

# History

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## Professors

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Joseph W. Esherick, Ph.D., *Hsiu Professor of Chinese Studies, Hwei-Chih and Julia Hsiu Endowed Chair in Chinese Studies*  
David Noel Freedman, Ph.D., *Endowed Chair, Hebrew Biblical Studies*  
David M. Goodblatt, Ph.D., *Endowed Chair, Judaic Studies*  
David G. Gutiérrez, Ph.D., *Academic Senate Distinguished Teaching Award*  
Deborah Hertz, Ph.D., *Herman Wouk Endowed Chair in Modern Jewish Studies*  
Judith M. Hughes, Ph.D.  
Christine F. Hünefeldt, Ph.D.  
David S. Luft, Ph.D., *Academic Senate Distinguished Teaching Award*  
Michael P. Monteón, Ph.D.  
Naomi Oreskes, Ph.D.  
Michael E. Parrish, Ph.D.  
Paul G. Pickowicz, Ph.D.  
William H. Propp, Ph.D.  
Stefan A. Tanaka, Ph.D.  
Eric Van Young, Ph.D.  
Robert S. Westman, Ph.D.

## Associate Professors

Frank Biess, Ph.D.  
Nancy Caciola, Ph.D.  
Takashi Fujitani, Ph.D.  
Tal Golan, Ph.D.  
Hasan Kayali, Ph.D.  
Rachel Klein, Ph.D.  
John A. Marino, Ph.D., *Interim Chair*  
Michael Provence, Ph.D.  
Pamela B. Radcliff, Ph.D., *Academic Senate Distinguished Teaching Award*  
Nayan B. Shah, Ph.D.  
Emily Thompson, Ph.D.  
Cynthia M. Truant, Ph.D.

## Assistant Professors

Luis Alvarez, Ph.D.  
Weijing Lu, Ph.D.  
Everard Meade, A.B.D.  
Rebecca Jo Plant, Ph.D.  
Jeremy Prestholdt, Ph.D.  
Sarah Schneewind, Ph.D.  
Stephanie E. Smallwood, Ph.D.  
Daniel L. Widener, Ph.D.

## Adjunct Faculty

Michal Belknap, Ph.D., *Professor, California Western School of Law*  
Amy Bridges, Ph.D., *Professor, Political Science*  
Suzanne Cahill, Ph.D., *Associate Adjunct Professor*  
Paul Drake, Ph.D., *Professor, Political Science and Institute of the Americas Chair for Inter-American Affairs*  
Steve Erie, Ph.D., *Professor, Political Science*  
Ramón Gutiérrez, Ph.D., *Professor, Ethnic Studies and Chancellor's Associates Endowed Chair*  
Peter H. Smith, Ph.D., *Professor, Political Science and Simón Bolívar Chair in Latin American Studies*

## Emeritus Professors

Guillermo Cespedes, Ph.D.  
Stanley A. Chodorow, Ph.D.  
Gabriel Jackson, Ph.D.  
Thomas A. Metzger, Ph.D.  
Allan Mitchell, Ph.D.  
Alden A. Mosshammer, Ph.D.  
Earl Pomeroy, Ph.D.  
Edward Reynolds, Ph.D.  
David R. Ringrose, Ph.D.  
Martin J. S. Rudwick, Ph.D.  
Ramón Eduardo Ruiz, Ph.D.

## The Undergraduate Program

"Whereas other subjects may make us smarter for next time," said the great historian of the Renaissance, Jakob Burckhardt, "the study of history makes us wiser forever." This major is, moreover, an excellent preparation for a number of rewarding careers in university and college teaching and research, law, government, diplomacy, international business, education, and even medicine. At the crossroads of the humanities, the arts, and the social sciences, history is the study of human experience as it has unfolded over the ages. As an academic discipline it presents a

unique gateway both to the richness of our cultural heritage and to the immense variety of world civilizations.

Students wishing to declare a major in history should first consult with the Director of Undergraduate Studies. After determining the student's likely field of emphasis, the student should then select an appropriate faculty adviser. All undergraduate majors are strongly encouraged to consult with the faculty adviser at least once each quarter. Any difficulties in the advising procedure or in registration formalities should be reported to the director of Undergraduate Studies.

Department fields of emphasis are as follows: Africa (HIAF), East Asia (HIEA), Europe (HIEU), Near East (HINE), Latin America (HILA), History of Science (HISC), United States (HIUS); as well as the following three thematic fields: Gender and Sexuality; Race, Ethnicity, and Migration; and War, Revolution, and Social Change. A list of courses approved for the thematic fields is available in the department office or on its Web site, <http://historyweb.ucsd.edu>.

The department also administers the following special research and instructional units; Chinese Studies; Judaic Studies; and the Committee on Area and Ethnic Studies and Research (CAESAR), which includes African Studies, Classical Studies, German Studies, Italian Studies, Japanese Studies, Middle East Studies, Russian and Soviet Studies.

The department is fortunate in having the research and professional activities of its faculty supported by the Laura and John Galbraith Faculty Development Fund.

Basic requirements for the major are as follows:

1. A three-quarter lower-division sequence.
2. Twelve four-unit upper-division courses, which must include the following distribution of courses:
  - a) Seven courses in a field of emphasis. (In certain cases, with approval of the academic adviser, two of these courses may be in a neighboring discipline.)
  - b) Five courses in other fields within the department.
  - c) Three of the twelve courses must focus on the period before 1800. These courses are indicated by the symbol (+).
  - d) At least one of the twelve courses must be a colloquium in which students would be

required to write a substantial term paper. Colloquia are those courses with numbers between 160 and 190, or others approved by the undergraduate adviser. **Note:** The colloquium does not have to be in the major field of emphasis.

\*Requirement 2d applies only to students entering UCSD after September 1, 1998.

Students majoring in history will normally take at least eight of their twelve upper-division history courses at UCSD. Exceptions to this rule may be made for transfer students and for students participating in the EAP/OAP program.

In special cases, upon approval of the director of Undergraduate Studies, students may devise a field of emphasis (e.g., economic, legal, or social history) other than those designated above. Special independent study courses, such as HITO 197, HITO 198, and HITO 199, are available for students. These courses are especially recommended for those students interested in the Honors Program and in Graduate study.

With the exception of 199 courses, all work in the major must be taken for a letter grade. Of the twelve upper-division courses required in the major, no more than two may be History 199 credits. (Exceptions to these rules may be allowed upon petition to the director of Undergraduate Studies.)

Lower-division sequences may be selected from the following:

HILD 2 A-B-C	United States History
HILD 7 A-B-C	Race and Ethnicity in the U.S.A.
HILD 10-11-12	East Asia

Students may also satisfy the lower-division requirement for the major by completing the Revelle College Humanities Sequence or the Fifth College Sequence, "Making of the Modern World." Students entering with AP credit in history may waive part of the lower-division requirement. Transfer students, after consulting with the director of Undergraduate Studies, may petition to substitute a two-semester or three-quarter survey from another school for the department's lower-division requirement.

Established in 1983, the Armin Rappaport Memorial Fund endows an annual prize for the outstanding graduating student in the major. The recipient of the award is announced at every June Commencement.

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## The Honors Program

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The department offers a special program for outstanding students. The Honors Program is especially recommended for those students interested in pursuing graduate study in history or allied fields. It is also a particularly effective preparation for professional careers. Candidates for history honors are chosen during the spring quarter from among juniors in history who have taken at least four upper-division courses in the department. Juniors with a 3.5 GPA in history (3.0 overall) are eligible to apply. Admission to the program is based on the student's academic work. Interested candidates should complete the application form (available in the Department of History office) by the second Friday of May.

In addition to regular course work in the department, the honors program consists of a colloquium in historiography offered in the fall quarter of the senior year and a program of independent study leading to the completion of an honors essay on a topic of the student's choice. During the fall quarter of the senior year, candidates select a topic and begin preliminary work on the honors essay in consultation with a major field adviser (HITO 194). During the winter quarter the student pursues a course of independent study devoted to the completion of the honors essay (HITO 195). The award of history honors is based on satisfactory completion of the colloquium in history and the honors essay. Students are expected to maintain an average of 3.5 or better in all work taken within the department. Honors candidates must include at least three colloquia in their regular course work.

Candidates for history honors should organize their work as follows:

1. Six quarter-courses in one of the major fields offered by the department.
2. Three quarter-courses in a field other than the primary one.
3. Three of these nine quarter courses must be colloquia.
4. HITO 196. Colloquium in History;
5. HITO 194 and 195. History Honors—Honors Essay.

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## Minors in History

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Effective winter quarter 1998, the minor consists of at least seven courses, five of which must be upper-division. Although there is no specific distribution requirement, the courses should be selected to constitute a coherent curriculum. No more than two upper-division courses applied to a minor may be taken for Pass/No Pass. Prospective minors in history should consult with an undergraduate adviser for approval of their program.

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### Education Abroad Program

Students are encouraged to participate in the UC Education Abroad Program (EAP) of UCSD's Opportunities Abroad Program (OAP), while still making progress toward completing their major. Students considering this option should discuss their plans with the departmental Educational Abroad faculty adviser before going abroad, and courses taken abroad must be approved by the department. (For more information on departmental procedures for study abroad see undergraduate program <http://historyweb.ucsd.edu>. EAP is detailed in the Educational Abroad Program of the *UCSD General Catalog*, or visit <http://programsabroad.ucsd.edu>. Financial aid is applicable to study abroad, and study abroad scholarships are available. Interested students should contact the Programs Abroad Office in the International Center.

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## The Graduate Program

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### The Master's Program

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The Department of History offers master's degrees in the fields of Chinese studies, modern European history (1500 to the present), history of science, Latin American history, and United States history. The department also provides the opportunity for students to design special M.A. programs in areas such as African history, medieval European history, and Judaic studies. In consultation with an appropriate faculty member, students may petition the department for approval for a special M.A.

Admission is based on the applicant's undergraduate preparation; previous graduate work,

if any, three letters of recommendation; one or two papers (preferably written for history courses); and scores from the Graduate Record Examination (GRE). **The GRE subject exam in history is not required. The Test of English as a Foreign Language (TOEFL) is required for foreign applicants. A minimum score of 550 for the paper-based test or a score of 213 for the computer-based test is required on the TOEFL.**

The minimum grade-point average for admission is 3.0 with a higher average in history and related subjects. While proficiency in a foreign language is not an absolute requirement for admission (except in Latin American history, where a reading knowledge of Spanish is required), prospective applicants are strongly urged to begin study of a foreign language appropriate to the proposed area of concentration as early as possible in their academic career. With very few exceptions, students are expected to begin their programs in the fall quarter. Refer to the online application for filing deadline.

**Master's students ordinarily do not receive financial aid from the department or the university except when funds are not utilized for support of Ph.D. candidates.**

For online application visit: <http://www.ogsr.ucsd.edu/>

### **General Requirements**

Candidates for the master's degree are expected to finish the program in one academic year of full-time study or two years of part-time work. The program requires completion of thirty-six units, of which at least twenty units must be in colloquia, conjoined courses, directed readings, and seminars. In addition to course requirements, students must pass a comprehensive oral examination. Students in European or Latin American history and in certain special areas must demonstrate reading knowledge of at least one foreign language relevant to their course work.

### **Area of Concentration: Chinese Studies**

Chinese studies is an interdisciplinary program that allows the graduate student interested in China to take advantage of the university's offerings in various departments to build a coordinated graduate program leading to an M.A. degree in history. Although the program is offered

under the auspices of the Department of History, the student selects courses in the Departments of Anthropology, Linguistics, Literature, Political Science, and Sociology, as well as History.

### **Area of Concentration: Europe**

Candidates for the M.A. degree in European history pursue a program concentrating on the history of modern Europe. The program provides background in earlier European history in order to place modern Europe in perspective. Some training in a discipline other than history is also recommended. The requirement of nine courses (thirty-six units) is normally distributed as follows:

1. A two-quarter research seminar, to be selected from HIGR 230, 231, or 232.
  2. Three one-quarter courses concerning the historical literature about central problems in European history: HIGR 200, 220, 221, and 222 are the preferred options. If any of them are not scheduled for the year, other graduate-level colloquia may be substituted with approval of the student's graduate adviser.
  3. Two courses in preindustrial Europe, 1450–1750: HIGR 200, 220, and 221 may be counted for this requirement.
  4. Two courses in industrial Europe since 1750: HIGR 221 and 222 may be counted for this requirement, as well as appropriate graduate level colloquia.
- Note:** HIGR 221 may NOT be used for both (3) and (4).
5. One course in a discipline other than history, if relevant to the student's program.

### **Area of Concentration: History of Science**

The master's program in history of science provides a broad background in preparation for a variety of careers related to science and technology, business, journalism, education, government, or for more advanced degree work. The nine courses (thirty-six units) required are normally distributed as follows:

1. Two courses in science in early modern Europe.
2. Two courses in science since 1750.
3. A two-quarter research seminar.
4. The remaining courses are chosen in consultation with the faculty in history of science. For students whose previous training has been

mainly scientific, these will include courses in historical fields other than the history of science. For students who already have historical training, they may include one or more courses related to the sciences.

### **Area of Concentration: Latin America**

This program offers the student a general preparation in the history of Latin America. Students will have the opportunity to specialize in national or colonial periods and can emphasize work in one country. Advanced work in another discipline related to Latin America may also be included in the program. Thirty-six units normally should be distributed as follows:

1. HILA 267, 268, 269.
2. Three graduate courses in Latin American history.
3. Three other courses related to Latin America in history or in other disciplines.

### **Area of Concentration: United States**

This area of concentration offers the M.A. candidate a broad grounding in the literature of American history from the colonial period to the present. In addition to a shared core of courses, students specialize in a topical field of their own choosing. Training in a related discipline outside of history is encouraged. The requirement of nine courses (thirty-six units) is ordinarily distributed as follows:

1. HIGR 265A–B–C. The Literature of American History. These colloquia are required of all entering graduate students in American history.
2. A two-quarter research seminar.
3. Two courses in a single topical field chosen from African-American history, Atlantic history, history of the borderlands and Southwest, Chicano history, economic history, legal and constitutional history, political history, social and cultural history, history of the South, history of the West, or history of women and gender.
4. Two additional courses chosen in consultation with the student's adviser. These courses may be in a related field outside the department.
5. At least six of the nine courses must be colloquia or graduate-level courses. Students may take conjoined courses, directed readings,

research seminars, or the 265 series to meet this requirement.

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## Ph.D. Program

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### *Admission*

The Department of History offers the doctor of philosophy degree in the fields of ancient history, East Asian history, European history, history of science, Latin American history, Middle Eastern history, and United States history.

Admission is based on the applicant's undergraduate preparation; previous graduate work, if any; three letters of recommendation; one or two papers (preferably written for history courses); and scores from the Graduate Record Examination (GRE). **The GRE subject exam in history is not required. The Test of English as a Foreign Language (TOEFL) is required for foreign applicants. A minimum score of 550 for the paper-based test or a score of 213 for the computer-based test is required on the TOEFL.**

The minimum grade-point average for admission is 3.0 with a higher average in history and related subjects. In most areas of concentration, knowledge of at least two foreign languages will be required during a student's academic career. In general, applicants are expected to have a reading knowledge of the languages most appropriate to their major field at the time of admission. Thus, students in ancient history, East Asian history, European history, history of science, Latin American history, and Middle Eastern history should have a working knowledge of one foreign language at the time of admission. With very few exceptions, students are expected to begin their programs in the fall quarter. Refer to the online application for filing deadline.

