

THE UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF HISTORY



The Majors' Program in History

<http://www.history.ubc.ca/>

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The Major Program in History: FAQ

Historians study the way in which people have led and sustained their lives, how they have thought about their condition, and the traditions which gave their lives meaning. History is not only past politics. It is also concerned with ideas and institutions — sacred and profane, commons as well as rulers, science, technology, social movements and economic forces, cities and frontiers around the world. It equips students with alternatives to the present and the context for contemporary problems.

What are the Prerequisites for a Major in History?

Twelve credits of lower-division History courses, including six credits of History at the 200-level, taken during the first and second years (your first 60 credits) qualify you for the majors or honours program in history. There are no other specific course prerequisites for upper-division history courses. Courses numbered HIST 100 to HIST 199 are all World History courses and introduce students to historical questions and to the approaches scholars have taken in trying to answer them. Some of these courses survey world history over a specific period and others consider particular themes common to the history of human communities. Courses numbered HIST 200 to HIST 299 provide a solid grounding in historical thinking and writing through courses with a regional and/or thematic focus that prepares you for upper level courses in history.

Arts One may count for 6 of the 12 required credits. ASIA 100, ASIA 101, GRSJ 205, GRSJ 210, CLST 110, CLST 111, CLST 231, CLST 232, CLST 260, and history credits transferred from other institutions can also provide six credits toward the requirements for the major. International Baccalaureate (IB) and Advanced Placement (AP) first year credits may also receive Lower-division history credits. (Courses listed above from other UBC departments do **not** necessarily meet the 200-level requirement.)

How do I declare a History Major?

Plan to attend the History Department for prospective History Majors and Honours Students held late in spring term, and sign up to consult a History Department Faculty Advisor in April to approve your program. If you have completed at least 42 credits, you may declare your major during your registration window for the next academic session through UBC's Student Service Centre.

Should I see a History Department Advisor before declaring a History Major?

You should have your program proposal as a History Major evaluated and approved by a Departmental Advisor either before you declare your History Major, or before you register for your third year classes. At the advising meeting for prospective History Majors and Honours Students in March, students can sign up for advising during April. Throughout the year department advisors are available during for appointments and drop-in advising for students who need assistance.

The History Majors Program is designed to be as flexible as possible. To meet the needs of a particular student's program, the History Department will consider counting a course not specifically listed as a History course (or its equivalent) towards the requirements of a Major in History if the course can be shown to be substantially historical in content and context. Each such request, however, must be discussed with a History Advisor and is judged on its own merits; approval can by no means be taken for granted.

Can I take Upper-Division courses for my History Major before my third year?

Yes. **After you have completed the required lower-division credits in History,** you may begin to take upper-division History courses (300 and 400 level) that count towards your History Major or Minor.

What Upper-Division courses are required to graduate with a History Major?

- The one course that all History Majors must take is the fourth year capstone course, **HIST 490 (3) Seminar for History Majors**, or its equivalent. Each term during Winter Session, several professors offer sections of this course on various topics. These classes have no more than 18 students and provide students an opportunity not just to learn history, but also to *be* historians, reading and discussing history as they write a research paper. This course also fulfils the research requirement of the Faculty of Arts.
- A variety of courses can fulfil the rest of the requirements to graduate with a History Major. These requirements are:
 - Of the 30 upper-division credits required for the major, *no more than 24 credits* are allowed in any one field (such as Canadian or North American, European, Asian).
 - Of the 42 minimum history credits, *at least 6 credits must be substantially pre-modern* in content. A list of courses fulfilling this requirement is available on the History Department website and in this booklet on pages 7-8. This requirement cannot be waived.
 - At least 15 of the upper-division credits toward the History Major must be earned through courses listed as HIST in the UBC Calendar (excepting students who earn History credit on exchange through Go-Global).

Can I do a Minor in History?

Yes, students in the Faculty of Arts can complete a Minor in History by earning at least 30 and no more than 42 credits in history courses (a field other than the major) that include:

- At least 18 credits numbered 300 or above. These 18 credits may include a maximum of 6 credits for non-HIST courses that are listed in the calendar as acceptable for History credits (excepting students who earn History credit on exchange).
- At least 6 credits numbered 200 to 299.
- Six may come from any level, including AP, IB, and Arts One credits.

Students can declare a History minor through the UBC Student Service Centre (specialization code 3012); no formal advising is necessary. If some of your courses qualify toward your major as well as your minor, no more than 6 credits may be counted towards both programs.

How do I contact the History Department or Majors Advisors?

You should sign up to meet with an advisor at the Prospective History Student Meeting in March to plan and approve your program. Once you have your program approved, you can meet with a History Advisor when you have questions throughout the year. Advisors are available in person or by telephone during their advising office hours. Telephone the History Department Office (8:30 am – 4:30 pm, Monday to Friday) to find out the name and office number of the advisors and their advising hours, or check the History Department's website, <http://www.history.ubc.ca/content/advising>.

History Department Office:	Twelfth Floor, Buchanan Tower, Room 1297
Address:	Room 1297, 1873 East Mall Vancouver, B.C. Canada V6T 1Z1
Telephone:	604.822.2561
History Department Website:	http://www.history.ubc.ca/
Department Head:	Tina Loo
Majors Advising:	Arlene Sindelar, Arlene.sindelar@ubc.ca
Undergraduate Program Assistant:	Hart Caplan, caplan@mail.ubc.ca

Introduction to the History Major B.A. Program

Historians study the way in which human communities and their members have behaved, how they have constituted themselves, how they have conducted and sustained their lives, and how they have thought about their condition and the traditions to which they have given their allegiance. While the Lower-Level Program can only begin to suggest the vast temporal, geographical, and intellectual sweep of contemporary historical inquiry, each course examines the principal kinds of questions and techniques historians bring to bear upon evidence about the past. History is not just past politics. It is also concerned with the world of ideas and institutions — sacred and profane, commons as well as rulers, science, technology, social movements and economic forces, cities and frontiers, Latin America, Asia, and Africa as well as Europe and North America.

History is concerned with the study of the past. It draws on the social sciences and humanities for much of its data and conceptual techniques, but remains essentially a study in the dimension of time, with methods of enquiry appropriate to such a study. The study of history provides a broad education about the society in which we live and its past development. Since it involves examination of people in an almost unlimited variety of situations, the study of history also deepens the understanding of people's capacities and failings. Properly pursued, it trains the mind to generalize on the basis of evidence to develop interpretations of the significance of events and ideas and to distinguish propaganda from fact.

History stands at the core of a liberal arts education and, as a discipline, occupies a central role in defining and fostering critical thinking. As historians, our responsibility extends well beyond that of invoking the often cited, yet rarely defined, category to probe its nature. Our History program and courses seek to nurture in students the sense that their first obligation is to try to figure out why they think the way that they do. Education, if it is to be meaningful, should push us to recognize and extend our understanding of how we think – and therefore, of ourselves. History affords unique opportunities to demonstrate that the very categories of analyses that we use to apprehend the present are themselves the outcomes of the historical processes that we seek to understand.

Departmental Advising for the Major

Students who wish to become a history major should first discuss their program with a Departmental Advisor. Although you do not need to apply to be a History major, you should attend the History Department meeting for Prospective History Majors and Honours students held in March, if possible, and consult a Departmental Advisor to approve your program **before** declaring your major through UBC's Student Service Centre. **Departmental advising is required before approval for graduation.**

Read carefully the relevant sections of the UBC Calendar for departmental and faculty requirements. If you have any doubts or questions or see a problem in your Degree Navigator report at any time about your History program, see a Departmental advisor as soon as possible.

The History Curriculum Overview

The History undergraduate program is designed to take students through a series of stages in developing their knowledge, skills, and practice of history. **Although there are no particular prerequisites or "track" in History, students benefit from moving progressively through the History curriculum.** Even those not intending a major or minor in history will find the following overview useful in considering what History courses might be appropriate to your interests.

The Lower-Division Program

First-Year Courses (100s) are introductions to the study of history in courses focusing on particular eras and themes **through a global lens**. They expose you to a range of approaches, problems, and sources prevalent in the field of history. These courses combine lectures in large classes with instruction and discussion in small group tutorials. Students develop the ability to analyse historical sources, express arguments using historical evidence, work those arguments into essays, and present arguments and information orally.

Second-Year Courses (200s) are deeper introductions to the practice of history through courses with a regional and/or thematic focus. These courses include **particular attention to primary-source analysis, historical writing, library and media skills, and public history**. Their goal is not only to expose students to a body of historical material on a given subject, but also **to develop their capacity as historians**. Second-year courses provide a solid grounding in historical thinking and writing that prepares you for upper level courses in history. Second-year courses usually consist of lectures with tutorials.

Students may apply for the major and honours and joint major programs after taking 12 credits of history in the first two years, with at least 6 of these credits at the 200 level. It is possible, but not advisable, to complete the 200 level requirements in the third year after you declare a History Major.

