECON 117. Economic History and Modernization of the Islamic Middle East***5 units, Aut (Kuran)***ECON 118. Development Economics***5 units, Spr (Johnson)***ECON 120. Socialist Economies in Transition***5 units, Spr (Gathmann)***ECON 121. Development Economics, with Special Reference to East Asia***5 units (Staff) not given 2004-05***ECON 124. Contemporary Japanese Economy***5 units (Staff) not given 2004-05***ECON 150. Economic Policy Analysis***5 units, Win (Noll)***ECON 155. Environmental Economics and Policy***5 units, Spr (Goulder)***ECON 156/256. Economics of Health and Medical Care***5 units, Aut (Bhattacharya)***ECON 162. Monetary Economics***5 units (Staff) not given 2004-05***ECON 165. International Economics***5 units, Aut (Rossi-Hansberg)***ECON 167. European Monetary and Economic Integration***5 units, Win (Schroeder)***ECON 169/269. International Financial Markets and Monetary Institutions***5 units (Staff) not given 2004-05***HISTORY****HISTORY 276A/376A. Economic History of Latin America***5 units, Aut (Frank)***HISTORY 279/379. Latin American Development: Economy and Society, 1800-2000***5 units (Frank) not given 2004-05*

HUMAN BIOLOGY**HUMBIO 135. Global Environmental Policy***5 units, Win (Rosencranz)***HUMBIO 143. Globalization, Labor, and the Environment***4 units, Spr (Rosencranz)***HUMBIO 167. International Health***4 units, Spr (Staff)***HUMBIO 169. Critical Issues in International Women's Health***4 units, Spr (Firth-Murray)***POLITICAL SCIENCE****POLISCI 110C. America and the World Economy***5 units (Goldstein) not given 2004-05***POLISCI 140. Political Economy of Development***5 units, Spr (Diaz-Cayeros)***POLISCI 142. Political Economy of Western Europe***5 units (Mares) not given 2004-05***POLISCI 145. Politics and Development in Latin America***5 units, Win (Packenham)***POLISCI 216R. The Political Economy of Energy Policy***5 units, Win (Victor)***POLISCI 242T. Social Protection Around the World***5 units, Aut (Mares)***POLISCI 242U. Varieties of Capitalism***5 units, Aut (Mares)***POLISCI 246R. Market-Oriented Reform and Development in Latin America***5 units, Spr (Packenham)***POLISCI 247S. Politics and Economic Policy in Advanced Industrial Democracies***5 units, Spr (Wren)***POLISCI 248. Mexican Politics***5 units, Spr (Diaz-Cayeros)***SCIENCE, TECHNOLOGY, AND SOCIETY****STS 279. Technology, Policy, and Management in Newly-Industrializing Countries***2-4 units, Aut (Forbes)***1-UNIT OPTIONS****INTNLREL 191. IR Journal***1 unit, Aut, Win, Spr (Staff)***INDEPENDENT STUDY/HONORS****INTNLREL 197. Directed Reading in International Relations—**

Open only to declared International Relations majors.

*3-5 units, Aut, Win, Spr, Sum (Staff)***INTNLREL 198. Senior Thesis—**Open only to declared International Relations majors with approved senior thesis proposals.*2-5 units, Aut, Win, Spr, Sum (Staff)***INTNLREL 198H. IR Senior Honors Thesis Colloquium—**Open to International Relations majors in the honors program.*3 units, Aut (Lewis, Drori)***OVERSEAS STUDIES**

Courses approved for the International Relations major and taught overseas can be found in the "Overseas Studies" section of this bulletin, or in the Overseas Studies office, 126 Sweet Hall.