For online application visit: <http://www.ogsr.ucsd.edu/>

### *Fields of Study*

During the first year of residence each student, after consulting with a graduate adviser in the area of concentration, selects one major field of study and two minor fields. Within a major field the student should indicate a special interest from which the dissertation may develop. The first minor is ordinarily a supplementary field within the student's area of concentration, while

the second minor is a complementary field outside the area of concentration. The basic programs of study are as follows:

#### I. ANCIENT HISTORY

Students in ancient history will be expected to demonstrate a broad mastery of the entire field, with special concentration as follows:

##### A. Major Fields

1. The history of Israel in the biblical period.
2. The history of the Jewish people in antiquity.

##### B. First Minor

1. One of the fields listed above not chosen as the major field.
2. Greek and Roman history.
3. The Middle East before Islam (western Asia and northeastern Africa from the sixth century B.C.E. to the seventh century C.E.)

##### C. Second Minor

1. A field of history outside of ancient history.
2. A related discipline, offered through another department.

##### D. Language Requirements

1. All students will be expected to demonstrate a reading knowledge of two modern foreign languages, usually French and German. This requirement may be satisfied by any of the means recognized by the department.
2. All students will be expected to demonstrate a reading knowledge of at least one and usually two of the three following ancient languages: Greek, Hebrew, and Latin. The languages will be chosen as appropriate to the student's particular interests and the requirement will be satisfied by departmental examination.
3. The second and sometimes third language not elected under (2) may be required if necessary for the student's research. Additional languages, such as Akkadian, Aramaic, Egyptian, Ugaritic, Phoenician, and middle and modern Hebrew, may be required as necessary for the student's research. The required level of competence will be set as appropriate to the student's needs and the requirement will be satisfied by departmental examination.

#### II. EAST ASIAN HISTORY

Students in East Asian history will be expected to demonstrate a broad competence in the entire field, with special concentration as follows:

##### A. Major Fields

1. Modern China
2. Modern Japan

##### B. Minor Fields

For students majoring in Chinese history, students will be expected to pass three minor fields in order to broaden each student's perspective on East Asian history:

1. Premodern Chinese history.
2. Modern Japanese history.
3. A history field outside of East Asia, or a discipline outside of history.

For students majoring in Japanese history:

1. A field in history.
2. A related field offered through another department.

**Note:** One of the minor fields must not focus exclusively on East Asia.

##### C. Language Requirements

For students majoring in Chinese history: students must demonstrate a reading knowledge of Chinese and a reading knowledge of a second foreign language related to the student's research interests.

For students majoring in Japanese history: students must demonstrate a reading and speaking knowledge of Japanese. Depending on specialization, reading knowledge of a second foreign language might be necessary.

#### III. EUROPEAN HISTORY

The graduate program in European history is designed to achieve a dual objective: to encourage a broad mastery of historical methods and literature in various fields, as well as to develop a special focus of research within a single area or epoch. The distribution of offerings is as follows:

##### A. Major Fields

1. Modern Europe, with a specialty in Britain, France, Germany, Italy, Spain, diplomatic history, economic history, intellectual history, or social history.

2. Early modern Europe, with a specialty in the cultural, economic, or social history of one region.

#### B. First Minor

Any of the following fields may be selected provided that the study concentrates on a chronological period outside the major.

1. Classical Greece and Rome
2. Medieval Europe
3. Early modern Europe
4. Modern Europe
5. A national history

#### C. Second Minor

1. The history of a geographic area outside of Western Europe
2. History of science
3. Women's history
4. A related discipline, offered through another department.

#### D. Language Requirements

The department requires Ph.D. candidates in European history to demonstrate competency in two languages in addition to English before advancement to candidacy.

### IV. HISTORY OF SCIENCE

**Note:** Students should indicate whether they are also applicants for admission to the interdepartmental program in Science Studies (history, philosophy, and sociology of science).

#### A. Major Fields

1. Science in early modern Europe.
2. Science in the eighteenth and nineteenth centuries.
3. Science in the twentieth century.
4. Another field of comparable breadth, defined in consultation with the major field adviser.

B. First and Second Minor Fields (Any two of the following may be selected, in consultation with the major field adviser.)

1. Science Studies (mandatory for students in the Science Studies program).
2. Any of the other fields offered by the department, provided that it offers general historical understanding of the same period as the major field.

3. A field of history of science not chosen as the major field.

4. A second field of history, provided that it concentrates on a period or region other than that chosen for the first minor field.

5. A related discipline, offered through another department. **Note:** this field may be in the physical or life sciences.

#### C. Language Requirements

Competency in one or two languages in addition to English before advancement to candidacy is required. The requirement will vary depending on chosen major field.

### V. LATIN AMERICAN HISTORY

Doctoral candidates in Latin American history are expected to gain a broad chronological and geographical mastery of the field as a whole. The oral examination in the major field, while concentrating on the student's special area of interest, will be a comprehensive examination covering the whole field of Latin American history.

#### A. Major Fields

1. The national period of Latin America, with a specialty in the Andean Republics, Brazil, the Caribbean, Mexico, or the Southern Cone countries.
2. Colonial Latin America, with an emphasis on one major region.

#### B. First Minor

The student should select either the national period or the colonial period as a chronological supplement to the major.

#### C. Second Minor

1. The history of another geographic area outside Latin America and the Caribbean.
2. An area of discipline, offered through another department, related to the student's dissertation or preparation for university teaching.

#### D. Language Requirement

Competency in two languages in addition to English before advancement to candidacy is required. Normally the first of these will be Spanish. The second may be Portuguese or another European or non-European language, including an indigenous language of the Americas.

### VI. MIDDLE EASTERN HISTORY

The objective of the doctoral program in Middle Eastern history is to achieve broad expertise in the modern history of the Middle East and to develop a special focus in the history of the late Ottoman Empire or its successor states.

#### A. Major Fields

1. Late Ottoman history (approximately 1780 to 1920).
2. Colonial and national period of the post-Ottoman Middle East with a specialty in the Arab East, Turkey, Egypt, etc.

#### B. Minor Fields

Any two of the following:

1. The field of Middle Eastern history not chosen as a major field (see above).
2. The modern history of a geographic area outside of the Middle East (ordinarily in European history).
3. A related geographical or topical field (e.g., medieval Middle East, Iran, gender studies) offered through another department.

#### C. Language Requirements

Students must possess a sound foundation in reading Arabic or Turkish (Ottoman Turkish or modern Turkish) as a requirement for admission to the program. Reading competence in two languages in addition to English is required before advancement to candidacy: the regional language Arabic or Turkish (above) and a modern European language (other than English) related to the major field of specialization.

### VII. UNITED STATES HISTORY

#### A. Major Fields

1. United States History.

#### B. First Minor

1. One of the following topical fields:  
African-American history, Atlantic history, history of the borderlands and Southwest, Chicano history, economic history, legal and constitutional history, political history, social and cultural history, history of the South, history of the West, or history of women and gender.

#### C. Second Minor

1. A geographic area outside the United States in either the premodern or modern period.
2. A related discipline offered through another department.

#### D. Language Requirement

Competency in one language in addition to English before advancement to candidacy is required.

#### E. Third Year Seminar

U.S. History students in their third year of study will be required to complete HIGR 271, New Research Directions in U.S. History, in both the winter and spring quarters.

### VII. DUAL DEGREE PROGRAM

Students who wish to earn both the Ph.D. in history from UCSD and the Juris Doctor from California Western School of Law must apply to and be independently accepted into both programs under each of the campus' standards and procedures.

Students pursuing the dual degree program will normally alternate years at each institution, in a manner agreed on by the students' advisers and appropriate committees. Thus, for example, a student may spend his or her first year at Cal Western, his or her second year at UCSD, and so on through the program. At least one year at each institution must be completed by the end of three years.

Each institution will accept a small number of course credits from the other institution to satisfy its degree requirements. Cal Western remains on a semester system, while UCSD continues on a quarter system. With the exception of the historiography and research seminars and subject to approval by a faculty adviser and the graduate-committee, the Department of History will accept for credit up to two classes from Cal Western.

### VIII. OTHER FIELDS

Students may be admitted to graduate study leading to the Ph.D. in fields other than those listed above upon the recommendation of an appropriate faculty member. In such cases, a special program of study appropriate to the field will be devised by the major field adviser, subject to the approval of the department's graduate committee.

**Note:** The department also offers graduate work in African history. When appropriate, students may select a minor field in this area.

### *Ph.D. Course Work*

A normal full-time program consists of 12 units per quarter. Ph.D. students are expected to complete at least one of the following minimum formal courses of study prior to their qualifying examination: (1) two two-quarter research seminars, three one-quarter historiography courses in their major field and five other courses (which may be a combination of colloquia, conjoined courses, or directed readings); or (2) three two-quarter research seminars (not necessarily in the same field), three one-quarter historiography courses in their major field, and three other courses (which may be a combination of colloquia, conjoined courses, or directed readings). Students are encouraged to take their first research seminar in their major field during the initial year of graduate study. A maximum of four units per quarter may be taken in teaching assistantships.

### *Part-time Study*

Students who enroll in fewer than twelve graduate or upper-division units per quarter are considered part-time students. Part-time study may be pursued in several master's programs and a few Ph.D. programs at UCSD. Approval for individual students to enroll on a part-time basis may be given for reasons of occupation, family responsibilities, or health. Individuals who are interested in part-time study and meet the above qualifications should see the department's graduate coordinator.

Part-time students must satisfy the same admission requirements as full-time students and are eligible, at the discretion of the department, for 25 percent time teaching or research assistantships. Students who are approved by the dean of Graduate Studies and Research for enrollment in a program of half-time study or less (maximum of six units) may be eligible for a reduction in fees. All other students pay the same fees as full-time students.

### *Ph.D. and M.A. Language Requirements*

Ph.D. candidates in Chinese, European, Middle Eastern, and Latin American history must demonstrate competency in two foreign languages. Ph.D.

candidates in history of science, Japanese, and United States history, as well as M.A. candidates in European and Latin American history, must demonstrate competency in one foreign language. Ph.D. candidates in ancient history require two modern foreign languages as well as the relevant ancient languages. Additional languages appropriate to the special field of study as well as language requirements for a candidate in a field other than those already mentioned may be required by the Graduate Committee in consultation with the student's major field adviser. Students may satisfy the foreign language requirement in one of the following ways:

- A. By completing, with a grade of B- or better in each term, a two-year language sequence from the student's undergraduate institution. Such a sequence must have been completed within two years of the time the request is made to the Graduate Committee for certification of competency.
- B. By completing, with a satisfactory (S) grade in each term, a two-year, lower-division sequence in the language approved by the Graduate Committee.
- C. By completing, with a satisfactory (S) grade in each term, a one-year, upper-division sequence in the language approved by the Graduate Committee.
- D. By passing a translation examination administered by a departmental faculty member who is proficient in the language. (This is the only option available for Chinese and Japanese.)

Students are urged to complete at least one foreign language examination by the end of the first year of study and must do so by the beginning of their third year. *Failure to meet this requirement is grounds for denial of financial support.* No student may take the oral qualifying examination before completing all language requirements.

### *Ph.D. Examinations*

#### A. Minor Fields

Ph.D. candidates are strongly encouraged to take at least one minor field examination by the end of fall quarter of their second year and to complete all examinations by the end of their third year. Generally, the department recognizes two types of minor fields. The most

common minor field is a teaching field. That is, passing a minor field in an area certifies, on a student's record and resume, that the student has mastered the literature and the major issues in a field sufficient to qualify the student to teach in that area. (An example would be a minor field in modern Japanese history for an East Asian history student specializing in modern China; or medieval history for a Europeanist.) A second type of minor field is designed to familiarize a student with a range of theoretical and comparative issues which will be useful in the formulation of a dissertation topic and future research in the student's major field. (An example might be Latin American history for a student working in United States ethnic history; or sociology for a student in any field.) For a minor field taken outside the department, the minor field adviser (not the student or major field adviser) determines the level of expertise sufficient to warrant certification in that field.

Reading lists are negotiated between students and their minor field adviser, but, as a guideline, they should include about 50 titles with 40–70 titles representing a reasonable range. The reading list is agreed upon, at least three months in advance, by the student and faculty member administering the minor field examination. The list is intended to establish what will be expected of the student and to prevent confusion over the material to be covered. Most minor fields include a written examination; these may be in the form of a three-hour departmental exam or a twenty-four hour take-home exam at the administering professor's discretion. (Minor field examinations in East Asian history will be oral; those in history of science may be either written or oral.) The professor composes and grades the written examination.

Students who fail a minor field examination may petition the Graduate Committee for permission to sit for the examination again at any time during the following two quarters, as long as pre-candidacy time limits are not exceeded. A second failure results automatically in dismissal from the program.

- B. Oral Qualifying Examination and Candidacy
- Students are normally expected to take their qualifying examination no later than the spring of their third year of study (except as

otherwise specified by the individual fields), and are required to do so in four years. Students must fulfill all course work, minor field, and language requirements before taking their qualifying examination. The qualifying examination is an oral test in the student's major field of study, conducted by at least five examiners: three of whom must be members of the Department of History and two from a discipline outside the department (at least one examiner must be a tenured faculty member). Or, four examiners from the Department of History (with one member outside the student's field group), and with at least one tenured faculty member from a discipline outside the department. Students should consult with their adviser about the composition of the examining committee well before their examination. The examination committee also serves as the dissertation committee. The membership of the committee must be approved by the Department Chair and ultimately the Dean of graduate studies. The date of the examination is determined by consultation between the candidate and the examining committee. In addition to the major field book list, it is required that students also submit a dissertation prospectus to the committee before the oral examination. The examination, which will include a discussion of the student's prospectus, lasts approximately two to three hours. Students in United States history only will defend their dissertation prospectus before the examination committee at a separate meeting no later than two months after passing the major field exam.

Should a candidate fail the examination, the examining committee will consult with the student to clarify weaknesses in preparation for taking the examination a second time. If a second oral examination is warranted, the department requires that it should be taken no later than one quarter after the first examination. If the candidate fails the oral examination a second time, his or her candidacy will be terminated.

An M.A. degree may also be awarded to continuing Ph.D. students upon successfully passing the oral qualifying examination. The M.A. is not automatically awarded; students must apply in advance to receive the degree. **Note:** Students who wish to receive an M.A. degree

as part of the Ph.D. program must apply for master's degree candidacy during the first two weeks of the quarter in which they expect to receive the degree. Please see the graduate coordinator regarding this application.

The various requirements noted above apply to students who have done no previous graduate work in history. If a candidate has completed some graduate work before entering UCSD, there may be appropriate adjustments in course work, as approved by general petition to the Graduate Committee. Nevertheless, all candidates are required to meet language requirements, pass field examinations, as well as complete and defend a dissertation.

### *Dissertation*

After completing all relevant examinations and language requirements, the student is expected to write a dissertation under the supervision of his or her faculty adviser and the doctoral committee. The Department of History has established the following guidelines for dissertation work. The dissertation should:

- represent an original and significant contribution to knowledge.
- be based upon primary research.
- clearly demonstrate the capacity of the student to pursue independent historical research.
- be written in clear and coherent prose.

Decisions concerning the scope of the dissertation and its length will depend upon the nature of the problem and the documentation. The department assumes that most students will have completed their research and writing by the end of their sixth year of study. The scope and length of the dissertation should therefore be such that a complete project can be executed in no more than three years. Whatever the scope or length of the dissertation it should be capable of further development for publication as a series of articles in scholarly journals, or as a book.