Many students **consider going on exchange in third year through Go Global**. Please see the History advisor about credit for specific courses completed: <http://www.history.ubc.ca/content/study-abroad-part-your-history-degree-program>.

Students who intend to major in History are advised to include in their program some basic courses in the social sciences and humanities, some of which fulfil the Faculty of Arts requirements. Consider taking appropriate period surveys of:

- Literature: in the various language departments
- Thought: in the departments of Philosophy, Classical, Near Eastern and Religious Studies, and Political Science
- The Arts: in the departments of Art History, Visual Art and Theory; Theatre, Film and Creative Writing; and the School of Music

Requirements of the Lower-Division Program

- **Twelve credits of lower-level history, including 6 credits of 200-level courses**, taken during the first and second years (the first 60 credits) will qualify you for the major, minor or honours programs in history. There are no specific course prerequisites for upper-level history courses. Arts One provides six credits as a lower-division History course and may be taken in the first year. Credits from ASIA 100, ASIA 101, CLST 110, CLST 111, CLST 231, CLST 232, CLST 260, GRSJ 205, and GRSJ 210 may also count toward the lower-division requirement.
- Lower-division History credits transferred from other post-secondary institutions qualify students to enter the History Majors or Honours Programs. Advanced Placement (AP) and International Baccalaureate (IB) first-year history credits may count toward history programs.
- **Having completed their twelve lower-division credits**, students may begin the major during their second year (30-60 credits) by taking some upper-division History courses (300 and 400 level).

The Upper-Division Program

Third-Year Courses (300s) are on **specialized topics and/or chronological periods**. These courses combine breadth of coverage and depth of analysis, while also incorporating historical writing and other historical skills introduced at the lower level, and form the heart of the history major. Students are encouraged to develop a regional and/or thematic focus (Canada, China, History of Science, for example), while also taking a range of courses outside their specialty. These courses tend to be smaller than lower level courses and include ample opportunity for discussion.

Fourth-year Courses (400s) come in two forms: advanced, **thematically focused lecture and discussion classes and small seminars**. All history majors must take a **capstone research seminar** at the 400 level. In capstone seminars students do common readings around a particular theme, while also developing their own research agenda. Capstone seminars culminate in the production of a 15-20 page paper synthesizing original research. This course fulfils the Faculty of Arts Research requirement. History majors are practicing historians.

Planning your upper-division program

As your studies progress, your interests and goals may change, modify and focus. Do not hesitate to seek advice, talk to faculty and other students, pick up and examine materials describing departmental and interdisciplinary programs, go to lectures by visiting scholars, or perhaps visit classes that interest you.

Your program proposal as a History Major – the courses you plan to take in third and fourth year (60-120 credits) – should be set out on the **Majors Advising Form and approved by a Departmental Advisor**. This program is not binding, but a guideline that can be adapted as your situation changes.

All History Majors must take the capstone course, **HIST 490 (3) Seminar for History Majors** or one of its equivalents, usually during the fourth year. Each term during Winter Session, several professors offer sections of this course on different topics. Each seminar has no more than 18 students and provides an opportunity not just to learn about history, but also to be historians, reading and discussing historical problems as well as preparing a research paper.

When planning your course of study, think of the third and fourth year as one “package” and keep in mind three general guidelines.

- A program should provide depth or focus in one field.
- A program should provide sufficient breadth to give an opportunity to see relationships and contrasts between historical cultures.
- A program of electives and history courses that has some degree of coherence.

In following these three guidelines a conflict may arise between the attempt to obtain depth in one field and breadth of historical knowledge; the need to explore new areas may conflict with the attempt to establish an appropriate balance between the guidelines and the student’s own interests and needs. Work it out the best you can and discuss any problems or concerns with a History Department advisor.

Of course, you need to fulfil the few but important requirements of the History Major’s program, outlined on the next page.

History Students’ Writing Centre

The History Students’ Writing Centre is on the History Department’s website and is an on-line resource centre to help students to write History papers. <http://www.history.ubc.ca/content/writing-centre>
The print edition, *Nelson Guide to Writing in History*, by Professor Joy Dixon and Jeff Alexander, is available at the UBC bookstore and online. Proceeds from its sale of the published guide support the History Department’s scholarship fund.

Topics include style and format, citations, sources, research links and advice from History professors.

Requirements of the History Major Program

1. Twelve credits of lower-level history, including **6 credits of 200-level courses**.
2. All History Majors must take the fourth-year capstone course **HIST 490 Seminar for History Majors**, or its equivalent:
 - HIST 490 (3) Seminar for History Majors**
 - HIST 466 (3) Topics in Indigenous History of Canada
 - HIST 468 (3) Comparative Topics in Indigenous History
 - HIST 403 (3) Seminar in the History of International Relations
3. Of the 30 Upper-division credits required for the major, ***no more than 24 credits are allowed in any one field*** (such as Canadian or North American, Modern European, Asian, etc.).
4. Although some courses taught in other departments may be applied to the History Major, more than half of the Upper-division credits toward the History Major should be earned through courses listed as HIST in the UBC Calendar. Exceptions are made for students who earn History credit while on exchange. See page 9 for the general policy on the assigning of History credit for courses from other UBC departments.
5. Of the 42 total minimum history credits, ***at least 6 credits must be substantially pre-modern*** in content. A list of courses fulfilling this requirement is below.

Courses that meet History's Pre-modern Requirement

HIST 101	World History to Oceanic Contact (6 credits)
HIST 102	World History from 1500 to the 20 th Century (6 credits)
HIST 202	Gateway to the Middle Ages (3/6 credits)
HIST 220	History of Europe (3/6 credits)
HIST 235	History of Canada (3 credits)
HIST 237	Major Themes in American History (3/6 credits)
HIST 250	Latin American History (3/6 credits)
HIST 259	Science, Medicine, and Technology in the Ancient and Medieval Worlds (3 credits)
HIST 270	China in World History (3/6 credits)
HIST 271	Japan and Global History, 1550-1900 (3 credits)
HIST 273	History of India (3 credits)
HIST 280	Islamic World History (3 credits)
HIST 302	History of the Indigenous Peoples of North America (6 credits)
HIST 306	History of France, 1461-1715 (6 credits)
HIST 307	French North America to 1803 (6 credits)
HIST 310	The British Empire to 1850 (3 credits)
HIST 314	Early Modern Britain (6 credits)
HIST 323	Atlantic Revolutions, 1767-1838 (3 credits)
HIST 327	Colonial America: Encounter & Settlement, 1607-1763 (3 credits)
HIST 328	Rebels in America: Revolution to Civil War, 1763-1865 (3 credits)
HIST 329	Canadian Lives: A Social and Cultural History (6 credits)
HIST 334	Senegambia to South Carolina, Ghana to Georgia: African American History, 1450-1850 (3 credits)
HIST 341	Medieval Jewish History (3 credits) <i>Equivalency: RELG 331</i>
HIST 344	Ancient Regime France (6 credits)
HIST 347	Medieval and Imperial Russian History, 998 to 1800 (3 credits)
HIST 363	Europe in the Early Middle Ages (3 credits)
HIST 364	Europe in the Central Middle Ages (3 credits)

HIST 365	Europe during the Renaissance (3 credits)
HIST 366	Europe during the Reformation (3 credits)
HIST 367	Europe in the Age of the Enlightenment (3 credits)
HIST 378	History of Early China (3 credits) <i>Equivalency: ASIA 320</i>
HIST 379	History of Later Imperial China (3 credits) <i>Equivalency: ASIA 340</i>
HIST 387	Voices from Medieval India (3 credits)
HIST 388	India in the Early Modern World: Mughals, Merchants, and Marauders (3 credits)
HIST 392	Scientific Revolution: Circulation of Knowledge in the Early Modern World (3 credits)
HIST 401	Seafaring in the Age of Sail (3 credits)
HIST 424	Economic History of Pre-Modern Europe (3 credits)
HIST 436	European Social History (6 credits)
HIST 444	Slave Societies in the Americas (3 credits)
HIST 464	First Contacts in the Pacific (3 credits)
HIST 470	Seminar in Medieval History (6 credits)
HIST 473	Women in the Middle Ages (3 credits)
HIST 474	Ideas and Religions of the Middle Ages (3 credits)
HIST 476	Law and Society in the Middle Ages (3 credits)
HIST 477	Constitutional History of Medieval Europe (3 credits)
HIST 478	Medieval Portraits and Personalities (3 credits)
HIST 479	Cultural History of Imperial China (6 credits) <i>Equivalency: ASIA 440</i>
HIST 484	East Asian Military Systems and Warfare (3 credits)
ASIA 100	Introduction to Traditional Asia (3 credits)
ASIA 314	Premodern Japan (3 credits)
ASIA 315	Japan from Feudal to Modern State (3 credits)
ASIA 317	The Rise of Korean Civilization (3 credits)
ASIA 318	Premodern India (3 credits)
ASIA 319	History of Indonesian Civilization (3 credits)
ASIA 320	History of Early China (3 credits) <i>Equivalency: HIST 378</i>
ASIA 328	Medieval India (3 credits)
ASIA 340	History of Later Imperial China (3 credits) <i>Equivalency: HIST 379</i>
ASIA 393	History of Iran from the Sasanians to the Safavids (3 credits)
ASIA 410	International Relations in Premodern East Asia (3 credits)
ASIA 440	Cultural History of Imperial China (6 credits) <i>Equivalency: HIST 479</i>
ASIA 484	The History of the Choson Dynasty (3 credits)
CLST 110	Golden Age of Athens (3 credits)
CLST 111	Late Republican and Early Imperial Rome (3 credits)
CLST 231	Ancient Greece (3 credits)
CLST 232	Ancient Rome (3 credits)
CLST 260	Gladiators, Games, and Spectacle in the Greek and Roman World (3 credits)
CLST 311	Women in the Bronze Age, Classical Greek, and Hellenistic Culture (3 credits)
CLST 312	Women in the Roman World of Republican and Imperial Times (3 credits)
CLST 319	The Roman Army (3 credits)
CLST 320	Slavery in the Ancient Greek and Roman World (3 credits)
CLST 352	The Roman Republic (3 credits)
CLST 353	The Early Roman Empire (3 credits)
CLST 355	The Athenians and their Empire (3 credits)
CLST 356	Alexander the Great and his Empire (3 credits)
NEST 301	Ancient Near East (3 credits)
NEST 303	History of Ancient Egypt (3 credits)
NEST 310	History of Women in Early to Late Medieval Muslim Societies (3 credits)