BEIJING**OSPBEIJ 12. Environmental Challenges in China's Development***4 units, Aut (Zhu, Zhang, Hu, Li)***OSPBEIJ 14. Comparing the Chinese and American Legal Systems***4 units, Aut (Zhang, Q)***BERLIN****OSPBER 93. Globalization: International Challenges, Regional Responses—**(Enroll in POLISCI 110X.)*4-5 units, Spr (Tempel)***OSPBER 105V. Industry, Technology, and Culture, 1780-1945—**(Enroll in HISTORY 105V.)*4 units, Win (Neckenig)***OSPBER 114X. The European Union: Superpower in the Making?—**(Enroll in POLISCI 110P.)*4-5 units, Win (Brückner)***OSPBER 115X. The German Economy: Past and Present—**(Enroll in ECON 115X, POLISCI 111P.)*4-5 units, Aut (Klein)***OSPBER 126X. A People's Union? Money, Markets, and Identity in the EU—**(Enroll in POLISCI 112P.)*4-5 units, Aut (Brückner)***OSPBER 161X. The German Economy in the Age of Globalization—**(Enroll in ECON 161X.)*4-5 units, Win (Klein)***OSPBER 174. Sports, Culture, and Gender in Comparative Perspective—**(Enroll in GERGEN 174.)*5 units, Spr (Junghanns)***OSPBER 177A. Culture and Politics in Modern Germany—**(Enroll in GERGEN 177A.)*4-5 units, Win (Kramer)***FLORENCE****OSPFLOR 49. The Cinema Goes to War: Fascism and World War II as Represented in Italian and European Cinema—**(Enroll in ITALGEN 191F, ARTHIST 160Y, HISTORY 235V, COMM 53.)*5 units, Win (Campani)***OSPFLOR 57. History and Culture of Jews in Italy—**(Enroll in HISTORY 188V.)*4 units, Win (Levi)***OSPFLOR 78. An Extraordinary Experiment: Politics and Policies of the New European Union—**(Enroll in POLISCI 42P.)*5 units, Aut (Morlino)***OSPFLOR 79. Migrations and Migrants: The Sociology of a New Phenomenon—**(Enroll in SOC 114S.)*5 units, Spr (Allam)***OSPFLOR 80. Contemporary Italian Politics: The Berlusconi Era—**(Enroll in POLISCI 142P.)*5 units, Win (Morlino)***OSPFLOR 84. Democratic Quality in the Contemporary World—**(Enroll in POLISCI 43P.)*5 units, Spr (Morlino)***OSPFLOR 91. Citizenship and Constitutionalism in Contemporary Europe—**(Enroll in HISTORY 80V, POLISCI 248P.)*4-5 units, Win (Rakove)*

OSPFLOR 106V. Italy: from an Agrarian to a Post-industrial Society—(Enroll in HISTORY 106V, POLISCI 145P.)

4 units, Aut (*Mammarella*)

KYOTO

OSPKYOTO 30. Immigration, Citizenship, and Identity in Japan—(Enroll in POLISCI 247P.)

4-5 units, Spr (*MacDougall*)

OXFORD

OSPOXFRD 24. British and American Constitutional Systems in Comparative Perspective—(Enroll in POLISCI 244P.)

5 units, Spr (*McMahon*)

OSPOXFRD 35. Modern UK and European Government and Politics—(Enroll in POLISCI 141P.)

4 units, Aut (*Capoccia*)

OSPOXFRD 40. Economic and Social History of England, 1750-1950—(Enroll in ECON 117X.)

3-5 units, Aut (*Greif*)

OSPOXFRD 41. Explorations in England's Premodern Economic, Social, and Political History—(Enroll in ECON 121X.)

3-5 units, Aut (*Greif*)

OSPOXFRD 80. Britain in the Twentieth Century—(Enroll in HISTORY 145V.)

5 units, Win (*Tyack*)

OSPOXFRD 117W. Gender and Social Change in Modern Britain—(Enroll in SOC 117W.)

4 units, Aut (*Palmer*)

OSPOXFRD 141V. European Imperialism and the Third World, 1870-1970—(Enroll in HISTORY 141V, POLISCI 148P.)

5 units, Spr (*Darwin*)

OSPOXFRD 166X. The Modern British Economy—(Enroll in ECON 166X.)

5 units, Win (*Robinson*)

PARIS

OSPPARIS 57. Human Rights in Comparative Perspective

4-5 units, Spr (*Remy-Granger*)

OSPPARIS 65. Franco-Arab Encounters—(Enroll in HISTORY 140V.)

5 units, Spr (*Beinin*)

OSPPARIS 81. France During the Second World War: Between History and Memory—(Enroll in HISTORY 139V.)

5 units, Win (*Virgili*)

OSPPARIS 91. Globalization and Its Effect on France and the European Union—(Enroll in ECON 125X.)