### *Departmental Ph.D. Time Limit Policies*

Students must be advanced to candidacy by the end of four years. Total university support

cannot exceed seven years. Total registered time at UCSD cannot exceed eight years.

### **Opportunities for Teaching**

Undergraduate teaching, for which graduate teaching assistants earn regular academic credit, is an integral part of the graduate program at UCSD. To prepare for an academic career, the Ph.D. candidate is encouraged to assist in courses offered by the department ordinarily as a course reader (grader) or teaching assistant. A maximum of four units per quarter may be taken in undergraduate teaching. When such an opportunity is not available, a student may teach in various programs outside the department.

The department considers experience in teaching an important part of a graduate student's professional training. Based upon financial aid forms that graduate students complete during the previous winter quarter, the Graduate Committee assigns History Department teaching assistantships and recommends teaching assistantships outside of the department for the upcoming academic year.

Students must maintain a minimum grade-point average of 3.0 in order to receive academic employment on campus.

### **Financial Support**

Upon recommendation of the department, several types of financial aid are available to graduate students: full or partial remission of fees and tuition, fellowships, research assistantships, teaching assistantships, readerships, and travel grants. Graduate students are eligible for one or a combination of the six forms of financial support.

Fellowships and research assistantships are granted by the Office of Graduate Studies and Research (OGSR) upon the recommendation of the department. Teaching assistants are appointed by the department upon the recommendation of the graduate committee and by the college writing programs. Readers are appointed by the department upon the recommendation of the professor whose course requires such assistance. At the discretion of the department, half-time graduate students are eligible for 25 percent TAs or GSAs.

For a small number of outstanding incoming students, the department will award a four year package of guaranteed funding which would

include two years of a fellowship and two years of employment as a teaching assistant.

Departmental policy has been to seek seven years of support for students in the program. In recent years all students needing support have received either fellowships, or teaching assistant, research assistant positions. To the extent that resources are insufficient to meet the need, the department, on the advice of the graduate committee, will rank students using a combined criterion of academic performance and financial need.

**Graduate students must maintain a minimum grade-point average of 3.0 to be considered for any type of financial aid. Financial support is not renewed automatically but is approved by the department on a yearly basis.**

The Office of Graduate Studies and Research grants partial remission of fees for nine quarters after advancement to candidacy ("normative time") if the student is advanced to candidacy by the end of the third year. (If the student delays advancement, the amount of normative time is reduced accordingly.) Upon expiration of normative time the student must complete the dissertation or resume full payment of fees.

### **Job Placement**

In recent years, 85 percent of the department's Ph.D. graduates received positions as tenure-track assistant professors at colleges and universities around the country. The remaining 15 percent are currently administrators, visiting scholars, lecturers, or postdoctoral fellows at various educational institutions. Experience indicates that many from this latter group will eventually get professional appointments.

## **COURSES**

*For course descriptions not found in the 2006–2007 General Catalog, please contact the department for more information.*

### **LOWER-DIVISION**

#### **HILD 2A-B-C. United States**

A year-long lower-division course that will provide students with a background in United States history from colonial times to the present, concentrating on social, economic, and political developments. (Satisfies Muir College humanities requirement and American History and Institutions requirement.)

#### **HILD 7A-B-C. Race and Ethnicity in the United States**

Lectures and discussions surveying the topics of race, slavery, demographic patterns, ethnic variety, rural and urban life in the U.S.A., with special focus on European, Asian, and Mexican immigration.

#### **HILD 7A. Race and Ethnicity in the United States (4)**

A lecture-discussion course on the comparative ethnic history of the United States. Of central concern will be slavery, race, oppression, mass migrations, ethnicity, city life in industrial America, and power and protest in modern America.

#### **HILD 7B. Race and Ethnicity in the United States (4)**

A lecture-discussion course on the comparative ethnic history of the United States. Of central concern will be the Asian-American and white ethnic groups, race, oppression, mass migrations, ethnicity, city life in industrial America, and power and protest in modern America.

#### **HILD 7C. Race and Ethnicity in the United States (4)**

A lecture-discussion course on the comparative ethnic history of the United States. Of central concern will be the Mexican-American, race, oppression, mass migrations, ethnicity, city life in industrial America, and power and protest in modern America.

#### **HILD 10-11-12. East Asia**

A lower-division survey that compares and contrasts the development of China and Japan from ancient times to the present. Themes include the nature of traditional East Asian society and culture, East Asian responses to political and economic challenges posed by an industrialized West, and war, revolution and modernization in the twentieth century.

#### **HILD 10. East Asia: The Great Tradition (4)**

Examines the evolving characteristics of East Asian culture and civilization before 1600. Contrasts the rise of imperial Confucian governance in China to the development of feudal society in Japan.

#### **HILD 11. East Asia and the West (4)**

Compares Chinese and Japanese responses to Western imperialism after 1600, focusing on popular protest and dynastic decline in China and the rise of the modernizing nation state in Japan.

#### **HILD 12. Twentieth-Century East Asia (4)**

Deals with the rise of East Asia in the Pacific Century. This course stresses the emergence of a regionally dominant Japan before and after World War II and examines the process of revolution and state-building in China during the Nationalist and Communist eras.

#### **HILD 14. Film and History in Latin America (4)**

Students watch films on Latin America and compare them to historical research on similar episodes or issues. Films will vary each year but will focus on the social and psychological consequences of colonialism, forced labor, religious beliefs, and "Modernization."

### **UPPER-DIVISION**

Please note: The following upper-division courses are offered on a regular basis, although not every class is available every year. Check with the department to see what is available each quarter.



## AFRICA

### Lecture Courses

#### **HIAF 110. History of Africa to 1880 (4)**

A survey of pre-colonial Africa, concentrating on ancient Africa, Islam, state formation, the slave trade and abolition, and European penetration of the interior. *Prerequisite: upper-division standing.* +

#### **HIAF 111. Modern Africa Since 1880 (4)**

A survey of African history dealing with the European scramble for territory, primary resistance movements, the rise of nationalism and the response of metropolitan powers, the transfer of power, self-rule and military coups, and the quest for identity and unity. *Prerequisite: upper-division standing.*

#### **HIAF 120. History of South Africa (4)**

The origins and the interaction between the peoples of South Africa. Special attention will be devoted to industrial development, urbanization, African and Afrikaner nationalism, and the origin and development of apartheid and its consequences. *Prerequisite: upper-division standing.*

#### **HIAF 122. Traditional African Religions (4)**

A study of the meaning, structure, and sources of African traditional religion. The course examines the attitudes of mind and belief and practices which have evolved in many societies in Africa. +

#### **HIAF 130. African Society and the Slave Trade (4)**

Topics include trans-Saharan trade, slavery with African societies, Atlantic slave trade, East African slave trade, problems of numbers exported and profitability, impact of slave trade on African society, and the abolition of the slave trade. *Prerequisite: upper-division standing.*

### Colloquia

The following courses are available to both undergraduate and graduate students. Undergraduates must receive a departmental stamp or permission of the instructor to register for the course. Requirements for each course will differ for undergraduate, M.A., and Ph.D. students.

#### **HIAF 161/261. Special Topics in African History (4)**

This colloquium is intended for students with sufficient background in African history. Topics, which vary from year to year, will include traditional political, economic, and religious systems, and theory and practice of indirect rule, decolonization, African socialism, and pan-Africanism. *Department stamp required.*

#### **HIAF 199. Independent Study in African History (4)**

Directed readings for undergraduates. *Prerequisite: consent of instructor and academic adviser required.*

## EAST ASIA

### Lecture Courses

#### **HIEA 111. Japan: Twelfth to Mid-Nineteenth Centuries (4)**

Covers important political issues—such as the medieval decentralization of state power, unification in the sixteenth and seventeenth centuries, the

Tokugawa system of rule, and conflicts between rulers and ruled—while examining long-term changes in economy, society, and culture. +

#### **HIEA 112. Japan: From the Mid-Nineteenth Century through the U.S. Occupation (4)**

Topics include the Meiji Restoration, nationalism, industrialization, imperialism, Taishō Democracy, and the Occupation. Special attention will be given to the costs as well as benefits of “modernization” and the relations between dominant and subordinated cultures and groups within Japan.

#### **HIEA 113. The Fifteen-Year War in Asia and the Pacific (4)**

Lecture-discussion course approaching the 1931-1945 war through various “local,” rather than simply national, experiences. Perspectives examined include those of marginalized groups within Japan, Japanese Americans, Pacific Islanders, and other elites and nonelites in Asian and Pacific settings.

#### **HIEA 114. Postwar Japan (4)**

Examines social, cultural, political, and economic transformations and continuities in Japan since World War II. Emphases will differ by instructor. *Prerequisite: upper-division standing.*

#### **HIEA 115. Social and Cultural History of Twentieth-Century Japan (4)**

Japanese culture and society changed dramatically during the twentieth century. This course will focus on the transformation of cultural codes into what we know as “Japanese,” the politics of culture, and the interaction between individuals and society.

#### **HIEA 116. Japan-U.S. Relations (4)**

Survey of relations between Japan and the United States in the nineteenth and twentieth centuries. Although the focus will be on these nation-states, the course will be framed within the global transformation of societies. Topics include cultural frameworks, political and economic changes, colonialism and imperialism, and migration.

#### **HIEA 117. Ghosts in Japan (4)**

By examining the roles of ghosts in Japanese belief systems in a non-scientific age, this course addresses topics including folk beliefs and ghost stories, religiosity, early science, tools of amelioration and authoritative knowledge, and the relationship between myth and history. *Prerequisite: upper-division standing or consent of instructor.*

#### **HIEA 120. Classical Chinese Philosophy and Culture (4)**

Course covers the period from the second millennium B.C. to second century A.D. This is a formative period in Chinese history, witnessing the flowering of philosophical schools—Confucianism, Taoism, and Realism. It was also during this period that the foundations of Chinese political and social structures were laid down. +

#### **HIEA 121. Medieval Chinese Culture and Society (4)**

This course covers the period from the sixth century to thirteenth century, the time of the glorious Tang and Sung dynasties. We focus on the “medieval revolution” that changed the political, economic, and social life of the empire. As much as possible we study these changes from the eyes of the people who lived through them—aristocrats, peasants, soldiers, merchants, women. *Prerequisite: HIEA 120 recommended but not required.* +

#### **HIEA 122. Late Imperial Chinese Culture and Society (4)**

This course surveys Chinese culture and society from the fifteenth century to the eighteenth century. We will explore the experiences of a range of political actors—emperors, scholar-officials, merchants, peasants, and women from all classes. *Prerequisites: HIEA 120 and EA 121 recommended but not required.* +

#### **HIEA 125. Women and Gender in East Asia (4)**

Meanings of womanhood in traditional China, Japan, and Korea, and the impact of modern transformation on gender roles in the three nations, focusing on the seventh through the early twentieth centuries. *Prerequisite: upper-division standing.*

#### **HIEA 126. The Silk Road in Chinese and Japanese History (4)**

This course studies the peoples, cultures, religions, economics, arts, and technologies of the trade routes known collectively as the Silk Road from c. 200 BCE to 1000 CE. We will use an interdisciplinary approach. Primary sources will include written texts and visual materials. We will examine these trade routes as an early example of globalization. *Prerequisite: upper-division standing or consent of instructor.* +

#### **HIEA 127. History of Medicine in China (4)**

History of medicine in Chinese society from antiquity to the present day. Medical conceptions of the human body, gender, health, geography, climate, disease, and epidemics. Change in medical institutions, ideas, publishing, practitioners, and therapies. *Prerequisite: upper-division standing.*

#### **HIEA 128. History of Material Culture in China (4)**

Introduction to material culture in China from a historical perspective. Consider Chinese primary sources (including both historical texts and objects) from the point of view of the new interdisciplinary field of material culture studies. *Prerequisite: upper-division standing.*

#### **HIEA 130. History of the Modern Chinese Revolution: 1800–1911 (4)**

This course stresses the major social, political, and intellectual problems of China in the period from the Opium War to the Revolution of 1911. Special emphasis is placed on the nature of traditional Chinese society and values, the impact of Western imperialism and popular rebellion on the traditional order, reform movements, and the origins of the early revolutionary movement.

#### **HIEA 131. History of the Modern Chinese Revolution: 1911–1949 (4)**

This course deals with the formative period of the twentieth-century Chinese revolution. Considerable stress is placed on the iconoclastic New Culture period, the rise of the student movement, Chinese communism, the labor movement, revolutionary nationalism, and the emergence of the peasant movement.

#### **HIEA 132. History of the People's Republic of China (4)**

This course analyzes the history of the PRC from 1949 to the present. Special emphasis is placed on the problem of postrevolutionary institutionalization, the role of ideology, the tension between city and countryside, Maoism, the Great Leap Forward, the Cultural Revolution.

#### **HIEA 133. Twentieth Century China: Cultural History (4)**

This course looks at how the historical problems of twentieth-century China are treated in the popular

and elite cultures of the nationalist and communist eras. Special emphasis is placed on film and fiction. Knowledge of Chinese required.

#### **HIEA 137. Women and Family in Chinese History (4)**

We explore how the Confucian philosophy influenced the way the Chinese look at the family and the role of women in it, as well as the domestic lives that men and women actually led from the classical times to the present day. *Prerequisite: upper-division standing.* +

### **Colloquia**

The following courses are available to both undergraduate and graduate students. Undergraduates must receive a departmental stamp or permission of the instructor to register for the course. Requirements for each course will differ for undergraduate, M.A., and Ph.D. students.

#### **HIEA 160/260. Seminar in Modern Japanese History (4)**

This colloquium examines controversial domestic and international issues in Japanese history from 1850 to recent times. Topics will vary from year to year. *Prerequisite: department stamp, consent of instructor.*

#### **HIEA 162/262. History of Women in China (4)**

This course concerns women in Chinese history in Imperial times. This course will focus on women's changing roles in the family, society, and culture. Topics will vary from year to year. Requirements will vary for undergraduate, M.A., and Ph.D. students. *Prerequisite: upper-division standing.*

#### **HIEA 164/264. Seminar in Late Imperial Chinese History (4)**

Special topics in late Imperial Chinese history. Topics will vary from year to year. Requirements will vary for M.A. and Ph.D. students. Graduate students may be expected to submit a more substantial piece of work. *Prerequisite: upper-division standing or consent of instructor.* +

#### **HIEA 165/265. History of Material Culture in China (4)**

Introduction to material culture in China from a historical perspective. Consider Chinese primary sources (including both historical texts and objects) from the point of view of the new interdisciplinary field of material culture studies. Requirements will vary for undergraduate, M.A., and Ph.D. students. Graduate students are required to submit an additional paper.