Policy for Assigning History Majors Credit for Courses from other Departments

1. All courses with a HIST number are treated toward the History Major without limitation. This includes all the following courses which are cross-listed with another department.

HIST 260 = PHIL 260 (3) Science and Society in the Contemporary World
HIST 270 = ASIA 270 (6) China in World History
HIST 341 = RELG 331 (3) Medieval Jewish History
HIST 342 = RELG 332 (3) Modern Jewish History
HIST 373 = ASIA 373 (3) History of Hong Kong
HIST 378 = ASIA 320 (3) Early China
HIST 379 = ASIA 340 (3) Later Imperial China
HIST 380 = ASIA 380 (6) The Making of Modern China: Nationalism, War, Revolution
HIST 389 = ASIA 379 (6) The Sikhs: History, Religion and Society
HIST 394 = PHIL 364 (3) Darwin, Evolution and Modern History
HIST 479 = ASIA 440 (6) Cultural History of Late Imperial China

2. **Subject to the approval of the Department**, a maximum of 12 credits of the following courses which are taught and listed in other departments may count toward the 30 upper-division courses required for Major in History:

CLST 311, 312, 319, 320, 352, 353, 355, 356, 401

NEST 301, 303, 310

ECON 334, 336, 337, 436

GEOG 321, 327, 328, 426

ASIA 309, 310, 314, 315, 317, 318, 319, 328, 337, 338, 344, 346, 376, 379, 380, 390, 391, 393, 410, 411, 418, 428, 430, 434, 438, 456, 484, 488

3. To meet the needs of a particular student's program, the History Department will consider counting a course not specifically listed as a History course (or its equivalent) towards the requirements of a Major in History if the course can be shown to be substantially historical in content and context. Each such request is judged on its own merits and approval can by no means be taken for granted. We may suggest students take such courses as an elective, but we do, however, wish to allow a legitimate degree of flexibility and imagination in the program of a History major.

History Minor

Students in the Faculty of Arts can complete a minor in history by earning at least 30 and no more than 42 credits in history courses that include: **at least 18 credits numbered 300 or above** (these 18 credits may include a maximum of 6 credits for non-History courses that are listed in the calendar as acceptable for History credits) **and at least 6 credits numbered 200 to 299**. The other six may come from any level, including AP, IB, and Arts One credits.

Students can declare a History minor through the UBC Student Service Centre (specialization code 3012); **no formal advising is necessary**. Please note that the minor will not be recorded on your transcript unless you indicate it on your application to graduate. If some of your courses qualify for your major as well as your minor program, no more than six credits may be counted towards both.

Honours Program

Only a limited number of applicants to the Honours program are admitted each year. The honours program in History requires the successful completion of 120 credits, 60 of which are in History courses, 48 of which must be in History courses numbered 300 or higher. Students must also complete Faculty of Arts program requirements for the honours degree, which include an additional 6 credits of courses numbered 300 or higher in any department, making a total of 54. Students considering the Honours program should consult the History Honours advisor before the end of their first year. The Honours Program also administers the Honours in History with International Relations program. For more information on the Honours program, pick up the separate brochure in the History Department office or visit the link to the Honours Program on the History Department webpage at <http://www.history.ubc.ca/>.

History majors entering their fourth year may, at the discretion of the Honours Committee, be admitted to history honours tutorials when space is available. Majors students should recognize, however, that tutorials in popular fields of study will often be full.

Joint Majors Program in International Relations

The History Department in association with other departments in the Faculty of Arts offers a joint majors program in International Relations. See a separate booklet available from the International Relations office, Buchanan C382 or visit <http://www.ir.arts.ubc.ca/> for a program description and contact information.

Major in History and Philosophy of Science

The only requirement for admission is consultation with the advisor. In addition to Faculty requirements, the program requires the following:

First and Second Years (12 credits)

- Students must complete HIST/PHIL 260, and at least 9 credits of first and second year HIST or PHIL courses.
- The following are recommended: HIST 104, 105, 106, 259; PHIL 125, 220, 230, 240.

Third and Fourth Years (30 credits)

- Students must complete HIST 393/PHIL 360, and one (3 credits) of HIST 490 or PHIL 491. They must take an additional 15 credits from the following list, with no fewer than 6 credits in PHIL and 6 credits in HIST: HIST 392, 394, 395, 396, 398, 440, 487, 491, 493, 494, 495, 581, 589; PHIL 321, 362, 363, 427, 460, 461, 462, 464, 469.
- The remaining 9 credits will normally be taken from upper-division HIST or PHIL courses (excluding PHIL 400, 401). Students may substitute any of the following: BIOL 446; CLST 306; ENGL 309; GEOG 345; MATH 446; MATH 447; PHYS 340; PSYC 312.

Course descriptions, 2017/2018

First and Second Year

History 101, World History to Oceanic Contact (6 credits)

Instructor: A. Sindelar

Searching for the meaning of life, expressing beauty in art and architecture, controlling bad behavior, protecting people from harm, defending culture from destruction, building empires, raising children – all these were features of the pre-modern world just as much as they are in 2015. This World History course emphasizes our connection to human societies of the past and how encounters between them shaped our world from the first written records to the beginning of the sixteenth century. Through the study of primary and secondary sources, students explore past worlds: discover the cultural wealth and diversity as well as the problems; recognize not only each civilization's distinctive features, but also the commonality of the human experience. Topics to be covered include the emergence and diffusion of the world's great religions, the impact of cultural contact along trade routes and on military frontiers, the ordering of societies, significant political developments and innovations in learning, technology and art. Along the way students discover and discuss the controversial issues arising from current interpretations of World History. The course consists of lectures twice a week and discussion sections once a week during both terms. Evaluation is based on several analytical and research essays of varying length, four written examinations, and participation in all aspects of the course.

History 102, World History from 1500 to the 20th Century (6 credits)

Instructor: C. Friedrichs

This course offers a broad survey of the history of the world from the end of the fifteenth century to the early twentieth century. The course begins at the pivotal moment in world history when oceanic contact created new connections between Europe, Asia, and the Americas. Term 1 will focus on the period from 1500 to 1750. We will examine and compare the political, social, economic and religious systems of some major civilizations – particularly those of East Asia, South Asia, Europe and the Middle East – and consider how increased contact among these cultures resulted in new patterns of conquest, collaboration and exchange. Term 2 will cover the history of the world from about 1750 to the early twentieth century. We will study the new forms of globalization that resulted from intensified European colonialism as well as the emergence of new ideologies in the nineteenth century and then see how these trends contributed to the political catastrophes that beset much of the world in the first half of the twentieth century.

In addition to attending two lectures each week, students will also attend a weekly discussion. Every student who registers for the course must also register for a discussion tutorial. Evaluation will be based on written work, examinations, and participation in the tutorials.

History 103, World History since 1900 (6 credits)

Instructors: S. Lee (section 001); G. Peterson (section 002)

Sections 001 and 002: A survey of main developments in world history from the early 20th century to the 1990s. Topics include international relations, the emergence and impact of major political ideologies, and the dynamics of social and economic change in the developed and developing world. Specific subjects include the imperialist world order at the beginning of the century; the First World War and its impact; the emergence of communism, fascism and National Socialism; the Second World War; the struggles for national self-assertion in Asia, Africa, the Middle East and Latin America; the Cold War and its impact on the Third World; the collapse of the Soviet empire, and the end of the Cold War. The course

consists of two hours of lectures and one discussion group per week. Evaluations are based on written work, examinations and participation in class discussion.