5 units, Spr (*Germanangue*)

OSPPARIS 153X. Health Systems and Health Insurance: France and the U.S., a Comparison across Space and Time—(Enroll in HUMBIO 153X, PUBLPOL 111.)

4-5 units, Win (*Grenier-Sennelier*)

OSPPARIS 211X. Political Attitudes and Behavior in Contemporary France—(Enroll in POLISCI 241P.)

4-5 units, Aut (*Mayer*)

SANTIAGO

OSPSANTG 104X. Modernization and Culture in Latin America—(Enroll in ANTHSCI 104X, SPANLIT 290Z.)

5 units, Aut (*Subercaseaux*)

OSPSANTG 111. Social Heterogeneity in Latin America—(Enroll in SPANLIT 164S, SOC 111S.)

5 units, Aut (*Valdes*)

OSPSANTG 116X. Modernization and its Discontents: Chilean Politics at the Turn of the Century—(Enroll in POLISCI 242P.)

5 units, Spr (*Correa*)

OSPSANTG 119X. The Chilean Economy: History, International Relations, and Development Strategies—(Enroll in ECON 119X.)

5 units, Spr (*Muñoz*)

OSPSANTG 129X. Latin America in the International System—(Enroll in POLISCI 117P.)

4-5 units, Win (*Fuentes*)

OSPSANTG 130X. Latin American Economies in Transition—(Enroll in ECON 165X.)

5 units, Aut (*Muñoz*)

OSPSANTG 141X. Politics and Culture in Chile

5 units, Spr (*Subercaseaux*)

OSPSANTG 160X. Latin America in the International Economy—(Enroll in ECON 160X.)

5 units, Win (*Muñoz*)

OSPSANTG 221X. Political Transition and Democratic Consolidation: Chile in Comparative Perspective—(Enroll in POLISCI 243P.)

5 units, Aut (*Walker*)



INTRODUCTION TO THE HUMANITIES PROGRAM

Director: Orrin W. Robinson III

Assistant Vice Provost and Associate Director: Cheri Ross

Department Offices: Building 250, Room 251J

Mail Code: 94305-2020

Department Phone: (650) 723-0944

Email: ihum@vpue.stanford.edu

Web Site: <http://ihum.stanford.edu>

Courses given in Introduction to the Humanities Program have the subject code IHUM. For a complete list of subject codes, see Appendix.

Introduction to the Humanities offers courses which satisfy a three quarter General Education Requirement (GER) for first-year students. The purpose of the Area 1 requirement is to build an intellectual foundation in the study of human thought, values, beliefs, creativity, and culture. Introduction to the Humanities courses enhance skills in analysis, reasoning, argumentation, and oral and written expression, thus helping to prepare students for more advanced work in the humanities, and for work in other areas such as the sciences, social sciences, and engineering.

The Area 1 requirement may be satisfied in two different ways:

Introduction to the Humanities courses (one quarter, introductory course followed by two quarter, thematic sequence), or

The Program in Structured Liberal Education (an intensive, three quarter, residence-based program satisfying the Area 1 requirement, the University first-year writing requirement, and one additional General Education Requirement in the humanities).

COURSES

INTRODUCTION TO THE HUMANITIES

Students enrolled in Introduction to the Humanities courses satisfy, in two parts, the Area 1 requirement by pairing a one quarter, introductory course in Autumn Quarter with a two quarter, thematic sequence in Winter and Spring quarters. The Autumn Quarter introductory courses hone skills in humanistic disciplines through close reading and critical investigation of a limited number of works as preparation for further work in the humanities and, specifically, for any one of the Winter-Spring sequences.