#### **HIEA 167/267. Special Topics in Modern Chinese History (4)**

This seminar examines controversial, domestic, and international issues in Chinese history from 1800 to recent times. *Prerequisite: department stamp or consent of instructor.*

#### **HIEA 168/268. Topics in Classical and Medieval Chinese History (4)**

This course covers specific topics in Chinese society, thought, religion, culture, and history from the Zhou through the Song dynasties. It always involves reading primary sources. *Prerequisites: upper-division standing or consent of instructor, department stamp.* +

#### **HIEA 170/270. Colloquium on Science, Technology, and Medicine in China (4)**

In this course students will examine Chinese history through writings on nature, the heavens, and the human body. The focus will be on the traditional

Chinese sciences: medicine, divination, astronomy, alchemy, and geomancy. Discussion will be based on primary Chinese sources in English translation including literary, religious, philosophical, governmental, and medical texts. *Prerequisite: department stamp.*

#### **HIEA 171/271. Society and Culture in Premodern China (4)**

Explores premodern Chinese society and culture through the reading and discussion of classics and masterpieces in history. Examines how values and ideas were represented in the texts and how they differed, developed, or shifted over time. Requirements will vary for undergraduate, M.A., and Ph.D. students. Graduate students are required to submit an additional paper. *Prerequisites: upper-division or graduate standing, department stamp.*

#### **HIEA 199. Independent Study in East Asian History (4)**

Directed reading for undergraduates under the supervision of various faculty members. *Prerequisite: consent of instructor required.*

### **EUROPE**

See History of Science for more European courses (HISC 101ABC, HISC 106)

### **Lecture Courses**

#### **HIEU 101. Greece in the Classical Age (4)**

The social, political, and cultural history of the ancient Greek world from the Persian Wars to the death of Alexander the Great (480–323 B.C.). +

#### **HIEU 102. The Roman Republic (4)**

The political, economic, and intellectual history of the Roman world from the foundation of Rome to the time of Julius Caesar. +

#### **HIEU 103. The Roman Empire (4)**

The political, economic, and intellectual history of the Roman world from the time of Julius Caesar to the death of Justinian (A.D. 565). +

#### **HIEU 104. Byzantine Empire (4)**

A survey course of the history of the Byzantine state from the reign of Constantine to the fall of Constantinople. This course will emphasize the importance of the Byzantine state within a larger European focus, its relationship to the emerging Arab states, its political and cultural contributions to Russia and the late medieval west. +

#### **HIEU 109. European Nationalism from a Historical Perspective (4)**

An exploration of the origins, evolution, and role of nationalism in European history, from the French Revolution to the present. Nationalism has been a major force in consolidating nation-states, in creating modern identities, and in mobilizing mass movements in the modern world, and most scholars locate its birthplace in Europe. The course will provide a comparative history of nationalism as idea and political movement in each of the major European countries, as well as a more thematic analysis of scholarly approaches to the construction of nationalism and national identities. +

#### **HIEU 110. The Rise of Europe (4)**

The development of European society and culture from the decline of the Roman Empire to 1050. *Prerequisite: Humanities sequence or its equivalent.* +

#### **HIEU 111. Europe in the Middle Ages (4)**

The development of European society and culture from 1050 to 1400. *Prerequisite: Humanities sequence or its equivalent.* +

#### **HIEU 113. Rule, Conflict, and Dissent in the Middle Ages (4)**

This course explores the question of religious and political dissent in Europe from the twelfth through the fifteenth centuries. We will explore the tensions between ideal models of religious and cultural unity, and the realities of community conflict, heretical controversies, and popular uprisings. +

#### **HIEU 119. Modern Italy: From Unification to the Present (4)**

History of Italy from the 1860s to the present with special focus on the changing relationship between state and society. Topics include the "Southern problem," the Catholic Church, the fascist dictatorship, the Cold War, terrorism, contemporary politics, and culture. *Prerequisite: upper-division standing or consent of instructor.*

#### **HIEU 120. The Renaissance in Italy (4)**

The social, political, and cultural transformation of late-medieval Italy from the heyday of mercantile expansion before the plague to the dissolution of the Italian state system with the French invasions of 1494. Special focus upon family, associational life and factionalism in the city, the development of the techniques of capitalist accumulation, and the spread of humanism. *Prerequisite: upper-division standing.* +

#### **HIEU 121. Early Modern Italy (4)**

Society, politics, and culture in the Italian states from the Renaissance to the Enlightenment provide a laboratory to study the complex interaction and transformation of a wide variety of social and political systems. *Prerequisite: upper-division standing.* +

#### **HIEU 122. Politics Italian Renaissance Style (4)**

Modern political and historical thought find their roots in the realistic examination of fifteenth- and sixteenth-century Italian political experience. Contemporary Renaissance humanists and thinkers—Machiavelli, Guicciardini, Castiglione, Botero, and Campanella—tested classical, Christian, and legal models against practical necessities. +

#### **HIEU 125. Reformation Europe (4)**

The intellectual and social history of the Reformation and Counter-Reformation from the French invasions to the Edict of Nantes. Emphasis is upon reform from below and above, the transformation of grass-roots spirituality into institutional control. *Prerequisite: upper-division standing or consent of instructor.* +

#### **HIEU 126. Age of Expansion: Europe and the World, 1400–1600 (4)**

Course will begin with a survey of the major empires of the fifteenth century, concentrating on the links between them. It will then examine the entrance of Europeans on the global scene in the sixteenth century. This part of the course will examine European/non-European encounters, focusing on perceptions, economic interaction, and institutional adaptation and will emphasize the Hispanic American, Ottoman, and Indian Ocean cases. +

#### **HIEU 127. Sport in the Modern World (4)**

This course looks at the phenomenon of sport in all of its social, cultural, political, and economic aspects. The starting point will be the emergence of modern sport in nineteenth-century Britain, but the focus will

be global. Since the approach will be topical rather than chronological, students should already have a good knowledge of world history in the nineteenth and twentieth centuries. *Prerequisite: upper-division standing.*

#### **HIEU 128. Europe Since 1945**

An analysis of European history since the end of the Second World War. Focus is on political, social, economic, and cultural developments within European societies as well as on Europe's relationship with the wider world (the Cold War, decolonization).

#### **HIEU 129. Paris, Past and Present (4)**

This course surveys the historical and cultural significance of Paris from about 1500 to the present. The focus is on interactions between political, architectural, and urban evolutions, and the changing populations of Paris in times of war, revolutions, and peace. +

#### **HIEU 130. Europe in the Eighteenth Century (4)**

A lecture-discussion course focusing on Europe from 1688-1789. Emphasis is on the social, cultural, and intellectual history of France, Germany, and England. Topics considered will include family life, urban and rural production and unrest, the poor, absolutism, and the Enlightenment from Voltaire to Rousseau. *Prerequisite: upper-division standing.* +

#### **HIEU 131. The French Revolution: 1789–1814 (4)**

This course examines the Revolution in France and its impact in Europe and the Caribbean. Special emphasis will be given to the origins of the Revolution, the development of political and popular radicalism and symbolism from 1789 to 1794, the role of political participants (e.g., women, *sans-culottes*, Robespierre), and the legacy of revolutionary wars and the Napoleonic system on Europe. *Prerequisite: upper-division standing.* +

#### **HIEU 132. Germany from Luther to Bismarck (4)**

How Germany, from being a maze of tiny states rife with religious conflict, became a nation. Did the nations-building process lead to Nazism? *Prerequisite: upper-division standing or consent of instructor.*

#### **HIEU 133. Gender in Antiquity and the Early Medieval Mediterranean (4)**

This course discusses sex and gender at the end of the classical period and its development into the Middle Ages in both Eastern and Western Mediterranean. Course will examine the ways in which our medieval predecessors assigned gender traits and relationships to members of society. It will approach the topic in part through an examination of the language used about gender and in part through use of modern gender theories. *Prerequisite: upper-division standing.* +

#### **HIEU 134. The Formation of the Russian Empire, 800–1855 (4)**

State-building and imperial expansion among the peoples of the East Slavic lands of Europe and Asia from the origins of the Russian state in ninth-century Kiev, through Peter the Great's empire up to the middle of the nineteenth century. *Prerequisite: upper-division standing or consent of instructor.* +

#### **HIEU 136. The Napoleonic Era (4)**

A study of the social, intellectual, military, and political currents in French history from 1799 to 1815. Special emphasis on Napoleonic France's interactions with Europe, the non-European world, women, and the military. Lectures, slides, readings, and discussions.

#### **HIEU 136A. European Society and Social Thought, 1688–1870 (4)**

A lecture and discussion course on European political and cultural development and social theory from 1688-1870. Important writings will be considered both as responses to and as provocations for political and cultural change. +

#### **HIEU 136B. European Society and Social Thought, 1870–1989 (4)**

A lecture and discussion course on European political and cultural development and theory from 1870–1989. Important writings will be considered both as responses to and as provocations for political and cultural change.

#### **HIEU 138. Imperial Spain, 1476–1808 (4)**

The rise and decline of Spain's European empire from Ferdinand and Isabella to 1700. The revival of Spain and her return to European affairs in the eighteenth century. *Prerequisite: upper-division standing or graduate standing.* +

#### **HIEU 139. The Origins of Constitutions (4)**

The course will cover the development of constitutional ideas and institutions from the twelfth century to the U.S. Constitution. Students will read legal texts and commentaries that established the foundations of the ideas of the rule of law, limited government, inalienable rights, and the independent judiciary. Students will study the formation of institutions such as parliament, the court system, and common law. The course will start and finish with an analysis of the U.S. Constitution. *Prerequisite: upper-division standing or consent of instructor.* +

#### **HIEU 141. European Diplomatic History, 1870–1945 (4)**

European imperialism, alliances, and the outbreak of the First World War. The postwar settlement and its breakdown. The advent of Hitler and the disarray of the western democracies. The Second World War and the emergence of the super powers.

#### **HIEU 142. European Intellectual History, 1780–1870 (4)**

European thought from the late Enlightenment and the French Revolution to Marx and Baudelaire, emphasizing the origins of romanticism, idealism, and positivism in England, Germany, and France. *Prerequisite: upper-division standing or consent of instructor.*

#### **HIEU 143. European Intellectual History, 1870–1945 (4)**

A lecture-discussion course on the crisis of bourgeois culture, the redefinition of Marxist ideology, and the transformation of modern social theory. Readings will include Nietzsche, Sorel, Weber, Freud, and Musil. (This course satisfies the minor in the Humanities Program.) *Prerequisite: upper-division standing.*

#### **HIEU 146. Fascism, Communism, and the Crisis of Liberal Democracy: Europe 1919–1945 (4)**

A consideration of the political, social, and cultural crisis that faced Western liberal democracies in the interwar period, with emphasis on the mass movements that opposed bourgeois liberalism from both the left and the right.

#### **HIEU 147. The History of Women in Europe: Middle Ages to the Early Modern Era (4)**

This course explores shifts in the roles and representations of women from the early middle ages, through the Renaissance and Reformation, and up to the seventeenth century. Topics will be examined across the European social order and include gender and sexual-

ity, holy women, religious movements, and production and reproduction. *Prerequisite: upper-division standing.* +

#### **HIEU 148. European Women: the Enlightenment to the Victorian Era (4)**

This course explores shifts in the roles and representations of women from the late seventeenth century to about 1870. Topics are examined across the European social order and include: gender and sexuality, women writers and print culture, women's participation in the French and industrial revolutions, and the emergence of feminist movements. *Prerequisite: upper-division standing or consent of instructor.* +

#### **HIEU 149. History of Women in Europe: 1870 to the Present (4)**

This course explores the history of women across classes from 1870 to the present, with an emphasis on the variety of women's experience and the efforts towards and obstacles to empowerment. Topics include: women and the state, science and gender, feminist movements and the evolution of women's work. *Prerequisite: upper-division standing.*

#### **HIEU 150. Modern British History (4)**

Emphasis on changes in social structure and corresponding shifts in political power. The expansion and the end of empire. Two World Wars and the erosion of economic leadership. *Prerequisite: upper-division standing or consent of instructor.*

#### **HIEU 151. Spain since 1808 (4)**

Social, political, cultural history of Spain since Napoleon. Features second Spanish Republic, the Civil War, Franco era, and transition to democracy. *Prerequisite: upper-division standing.*

#### **HIEU 153A. Nineteenth-Century France (4)**

A study of the social, intellectual, and political currents in French history from the Revolution of 1789 to the eve of the First World War. Lectures, slides, films, readings, and discussions.

#### **HIEU 154. Modern German History: From Bismarck to Hitler (4)**

An analysis of the volatile course of German history from unification to the collapse of the Nazi dictatorship. Focus is on domestic developments inside Germany as well as on their impact on European and global politics in the twentieth century.

#### **HIEU 155. Modern Austria (4)**

The political, social, and intellectual history of Austria from Maria Theresa to the First Republic with special emphasis on the crisis of liberal culture in the late nineteenth century. *Prerequisite: upper-division standing or consent of instructor.*

#### **HIEU 156. The Russian Empire and the Soviet Union, 1855–1991 (4)**

War, revolution, development, and terror in the multinational empires of the nineteenth and twentieth centuries. *Prerequisite: upper-division standing or consent of instructor.*

#### **HIEU 158. Why Hitler? How Auschwitz? (4)**

Why did Germany in 1919 produce an Adolf Hitler; how did the Nazis take power in 1933; and why did the Third Reich last until 1945? Why did the war against the Jews become industrial and absolute? *Prerequisite: upper-division standing or consent of instructor.*

#### **HIEU 159. Three Centuries of Zionism, 1648–1948 (4)**

For centuries the land of Israel was present in Jewish minds and hearts. Why and how did the return to Zion

become a reality? Which were the vicissitudes of Jewish life in Palestine? *Prerequisite: upper-division standing or consent of instructor.*

## Colloquia

The following courses are available to both undergraduate and graduate students. Undergraduates must receive a departmental stamp or permission of the instructor to register for the course. Requirements for each course will differ for undergraduate, M.A., and Ph.D. students.

**HIEU 160/260. Topics in the History of Greece (4)**  
A seminar focusing on selected topics in Greek history from the Bronze Age to the Roman Conquest. *Prerequisite: upper-division standing or consent of instructor. +*

**HIEU 161/261. Topics in Roman History (4)**  
A seminar focusing on selected topics in Roman history and culture from the period of the Kings to the later Roman Empire. *Prerequisite: upper-division or graduate standing or consent of instructor. +*

**HIEU 163/263. Special Topics in Medieval History (4)**  
Intensive study of special problems or periods in the history of medieval Europe. Topics vary from year to year, and students may therefore repeat the course for credit. *Prerequisites: background in European history and upper-division standing. +*

**HIEU 164/264. Special Topics in Early Modern Europe (4)**  
This course looks at the European and non-European in the early modern era. Topics will vary year to year. Requirements will vary for undergraduate, M.A., and Ph.D. students. Graduate students are required to submit a more substantial piece of work. *Prerequisite: upper-division standing or consent of instructor.*

**HIEU 171/271. Special Topics in Twentieth-Century Europe (4)**  
This course alternates with HIEU 170. Topics will vary from year to year. *Prerequisite: background in European history.*

**HIEU 172/272. War in the Twentieth Century (4)**  
Reckonings by novelists, essayists, and biographers with the phenomenon of contemporary warfare as an unprecedented experience and an abiding threat. *Prerequisite: upper-division standing or consent of instructor.*

**HIEU 174/274. The Holocaust: A Psychological Approach (4)**  
An examination of how traditional moral concerns and human compassion came to be abandoned and how the mass murder of the Jews was organized and carried out. The focus of this course will be on the perpetrators. Requirements will vary for undergraduate M.A. and Ph.D. students. Graduate students are required to submit a more substantial piece of work. *Prerequisites: upper-division or consent of instructor. Department stamp required.*

**HIEU 175/275. Selected Topics in the History of Nineteenth- and Twentieth-Century Spain (4)**  
Topics may include economic development, modernization, political change, intellectual history, and the transition to democracy. *Prerequisite: upper-division standing or consent of instructor.*

**HIEU 177/277. Special Topics in Modern German Thought (4)**  
Topics will vary from year to year. (Satisfies the Humanities Program minor.) *Prerequisite: background in European history.*

**HIEU 177A/277A. The Two Germanys Since 1945**  
An analysis of the parallel and divergent paths of East and West Germany since 1945. Focus is on the close interrelationship between both postwar societies as well as on the origins of the East German revolution and unification in 1989–90. *Prerequisite: upper-division standing or consent of instructor.*

**HIEU 178/278. Soviet History (4)**  
Topics will vary from year to year. Graduate students are required to submit a more substantial paper. *Prerequisite: upper-division standing or consent of instructor.*

**HIEU 180/280. Topics in European Women's History (4)**  
The specific content of the course will vary from year to year, but will always analyze in depth a limited number of issues in European women's history. *Prerequisite: upper-division standing or consent of instructor.*

**HIEU 199. Independent Study in European History (4)**  
Directed readings for undergraduates under the supervision of various faculty members. *Prerequisite: consent of instructor.*

## LATIN AMERICA

### Lecture Courses

**HILA 100. Latin America—Colonial Transformations (4)**  
Lecture-discussion survey of Latin America from the pre-Columbian era to 1825. It addresses such issues as the nature of indigenous cultures, the implanting of colonial institutions, native resistance and adaptations, late colonial growth and the onset of independence. +

**HILA 101. Latin America: The Construction of Independence 1810–1898 (4)**  
Lecture-discussion survey of Latin America in the nineteenth century. It addresses such issues as the collapse of colonial practices in the society and economy as well as the creation of national governments, political instability, disparities among regions within particular countries, and of economies oriented toward the export of goods to Europe and the United States.