History 104, Topics in World History (3 credits)

Instructors: T. Mayer (Section 101); R. Brain (Section 201); A. Sindelar (Section 227)

Thematically-organized topics will explore global aspects of human experience across time. Each section will examine a single theme.

Section 101 of HIST 104: Global Gandhi

This course examines the life, legacy, and myth of Gandhi in its global contexts.

Section 201 of HIST 104: History of Disease

Disease has comprised a fundamental element of human experience in all times and places. But human understanding of the nature and causes of death and bodily suffering has varied widely, and so have the measures of prevention, control, and cure taken in different historical societies. By studying disease in history we gain a window on the beliefs and institutions of different societies, as well as an understanding of the nature of diseases and of human suffering and resilience. This course examines the experience of disease in a variety of historical contexts from the European Middle Ages to the present, and in several different regions of the world. We will emphasize the historical diversity of understandings of the causes and meanings of illness and disease. We will examine both how those conceptual differences have often grown from social, cultural, political and economic conditions and how different ways of understanding illness and death have also exerted profound influence on the culture and organization of society.

Section 227 of HIST 104 is restricted to students in CAP (Co-ordinated Arts Programme)

The Origins of the World Legal Tradition: This World History course focuses on social relationships and their development in historic and traditional societies. In civilizations ranging from the ancient Near East and the Greco-Roman world to Yuan China and Medieval Europe to the present, students investigate and compare social and legal relationships in the context of the law, religion, and customs that regulated people's behavior and circumscribed their lives: husbands and wives, kings and subjects, teachers and children, prostitutes and partners, merchants and customers, friends and enemies, conquerors and conquered, people and gods, the righteous and the outcast, the dead and the living. The readings consist of primary documents such as law codes, sacred texts, plays, novels, poetry, images, and other artifacts as well as secondary scholarship and historical analyses. **The course consists of lectures twice a week and discussion sections once a week. This course emphasizes writing skills and constructing arguments based on critical analysis of sources and evidence that convey conclusions which reflect historical understanding.** Evaluation is based on short essays and assignments, two examinations, class discussions, and participation in all aspects of the course.

History 105, Contemporary Global Issues in Historical Perspective (3 credits)

Instructors: T. Grunow (Section 101); P. Unwalla (Section 201); P. Raibmon (Section 202)

Places, issues and problems of current relevance such as disease, terrorism, drugs, or ethnic conflict in historical perspective. Each section will explore a single theme.

Section 101 of HIST 105: Pacific War in History and Film

Interrogates Japanese Pacific War films to contemplate how Japan's contemporary history has been shaped by, and shapes, the presentation and memory of World War II in the Pacific. A particular emphasis will be on how the war was presented during wartime and has been remembered on film thereafter.

Section 201 of HIST 105: Introduction to Middle Eastern History

Description: tbc

Section 202 of HIST 105: Social Movements

This section of History 105 will consider the phenomena of global social movements in historical perspective. We will consider social movements from the 18th century forward as context for understanding social movements around the world today. We will consider a wide range of social justice causes around which people have mobilized historically including democracy, anti-slavery, suffrage, feminism, anarchism, civil rights, anti-imperialism, workers' rights, Indigenous rights, gay rights, peace, and the environment. We will learn about well-known leaders of social movements such as Mahatma Gandhi, Nelson Mandela, and Martin Luther King, as well as lesser-known grassroots activists. We will investigate questions including: what is a social movement?; what strategies have proved successful for social movements in the past?; how can we assess the impact and success of social movements; and what can historical social movements tell us about efforts to create change in society today?

History 106, Global Environmental History (3 credits)

Instructor: E. Glassheim

The impact humans have had on the environment, and the ways in which the physical environment has shaped human history: climate, agriculture, energy use, and urbanization.

History 202, Gateway to the Middle Ages (3 credits)

Instructor: C. Booker

Close study of the problems and themes of medieval European History. Topics include orality and literacy; forgery and authenticity; Christian and pagan knowledge; dispute resolution, law, and the feud; and fundamental pre-modern attitudes about time, space, and the body. In particular, HIST 202 serves to familiarize students with medieval culture, its peculiar forms of evidence, and its modern interpretations, allowing them a smoother transition to upper-division courses on medieval history. More generally, the course introduces students to the methods of historical practice, including primary-source analysis, historical writing, and library and research skills. HIST 202 will introduce students to the methods of historical practice, including primary-source analysis, historical writing, library and research skills, and public history.

History 220A, History of Europe (3 credits)

Instructor: J. Dixon

This is a survey of European history from 1500 to the present. One of the central themes of the course will be the relationship between the "body politic" (the society, state, or nation) and "body politics" (the relationship between different kinds of bodies – sexed, racialized, able/ disabled, old/ young, as individuals or in the mass – and the state or nation). The main focus of the course will be on western Europe (particularly Britain, France, and Germany) but we will also be considering Europe in its relationships with other parts of the world.

The course also puts significant emphasis on building critical historical skills and on helping you to write more effective history essays and to become a better historian.

History 235, History of Canada, Moments that Matter (3 credits)

Instructor: M. Ducharme

An introduction to major turning points in Canadian history. Exploration of the social, political, cultural, and environmental transformations/revolutions that have shaped Canada from early European colonialism to the twenty-first century. HIST 235 also provides an introduction to key methods of historical practice, including primary source analysis, historical writing, library and research skills, and public history.

History 236, Memory, Representation and Interpretation: Public History in Canada (3 credits)

Instructor: L. Ishiguro

An introduction to public history in Canada, this course will explore the politics and practice of remembering, representing, and interpreting the country's past outside of academia today. We will consider: what is the relationship between history and commemoration, and between academic and popular history? How has Canadian history been used and misused, celebrated and contested in the world around us? Why do such public representations of the past matter? And ultimately, what purpose can Canadian history serve in the present? Through lectures, discussions, and assignments, we will explore these issues by thinking widely and creatively about where Canadian history gets told in public, from art installations, museums, documentaries, state apologies, and government celebrations, to advertisements, fiction, music, and graffiti. While building a strong understanding of the uses and significance of public history in Canada. HIST 236 will introduce students to the methods of historical practice, including primary-source analysis, historical writing, library and research skills, and public history.

History 237A, Major Issues in American History (3 credits)

Instructor: J. Wang

This course provides a brief introduction to the history of the United States from the colonial era to the present. We will concentrate in particular on two related issues: 1) national identity—namely, the ever-contested notions about the fundamental nature of the United States as a nation and of what it means to be an American; and 2) the idea of liberty and demands for freedom, inclusion, and full citizenship by different sectors of American society. These themes will help to focus our inquiries as we examine the political, economic, and social history of the United States over the past four centuries. HIST 237 will introduce students to the methods of historical practice, including primary-source analysis, historical writing, library and research skills, and public history.

History 256, History of Africa (3 credits)

Instructor: D. Morton

This course introduces students to the rich history of a continent that, until relatively recently, many scholars dismissed as a place without history. Given the diversity of Africa and the depth of its past, it would be better to call this course a sampling rather than a survey, one which uses selected glimpses to explore alternative methods of doing history and different ideas of what history is. It is simultaneously a writing-intensive course in which students begin to wield the tools of historical practice – including evidence analysis, library and research skills, and writing – and to address different ways of engaging a wider public in African history.

History 260, Science and Society in the Contemporary World (1) (3 credits)

Instructor: R. Brain

(Cross-listed with PHIL 260) An introduction to the historical development, conceptual foundations, and cultural significance of contemporary science. Themes will vary from year to year. HIST 260 will introduce students to the methods of historical practice, including primary-source analysis, historical writing, library and research skills, and public history.

History 271, Japan and Global History (3 credits)

Instructor: T. Grunow

Thematic study of comparisons and relations between Japan and the world outside (primarily Europe and China). Commercial expansion, systems of world order, social institutions, religious and ideological expression, and state organization. HIST 271 will introduce students to the methods of historical

practice, including primary-source analysis, historical writing, library and research skills, and public history.

History 280, Islamic World History (3 credits)

Instructor: S. Prange

The history of the Muslim world in its global dimensions from its origins to the present day through the themes of religion, law, politics, culture, and modernity. HIST 280 will introduce students to the methods of historical practice, including primary-source analysis, historical writing, library and research skills, and public history.

Third and Fourth Year Course Descriptions, 2017/2018

History 302, Indigenous Peoples of North America (6 credits)

Instructor: C. Thrush

Indigenous peoples from pre-contact to the present in Canada and the U.S. Topics include colonial frontiers, disease, fur trade, government policies, environment, gender, religion, oral narratives, activism, urbanization, and identity.