AUTUMN

IHUM 46. Visions of Mortality—If you are reading this sentence, you are now alive. If so, someday you will die. The basic issues arising from these two facts beginning with the most fundamental questions arising from the first-person confrontation with thoughts of our own mortality. Is death bad for a person, and if so, why? What can the badness or the indifference of death tell us about what makes life good? If death is the permanent end of existence, does this make human choices arbitrary and life meaningless? GER: 1a

5 units, Aut (Bobonich, Koenig)

IHUM 47. Citizenship—Conceptions of citizenship propounded by major thinkers from different times and places, and how citizenship has actually functioned in different political systems. What did citizenship mean for imperial China; in the classical Greek polis; and for the theorists of the modern nation state? What does citizenship mean in contemporary America and how have debates about the nature of citizenship in the U.S. been informed by earlier discussions? Is citizenship being transformed by globalization and other modern developments which seem to weaken the hold of the state? GER: 1a

5 units, Aut (Casper, Krasner, Saldívar)

IHUM 53. Thinking with Nature—Thinking about the place of human beings in the natural world is influenced by values, beliefs, and cultures, all of which change over time. How five modern writers represent and conceptualize the natural world, and how human beings include themselves as part of the natural world or define themselves against it. GER: 1a

5 units, Aut (Nightingale, White)

IHUM 54. Body Language: Spirits in the Material World—The connection between self and body. Does one need a body to have a self? If having a body and a self are not the same thing, how are they connected? How do media, social, and scientific transformations affect understanding of the person? How do people already live in multiple bodies? Classic concerns in literary, scientific, and cultural works; historical and philosophical background of ideas about the body; current debates about the nature of human experience. GER: 1a

5 units, Aut (Lenoir, Shanks)

IHUM 55. The Literature of Crisis—Most human lives contain major turning points or crises that transform an individual's future development. Classical, medieval, and Renaissance texts illustrate crises in the lives of authors and characters as well as cultural crises that have altered the course of human history. Emphasis is on the conceptual framework to understand and cope with crisis. GER: 1a

5 units, Aut (Evans, McCall)

IHUM 56. Old World Encounters: Civilizations in Dialogue Before the Modern Age—Five moments of intellectual encounter among the far-flung civilizations of the eastern hemisphere in the premodern and early modern eras. Readings are landmark works of cultural translation and ethnographic analysis, penned by scholar travelers from across the old world, and associated with large-scale cultural movements that refashioned the human landscapes of the eastern hemisphere. GER: 1a

5 units, Aut (Lewis, Wigen)

IHUM 60. Sex: Its Pleasures and Cultures—How the pleasures of sex have been shaped. Focus is on enjoyment more than dangers and hygiene. Historical relativity in forms of sexual pleasure; theories contrasting stable biological dispositions with changing contexts of sexual forms; legitimate and illegitimate forms of sexuality, past and present; and whether there is a need for restraints to sexual behavior that cross historical boundaries. Multiple forms of sexual pleasure. Concepts and images from different cultural traditions. GER: 1a

5 units, Aut (Fonrobert, Gumbrecht)

IHUM 61. The Art of Survival—How do men and women survive physically, intellectually, creatively, and spiritually? Survival as represented in works that model strategies to overcome physical deprivation including enslavement, castration, religious persecution, and gender discrimination. How to survive the constraints of gender, race, nation, and history: for what purpose and at what cost does one survive? The possibilities for effecting social and personal change. Genres include drama, fiction, epistolaries, and a slave narrative. GER: 1a

5 units, Aut (H. Elam, M. Elam)

IHUM 62. Conflict, Cooperation, and Human Nature—Forms of social interaction and their relationship with what makes people human. Focus is on the construction of family systems, warfare, and slavery as uniquely human activities. How people manipulate classifications such as the nonhuman in an effort to define a potential spouse, an opponent in war, or a slave. Sources include anthropology, history, and comparative perspectives. GER: 1a

5 units, Aut (Hilde, Jones)

IHUM 63. Freedom, Equality, Difference—Which freedoms should a just society promote and which should be curtailed for the sake of justice? What equalities properly concern government and how can the achievement of equality be reconciled with respect for freedom? What roles should social and political institutions take in guaranteeing freedom and equality? Focus is on interdisciplinary inquiry including political philosophy, education, literature, history, and law. Abstract ideas and case histories, using one to shed light on the other. GER: 1a

5 units, Aut (Callan, Palumbo-Liu, Satz)

IHUM 64. Journeys—Works written across a span of 2,300 years from different cultural and historical situations, and in different forms and genres. Each presents an essential aspect of the shared human journey and the moral, spiritual, and emotional passages that challenge and transform people as they advance toward what the poet Thomas Gray called the inevitable hour. The penetration of their vision and the power of their art. GER:1a

5 units, Aut (Wolff, Yearley)