**HILA 102. Latin America in the Twentieth Century (4)**  
This course surveys the history of the region by focusing on two interrelated phenomena: the absence of democracy in most nations and the region's economic dependence on more advanced countries, especially the United States. Among the topics discussed will be the Mexican Revolution, the military in politics, labor movements, the wars in Central America, liberation theology, and the current debt crisis. *Prerequisite: upper-division standing or consent of instructor.*

**HILA 103. Revolution in Modern Latin America**  
A political, economic, and social examination of the causes and consequences of the Mexican, Cuban, and Nicaraguan revolutions. Also examine guerrilla movements that failed to gain power in their respective countries, namely the Shinning Path in Peru, FARC in Colombia, and the Zapatistas in Mexico. *Prerequisite: upper-division standing.*

**HILA 104. Modern U.S.-Latin American Relations**  
A survey of inter-American relations during the twentieth century. Emphasis will be placed on U.S. territorial and economic expansion, U.S. national-security and ideological morality, and Latin American efforts to influence U.S. policy in order to strengthen, in most cases, elite domination of society. *Prerequisite: upper-division standing.*

**HILA 108. Economic History: Continuity and Change in Latin America (4)**  
Main economic processes in Latin America, from colonial times to the twenty-first century, to understand what has been called the "colonial heritage" role played by economic actors, including the state and foreign capital, and will read Latin America's development in a comparative perspective. Main theoretical propositions to understand patterns of development. No training in economics or statistics is required. *Prerequisite: upper-division standing.*

**HILA 112. Economic and Social History of the Andean Region (4)**  
Study of the economic and social problems of the Andean region from the colonial period until the crisis of 1912, with special attention to theoretical models to explain the processes of change. *Prerequisite: upper-division standing.*

**HILA 113. Lord and Peasant in Latin America (4)**  
Examination of the historical roots of population problems, social conflict, and revolution in Latin America, with emphasis on man-land relationships. Special emphasis on modern reform efforts and on Mexico, Cuba, Brazil, and Argentina. Lecture, discussion, reading, and films. *Prerequisite: upper-division standing or consent of instructor.*

**HILA 114. Dictatorships in Latin America (4)**  
How did dictatorships come about? Who were the authoritarian leaders? How did they organize their regimes and what were the consequences? Recent publications on dictators in Latin America allow for comparisons across countries and throughout time to answer those questions. *Prerequisite: upper-division standing.*

**HILA 115. The Latin American City, a History (4)**  
A survey of the development of urban forms of Latin America and of the role that cities played in the region as administrative and economic centers. After a brief survey of pre-Columbian centers, the lectures will trace the development of cities as outposts of the Iberian empires and as "city-states" that formed the nuclei of new nations after 1810. The course concentrates primarily on the cities of South America, but some references will be made to Mexico City. It ends with a discussion of modern social ills and Third World urbanization. Lima, Santiago de Chile, Buenos Aires, Rio de Janeiro, and Sao Paulo are its principal examples. *Prerequisite: upper-division standing.*

**HILA 116. El Salvador and the United States: Human Rights and Revolution (4)**  
From coffee boom through rebellion, militarization, revolution, state terrorism, and migration, the U.S. has loomed large in the history of El Salvador. This course explores this relationship from 1920 to the present through the prisms of revolution and human rights. *Prerequisite: upper-division standing.*

**HILA 120. History of Argentina (4)**

A survey from the colonial period to the present, with an emphasis on the nineteenth and twentieth centuries. Among the topics covered: the expansion of the frontier, the creation of a cosmopolitan, predominantly European culture, and the failure of industrialization to provide an economic basis for democracy. *Prerequisite: upper-division standing.*

**HILA 121. History of Brazil (4)**

From colonial times to the present, with an emphasis on the nineteenth and twentieth centuries. Among the topics covered: the evolution of a slave-based economy, the key differences among regions, the military in politics, and the creation of the most populous and industrialized country in Latin America. *Prerequisite: upper-division standing.*

**HILA 122. Cuba: From Colony to Socialist Republic**

A lecture-discussion course on the historical roots of revolutionary Cuba, with special emphasis on the impact of the United States on the island's development and society. *Prerequisite: upper-division standing.*

**HILA 126. From Columbus to Castro: Caribbean Culture and Society (4)**

Exploration of the relationships between socioeconomic and cultural development in Caribbean history; slavery and empire; nationalism and migration; vodun and Rastafarianism, and the literary arts. *Prerequisite: upper-division standing.*

**HILA 131. A History of Mexico (4)**

A century of Mexican history, 1821-1924: the quest for political unity and economic solvency, the forging of a nationality, the Gilded Age and aftermath, the ambivalent Revolution of Zapata and his enemies. *Prerequisite: upper-division standing or consent of instructor.*

**HILA 132. A History of Contemporary Mexico (4)**

The paradox of a conservative state as heir to a legendary social upheaval, with special emphasis on the mural art renaissance, the school crusade, the economic dilemma, and the failure to eradicate poverty and inequality. Lectures and discussion. *Prerequisite: upper-division standing or consent of instructor.*

**Colloquia**

The following courses are available to both undergraduate and graduate students. Undergraduates must receive a departmental stamp or permission of the instructor to register for the course. Requirements for each course will differ for undergraduate, M.A., and Ph.D. students.

**HILA 161/261. History of Women in Latin America (4)**

A broad historical overview of Hispanic-American women's history focusing on issues of gender, sexuality, and the family as they relate to women, as well as the historiographical issues in Latin American and Chicana women's history. *Prerequisites: upper-division standing and consent of instructor.*

**HILA 162/262. Special Topics in Latin American History (4)**

Topics will vary from year to year or quarter to quarter. May be repeated for an infinite number of times due to the nature of the content of the course always changing. *Prerequisite: upper-division standing or consent of instructor.*

**HILA 163/263. The History of Chile 1880-Present (4)**

The course surveys Chile's basic developments beginning with the era of nitrate exports. Students will have the opportunity to address a specific issue of his/her own choosing and develop the topic for class presentation and a final paper. Graduate students are expected to submit a more substantial piece of work. *Prerequisite: upper-division standing or consent of instructor.*

**HILA 164/264. Women's Work and Family Life in Latin America (4)**

Inside or outside of the household, women have always worked. Where do we find Latin American women, how has the labor market changed, how was and is women's work perceived, what were the consequences of changing work patterns on family life? Requirements will vary for undergraduate, M.A., and Ph.D. students. Graduate students are required to submit a more substantial piece of work. *Prerequisites: upper-division standing or consent of instructor and department stamp.*

**HILA 167/267. Historical Scholarship on Latin American History (4)**

Introduction to the historiography on Latin America for the colonial period from Spanish and Portuguese conquests to the Wars of Independence. Requirements will vary for undergraduate, M.S., and Ph.D. students. Graduate students are required to submit an additional research paper. *Prerequisites: upper-division standing or consent of instructor; reading knowledge of Spanish; department stamp.*

**HILA 168/268. Historical Scholarship on Latin American History (4)**

Introduction to the historiography on Latin America for the nineteenth century: world economy, nation-state building, agrarian processes, incipient industrialization, political and cultural thought, and social structure. Requirements will vary for undergraduate, M.A., and Ph.D. students. Graduate students are required to submit an additional research paper. *Prerequisites: upper-division standing or consent of instructor; reading knowledge of Spanish; department stamp.*

**HILA 169/269. Historical Scholarship on Latin American History (4)**

Introduction to the historiography on Latin America for the twentieth century: agrarian reforms, unionization, industrialization by import substitution, the political left, social development, and international relations. Requirements will vary for undergraduate, M.A., and Ph.D. students. Graduate students are required to submit an additional research paper. *Prerequisites: upper-division standing or consent of instructor; reading knowledge of Spanish; department stamp.*

**HILA 170/270. Topics in Latin American History, 1820-1910**

Topics may vary from year to year. May be repeated for credit. Requirements will vary for undergraduate, M.A., and Ph.D. students. Graduate students must be required to submit a more substantial piece of work. *Prerequisite: upper-division or graduate standing.*

**HILA 171/271. Topics in Latin American History 1910**

Topics may vary from year to year. May be repeated for credit. Requirements will vary for undergraduates, M.A., and Ph.D. students. Graduate students must be required to submit a more substantial piece of work. *Prerequisite: upper-division or graduate standing.*

**HILA 199. Independent Study in Latin American History (4)**

Directed readings for undergraduates under the supervision of various faculty members. *Prerequisite: consent of instructor and department stamp.*

**NEAR EAST****Lecture Courses****HINE 100. The Ancient Near East and Israel (4)**

Introduction to the history and literature of ancient Israel, from c.1200 B.C.E. to c. 500 B.C.E. Reading from the Bible, historical and archaeological surveys, and studies of authorship. +

**HINE 102. The Jews in Their Homeland in Antiquity (4)**

The Jews in Israel from the sixth century BCE to the seventh century CE. Statehood, nationalism, and autonomy within the framework of the Persian empire, the Hellenistic kingdoms, and the Roman-Byzantine empire. Cultural and religious developments will be explored. *Prerequisite: upper-division standing. +*

**HINE 103. The Jewish Diaspora in Antiquity (4)**

The Jews outside their homeland and in pre-Islamic times, concentrating on the Greco-Roman West and the Parthian-Sasanian East. Topics include assimilation and survival; anti-Semitism and missionizing; patterns of organization and autonomy; cultural and religious developments. *Prerequisite: upper-division standing.*

**HINE 105. The Bible and the Near East:****The Prophets (4)**

This course covers the four books of the Latter Prophets, including the three major prophets, Isaiah, Ezekiel, and Jeremiah, and the twelve minor prophets. +

**HINE 106. The Bible and the Near East: The Writings (4)**

This course covers the books of the Hebrew Bible not covered in HINE 104 and HINE 105. It will include Psalms, Proverbs, Job, the Megillot, Daniel, and the Chronicler's Work. +

**HINE 108. The Middle East before Islam (4)**

The peoples, politics, and cultures of Southwest Asia and Egypt from the sixth century B.C.E. to the seventh century C.E. The Achaemenid Empire, the Ptolemaic and Seleucid kingdoms, the Roman Orient, the Parthian and Sasanian states. *Prerequisite: upper-division standing. +*

**HINE 109A. Learning to Read Biblical Hebrew I (4)**

The Hebrew Bible in its original tongue and historical context. Emphasis is placed on acquiring a basic vocabulary, mastering fundamentals of grammar, and practice at reading. No previous knowledge of Hebrew is required. Offered during the summer. *Prerequisite: upper-division standing. +*

**HINE 109B. Learning to Read Biblical Hebrew II (4)**

Continued study of the language of the Bible with emphasis on advanced grammar and vocabulary. *Prerequisite: HINE 109A. Offered during the summer. +*

**HINE 114. History of the Islamic Middle East**

A survey of the Middle East from the rise of Islam to the region's economic, political, and cultural integration into the West (mid-nineteenth century). Emphasis on socioeconomic and political change in the early Arab empires and the Ottoman state. +

**HINE 115. Islamic Civilization (4)**

An introductory survey of Islamic civilizations. History and society, law, science and philosophy, arts and letters, and architecture. A broad picture of the dynamics and achievements of Islamic societies over time. *Prerequisite: upper-division standing or consent of instructor.*

**HINE 116. The Middle East in the Age of European Empires (1798–1914) (4)**

Examines the contacts of the late Ottoman Empire and Qajar Iran with Europe from the Napoleonic invasion of Egypt to World War I, the diverse facets of the relationship with the West, and the reshaping of the institutions of the Islamic states and societies.

**HINE 118. The Middle East in the Twentieth Century (4)**

An introduction to the history of the Middle East since 1914. Themes such as nationalism, imperialism, the oil revolution, and religious revivalism will be treated within a broad chronological and comparative framework drawing on the experience of selected countries.

**HINE 119. Contemporary Middle East Conflicts (4)**

An examination of post-WWII Middle East conflicts, including the Israeli-Arab conflicts, the Lebanese Civil War, and the Gulf War of the 1980s. The roles of the superpowers and Middle Eastern states during the period.

**HINE 122. Politicization of Religion in the Middle East (4)**

Islamic formulations of dissent from the nineteenth century to our day; social, cultural, and political movements inflected by religion; domestic, interregional, and international dimensions with emphasis on the Arab East, Iran, and Turkey. *Prerequisite: upper-division standing.*

**HINE 123. The Emergence of Middle East Nationalisms (4)**

A survey of nationalism in the modern Middle East with reference to current theories of identity formation in Europe and South Asia. The course will examine shifting identities in the Ottoman Empire, its Turkish and Arab successor states, and Iran. *Prerequisite: upper-division standing or consent of instructor.*

**HINE 151A/251A. Introduction to Aramaic Language (4)**

General introduction to Aramaic dialects, intense study of Targumic Aramaic. *Prerequisites: knowledge of Hebrew alphabet; acquaintance with a cognate Semitic language highly desirable.* +

**HINE 151B/251B. Introduction to Aramaic Dialects (4)**

Study of Ancient Inscriptional Persian Imperial and Syriac Aramaic. +

**HINE 151C/251C. Introduction to Aramaic Dialects (4)**

Study of Qumran and Babylonian Talmudic Aramaic. +

**HINE 152A/252A. The Evolution of the Northwest Semitic Dialects (4)**

Principles of historical linguistics, application to the languages of the ancient Levant. *Prerequisites: knowledge of at least one Semitic language; a course in general linguistics is also desirable.* +

**HINE 152B/252B. Introduction to Ugaritic (4)**

Decipherment of Ugaritic tablets, history, and culture of ancient Ugarit, study of Ugaritic mythic texts. +

**HINE 152C/252C. Advanced Ugaritic (4)**

Continued study of Ugaritic literature, comparison with Canaanite inscriptions. +

**HINE 153A/253A. Introduction to Akkadian Language and Mesopotamian Culture (4)**

Students study cuneiform script and elements of Babylonian-Assyrian grammar, as well as the history of Ancient Mesopotamia. +

**HINE 153B/253B. Continued Akkadian Language (4)**

Student begin to read and analyze ancient Mesopotamian texts from a variety of genres. +

**HINE 153C/253C. Advanced Akkadian Language (4)**

Continued study of Mesopotamia literature and history. +

**Colloquia**

The following courses are available to both undergraduate and graduate students. Undergraduates must receive a departmental stamp or permission of the instructor to register for the course. Requirements for each course will differ for undergraduate, M.A., and Ph.D. students.