History 311, The British Empire after 1850 (3 credits)

Instructor: K. Corbett

This course explores the history of the British Empire from the mid-nineteenth century to decolonization after the Second World War. We will consider the economic, social, and cultural consequences of empire in British colonies as well as in the British Isles. Throughout the course we will ask how empire influenced ideas of progress and modernity, and shaped conceptions of the nation, race, and gender, both in Britain and its colonies. As we encounter narratives of conquest, collaboration, resistance, and exchange we will interrogate the relationship between the periphery and metropole and evaluate the ways that historians have described this relationship.

History 312, Southern Africa (3 credits)

Instructor: D. Morton

The upheavals of southern Africa over the last century or so have resonated throughout the world. The nature of colonial conquest and empire building, Zulu resistance, the stunning growth of the Witwatersrand mining and industrial complex, the struggle against apartheid, the Mandela effect...all have made the subcontinent something of an archetype for understanding themes of racialized exploitation and challenges to it. This course is unabashedly a course about politics, with a focus on the politics of race. And yet, we examine the many different ways that "politics" can be understood.

History 313, Africa from Imperialism to Independence (3 credits)

Instructor: D. Morton

Modern African History

An examination of the many roiled histories of modern Africa, beginning with the transformations resulting from abolition of the Atlantic slave trade in the early nineteenth century. We will explore the complexities of European and African encounters: imperial conquest and forms of African resistance, missionary influences, and the many ways that race and ethnicity were historically constructed. Students will also examine the many scales at which conflict in different African societies has been historically produced – including conflicts defined by gender and generation. Students will interrogate dominant narratives of African nationalism and anti-colonial liberation movements, exploring the ways ordinary women and men participated in their own struggles. We'll go large scale, tracing the colonial-era roots of the post-colonial present, with a focus on problems of state formation after independence. In doing so we will seek historical explanations for contemporary violence and Africa's shrunken stature in the global economy. We'll also go small scale, examining the ways that African family life has changed over time in various contexts. And we'll look at how people, historically, have had fun – and why that matters.

History 318, Early 20th Century Britain (3 credits)

Instructor: J. Dixon

This course begins with the Great War and its impact on British society. We then discuss some of the key features of the inter-war period: the emergence of a new youth culture, the impact of fascism and communism on British political culture, the "abdication crisis," the Great Depression, and the challenge to

British imperial power. The course ends with an exploration of the impact of World War II. A key theme of the course will be the ways that these changes shaped (and were themselves shaped by) changing understandings of class, "race" and ethnicity, and gender and sexuality.

History 319, Britain since 1945 (3 credits)

Instructor: J. Dixon

When WWII ended with victory for Britain and its allies in both Europe and the Pacific, Britons turned to the transition from "warfare state" to "welfare state." Over the next half century Britain was transformed in far-reaching ways, and this course explores the cultural, social, and political dimensions of that transformation. Exploring topics ranging from the end of empire and the rise of new forms of sexual and popular culture in the 1950s and 1960s, the political experiments of the 1970s and the rise of "Thatcherism" in the 1980s, to new conflicts and challenges (as well as new forms of political and cultural consensus) at the end of the 20th century, the course traces the ways that class, "race" and ethnicity, religion, and gender and sexuality reshaped British society in the second half of the twentieth century, as well as being reshaped themselves.

History 323, Atlantic Revolutions, 1763-1838 (3 credits)

Instructor: M. Ducharme

Political, social, cultural, and intellectual transformations that reshaped the Atlantic world between 1763 and 1838; special attention will be given to the American, French, and Haitian Revolutions, the Latin American Wars of Independence and Canadian rebellions.

History 324, Inventing Canada, 1840-1896 (3 credits)

Instructor: C. Grittner

(In 2017W, HIST 324, 101 is cross-listed with CDST 350B, 101)

This course explores the history of pre-Confederation British North America and post-Confederation Canada during a period of profound change and conflict. Important themes will include gender and religious dynamics, shifting arrangements of political power, the social meanings of industrialization, and the influence of British imperialism and American republicanism. Evaluations will be based on a short primary source assignment, a research essay, a final examination, and participation in class discussions. Credit will not be granted for both HIST 324 or 326, if 326 was taken before 2007W.

History 325, Canada, 1896 to 1945: Boom, Bust and Echo (3 credits)

Instructor: A. Eidinger

Includes Aboriginal policy, immigration and national identity; Canada, Britain and the US; World Wars; economic modernization; the Great Depression; regionalism; political and social movements; and the creation of 'Canadian' culture. Credit will only be granted for one of HIST 325 or 426, if 426 was taken before 2007W.

History 326, Canada since 1945 (3 credits)

Instructor: A. Eidinger

Includes immigration policy; the welfare state; Aboriginal peoples; the Cold War; resource economies and national politics; continentalism and free trade; constitutional crises; conflicting nationalisms; and new social movements. Credit will only be granted for one of HIST 326 or 426, if 426 was taken before 2007W.

History 331, United States 1865-1900 (3 credits)

Instructor: P. Krause

This course investigates the social, political, and cultural history of the United States from the Civil War to the turn of the century. The principal readings examine what at first glance may appear to be discrete historical problems. But each of these problems is related by way of common themes: the meaning and nature of democracy, such as it was –and might be –in the U.S.A.; the relationship of democracy to economic and political power, including the violent exercise of such power; and the ability of ostensibly subordinate collectivities and individuals to confront such power, often, as we shall see, with notable creativity and courage. In our effort to conceptualize the past as clearly as possible, it will be helpful to pay close attention to questions of race, gender, labour, and empire and, in general, to try to see the past as a set of problems, and not as a simple narrative of events.

History 334, Senegambia to South Carolina, Ghana to Georgia: African-American History, 1450-1850 (3 credits)

Instructor: P. Krause

The history of African Americans from the beginnings of the African slave trade in the 15th Century through the mid-1800s and the coming of the U.S. Civil War.

History 335, African-American History, 1865-Present (3 credits)

Instructor: P. Krause

This course interrogates a variety of issues in the history of Americans of African ancestry from the decade before to the U.S. Civil War through 2016, and the focus will be on the continuities between the past and the present. A central focus of the course is the 19th Century and the problems of emancipation and Reconstruction, the period immediately after the Civil War. We concentrate on the 19th Century because three of the most important questions in African-American History, in U.S. History, in Western History, and indeed in World History – the meaning of freedom, of democracy, and of race – come into sharp focus in this period. The definitions that various groups gave or tried to give to these ideas and to practices of them in the 19th Century continue to shape our world – often, as we have recently seen, in distressing ways.

History 339, The United States since 1945: The Limits of Power (3 credits)

Instructor: L. Paris

This course examines American history from the end of the Second World War to the present day, a period of significant political, social and cultural ferment. Themes of the course include the Cold War; consumerism; immigration; the role of the federal bureaucracy and of the Presidency; social movements including civil rights, feminism, gay and lesbian liberation, and environmentalism; the rise of the New Right; and the impact of 9/11.

History 350, The Soviet Union (6 credits)

Instructor: A. Gorsuch

In order to understand Russia today, we need to understand its history. This course covers the history of the Soviet Union and post-Soviet successor states including Russia, from 1900 to today with a particular focus on social and cultural history. The course will be taught using both lecture and discussion. Special attention is placed on primary sources, including documents, diaries, literary accounts, short stories, and non-textual sources such as posters, music, and movies.

History 355, Nineteenth Century Germany (3 credits)

Instructor: D. Gossen

This course focuses on the political, social, cultural, and intellectual history of Germany during Europe's Long Nineteenth Century from the French Revolution to the First World War. We will examine conceptions of German identity prior to the creation of a German nation-state, and how the rise of Imperial Germany after 1871 shaped the process of identity formation. Special attention will be paid to the impact of revolutionary wars during the 19th century, Bismarckian foreign and domestic policies, and Germany's role in the origins of World War I.

History 356, Twentieth Century Germany (3 credits)

Instructor: M. Lanthier

The political, social, and cultural history of Germany in the twentieth century.

History 357, History of Mexico (3 credits)

Instructor: W. French

Examines themes in the last five hundred years of Mexican history, with an emphasis on the critical reading of primary sources and the use of a variety of texts that may include letters, diaries, paintings, photographs, novels, and movies.

History 363, Europe in the Early Middle Ages (3 credits)

Instructor: C. Booker

This course is a topical survey of the formative period of western medieval European history, roughly from the third through the ninth centuries. It traces the processes by which Roman, Germanic, and Christian political and intellectual traditions coalesced into a new civilization. Emphasis is placed on the reading, analysis, and discussion of primary sources from a wide variety of genres by a diverse number of authors. History majors, as well as students interested in a historical introduction to medieval European civilization, are welcome.