WINTER-SPRING SEQUENCES

IHUM 2,3. Epic Journeys, Modern Quests—Great texts (religious, philosophical, and literary) that have addressed timeless questions about human identity and the meaning of human life. Focus is on the epic tradition in the ancient and classical worlds, and on its transformations or abandonment in modernity. Compares conceptions of the afterlife. How traditions about the afterlife are created and appropriated. The diminished importance of the dead and the increased emphasis on the power of the living in literary genres. GER:1b,1c (two quarter sequence)

IHUM 2. 5 units, Win (Harrison, Jacoff)

IHUM 3. 5 units, Spr (Edelstein, Landy)

IHUM 8A,9A. Myth and Modernity: Culture in Germany—The tension between tradition and progress through an examination of German cultural history. The experience of modernity typically involves overcoming or denying the past, but that same past can return to haunt the present in the form of myths. The interplay of myth and modernity, the irrationality of narrative, and the reason of progress, through the example of German culture, especially in literature, from the heroic epics of the medieval era through the catastrophes of the last century. GER:1b,1c (two quarter sequence)

IHUM 8A. 5 units, Win (Berman)

IHUM 9A. 5 units, Spr (Eshel, Strum)

IHUM 20A,B. Anatomies of Change—The persistent reappearance of interdisciplinarity from the classical to the present. How texts provide the terms for interdisciplinary methods of interpretation. Readings cross disciplinary boundaries to encompass intellectual, social, literary, ethical, and artistic concerns. How ideas become established, what their intellectual and social boundaries are, and what historical pressures break boundaries down. GER:1b,1c (two quarter sequence)

IHUM 20A. 5 units, Win (Rayner)

IHUM 20B. 5 units, Spr (Brooks)

IHUM 23A,B. The Fate of Reason—The fate of Socrates' proposal that answers to problems about what to believe and how to act should be guided by reason. The fate of reason in different cultural traditions. The basis for commitments about how to live, God, the world, and people's place within it. The power of reason to improve lives versus the notion that rational principles demand too much or are insufficient to reach important truths. GER:1b,1c (two quarter sequence)

IHUM 23A. 5 units, Win (Bobonich)

IHUM 23B. 5 units, Spr (Wood)

IHUM 27A,B. Encounters and Identities—The formation of ideas about individual and collective identities in S. Africa, W. Europe, and the U.S. Contemporary ideas about identity, including national, racial, ethnic, and gender identity; historical encounters and social transformations linking these areas. Challenging popular assumptions about the origins of identities through similarities and differences among ideas of individual and collective identity in different regions of the world. GER:1b,1c (two quarter sequence)

IHUM 27A. 5 units, Win (Ferguson)

IHUM 27B. 5 units, Spr (Yanagisako)

IHUM 28A,B. Poetic Justice: Order and Imagination in Russia—The difference between justice and law in 19th- and 20th-century Russian writers. Focus is on the notion of poetic justice: the artistic representation of order whether divine, natural, or human. Goal is to

heighten awareness of familiar narratives, mythologies, ideas, and images, and to convey a sense of a long-established national culture with its own dynamic vision. GER:1b,1c (two quarter sequence)

IHUM 28A. 5 units, Win (Safran)

IHUM 28B. 5 units, Spr (Bulgakowa, Freidin)

IHUM 31A,B. Ancient Empires—A decisive place and period in world history: Mediterranean basin from 800 B.C. to 400 A.D. Great empires (Assyria, Persia, Macedonia, and Rome) were carved out in bloody wars and permanently changed the course of human development. Why did these empires arise when and where they did, how did they work, and what is their legacy? Their economic, religious, and artistic achievements are balanced against their records of genocide, enslavement, and brutal warfare by examining the rich evidence surviving from ancient literature and archaeology, and tracing the roles of religion, property, and freedom across these centuries, and what they mean for the shape of the world today. GER:1b,1c (two quarter sequence)

IHUM 31A. 5 units, Win (Morris)

IHUM 31B. 5 units, Spr (Scheidel)

IHUM 37A,B. Literature into Life: Alternative Worlds—The genres of poetry, drama, and fiction from the Renaissance to the present day, focusing on the relationship between art and life. How does literature come alive on the page? What goes into a vivid representation of lived social experience? How do writers respond to historical crises? Parallel cases from art and music. GER:1b,1c (two quarter sequence)