**HINE 161/HINE 261. Seminar in the Hebrew Bible (4)**

Systematic reading and rendering of the books of the Hebrew Bible in order. Each time the class is taught, we will look at a different book. Adequate knowledge of Biblical Hebrew is required. Graduate students will have to write an extra paper or exam. *Prerequisites: Judaic Studies 103, graduate standing, or consent of instructor.* +

**HINE 166/266. Nationalism in the Middle East (4)**

Growth of nationalism in relation to imperialism, religion, and revolution in the nineteenth- and twentieth-century Middle East. Emergence of cultural and political ethnic consciousness in the Ottoman state. Comparative study of Arab, Iranian, and Turkish nationalism as well as Zionism. *Prerequisite: department stamp or consent of instructor.*

**HINE 170/270. Special Topics in Jewish History (4)**

This course studies a period or theme in Jewish history. Topics will vary from year to year. *Prerequisite: department stamp required.*

**HINE 181/281. Problems in the Study of Hebrew Manuscripts (4)**

Detailed study of a portion of biblical text. Focus on text-critical and source-critical problems. *Prerequisite: upper-division or graduate standing.* +

**HINE 186/286. Special Topics in Middle Eastern History (4)**

Focused study of historical roots of contemporary problems in the Middle East: Islamic modernism and Islamist movements; contacts with the West; ethnic and religious minorities; role of the military; economic resources and development. *Department stamp and permission of instructor.*

**HINE 199. Independent Study in Near Eastern History (4)**

Directed readings for undergraduates under the supervision of various faculty members. *Prerequisite: consent of instructor.*

**HISTORY OF RELIGION****HIRE 120. Buddhist Thought and Practice (4)**

An introduction to the Buddhist religion, with attention to its moral and philosophical teachings, its modes of practice (e.g. meditation, ritual), and its social and institutional contexts. The course takes a historical approach, concentrating on the traditions as they developed within India.

**HISTORY OF SCIENCE****Lecture Courses****HISC 101A. Science in the Greek and Roman World (4)**

A survey of the principal features of ancient science: the origins of Greek naturalism, the criticism of magic, notions of quantification. Topics may include astronomy, astrology, geography, geometry, optics, mechanics and physical theory, classification of living beings, and human cognition. Emphasis on primary sources, such as the presocratic natural philosophers: Plato, Aristotle, Euclid, Archimedes, Ptolemy, Pliny Galen, and Proclus. *Prerequisite: upper-division standing.* +

**HISC 101B. Medieval Science in the Latin West, ca. 500–1500 (4)**

Styles of the medieval scientific imagination. Reception and assimilation of the learning of the ancient world, especially Aristotle, Plato, Euclid, Galen, and Ptolemy. Struggles to reconcile Greek, Arabic, and Christian ideals of knowledge. Rise of universities. Natural philosophy, logic, geometry, optics, astronomy, astrology, mechanics, geography, and classification of living beings. *Prerequisite: upper-division standing.* +

**HISC 101C. Early Modern Science (4)**

Early forms of modern science, mid-15th to 17th centuries. The revolution in printing. Sites of knowledge-making: university and court cultures, museums, academies. Astrology, astronomy, literature of the heavens, prophecy and apocalyptic expectation. Natural history, medicine, alchemy, magic and the physico-mathematical sciences. *Prerequisite: upper-division standing.* +

**HISC 102. Technology in World History (4)**

Technology as an agent of change. How have humans harnessed the power of nature? What factors have contributed to successes and failures? How has technology changed human life? How should we evaluate the quality of these changes? *Prerequisites: upper-division standing.*

**HISC 103. Gender and Science in Historical Perspective (4)**

History of women's struggles and strategies for access and equality in professional science. Questions related to gender bias in science—as a social institution and as an epistemological enterprise—will be addressed in light of the historical and biographical readings. *Prerequisite: upper-division standing.*

**HISC 104. History of Popular Science (4)**

Historical aspects of the popularization of science. The changing relation between expert science and popular understanding. The reciprocal impact of scientific discoveries and theories, and popular conceptions of the natural world. *Prerequisite: upper-division standing.*

**HISC 105. History of Environmentalism (4)**

History of human effects on the natural environment, and with environmentalist interpretations of the history of science.

**HISC 106. The Scientific Revolution (4)**

A cultural history of the formation of early modern science in the sixteenth and seventeenth centuries: the social forms of scientific life; the construction and meaning of the new cosmologies from Copernicus to Newton; the science of politics and the politics of science; the origins of experimental practice; how Sir Isaac Newton restored law and order to the West. *Prerequisite: upper-division standing.* +

**HISC 107. The Emergence of Modern Science**

The development of the modern conception of the sciences, and of the modern social and institutional structure of scientific activity, chiefly in Europe, during the eighteenth and nineteenth centuries. *Prerequisite: upper-division standing.*

**HISC 108. Science in the Twentieth Century (4)**

Major intellectual developments in twentieth-century science, including quantum mechanics and relativity, molecular biology and DNA, and plate tectonics. Emphasis on the sources of new ideas and evidence in science, and the forging of consensus in scientific communities. *Prerequisite: upper-division standing.*

**HISC 109. Science in Western Civilization (4)**

An introduction to scientific thought as it relates to Western culture. Among the topics considered: Aristotelian, medieval, and Renaissance science; the scientific revolution; the Newtonian universe; science and the Enlightenment; evolution; science and the modern state; technoscience and biotechnology. *Prerequisite: upper-division standing or consent of instructor.*

**HISC 111. Origins of the Atomic Age (4)**

The atomic bomb changed the world. We examine the origins and impact of the atomic age: the discovery of radioactivity; the Manhattan project and bombings of Hiroshima and Nagasaki; the H-bomb, nuclear fallout, and the modern environmental movement. *Prerequisite: upper-division standing or consent of instructor.*

**HISC 114. The Darwinian Legacy (4)**

*The Origin of Species by means of Natural Selection*, and its scientific, intellectual, and political legacies. Topics include social Darwinism, eugenics, Nazi racial hygiene, population control, neo-Malthusianism in the modern environmental movement. *Prerequisite: upper-division standing.*

**HISC 120A. Technology in America I (4)**

The role of technology in American history through the Civil War. Indigenous and colonial development, transportation infrastructures, and industrialization are explored to understand the connections among technology, society, and culture. *Prerequisite: upper-division standing.* +

**HISC 120B. Technology in America II (4)**

The role of technology in the history of the United States since the Civil War. Mass production and consumption, information technologies, and the changing role of inventors and engineers are explored to understand the connections among technology, society, and culture. *Prerequisite: upper-division standing.*

**HISC 121. Listening In: Sound, Music, and Noise in America (4)**

Explores the cultural meaning of sound by examining the history of the phonograph, radio, movies, Muzak, noise-abatement, and architectural acoustics. What needs did these technologies fulfill? How did they reinforce and challenge the society in which they were developed? *Prerequisite: upper-division standing.*

**HISC 130. Technology in the Twentieth Century (4)**

Major technological developments in the twentieth century, including the rise and decline of technologies, unexpected hazards and unanticipated consequences, and why some technologies fail. *Prerequisite: upper-division standing.*

**HISC 131. Science, Technology, and Law (4)**

Science and law are two of the most powerful establishments of modern Western culture. Science organizes our knowledge of the world; law directs our action in it. Will explore the historical roots of the interplay between them. *Prerequisite: upper-division standing.*

**Colloquia**

The following courses are available to both undergraduate and graduate students. Undergraduates must receive a departmental stamp or permission of the instructor to register for the course. Requirements for each course will differ for undergraduate, M.A., and Ph.D. students.

**HISC 160/260. Historical Approaches to the Study of Science (4)**

Major recent publications in the history of science will be discussed and analyzed; the topics will range in period from the seventeenth century to the twentieth, and will deal with all major branches of natural science. Special topics. Topics will vary from year to year. *Prerequisite: consent of instructor.*

**HISC 162/262. Problems in the History of Science and Religion (4)**

Intensive study of specific problems in the relation between science and religion. The problems may range in period from the Renaissance to the twentieth century. Topics vary from year to year, and students may therefore repeat the course for credit. *Prerequisite: upper-division standing.*

**HISC 164/264. Topics in the History of the Physical Sciences**

Intensive study of specific problems in the physical (including chemical and mathematical) sciences, ranging in period from the Renaissance to the twentieth century. Topics vary from year to year, and students may therefore repeat the course for credit.

**HISC 165/265. Topics in 20th Century Science and Culture**

This is a seminar open to advanced undergraduates and graduate students, which explores topics at the interface of science, technology, and culture, from the late nineteenth century to the present. Topics change yearly; may be repeated for credit with instructor's permission. Requirements vary for undergraduates, M.A. and Ph.D. students. Graduate students are required to submit a more substantial piece of work. *Prerequisite: upper-division standing or consent of instructor.*

**HISC 166/266. The Galileo Affair (4)**

Galileo's condemnation by the Catholic Church in 1633 is a well-known but misunderstood episode. Was Galileo punished for holding dangerous scientific views? Personal arrogance? Disobedience? Religious transgressions? Readings in original sources, recent historical interpretations. Graduate students will be expected to submit a more substantial piece of work. +

**HISC 167/267. Gender and Science (4)**

Why have women been traditionally excluded from science? How has this affected scientific knowledge? How have scientists constructed gendered representations not only of women, but also of science and nature? We will address these questions from perspectives including history, philosophy, and psychoanalytic theory. *Prerequisite: upper-division standing or consent of instructor.*

**HISC 168/268. The Extraterrestrial Life Question (4)**

The changing fortunes of the belief in the existence of life beyond the Earth (pluralism) from 1750–present as it evolved from a marginal speculation to a central scientific question with wide-ranging consequences for traditional religious belief-systems. Graduate students will be expected to submit a more substantial piece of work. *Prerequisite: upper-division or graduate standing or consent of instructor.*

**HISC 170/270. Topics in the History of Science and Technology (4)**

This seminar explores topics at the interface of science, technology, and society, ranging from the seventeenth century to the twentieth. Requirements will vary for undergraduate, M.A., and Ph.D. students. Graduate students are required to submit an additional paper. *Prerequisite: upper-division standing or consent of instructor.*

**HISC 172/272. Building America: Technology, Culture, and the Built Environment in the United States (4)**

The history of the built environment in the United States, from skyscrapers to suburbs, canals and railroads to factories and department stores. The technological history of structures and infrastructures, and the social and cultural values that have been "built into" our material environment. Graduate students are required to submit an additional paper. *Prerequisite: upper-division standing or consent of instructor.*

**HISC 199. Independent Study in the History of Science (4)**

Directed readings for undergraduates under the supervision of various faculty members. *Prerequisite: consent of instructor.*

**UNITED STATES**

See History of Science for more U.S. courses (HISC 105, HISC 108, HISC 111)

**Lecture Courses****HIUS 100. Colonial Period to 1763 (4)**

Political and social history of the thirteen colonies: European background, settlement and expansion, beginnings of culture, and the imperial context. *Prerequisite: upper-division standing.* +

**HIUS 101. The American Revolution (4)**

Causes and consequences of the revolution: intellectual and social change, the problems of the new

nation, the Constitution, and the origins of political parties. *Prerequisite: upper-division standing.* +

**HIUS 103. The World We Have Lost: Social History of Early America (4)**

Selected themes in early American social history—including race, gender, faith, economy, and age—from an anthropological perspective. What distinguished it from our own world? *Prerequisite: upper-division standing.* +

**HIUS 104. The Revolutionary Atlantic (4)**

The upheavals that transformed the early modern Atlantic emphasizing the United States, Caribbean, and Great Britain. Topics: struggles to define democracy, the reorganization of the Atlantic state system, the Enlightenment, and international responses to the American and French Revolutions. *Prerequisite: upper-division standing.* +

**HIUS 105. Thomas Jefferson and Early American History (4)**

This course will study Thomas Jefferson, both as an influential American in his own right and as a window onto the age of the American Revolution, the Enlightenment, and the early American Republic. Students will read both biographical materials and original documents to address various aspects of Jefferson's life and times. *Prerequisite: upper-division standing.* +

**HIUS 107. The Early Republic (4)**

This course will examine the transformation of American society and politics between the American Revolution and the Jacksonian period. Topics to be considered include the emergence of domesticity, the development of political parties, the expansion of capitalist relations, the debate over slavery, the early labor movement, and the origins and motivations of middle-class reform. +

**HIUS 108/ETHN 112. History of Native Americans in the United States**

This course examines the history of Native Americans in the United States, with emphasis on the lifeways, mores, warfare, and relations with the United States government. Attention is given to the background and evolution of acculturation up to the present day. *Prerequisite: upper-division standing.*

**HIUS 109. Intellectual History: From Contact to Civil War (4)**

An exploration of cultural, political, religious, and social thought in early America. Emphasis will be placed on the trans-Atlantic context and on the relationships between intellectuals and authority. *Prerequisite: upper-division standing or consent of instructor.* +

**HIUS 114. California History (4)**

This course examines California history from 1800 onward, with an emphasis on social, economic, and political change. The course will explore the effect of national and international events as well as the ways in which California—the ideal and the real—shapes the American experience.

**HIUS 115. History of Sexuality in the United States**

Constructions of sex and sexuality in the United States from the time of pre-contact Native America to the present, focusing on sexual behaviors, sexual ideologies, and the uses of sexuality for social control.

**HIUS 116. War and American Society (4)**

The connection between social relations and America's wars. Ways that American society has influenced deci-

sions to prepare for or go to war as well as the impact of war on class relations and ideologies of race and gender. Wars considered will include the Revolutionary and Civil Wars, the two World Wars, and Korea and Vietnam. *Prerequisite: upper-division standing.*

**HIUS 117. History of Los Angeles (4)**

This course examines the history of Los Angeles from the early nineteenth century to the present. Particular issues to be addressed include urbanization, ethnicity, politics, technological change, and cultural diversification.

**HIUS 122. History and Hollywood: America and the Movies Since the Great Depression (4)**

A lecture-discussion course utilizing written texts and films to explore major themes in American politics and culture from the Great Depression through the 1990s. Topics will include the wars of America, McCarthyism, the counter-culture of the 1960s, and the transformation of race and gender relations. *Prerequisite: upper-division standing or consent of instructor.*

**HIUS 124/ETHN 125. Asian American History**

Explore how Asian Americans were involved in the political, economic, and cultural formation of United States society. Topics include migration; labor systems; gender, sexuality and social organization; racial ideologies and anti-Asian movements; and nationalism and debates over citizenship.