History 364, Europe in the Late Middle Ages (3 credits)

Instructor: A. Sindelar

From a world of peasant communities dominated by a small aristocratic landed elite, Europe after 1000 underwent a variety of intense alterations. Population grew, cultivated area increased, and urbanization and innovative commerce restructured economic and social life. Through local agricultural projects, incorporated towns, organized universities, political representative bodies, centralized monarchies, and the international institutions of the Roman Catholic Church, Europe began self-conscious and deliberate expansion. When disasters struck in the fourteenth century, this society painfully recovered through innovative responses that once more reshaped its civilization. Europe in the Late Middle Ages examines various aspects of these transformations through selected primary and secondary sources. Attention is given to medieval historiography – how our understanding of the Middle Ages has changed over time, in particular regarding the crusades, the medieval family, and socio/political organization. Assigned readings most weeks include a survey text, scholarly journal articles, and primary sources. The class incorporates both lectures and discussion. Final grades are based on a research essay and written assignments (about 50%), class activities and participation (about 10%), a midterm quiz and a final exam (about 40%).

History 365, Europe during the Renaissance (3 credits)

Instructor: J. Christopolous

This course will explore European society and culture from the fifteenth to the early seventeenth century, an exciting and turbulent time often referred to as the ‘Renaissance.’ The term means ‘rebirth’ and immediately brings to mind bursts of creativity and advances in knowledge, influenced by the recovery of ancient culture and wisdom, religious reform and the European discovery and colonisation of the ‘New World.’ Throughout the semester, we will examine new models and innovations in literature, education, the arts, and sciences, within the contexts of social, economic and political transformations, as well as in relation to the beginnings of European overseas empires. We will study the works and worlds of famous princes, philosophers, artists and explorers, and examine the lives of ordinary individuals and marginalised groups, such as the working-poor, the sick, prostitutes, pirates, slaves, Jews, Muslims, heretics and witches, and displaced and decimated indigenous populations. In this course, we will see that the Renaissance was a dynamic and fascinating time but that it was also one of great contradictions: endlessly beautiful art and inspiring philosophy stand side by side with terrible struggles and atrocities. While we learn about the societies and cultures of Europe during these centuries, we will also critically reflect on the use of the term ‘Renaissance’ to give this period of time meaning: how does the term shape our assumptions of European history in this period? Also, how has that history been used and represented in our own popular culture?

History 366, Europe during the Reformation (3 credits)

Instructor: J. Christopolous

This course will explore the revolutionary changes in European society and culture brought on by the religious reformations of the sixteenth and seventeenth centuries. We will study the lives, thoughts and initiatives of important Protestant and Catholic reformers, the creation of new ecclesiastical institutions, and examine the everyday religious experiences of ordinary people (how they contributed to and/or resisted reform). We will approach ‘Reformation’ as a religious phenomenon but one that was inseparable from broader social, cultural, political and economic transformations. How did Martin Luther or John Calvin’s theology impact state diplomacy, local communities and individuals? Why did the Spanish and Italian Inquisitions exist and what did they do, in theory and in practice? What impact did religious reform have on issues of gender, class and race? What/who was a ‘saint’, a ‘heretic’, a ‘witch’, and what did they do? What role did art, music, and material culture play in religious devotion? As we investigate these and other questions, we will take a cross-cultural and global perspective: what role did Jewish and Muslim communities play in Christian reform movements, and how were these communities affected by reform? What role did religion play in European imperialist ambitions, and how was Christianity transformed by interactions with the peoples and faiths of the Americas, Asia and Africa? Throughout the course, we will ask what did ‘Reformation’ mean in the early modern period, and critically reflect on how its histories have been written.

History 367, Europe in the Age of the Enlightenment (3 credits)

Instructor: M. Lanthier

Europe during the age of the Enlightenment, from the end of the religious wars to the French Revolution, with emphasis on political, social, cultural, and intellectual changes in their global context.

History 369, Europe 1900-1950 (3 credits)

Instructor: D. Gossen

This course covers one of the most turbulent eras in European history, from the beginning of the 20th century to the start of the cold war. Its overarching focus is on Europe’s transformation from the center of imperialist world power at the turn of the 19th century to the nadir of a shattered continent following two world wars. The course concludes with an assessment of Europe’s emergence from the ashes of defeat in the Second World War, and its centrality to developments in the early cold war. It addresses social and cultural movements, economic changes, and political struggles.

History 370, Europe Since 1950 (3 credits)

Instructor: D. Gossen

Europe since the middle of the twentieth century. Themes include the Cold War, the development of separate social and political systems in Western and Eastern Europe, the emergence of the welfare state, and the problems of European integration.

This course covers History 373, Hong Kong (3 credits)

Instructor: L. Shin

(Cross-listed with ASIA 373)** This course explores the history, culture, and identities of Hong Kong from the port's pre-colonial settings in the early nineteenth century to its post-colonial contexts. Its goals are to help students develop the language and tools to understand the metamorphoses of this most unusual metropolis as well as to further their skills in historical analysis. This course encourages students to critically consider Hong Kong's multifaceted identities as well as to take into account the local, national, and transnational (not to mention international) contexts of its spectacular transformations. In addition to that of the departments of History and Asian Studies, this course could also be used to satisfy the requirements for the programs of Asian Canadian and Asian Migrations Studies and International Relations. Equivalency: ASIA 373.

<http://www.history.ubc.ca/faculty/lshin/teaching/373/index.htm>.

(Students must register under ASIA 373; could be counted as either ASIA or HIST credits).**

History 376, Modern Japanese History Since 1800 (6 credits)

Instructor: T. Grunow

The building of a modern state, its crisis in the 1930s, and its post-war recovery; topics include business institutions, politics, imperialism, intellectual syncretism, social change, and Japan's growing influence in the world.

HIST 378, History of Early China (3 credits)

Instructor: C. Ashton

History of China from the earliest times to the disintegration of the Tang Empire. Students will acquire the analytical skills and tools to understand the origins and foundations of Chinese society. *Equivalency:* ASIA 320. **All students should register in ASIA 320, 002.**

History 380C, The Making of Modern China: Nationalism, War, Revolution (6 credits)

Instructor: G. Peterson

This course explores changes in institutions and ideas in China from the late imperial period (circa 1600) to the present. Approaches are thematic, by periods, and by problems. This course is open to all students; no previous background in Chinese history is required or expected. *Equivalency:* ASIA 380

History 382, Post-Colonial Southeast Asia (3 credits)

Instructor: J. Roosa

The history of the Japanese occupation, wars of independence, international relations of the independent nation-states, and internal armed conflicts. Special attention will be paid to the wars in Vietnam, Indonesia, and East Timor.

History 385, India from Raj to Republic (3 credits)

Instructor: T. Mayer

Exploration of the rise of the East India Company as territorial power, the formation of a colonial society in India, competing responses to British rule, the struggle for independence, and the legacies of partition.

History 387, Voices from Medieval India (3 credits)

Instructor: S. Prange

Medieval India explored through stories from and about India's pre-modern past. Examines trends in society, religion, politics, and material life to reveal the dynamism of this period and to challenge simplified narratives of Hindu-Muslim conflict.

History 388, India in Early Modern World (3 credits)

Instructor: T. Mayer

History of India during the period of Mughal rule (roughly 1500-1750). Studies the role of India and the Mughals within the global dynamics of the early modern world.

Equivalency: ASIA 428

History 391, Human Rights in World History (3 credits)

Instructor: J. Roosa

Changing ideas about humanity and rights. Considers the relationship between human rights and the nation-state, imperialism, and capitalism. Assesses the efforts to end large-scale human rights violations and the role of the United Nations.

History 402A, Problems in International Relations (3 credits)

Instructor: P. Unwalla

History of the Isreal-Palestine Crisis

Description: tbc

History 403A, Seminar in International Relations (3 credits)

Instructor: C. Green

Thinking About War

In this seminar students will examine the evolution of military strategy around the world, its relationship to technology, politics, and culture, and its impact on the conduct of warfare throughout history. Students will analyze the writings of several key strategists and explore how their ideas shaped our understanding of limited and total war, naval power, insurgency and counterinsurgency, strategic airpower, nuclear strategy, and the “war on terror”.

History 403B, Seminar in International Relations (3 credits)

Instructor: P. Unwalla

The Middle East in Graphic Novels

Description: tbc

History 403E, Seminar in International Relations (3 credits)

Instructor: J. Wang

“Falling Apart: American Power in a Failing Global Order, 1919-1939”

How did American intellectuals, writers, and policymakers understand the state of global affairs in the interwar period, and what did it mean to contemplate a world order that was coming apart at the seams in the 1930s? Contrary to the misperception of the interwar years as a time of American isolationism, the U.S. policy establishment undertook extensive efforts to stabilize international relations in the 1920s, even as the United States declined to join the League of Nations. Nonetheless, none of the diverse and creative economic, diplomatic, and cultural initiatives of the post-World War I decade managed to head off the catastrophic descent into global economic depression and a new world war.

This seminar will explore American perspectives on the unraveling of world order between 1919 and 1939 and what they tell us about the political imagination and possibilities of the time period. In today’s era of resurgent nationalisms and resistance to liberal (or neoliberal) order in a multipolar world, the interwar years offer a critical opportunity for sober reflection on the state of the international system and what it means to live in troubled times.