IHUM 37A. 5 units, Win (Riggs)

IHUM 37B. 5 units, Spr (Felstiner)

IHUM 38A,B. Roots and Routes: Narrative Geographies of the Americas—Colonialism, transnationalism, migration and immigration, and gender and language in the Americas through novels and shorter pieces from the Latin American, Chicano/a, and Latino/a traditions. GER:1b,1c (two quarter sequence)

IHUM 38A. 5 units, Win (Brotherston, Rosa, Yarbrow-Bejarano)

IHUM 38B. 5 units, Spr (Brotherston, Rosa, Yarbrow-Bejarano)

IHUM 68A,B. Approaching Religion: Tradition, Transformation, and the Challenge of the Present—Challenges facing the world's religions in responding to issues such as globalization, feminism, science and technology, individualism, and the demand for pluralism. How to think about these issues through the study of Judaism, Christianity, and Buddhism. How they changed or refused to change in their early histories, and the encounter between religion and the forces of change in the world today. GER:1b,1c (two quarter sequence)

IHUM 68A. 5 units, Win (Eisen, Gregg)

IHUM 68B. 5 units, Spr (Bielefeldt, Eisen)

PROGRAM IN STRUCTURED LIBERAL EDUCATION

Track Chair: Mark Mancall (History)

Structured Liberal Education (SLE) offers students an intensive, three quarter, residence-based learning experience, which simultaneously satisfies the Area 1 requirement, the University first-year writing requirement, and one General Education Requirement in the humanities (GER:3a).

SLE encourages students to live a life of ideas in an atmosphere that stresses critical thinking and a tolerance for ambiguity. The residence hall is the informal setting for lectures and small-group discussions. SLE instructors work closely with students and participate in dorm life. SLE enhances the classroom experience with other residence-based educational activities: a weekly film series throughout the year and a student-produced play each quarter.

SLE students receive intensive and individualized writing instruction from a team of instructors and peer writing tutors. See the "Structured Liberal Education" section of this bulletin.

10 units, Aut, Win, Spr (Mancall, Staff)

TAUBE CENTER FOR JEWISH STUDIES

Program Directors: Aron Rodrigue, Steven Zipperstein
Academic Advisory Committee: Zachary Baker (Stanford University Libraries), Joel Beinin (History), Arnold Eisen (Religious Studies), Amir Eshel (German Studies), John Felstiner (English), Charlotte Fonrobert (Religious Studies), Adriane Leveen (Religious Studies), Mark Mancall (History), Norman Naimark (History), Jack Rakove (History), Aron Rodrigue (History), David Rosenhan (Law; emeritus), Gabriella Safran (Slavic Languages and Literatures), Vered Shemtov (Division of Language and Literature), Peter Stansky (History), Amir Weiner (History), Steven Zipperstein (History)

Center Offices: Building 240, Room 103

Mail Code: 94305-2190

Phone: (650) 723-7589

Email: jewish.studies@stanford.edu

Web Site: <http://www.stanford.edu/dept/jewishstudies/>

Courses in Jewish Studies have the subject code JEWISHST. For a complete list of subject codes, see Appendix.

The Taube Center for Jewish Studies investigates all aspects of Jewish life in history, literature, language, and culture from biblical times to the present. Courses are offered on the undergraduate and graduate levels in a program complemented by a full range of guest lectures, conferences, and symposia. The Center annually sponsors the Donald and Robin Kennedy Undergraduate Award for the best undergraduate essay on any theme in Jewish studies, and it coordinates the annual Dorot Travel Grants for summer study in Israel.

Graduate students enroll in the program through the departments of English, History, or Religious Studies, and must meet the requirements of those departments.

UNDERGRADUATE PROGRAMS INDIVIDUALLY DESIGNED MAJOR

The Individually Designed Major in Jewish Studies permits interested students to focus their attention on the broad field of Jewish Studies and, at the same time, to expand their knowledge of one or another related fields.