**HIUS 130. Cultural History from 1607 to the Civil War (4)**

This course will explore connections between American culture and the transformations of class relations, gender ideology, and political thought. Topics will include the transformations of religious perspectives and practices, republican art and architecture, artisan and working class culture, the changing place of art and artists in American society, antebellum reform movements, antislavery and proslavery thought. *Prerequisite: upper-division standing or consent of instructor.* +

**HIUS 131. Cultural History from the Civil War to the Present (4)**

This course will focus on the transformation of work and leisure and the development of consumer culture. Students will consider connections between culture, class relations, gender ideology, and politics. Topics will include labor radicalism, Taylorism, the development of organized sports, the rise of department stores, the transformation of middle-class sexual morality, the growth of commercial entertainment, and the culture of the cold war.

**HIUS 134. Art and Society in America**

The evolution and interaction of American art and society from the colonial period to the early twentieth century.

**HIUS 135A/ETHN 170A. Origins of the Atlantic World, c. 1450–1650 (4)**

An examination of interactions among the peoples of western Europe, Africa, and the Americas that transformed the Atlantic basin into an interconnected "Atlantic World." Topics will include maritime technology and the European Age of Discovery, colonization in the Americas, the beginnings of the transatlantic slave trade and the early development of plantation slavery in the New World. *Prerequisite: upper-division standing or consent of instructor.* +

**HIUS 135B/ETHN 170B. Slavery and the Atlantic World (4)**

The development of the Atlantic slave trade and the spread of racial slavery in the Americas before 1800. Explores the diversity of slave labor in the Americas and the different slave cultures African Americans produced under the constraints of slavery. *Prerequisite: upper-division standing or consent of instructor.* +

**HIUS 137. The Built Environment in the Twentieth Century**

An examination of urban and regional planning as well as piecemeal change in the built environment. Topics include urban and suburban housing, work environments, public spaces, transportation and utility infrastructures, utopianism. *Prerequisite: consent of instructor.*

**HIUS 138/ETHN 167. African-American History in War and Peace: 1917 to the Present (4)**

The social, political, economic, and ideological pressures generated during the international conflicts of the twentieth century have had an enormous impact on American life. The course examines how the pressures of "total war" and "cold war" shaped the African-American experience in both war and peacetime. *Prerequisite: upper-division standing or consent of instructor.*

**HIUS 139/ETHN 149. African-American History in the Twentieth Century (4)**

This course examines the transformation of African America across the expanse of the long twentieth century: imperialism, migration, urbanization, desegregation, and deindustrialization. Special emphasis will be placed on issues of culture, international relations, and urban politics. *Prerequisite: upper-division standing.*

**HIUS 140/ECON 158A. Economic History of the United States I (4)**

The United States as a raw materials producer, as an agrarian society, and as an industrial nation. Emphasis on the logic of the growth process, the social and political tensions accompanying expansion, and nineteenth- and early twentieth-century transformations of American capitalism.

**HIUS 141/ECON 158B. Economic History of the United States II (4)**

The United States as modern industrial nation. Emphasis on the logic of the growth process, the social and political tensions accompanying expansion, and twentieth-century transformations of American capitalism.

**HIUS 147. History of the American Suburb (4)**

This lecture explores the development of suburbs in America, from the early nineteenth century to the contemporary era. Topics include suburban formation, class, ethnic and racial dimensions, government influences, social life, and cultural responses to suburbia. The class will explore competing theories of suburbanization as it surveys the major literature.

**HIUS 148/USP 103. The American City in the Twentieth Century (4)**

This course focuses on the phenomenon of modern American urbanization. Case studies of individual cities will help illustrate the social, political, and environmental consequences of rapid urban expansion, as well as the ways in which urban problems have been dealt with historically.

**HIUS 149. The United States in the 1960s (4)**

An overview of the social and political developments that polarized American society in the tumultuous



decade of the 1960s. Themes include the social impact of the post-war "baby boom," the domestic and foreign policy implications of the Cold War; the evolution of the civil rights and women's movements; and the transformation of American popular culture.

**HIUS 150. American Legal History to 1865 (4)**

The history of American law and legal institutions. This quarter focuses on crime and punishment in the colonial era, the emergence of theories of popular sovereignty, the forging of the Constitution and American federalism, the relationship between law and economic change, and the crisis of slavery and Union. *Prerequisite: upper-division standing.* +

**HIUS 151. American Legal History since 1865 (4)**

The history of American law and legal institutions. This course examines race relations and law, the rise of big business, the origins of the modern welfare state during the Great Depression, the crisis of civil liberties produced by two world wars and McCarthyism, and the Constitutional revolution wrought by the Warren Court. HIUS 150 is not a prerequisite for HIUS 151. *Prerequisite: upper-division standing.*

**HIUS 152A. A Constitutional History of the United States to 1865 (4)**

The historical development of constitutional thought and practice in the United States from the era of the American Revolution through the Civil War, with special attention to the role of the Supreme Court under Chief Justices Marshall and Taney. *Prerequisite: upper-division standing or consent of instructor.*

**HIUS 152B. A Constitutional History of the United States Since 1865 (4)**

The historical development of constitutional thought and practice in the United States since 1865, with special attention to the role of the Supreme Court from Chief Justices Chase to Renquist. *Prerequisite: upper-division standing or consent of instructor.*

**HIUS 153. American Political Trials (4)**

Survey of politicized criminal trials and impeachments from Colonial times to the 1880s. Examines politically-motivated prosecutions and trials that became subjects of political controversy, were exploited by defendants for political purposes, or had their outcomes determined by political considerations. +

**HIUS 154. Western Environmental History (4)**

This course examines human interaction with the western American environment and explores the distinction between the objective environmental understanding of science and the subjective views of history and historians. The course will also analyze the most compelling environmental issues in the contemporary West.

**HIUS 155A. Religion and Law in American History: Foundations to the Civil War (4)**

Selected problems in the history of the relationship between religious beliefs and practice and legal institutions in the Anglo-American world. Topics include the English background, religion in the age of the American Revolution and the antebellum period. *Prerequisite: upper-division standing or consent of instructor.* +

**HIUS 155B. Religion and Law in American History: Civil War to the Present (4)**

Selected problems in the history of the relationship between religious beliefs and practice and legal institutions in America from the Civil War to the present. Topics include the religion and government aid;

sacred duties and the law; and religion and cultural politics. *Prerequisite: upper-division standing or consent of instructor.*

**HIUS 156. American Women, American Womanhood (4)**

This course explores the emergence of a dominant ideology of womanhood in America in the early nineteenth century and contrasts the ideal with the historically diverse experience of women of different races and classes, from settlement to 1870. Topics include witchcraft, evangelicalism, cult of domesticity, sexuality, rise of industrial capitalism and the transformation of women's work, Civil War, and the first feminist movement. *Prerequisite: upper-division standing.* +

**HIUS 157. American Women, American Womanhood 1870 to Present**

This course explores the making of the ideology of womanhood in modern America and the diversity of American women's experience from 1870 to the present. Topics include the suffrage movement, the struggle for reproductive rights and the ERA; immigrant and working-class women, women's work, and labor organization; education, the modern feminist movement and the contemporary politics of reproduction, including abortion and surrogate motherhood. *Prerequisite: upper-division standing.*

**HIUS 158/ETHN 130. Social and Economic History of the Southwest I (4)**

This course examines the history of the Spanish and Mexican borderlands (what became the U.S. Southwest) from roughly 1400 to the end of the U.S.-Mexico War in 1848, focusing specifically on the area's social, cultural, and political development. +

**HIUS 159/ETHN 131. Social and Economic History of the Southwest II (4)**

(Cross-listed as Ethnic Studies 131.) This course examines the history of the American Southwest from the U.S.-Mexican War in 1846-48 to the present, focusing on immigration, racial and ethnic conflict, and the growth of Chicano national identity.

**Colloquia**

The following courses are available to both undergraduate and graduate students. Undergraduates must receive a departmental stamp or permission of the instructor to register for the course. Requirements for each course will differ for undergraduate, M.A., and Ph.D. students.

**HIUS 162/262. The American West (4)**

This seminar will trace major themes in the history of the American West. Topics will include ethnicity, the environment, urbanization, demographics, and shifting concepts surrounding the significance of the West. Graduate students will be required to submit additional work in order to receive graduate credit for the course. *Prerequisite: department stamp required.*

**HIUS 164/264/ETHN 181. Topics in Comparative History of Modern Slavery (4)**

Slavery was both a thread of continuity in the history of the Americas and a distinctive institution in specific social settings. The purpose of this course is to examine and discuss readings that explore topics of the Caribbean and the United States. Because topics will vary, the seminar may be taken more than once for credit, with consent of the instructor. Requirements

vary for undergraduates, M.A., and Ph.D. students. Graduate students are required to submit a more substantial piece of work. *Prerequisite: upper-division standing or consent of instructor.*

**HIUS 165/ETHN 182. Segregation, Freedom Movements, and the Crisis of the Twentieth Century (4)**

A reading and discussion seminar that views the origins of segregation and the social movements that challenged it between 1890 and 1970 in comparative framework. *Prerequisite: upper-division standing.*

**HIUS 166/266. Topics in Southern History (4)**

Specific topics will vary from year to year, including slavery, Civil War and Reconstruction, the Afro-American experience, race relations.

**HIUS 167/267/ETHN 180. Topics in Mexican-American History (4)**

This colloquium studies the racial representation of Mexican Americans in the United States from the nineteenth century to the present, examining critically the theories and methods of the humanities and social sciences. *Prerequisite: upper-division standing.*

**HIUS 169/269. Topics in American Legal and Constitutional History (4)**

A reading and discussion course on topics that vary from year to year, including American federalism, the history of civil liberties, and the Supreme Court. *Prerequisite: consent of instructor.*

**HIUS 173/273. Topics in American Women's History (4)**

The specific content of the course will vary from year to year but will always analyze in depth a limited number of issues in American women's history. Special topics. Requirements will vary for undergraduate, M.A., Ph.D. students. Graduate students will be required to submit a more substantial piece of work. *Prerequisite: consent of instructor or department stamp.*

**HIUS 175/275. Crime, Law, and Society in the United States, 1600-1900**

This colloquium, examines the changing relationships between crime, the law, and society in the United States. We will pay particular attention to the changing forms of punishment, perceptions of crime and criminals, and the place of criminal law in the social order. Requirements will vary for undergraduates, M.A., and Ph.D. students. *Prerequisite: upper-division standing or consent of instructor.*

**HIUS 176/276. Race and Sexual Politics**

This seminar will explore the histories of sexual relations, politics, and cultures that both cross and define racial boundaries in the nineteenth and twentieth centuries. Reading will focus on the United States as well as take up studies sited in Canada and Latin America. Graduate students are expected to submit a more substantial piece of work. *Prerequisite: upper-division standing or consent of instructor.*

**HIUS 180/ETHN 134. Immigration and Ethnicity in Modern American Society (4)**

Comparative study of immigration and ethnic-group formation in the United States from 1880 to the present. Topics include immigrant adaptation, competing theories about the experiences of different ethnic groups, and the persistence of ethnic attachments in modern American society. *Prerequisite: upper-division standing.*

**HIUS 181/281. Topics in Twentieth Century United States History (4)**

A colloquium dealing with special topics in U.S. history from 1900 to the present. Themes will vary from year to year. *Prerequisite: department stamp or consent of instructor.*

**HIUS 182/282. Special Topics in Intellectual History: Politics and Culture in the U.S. 1776–1860 (4)**

Cultural and political construction of the American nation. Topics include: how citizenship and national community were imagined and contested; importance of class, gender, and race in the nation's public sphere; debates over slavery expansion and democracy in defining national purpose. Requirements will vary for undergraduates, M.A., and Ph.D. students. Graduate students are required to submit a more substantial paper.

**HIUS 183/283/ETHN 159. Topics in African American History (4)**

A colloquium dealing with special topics in the history of people of African descent in the United States. Themes will vary from quarter to quarter. Requirements will vary for undergraduate, M.A., and Ph.D. students. Graduate students will be required to submit a more substantial piece of work. *Prerequisite: upper-division standing or consent of instructor.*

**HIUS 184. Special Topics in American Urban History (4)**

This colloquium explores various topics in the history of urban America, including the process of city development, social patterning in urban areas, city life and cultural styles, suburbanization, and the urban west. Topics will vary from year to year. *Prerequisite: department stamp or consent of instructor.*

**HIUS 187/287. Topics in American Social History (4)**

Colloquium on selected topics in American social history. Topics will vary from year to year, and the course may therefore be repeated for credit.

**HIUS 189/289. The Social History of Seafaring in Early America (4)**

All American colonies were originally maritime colonies. This seminar examines the history of fishing, whaling, shipping, and freebooting during the age of sail and investigates through primary and secondary sources the experience of living in communities that followed the sea. Graduate students are required to submit an additional paper. *Prerequisites: upper-division standing or consent of instructor and department stamp.*

**HIUS 199. Independent Study in United States History (4)**

Directed readings for undergraduates under the supervision of various faculty members. *Prerequisite: consent of instructor and department stamp required.*

## TOPICS

### Courses

**HITO 87. Special Freshman Seminar (1)**

A seminar intended for exposing undergraduate students, especially freshmen, to exciting research programs conducted by department faculty. Enrollment is limited. Topic will vary quarter by quarter.

**HITO 102. Religious Traditions: East Asian Religious Traditions (4)**

Introduction to the major religious traditions of Asia: Hinduism, Buddhism, Taoism, Shinto, and Confucianism. The course will focus on one religion each year.

Since special topics will vary from year to year the course may be repeated for credit three times. *Prerequisite: upper-division standing. +*

**HITO 104. The Jews and Judaism in the Ancient and Medieval Worlds (4)**

The political and cultural history of the Jews through the early modern period. Life under ancient empires, Christianity and Islam. The post-biblical development of the Jewish religion and its eventual crystallization into the classical, rabbinic model. +

**HITO 105. The Jews and Judaism in the Modern World (4)**

Topics include the political emancipation of the Jews of Europe; the emergence of Reform, Conservative, and Modern Orthodox Judaism; hasidism; modern anti-semitism; Jewish socialism; zionism; the Holocaust; the American Jewish community; the State of Israel.

**HITO 106. Love and Family in the Jewish Past (4)**

This course examines the experiences from the seventeenth century to the present, covering Europe, the United States, and Israel. We examine work, marriage, motherhood, spirituality, education, community, and politics across three centuries and three continents. *Prerequisite: upper-division standing.*

**HITO 111/211. Marxian Theory (4)**

A survey and examination of the principal writings of Marx concerning economic theory and analysis. Emphasis on the theory of value, production, technical change, reproduction and accumulation. Some consideration will also be made of certain neo-Marxist contributions and critiques. *Prerequisite: introductory economics or consent of instructor.*

**HITO 117 World History. 1200–1800**

This course examines the interaction between sections of the globe after 1200. It emphasizes factors operating on a transcontinental scale (disease, climate, migration) and historical/cultural phenomena that bridge distance (religion, trade, urban systems). This is not narrative history, but a study of developments that operated on a global scale and constituted the first phase of globalization. *Prerequisite: upper-division standing or consent of instructor. +*

**HITO 121. Geographic Information Systems for Historians and Social Scientists (4)**

This course provides an introduction to the use of geographic information systems (GIS) in the analysis and display of data of interest to historians and social scientists. Topics include cartographic theory and aesthetics, data collection and retrieval, and training in the use of the ArcView GIS program. *Prerequisite: upper-division standing.*

**HITO 126. A History of Childhood (4)**

This course will examine the different ways that attitudes toward children have changed throughout history. By focusing on the way that the child was understood, we will examine the changing role of the family, the role of culture in human development, and the impact of industrialization and modern institutions on the child and childhood.