History 403H, Seminar in International Relations (3 credits)

Instructor: J. Byrne

Revolution and Resistance in the Third World

This course examines the history of revolutionary movements and Islamic revolutions and insurgencies in the “Third World” (such as Algeria, Angola, Ethiopia, Nicaragua, Palestine, Vietnam). Topics include the causes of revolution, revolutionary strategy, political violence, anti-colonial nationalism, the diplomacy of insurgencies, the influence of Marxism in the developing world, and Islamic revolutions and insurgencies. *This course is not eligible for Credit/D/Fail grading.*

History 405, Diplomacy & Conflict in Middle East 1914 to the Present (3 credits)

Instructor: J. Byrne

International relations in the Middle East in the aftermath of the Ottoman Empire, with special attention to the conflicts between Jews of Palestine/Israel and their Arab neighbours.

History 408, U.S. Foreign Relations from Independence to World War II (3 credits)

Instructor: J. Wang

Over a span of less than two hundred years, the United States transformed itself from a barely liberated former British colony to a global superpower. How and why did the American rise to power happen, and what kind of nation did the United States become as a result? We will consider these questions by examining American conceptions of power and purpose, along with the changing status of the United States within the international system, from the early national period to World War II. Topics include the intertwined relationships between U.S. foreign relations, warfare, and American identity, the role of expansionism in the making of the U.S. nation, imperialism and American power amid the competing empires on the North American continent, the centrality of race to both the “empire of settlement” and America’s overseas empire in the nineteenth and early twentieth centuries, the place of nationalism and

internationalism in U.S. foreign policy, and the broader economic and cultural dimensions of U.S. international history.

History 409, U.S. Foreign Relations since 1945 (3 credits)

Instructor: J. Byrne

U.S. foreign policy and international history from the end of World War II to the present. Examines political, economic, and cultural relationships between the United States and other peoples, organizations, and states worldwide.

History 413, Imagining the Nation: 19th and 20th Century Canada (3 credits)

Instructor: M. Ducharme

The political and intellectual history of the concept of the nation in French and English Canada, and the different forms of nationalism it inspired from the middle of the nineteenth century to the 1995 Quebec Referendum.

History 418, The 1960s in Global Perspective (3 credits)

Instructors: A. Gorsuch

Interested in making change? The history of the 1960s has special relevance to many of today's issues. Topics to be studied include (but are not limited to) social change movements, Black Liberation, Third Worldism and decolonization, performance and politics, and student activism. We will explore the 1960s in Canada, the United States, Cuba, France, Algeria, Cuba, the Soviet Union, and China, among others. Transcending the geographic boundaries of any particular nation, this course is part of an emerging scholarly conversation about internationalizing the study and teaching of history. Sources will include memoirs, diaries, literary accounts, short stories, and non-textual sources such as posters, music, and movies.

History 420, Topics in Canadian History (3 credits)

Instructors: L. Ishiguro

Gender and Sexuality in Canada

This course will investigate two key ideas: first, gender and sexuality have histories—that is, their meanings and experiences have changed across time; and second, gender and sexuality have been not only part of Canada's history, but also fundamental to it. Through lectures, discussions, and assignments, we will examine the changing meanings, lived experiences, and central roles of gender and sexuality in the history of northern North America, with a particular focus on the past 150 years. Key topics will relate to settler colonialism, migration, nation-building, science, family, violence, education, sports, activism, and more! Through this course, you will develop an understanding of how gender and sexuality have shaped people's lives, social institutions, popular culture, political policies, and the meanings of Canada itself. Overall, HIST 420 aims to help you to build a solid foundation from which to develop critical understandings and cogent, supported arguments about a history that is intimately lived, urgently debated, and politically charged in the present.

History 425, War and Society (6 credits)

Instructor: D. Gossen

This survey course covers war's impact on a wide range of societies throughout history. The first term addresses issues relating to the beginnings of warfare, ancient, medieval and early modern ways of war. Term 2 focuses on modern warfare of the past century. We will consider how war has profoundly shaped state institutions, economic structures, and socio-cultural identities over time. In assessing concepts like

limited, total, conventional and asymmetric warfare in previous eras, we will gain an enhanced appreciation for how the past is fundamentally connected to our present.

History 432, International Relations of the Great Powers in the 20th Century (6 credits)

Instructor: H. Tworek

This course explores the history of international relations during the twentieth century. It seeks to understand how countries have dealt with questions of war, peace, and the balance of power. But it also looks at alternative forms of ruling the world, particularly international organizations. We will consider the historical factors that have determined the structure, ethos, and efficacy of particular international systems and why they arose in the first place. The course will combine that historical awareness with examinations of broader economic, cultural, and social trends in global history.

History 441, History of the Holocaust (3 credits)

Instructor: R. Menkis

In this course we examine the attempt to destroy European Jewry during the Nazi regime. We survey the major steps in the emergence of the "Final Solution," and examine the reactions of the victims as well as the role of the bystanders. We will focus on the historiographic issues related to research in the Holocaust. These issues include: the changing interpretations of the motivations of the perpetrators; the behaviours of the victims, both in the camps and outside; the use of evidence, including the testimonies of survivors; the cultural contexts of changing interpretations and representations of the Holocaust.

History 444, Slave Societies in the Americas (3 credits)

Instructor: A. Bronfman

In 2017W, this is a Distance Education (DE) course. A comparative analysis of the institution of chattel slavery, its growth, its effects on slaves and masters, its relation to the larger society, and the causes of its decline, in the various cultures of the Americas.

History 450, Topics in Latin American History (3 credits)

Instructor: W. French

The Beautiful Game: A Soccer History of Latin America

The course interprets the history of modern Latin America through soccer. Its interest is in the relationship between soccer and national imagining; the role of soccer in constituting various identities, including those of race, class, and gender and of local, regional, and national belonging; the powerful emotions and stories that soccer generates; the sport's role in not only responding to but initiating changes in Latin America from the late nineteenth century to the present; soccer and political protest; and the development of women's soccer in the face of formidable obstacles to doing so.

History 455, Gender and Sexuality in Latin America (3 credits)

Instructor: W. French

This course examines the interplay of gender and/or sexuality with ethnicity, nationality, class, and other aspects of identity in Latin America and the Caribbean from independence in the early nineteenth century to the present. It draws from scholarly work in history, anthropology, and literary criticism to address subjects such as femininities, masculinities, homosexualities, bisexualities, transgendered, family, national identities, ethnicities, sexuality- and gender-rights, and the workings of power in local, regional, national, transborder and transnational contexts. It is also concerned with the ways in which knowledge about gender and sexuality has been and continues to be constructed. Attention is paid to legal, juridical, medical, social scientific, criminological and human rights discourses as articulated in constitutions and

legal codes; literature, including novels and short stories; newspapers; personal letters; *testimonios*; film, both documentary and commercial; and *telenovelas*.

History 468A, Topics in Comparative Indigenous History (3 credits)

Instructor: N. May

Indigenous Encounters with Christianity

This seminar investigates the diverse forms of religious interaction and change experienced by Indigenous peoples in North America and beyond following their encounters with various Christianities. HIST 302 or other background in the field is recommended.

History 469, Aboriginal Title in British Columbia: History and Legacy

(3 credits)

Instructor: P. Raibmon

Indigenous peoples have never ceded or surrendered their title to most of the territory called “British Columbia.” Accordingly, all people living here today have inherited what nineteenth-century settlers dubbed “the Indian Land Question.” How and why did settler society manage to avoid addressing and recognizing Aboriginal title for over a century? What are the implications of the unceded status of much of British Columbia for the future and for attempts at “reconciliation”? This course examines these questions by tracing the history of Indigenous activism and settler policy around the so-called “land question” from the mid-nineteenth century to today. Over the past one hundred and fifty years Indigenous people never stopped putting this “question” to settler society and government. They continue to do so in intensified ways within the context of resource development and infrastructure projects on their lands. We will consider the range of strategies that Indigenous people have used in this struggle including the courts, treaties, direct action, and international law. Required readings will include primary historical documents as well as scholarly secondary sources. Some previous knowledge of Indigenous history is encouraged.

History 483, Asian Migrations to the Americas (3 credits)

Instructor: H. Yu

Examines both the historical and contemporary contexts for migration from Asia to Canada and the Americas.

History 484, East Asian Military Systems (3 credits)

Instructors: C. Green

Confucian societies are often thought of as ones in which the brush is mightier than the sword. In fact the military has been a crucial factor in East Asia, and warfare was the engine that drove many of the most significant changes in East Asian history. This course will look at the evolution of military systems in China, and examine the impact of recurrent warfare on this ancient civilization. Topics will include: the role of warfare in the creation of the early imperial state; philosophical approaches to warfare and the efficacy of violence; the ideas of Sun Zi and the *bingjia*; the cultural and political power struggle between *wen* and *wu*; responses to the Inner Asian menace; reasons for the absence of a Chinese “military revolution” in the early modern period; China’s response to the intrusion of the West in the 19th century; and continuities in Chinese military thinking in the 20th and 21st centuries.