Each major should complete at least 75 units, all in courses at or above the 100 level (or their equivalent). A maximum of 15 of these 75 units

may be taken on a credit/no credit basis. A maximum of 5 of these 75 units may be taken in individual study or directed reading. Students must present evidence that demonstrates their ability to do independent work and have at least three full quarters of undergraduate work remaining at Stanford after the date on which the proposal is approved by the committee. Each major must obtain sponsorship from three faculty members, one of whom is the student's primary adviser, and from one of the Directors of the Taube Center for Jewish Studies. Details about the written procedures and documents necessary for application for an individually designed major can be obtained at the Undergraduate Advising Program, Sweet Hall, first floor, (650) 723-2426.

REQUIREMENTS

The faculty members in Jewish Studies have designed the following structure for the major:

<i>Category</i>	<i>Units</i>
History and Society: Students must take one course in each of the three periods: biblical and ancient, medieval and modern, and contemporary	20
Religion: Biblical, rabbinic, medieval, modern	20
Literature: Hebrew, Holocaust, American Jewish	15
Hebrew Language (second year or beyond): Students who demonstrate by examination that they have completed the equivalent of at least two years of university-level Modern Hebrew may apply the 12 units required in this category to more work in one or the other categories required by the major, with the approval of their primary adviser.	12
Ancillary Courses: Ancient history, medieval history, modern European history, history of philosophy, Islam, Christianity	8-10
Total number of units required	75-77

Students planning an Individually Designed Major in Jewish Studies are also strongly urged to write an honors thesis. Students interested in majoring in Jewish Studies should discuss this with their adviser(s) when discussing the major itself. Up to 10 honors thesis units may be included in the major.

No course proposed for the major may be counted as fulfilling more than one required category in the proposed major. Transfer credits from other universities must be approved by the appropriate Stanford authorities.

MINORS

The Jewish Studies minor is open to students in any department who wish to enrich their studies through an acquisition of knowledge in Jewish history, thought, religion, literature, and society. Students must complete their declaration of the minor no later than the last day of the quarter *four* quarters before degree conferral. For example, a student graduating in Spring Quarter must declare the minor no later than the last day of Spring quarter of the junior year.

Students must complete six courses for a maximum of 36 units toward the minor. All courses of study should be discussed and approved by a Jewish Studies faculty member in the departments of English, History, or Religious Studies, and by the program director. In addition to suggested introductory courses, students are also encouraged to take courses in Hebrew language as part of their Jewish studies minor, and are granted credit toward the minor for up to 5 units of language study. Any variations on the minor requirements must be approved in advance by the Director of the Program in Jewish Studies.

Courses credited toward the minor must be distributed as follows:

1. Three introductory courses at the 100 level or below in the fields of history, religious studies, literature, or Hebrew language (for a maximum of 5 units) or one of the designated introductory courses offered through the Program in Comparative Studies in Race and Ethnicity.
2. Two courses at the 100 level or above from two of three areas of concentration (history, religious studies, or literature).
3. One seminar or undergraduate colloquium at the 200 level or above in one area of concentration (history, religious studies, or literature.) No course credited toward the Jewish Studies minor may be double counted toward major requirements.



COURSES**HEBREW LANGUAGE COURSES**

The following courses in Hebrew language instruction are offered by the Language Center. For descriptions, other information, and additional courses including special emphasis, intensive, summer, and activity courses at the Haus Mitteleuropa, see the "Language Center" section of this bulletin.

AMELANG 127. Land and Literature

4 units, Win (*Shemtov*)

AMELANG 128A,B,C. Beginning Hebrew

4 units, A: Aut, B: Win, C: Spr (*Shemtov*)

AMELANG 129A,B,C. Intermediate Hebrew

2-4 units, A: Aut (*Shemtov*), B: Win, C: Spr (*Porat*)

AMELANG 130A,B,C. Advanced Hebrew

1-4 units, A: Aut, B: Win (*Porat*) C: Spr (*Shemtov*)

AMELANG 170A,B,C. Biblical Hebrew

1-4 units, A: Aut (*Staff*), B: Win (*Porat*), C: Spr (*Porat, Staff*)

JEWISH STUDIES

JEWISHST 101A,B,C. Beginning Yiddish—Reading, writing, and speaking.

1-5 units, 101A: Aut, 101B: Win, 101C: Spr (*Staff*)

JEWISHST 199A,B,C/299A,B,C. Directed Reading in Yiddish—(Graduate students register for 299A,B,C.) For intermediate or advanced students.