**HITO 133. War and Society: The Second World War**

An examination of the Second World War in Europe, Asia, and the United States. Focus will be on the domestic impact of the war on the belligerent countries as well as on the experiences of ordinary soldiers and civilians. *Prerequisite: upper-division standing or consent of instructor.*

## Colloquia

The following courses are available to both undergraduate and graduate students. Undergraduates must receive a departmental stamp or permission of the instructor to register for the course. Requirements for each course will differ for undergraduate, M.A., and Ph.D. students.

**HITO 169. History and Historians (4)**

An introduction to the history of historical writing. Through discussion of selected readings, the course will focus on such issues as the development of historical thought, the nature of historiographical debates, the interpretation of sources, and the use of theoretical models in writing history. Courses can apply to any concentration within the history major. *Prerequisite: upper-division standing. (History majors only.)*

**HITO 172/272. War in the Twentieth Century (4)**

Reckonings by novelists, essayists, and biographers with the phenomenon of contemporary warfare as an unprecedented experience and an abiding threat. Requirements will vary for undergraduate, M.A., and Ph.D. students. Graduate students are required to submit a more substantial piece of work. *Prerequisite: upper-division standing or department stamp.*

**HITO 174. The Foundations of Constitutional Law (4)**

Medieval and early modern origins of constitutional ideas and institutions. The question of the course is: Where did the ideas and institutions embodied in the constitutions of the U.S. (1787) and France (1791) come from? Requirements will vary for undergraduate, M.A., and Ph.D. students. Graduate students are required to submit a more substantial piece of work. *Prerequisite: department stamp or consent of instructor. +*

**HITO 193/POLI 194/COM GEN 194/USP 194. Research Seminar in Washington D.C. (6)**

Course attached to six-unit internship taken by student participating in the UCDC program. Involves weekly seminar meetings with faculty and teaching assistant and a substantial historical research paper. *Prerequisites: department stamp required; participating in UCDC program.*

**HITO 194. History Honors (4)**

A program of independent study providing candidates for history honors an opportunity to develop, in consultation with an adviser, a preliminary proposal for the honors essay. An IP grade will be awarded at the end of this quarter. A final grade will be given for both quarters at the end of HITO 195. *Prerequisite: consent of instructor. Department stamp required.*

**HITO 195. The Honors Essay (4)**

Independent study under the supervision of a faculty member leading to the preparation of an honors essay. A letter grade for both HITO 194 and 195 will be given at the completion of this quarter. *Prerequisite: consent of instructor. Department stamp required.*

**HITO 196. Honors Seminar (4)**

The nature and uses of history are explored through the study of the historian's craft based on critical analysis of historical literature relating to selected topics of concern to all historians. Required of all candidates for history honors and open to other interested students with the instructor's consent. *Department stamp required.*

**HITO 197. Field Study**

Program to be arranged between student and instructor depending on student's needs and instructor's advice. Students are expected to produce substantial final papers on specific subjects described in student's proposals. To prepare such papers will require extensive research and writing. Will require bimonthly reports and one final paper. *Prerequisite: consent of instructor.*

**HITO 198. Directed Group Study (4)**

Directed group study on a topic not generally included in the regular curriculum. Students must make arrangements with individual faculty members. (P/NP grades only.) *Prerequisite: consent of instructor.*

**HITO 199. Independent Study for Undergraduates (4)**

Independent study on a topic not generally included in the regular curriculum. Students must make arrangements with individual faculty members. (P/NP grades only.) *Prerequisites: upper-division standing and consent of instructor.*

**GRADUATE**

Graduate standing is a prerequisite for all graduate-level courses. For more graduate courses (200+), look at history undergraduate colloquia (courses numbered 160–190).

**HIGR 200. History and Social Theory (4)**

A weekly reading/writing seminar. Themes include historical sociology and large-scale history, interdisciplinary approaches to history (anthropological, psycho-analytic, etc.), and historical method. Students from all fields welcome, though emphasis primarily on early modern period (1500–1800).

**HIGR 205. Feminist Historical Studies (4)**

An introduction to feminist historical studies, this course is designed for interested graduate students from all history field groups. Graduate students from other disciplines are also encouraged to participate. The course will provide students a rigorous training in women's history, in the feminist theories that undergird that scholarship, and in the emergent field of gender analysis. The particular content of the course will change from year to year, but each course will include theoretical texts, historical case studies, and primary sources. Readings will be drawn from different times and places. This course is strongly recommended for those preparing minor fields in women's history. The course can be repeated twice for credit.

**HIGR 207. Nationalism, Colonialism and Race (4)**

A transdisciplinary and comparative course on the interplay of nationalism, colonialism, and race (as well as class and gender/sexuality) in the nineteenth and twentieth centuries. Texts will include classics by authors such as Franz Fanon, as well as theoretically informed newer works that analyze a variety of national and colonial conditions historically.

**HIGR 208. History and Theory (4)**

This is a one-quarter colloquium, designed for graduate students in modern history. The readings will emphasize developments in historical thinking over the past two centuries, particularly as these ideas influenced professional work. The course includes some major figures in social theory such as Marx and Weber, and addresses issues raised by postmodernism.

**HIGR 210. Historical Scholarship on Modern Chinese History (4)**

This course will introduce students to the monographic literature and the main historiographic controversies of modern Chinese history.

**HIGR 211. Historical Scholarship on Modern Japanese History (4)**

This course will introduce students to the monographic literature and the main historiographic controversies of modern Japanese history.

**HIGR 212. Historical Scholarship on Modern East Asian History (4)**

This course will introduce students to the monographic literature and the main historiographic controversies of modern East Asian history.

**HIGR 213. Sources on Modern Chinese History (4)**

An introduction to Chinese documentary sources and collections on Qing and Republican History. This course will introduce students to the language of Qing documents, and to the contents and uses of imperial documents and archives, documentary collections, periodicals, gazetteers, etc.

**HIGR 214. Readings in Japanese on Modern Japan (4)**

A one-quarter research and writing course based upon readings in Japanese on modern Japan. Emphasis on selection, collection, and critical evaluation of texts for historical research. Topics will vary from year to year and may be repeated with instructor's permission. *Prerequisite: graduate standing or permission of instructor.*

**HIGR 215A-B. Research Seminar in Modern Chinese History (4-4)**

A two-quarter research seminar in Chinese history. A paper, based on original research, will be due in the second quarter. Seminar topics will vary. Reading knowledge of Chinese is expected. An IP grade will be awarded at the end of the first quarter. Final grade will not be given until the end of the second quarter. *Prerequisite: 215A is a prerequisite for 215B.*

**HIGR 216A-B. Research Seminar in Modern Japanese History (4-4)**

A two-quarter research seminar in Japanese history. A paper, based on original research, will be due in the second quarter. Seminar topics will vary. Reading knowledge of Japanese is expected. An IP grade will be awarded at the end of the first quarter. Final grade will not be given until the end of the second quarter. *Prerequisite: 216A is a prerequisite for 216B.*

**HIGR 220. Historical Scholarship on European History, 1500–1715 (4)**

Introduction to the historiography of Renaissance, Reformation, and early modern Europe: an overview of methodologies with emphasis on sources and critical approaches. Required for all beginning European history graduate students.

**HIGR 221. Historical Scholarship on European History, 1715–1850 (4)**

Selected topics in European history from the early modern to the modern era. Readings and discussions focus on issues of methodology and interpretation. Required for all beginning European history graduate students.

**HIGR 222. Historical Scholarship on European History, since 1850 (4)**

Critical evaluation of selected topics in the period of modern Europe from the mid-nineteenth century to the present. Required for all beginning European history graduate students.

**HIGR 225. Readings in Modern Russian History (4)**

Students will read major works on Revolutionary Russia and Soviet history. Attention will be paid to both classic and revisionist works.

**HIGR 230A-B. Research Seminar in Early Modern Europe (4-4)**

Selected topics in the period from the sixteenth century through the early nineteenth, with an emphasis on the theory and practice of socio-economic history. An IP grade will be awarded at the end of the first quarter. Final grade will not be given until the end of the second quarter. *Prerequisite: 230A is a prerequisite for 230B.*

**HIGR 231A-B. Research Seminar in Modern European Intellectual and Cultural History (4-4)**

Selected topics in the period of the nineteenth and twentieth centuries. An IP grade will be awarded at the end of the first quarter. Final grade will not be given until the end of the second quarter. *Prerequisite: 231A is a prerequisite for 231B.*

**HIGR 232A-B. Research Seminar in Modern European Social and Political History (4-4)**

Selected topics in the period of the nineteenth and twentieth centuries. An IP grade will be awarded at the end of the first quarter. Final grade will not be given until the end of the second quarter. *Prerequisite: 232A is a prerequisite for 232B.*

**HIGR 236A-B. Research Seminar in History of Science (4-4)**

A two-quarter research seminar comprising intensive study of a specific topic in the history of science. The first quarter will be devoted to readings and discussions; the second chiefly to the writing of individual research papers. Topics vary from year to year, and students may therefore repeat the course for credit. An IP grade will be awarded at the end of the first quarter. Final grade will not be given until the end of the second quarter.

**HIGR 237. Topics in the History of Ocean Sciences (4)**

(Cross-listed with SIO 201.) Intensive study of specific problems in the history of the ocean sciences, and of related earth and atmospheric sciences, in the modern period. Topics vary from year to year, and students may therefore repeat the course for credit.

**HIGR 238. Introduction to Science Studies (4)**

(Cross-listed as Communication 225A, Philosophy 209A, and Sociology 255A.) Study and discussion of classic work in history of science, sociology of science and philosophy of science, and of work that attempts to develop a unified science studies approach. Required for all students in the Science Studies Program. *Prerequisite: enrollment in Science Studies Program.*

**HIGR 239. Seminar in Science Studies (4)**

(Cross-listed as Communication 225B, Philosophy 209B, and Sociology 255B.) Study and discussion of selected topics in the science studies field. Required for all students in the Science Studies Program. May be repeated as course content changes annually. *Prerequisite: enrollment in Science Studies Program.*

**HIGR 240. Colloquium in Science Studies (4)**

(Cross-listed as Communication 225C, Philosophy 209C, and Sociology 255C.) A forum for the presentation and discussion of research in progress in science studies, by graduate students, faculty, and visitors. Required for all students in the Science Studies Program. May be repeated as course content changes

annually. *Prerequisite: enrollment in the Science Studies Program.*

**HIGR 241. Advanced Approaches to Science Studies (4)** (Cross-listed as COGR 225D, PHIL 209D, SOCG 255D.) Focus on recent literature in the history, philosophy, and sociology of science, technology, and medicine. Required of all students in the Science Studies Program. *Prerequisites: HIGR 238 is a prerequisite for HIGR 241; enrollment in Science Studies Program or instructor's permission.*

**HIGR 243. Historical Scholarship in Technology (4)** An introduction to the historiography on technology. This reading seminar provides an overview of scholarly approaches to the history of technology by critically examining classic and contemporary works in the field. *Prerequisite: graduate-standing or consent of instructor.*

**HIGR 247A-B. Research Seminar in Colonial Latin America (4-4)**

A two-quarter course involving readings and research on sixteenth- through eighteenth-century Latin America. Students are expected to compose a paper based on original research that is due in the second quarter. Reading knowledge of Spanish required. An IP grade will be awarded at the end of the first quarter. Final grade will not be given until the end of the second quarter.

**HIGR 248A-B. Research Seminar in Latin America, National Period (4-4)**

A two-quarter course involving readings and research; the first quarter is devoted to the nineteenth and the second quarter to the twentieth century. Students are expected to compose a paper based on original research that is due in the second quarter. An IP grade will be awarded at the end of the first quarter. Final grade will not be given until the end of the second quarter. Reading knowledge of Spanish and/or Portuguese is helpful but not required.

**HIGR 252. History, Social Evolution, and Intellectuals in the Andes: Mariátegui, Haya de la Torre, and Arguedas (4)**

The course will study three major twentieth-century interpreters of Andean history and society. Mariátegui is Latin America's most original socialist intellectual; Haya de la Torre is the founder of Peru's most important party; and Arguedas was the most profound interpreter of the role of Indian peasants in the Andean nations.

**HIGR 255. The Literature of Ancient History (4)**

An introduction to the bibliography, methodology, and ancillary disciplines for the study of ancient history together with readings and discussion on selected topics within the field. May be repeated for credit, topic will vary year to year.

**HIGR 260A-B-C. Historical Scholarship on Judaic Studies (4-4-4)**

Weekly graduate seminar. Faculty and students present results of research. Student research may be towards course work on thesis.

**HIGR 265A-B-C. Historical Scholarship on American History (4-4-4)**

A three-quarter sequence of readings and discussions on the bibliographical and monographic literature of American history from the colonial period to the present. Taught by different members of the staff each quarter, the course is required of all beginning graduate students in American history.

**HIGR 267A-B. Research Seminar in United States History (4-4)**

Readings and discussion in selected areas of American history for advanced graduate students. An IP (in progress) grade will be awarded the first quarter. The second quarter will be devoted to the presentation, discussion, and evaluation of work in progress. A final grade will be awarded at the end of the second quarter. *Prerequisite: 267A is a prerequisite for 267B.*

**HIGR 271. New Research Directions in U.S. History (4)**

Students will develop skills in presenting and assessing new research and offering feedback to work in progress by senior students and faculty. Course is required to be taken twice by third-year students and highly recommended for audit by all students in U.S. History. (S/U grades only.)

**HIGR 273. The Culture of Consumption (4)**

(Cross-listed with COGR 240.) This course will explore the development and cultural manifestations of consumerism in the nineteenth and twentieth centuries. Topics will include the rise of museums, the development of mass-market journalism and literature, advertising, and the growth of commercial amusements. Readings focus primarily on the United States. Students will be encouraged to think historically and comparatively.

**HIGR 275A. Research Seminar in Middle Eastern History (4)**

HIGR 275A is the first quarter of a two-quarter research seminar in Middle Eastern history. Seminar topics will vary. Reading knowledge of Arabic or Turkish is expected. A paper, based on original research, will be due at the end of the second quarter. Final grade will not be given until the end of the second quarter. *Prerequisite: graduate standing or consent of instructor.*

**HIGR 275B. Research Seminar in Middle Eastern History (4)**

HIGR 275B is the second quarter of a two-quarter research seminar in Middle Eastern history. Seminar topics will vary. Reading knowledge of Arabic or Turkish is expected. A paper, based on original research, will be due at the end of the quarter. Final grade will be awarded for HIGR 275A and B at the end of the second quarter. *Prerequisites: 275A and graduate-standing or consent of instructor.*

**HIGR 295. Thesis Seminar (4)**

For students advanced to candidacy to the doctorate. Discussion, criticism, and revision of drafts of chapters of theses and of work to be submitted for publication.

**HIGR 298. Directed Reading (1-12)**

Guided and supervised reading in the literature of the several fields of history. This course may be repeated for an indefinite number of times due to the independent nature of the content of the course. (S/U grades permitted.)

**HIGR 299. Ph.D. Thesis Direction (1-12)**

Independent work by graduate students engaged in research and writing of doctoral theses. This course may be repeated for an indefinite number of times due to the independent nature of thesis writing and research. (S/U grades only.)

**HIGR 500. Apprentice Teaching in History (1-4)**

A course in which teaching assistants are aided in learning proper teaching methods by means of supervision of their work by the faculty: handling of discussions, preparation and grading of examinations and other written exercises, and student relations. (S/U grades only.)