History 490, Seminars for History Majors (3 credits)

(HIST 490 is intended for History majors, History honours students, and students majoring in the history and philosophy of science, but students from other departments may register if they obtain the instructor’s permission)

HIST 490A, Section 101

Instructor: K. Corbett

Science and Empire

This course will examine the historical relationship between science, technology, and empire from the 17th through the 20th century. We will discuss the ways that scientific knowledge was produced in the context of imperial expansion and exploration and how this knowledge was frequently mobilized to materially and discursively sustain empires. Students will investigate the construction of modern science in relation to exploration, national and imperial rivalries, global commerce and industry, and cultural perceptions of colonization and empire.

HIST 490N, Section 201

Instructor: J. Christopolous

The Early Modern Mediterranean

This seminar will explore topics and debates in early modern Mediterranean history, 1450-1750. Historically and in current affairs, the Mediterranean is often portrayed as a 'borderland' or 'frontier' separating vastly different cultures and peoples: the Christian and Muslim worlds; Europe, Asia and Africa. Historians, however, have shown that the Mediterranean has been a space of constant entanglement and exchange, a "liquid continent" where societies and cultures met, overlapped and co-existed, sometimes peacefully, sometimes violently, since ancient times. In the early modern period, the cultural, religious, linguistic and even physical borders between Mediterranean societies were permeable and ill-defined: many people participated in several cultures and religions over the course of their lives, and thus embodied complex identities. Through a range of secondary and primary sources, we will explore the thoughts, beliefs, conditions of existence and life experiences of the women and men who crossed the Sea and lived on its shores. Our focus will be on the movement, both voluntary and forced, of individuals across the Mediterranean world, and the encounters and entanglements these produced. We will also consider questions of scale and perspective. Should the Mediterranean be studied as a coherent unit or be studied in parts? How do our understandings of the Mediterranean as a site of historical analysis change when examined from national, religious, gender, and linguistic perspectives, or when approached from the Sea's eastern, western, northern or southern shores? How does our image change when we move from a macro to a micro-historical perspective?

HIST 490Q, Section 101

Instructor: R. Brain

Histories of the Anthropocene

Welcome to the Anthropocene. It's all different now. History is different now. We grew up believing that "human history" and "geological time" and were quite distinct, with one extending across ages beyond imagination and the other occurring as a tiny blip. But in recent years, scientific findings about the lasting effects of climate change, deforestation, ocean acidification, and other human-caused natural changes have led us to a new realization: we now live in an era of the earth's history that is defined by human influence, the Anthropocene. The stakes may be nothing less than human survival, of finding a mode of living in this reality. History therefore has a new calling: to survive we need to understand how we got to this point, and how we might proceed. We need (among other things) new, reflexive approaches to old historical questions of capitalism, the nation-state, the British empire, the Cold War, and much more. But we also need many new historical questions about the deep history of the human species and its environments and relations with other species. We need new understanding of the role of ecological crises in historical events like Victorian colonialism, the Holocaust, or the current civil war in Syria, or the chemicals that collect in our bodies wreaking havoc on our mitochondria. In this course we will read some of the trailblazing new work of historians (Chakrabarty, McNeil, Bonneuil, etc.) on these questions, and we will also take the critical work of scientists and thinkers, the reflections of

anthropologists (Tsing, Descola, Latour), the imaginings of artists, writers, and musicians, and will try to listen to the earth itself and the myriad beings with which we collaborate to survive.

HIST 490R, Section 201

Instructor: R. Menkis

Transnational Fascisms and Anti-Fascisms in 1930s

In the years before the Second World War, Mussolini and Hitler were keen to export and legitimize fascism in Europe and elsewhere. Many fascist organizations took root around the world, with some achieving power and others remaining on the fringes of politics. In response, a variety of antifascist strategies and organizations emerged.

In this course, we will examine how fascism and antifascism crossed borders, reflecting on where, how and why they took hold. We will explore both the explicit and hidden support offered by Italian and German diplomatic officials to fascist groups, and the response of antifascist groups, with some investigation into the role of the USSR. We will explore how film, literature, art and sports became tools in spreading and resisting fascism. Although we will discuss the roots of fascism and antifascism, the emphasis in the course will be on the “Great Depression” of the 1930s. Among the specific events we will examine are the Italo-Ethiopian War, the 1936 Olympics, the Spanish Civil War, and the 1937 International Exposition in Paris (where both Nazi Germany and the USSR built costly pavilions, and the Spanish pavilion exhibited Picasso’s *Guernica*).

HIST 490T, Sections 201

Instructor: H. Tworek

History Lab: The History of News

This course enables students to develop and implement a digital project on the history of news. Digital tools are particularly promising for studying the history of news – a subject with so many sources that we can only start to access, catalogue, and analyze many of them with digitization and computer technology. In this project, students will combine digital techniques with the history of news. They will examine why newspapers printed particular stories and not others. Students can acquire skills in digital databases and analysis, mapping techniques, and oral presentation.

HIST 490Y, Section 101

Instructor: W. French

History of the Future

This course that explores changing conceptions, understandings and imaginings of the future from early writings on the apocalypse, to millenarian movements, to Enlightenment beliefs in progress, to modernist understandings of the future, to postmodernist revisions of time. Exploring how some of those in the past, and up to the present, have imagined and engaged with the future, through such things as writings on utopias, the mounting of exhibitions at world fairs, the construction of model capital cities, science fiction and the writing of futurists, movies, and changes in computer and digital technology, among other kinds of texts, provides the means for those taking the course to begin to write their own history of the future.

Scholarships and Prizes in History

Please see the current **Awards and Financial Aid** brochure for complete details.

Essays and Competitions

F.H. Soward Prizes: Two prizes of \$100 each for the best two essays on any historical topic submitted by first year students enrolled in first year courses. Topics must be approved in advance by course instructors, and submitted to the scholarship committee in typewritten form by 15 March.

Allan Boag Prize: \$2000 for best essay on some aspect of socialism. For students majoring in commerce, history, economics, international studies, law, political science, or sociology.

Francis V. Lumb Prize: \$425 for best essay incorporating a critique of modern capitalism.

International Relations:

Gerald N. Savory Memorial Prize (\$250), **Mack Eastman United Nations Prize** (\$400), and **The United Nations Prize** (\$175). Adjudicated by the International Relations Committee.

Scholarships and Prizes

Arts Undergraduate Society Bursary: \$150 for a needy undergraduate student majoring in French, English, or History.

B.C. 1958 Centennial Scholarship: \$1650 for a student entering third year in humanities or social sciences with an outstanding academic record

Conway Summer Travel Scholarship in German History. \$3000 for an Honours or Graduate student in the History Department, to visit historic sites or regions in the field of German history, contact scholars in this subject, attend conferences or archives, or take suitable language courses.

Edward and Marie Cook Memorial Prize: Prize of \$200 awarded to an undergraduate student who has achieved a high academic standing in courses in Canadian History.

Jack Diamond Scholarship: \$800 for a student in liberal arts.

Kathleen and Hugh Keenleyside Prize: Prize of \$300 awarded to an outstanding graduating student specializing in Canadian History.

August Larson Memorial Prize: \$100 for a first or second year student writing the best essay on an aspect of South Asian history or culture.

Fritz Lehmann Memorial Prize in History: Prize of \$450 awarded to an undergraduate student for outstanding achievement in any third or fourth year course offered by the History Department which deals primarily with the history of Asia, Africa, or Latin America.

Eberts Mills McKechnie Scholarship: Scholarship of \$350 awarded to the most deserving and meritorious undergraduate entering the final year of study in History.

Hector Gordon Munro Scholarship: Scholarship of \$850 awarded to an undergraduate entering the final year of study in History.

Native Daughters of British Columbia Scholarship: Scholarship of \$1200 awarded to a Canadian-born graduate or undergraduate student, for research work on early B.C. history carried out in the Provincial Archives.

J.H. Stewart Reid Medal and Prize in Honours History: Gold Medal and Prize of \$250 awarded to the student graduating with the most outstanding record in Honours History.

John and Annie Southcott Prize: Prize of \$300 normally awarded to a fourth year student or to a graduate proceeding to a higher degree, but may be awarded to a third year student, possessing exceptional aptitude for research and pursuing some approved investigation in B.C. history.

Gilbert Tucker Memorial Prize: Prize of \$125 awarded to the leading student in the field of the French in North America, enrolled in History 307 or 401.

Leslie Upton Memorial Prize: \$300 for a third or fourth year student majoring in History, Medieval Studies, or International Relations who has written the best essay in a competitive examination organized by History.

Women's Canadian Club of Vancouver Scholarship in Canadian History: Scholarship of \$350 awarded to the undergraduate obtaining first place in Canadian History (History 302, 303, 326, 329, 404, 420, 426, 430, 437, 493).