1-5 units, 199A/299A: Aut, 199B/299B: Win, 199C/299C: Spr (*Staff*)

JEWISHST 215B/315B. Immigrant Mothers and Fathers, Rebellious Sons and Daughters: The Changing Jewish Image in U.S. Film—(Graduate students register for 315B.) Films with the Marx Brothers, Danny Kaye, Gertrude Berg, and by Barry Levinson, Paul Mazursky, and Sydney Pollack.

3-5 units, Win (*Plotkin*)

INTERDEPARTMENTAL OFFERINGS**COMPARATIVE LITERATURE**

COMPLIT 299. Present Past: History, Fiction, Temporality—(Same as GERLIT 299.)

5 units, Win (*Eshel, White*)

FEMINIST STUDIES

FEMST 139. Rereading Judaism in Light of Feminism

4-5 units, Spr (*Karlin-Neumann*)

GERMAN STUDIES

GERGEN 168B. Culture of Terror: Nazi Germany—(Same as COMPLIT 168B.)

4 units, Spr (*Berman*)

GERGEN 168C. Antisemitism and Anti-Zionism in Postwar Germany

4 units, Aut (*Tempel*)

HISTORY

HISTORY 12S. Cabaret, Conflict, and a Constitution: The Weimar Republic, 1918-1933

5 units, Spr (*Blei*)

HISTORY 23S. Beyond the Shtetl: Jews and Poles, 1881-1946

5 units, Aut (*Plocker*)

HISTORY 65S. Masters, Neighbors, and Victims: The German-Jewish Dialogue from the Enlightenment to Modernity

5 units, Win (*Levine*)

HISTORY 108. The Spanish Inquisition and the Judaizers, from the 15th to the 17th Centuries

5 units, Win (*Gutwirth*)

HISTORY 137/337. The Holocaust

5 units, Win (*Rodrigue*)

HISTORY 189C. Nationalism, Socialism, and Modern Jewish History

5 units, Aut (*J. Frankel*)

HISTORY 207D/307D. Other Renaissances: Jewish History, from the 14th to the 17th Centuries

5 units, Aut (*Gutwirth*)

HISTORY 208A/308A. Medieval Antisemitism

5 units, Win (*Buc*)

HISTORY 208D/308D. From Ha-Levi to Leon Hebreo: Medieval and Renaissance Jewish Cultures

5 units, Win (*Gutwirth*)

HISTORY 210/310. Poverty and Charity in Medieval Christianity, Judaism, and Islam

5 units, Aut (*Miller*)

HISTORY 245E/345E. Artisans, Courtiers, and Rabbis: Jews of Spain in the Middle Ages

5 units, Spr (*Gutwirth*)

HISTORY 285C/385C. Jews and Muslims

5 units, Aut (*Rodrigue*)

HISTORY 288B. The History of East European Jews in the Mirror of Literature

5 units, Aut (*E. Frankel*)

HISTORY 384A. Core in Jewish History, 17th-19th Centuries

4-5 units, Aut (*Rodrigue*)

HISTORY 384B. Core in Jewish History, 20th Century

4-5 units, Spr (*Zipperstein*)

HISTORY 387B. Research Methods in Jewish Studies

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

HISTORY 485A. Modern Jewish History

4-5 units, Win (*Zipperstein*)

RELIGIOUS STUDIES

RELIGST 112. Handmaids and Harlots

5 units, Win (*Leveen, Pitkin*)

RELIGST 133. Reading the Bible Today

4 units, Win (*Leveen*)

RELIGST 166/266. Eastern European Jewish Mysticism: The Hasidic Movement

4 units, Spr (*Rapoport-Albert*)

RELIGST 185. Prophetic Voices of Social Critique

4 units, Spr (*Leveen*)

RELIGST 221/321. Modern Judaism

5 units, Spr (*Eisen*)

RELIGST 225. The Secrets of the Dead Sea Scrolls

4 units, Win (*Shemesh*)

RELIGST 232. God: A Biography

4 units, Aut (*Leveen*)

RELIGST 325. Readings from the Literature of Hasidism

3-5 units, Spr (*Rapoport-Albert*)

SLAVIC STUDIES

SLAVGEN 122. Yiddish Literature

5 units, Spr (*Safran*)