The Majors’ Program in History

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

Updated: 28 July 2020
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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, commoners 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 (the 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 that 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 may 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. Fill out the History Major’s Advising Form and bring it to your meeting with the History Advisor. If you have completed at least 42 credits, you may then declare your major during your registration window for the next academic session through UBC’s Student Service Centre (SSC).

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 at the end of 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 18 or fewer students and provide students an opportunity not just to learn history, but also to be historians, reading, interpreting, 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 may be in any one geographic field (Canadian or North American, European, Asian, South American).
- 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 (limit waived for students who earn History credit on exchange).
- At least 6 credits numbered 200 to 299.
- Six credits 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, but you are welcome to see an advisor, especially if you have concerns or seek a course accommodation. 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?

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. If you are a transfer student or miss the meeting, contact and meet with a History Department Advisor as soon as possible. Advisors are available in person or by telephone during their advising office hours. as well as via email. 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.

<table>
<thead>
<tr>
<th>History Department Office:</th>
<th>Twelfth Floor, Buchanan Tower, Room 1297</th>
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<tbody>
<tr>
<td>Address:</td>
<td>1873 East Mall, Vancouver, B.C. Canada V6T 1Z1</td>
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<tr>
<td>Telephone:</td>
<td>604.822.2099</td>
</tr>
<tr>
<td>History Department Website:</td>
<td><a href="http://www.history.ubc.ca/">http://www.history.ubc.ca/</a></td>
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<tr>
<td>Department Head:</td>
<td>Prof. Eagle Glassheim</td>
</tr>
<tr>
<td>Majors Advising:</td>
<td>Dr. Michael Lanthier, <a href="mailto:mlanthie@mail.ubc.ca">mlanthie@mail.ubc.ca</a></td>
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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, commoners 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. Fill out the History Major’s Advising Form and bring it to your meeting with the History Advisor to discuss your planned program. This is a plan, not a contract that you may necessarily alter, but 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 required "tracks" 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 improve their 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 through courses that 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 basic courses in the social sciences and humanities that can fulfil the Faculty of Arts requirements while enhancing their History program. 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, or the Middle Ages, 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 (HIST 403, 466, 468, or 490). 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 to 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](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 468 (3) Comparative Topics in Indigenous History
   - HIST 466 (3) Topics in Indigenous History of Canada
   - **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**

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<td>World History to Oceanic Contact</td>
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<td>HIST 102</td>
<td>World History from 1500 to the 20th Century</td>
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<td>HIST 202</td>
<td>Gateway to the Middle Ages</td>
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<td>HIST 220</td>
<td>History of Europe</td>
<td>3/6</td>
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<td>HIST 235</td>
<td>History of Canada</td>
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<td>HIST 237</td>
<td>History of the United States</td>
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<td>HIST 240</td>
<td>Health, Illness and Medicine I: From the Ancient World to the Early Modern Period</td>
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<td>HIST 256</td>
<td>History of Africa</td>
<td>3</td>
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<td>HIST 259</td>
<td>Science, Medicine, and Technology in the Ancient and Medieval Worlds</td>
<td>3</td>
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<td>HIST 270</td>
<td>China in World History</td>
<td>3/6</td>
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<td>HIST 271</td>
<td>Japan and Global History, 1550-1900</td>
<td>3</td>
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<td>HIST 273</td>
<td>History of India</td>
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<td>HIST 280</td>
<td>Islamic World History</td>
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<td>HIST 302</td>
<td>History of the Indigenous Peoples of North America</td>
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<td>HIST 306</td>
<td>History of France, 1461-1715</td>
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<td>HIST 307</td>
<td>French North America to 1803</td>
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<td>HIST 310</td>
<td>The British Empire to 1850</td>
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<td>HIST 314</td>
<td>Early Modern Britain</td>
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<td>HIST 323</td>
<td>Empires, Wars, and Revolutions in Europe and the Americas, 1763-1838</td>
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<td>HIST 327</td>
<td>Colonial America: Encounter &amp; Settlement, 1607-1763</td>
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<td>Rebels in America: Revolution to Civil War, 1763-1865</td>
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<tr>
<td>HIST 334</td>
<td>Senegambia to South Carolina, Ghana to Georgia: African American History</td>
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<td>HIST 341</td>
<td>Medieval Jewish History</td>
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<td>HIST 344</td>
<td>Ancient Regime France</td>
<td>6</td>
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<td>HIST 347</td>
<td>Medieval and Imperial Russian History</td>
<td>998 to 1800</td>
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<td>Europe in the Early Middle Ages</td>
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<td>Europe in the Late Middle Ages</td>
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<td>Europe in the Age of the Enlightenment</td>
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<td>HIST 377</td>
<td>History of Cantonese Worlds</td>
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<td>HIST 378</td>
<td>History of Early China</td>
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<td>HIST 379</td>
<td>History of Later Imperial China</td>
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<td>HIST 387</td>
<td>Voices from Medieval India</td>
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<td>HIST 388</td>
<td>India in the Early Modern World: Mughals, Merchants, and Marauders</td>
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<td>HIST 392</td>
<td>Scientific Revolution: Circulation of Knowledge in the Early Modern World</td>
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<td>HIST 401</td>
<td>Seafaring in the Age of Sail</td>
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<td>HIST 424</td>
<td>Economic History of Pre-Modern Europe</td>
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<td>HIST 425</td>
<td>War and Society</td>
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<td>Ideas and Religions of the Middle Ages</td>
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<td>Constitutional History of Medieval Europe</td>
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<tr>
<td>NEST 301</td>
<td>Early Empires of the Ancient Near East</td>
<td>3</td>
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<tr>
<td>NEST 303</td>
<td>History of Ancient Egypt</td>
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<tr>
<td>NEST 310</td>
<td>History of Women in Early to Late Medieval Muslim Societies</td>
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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 377 = ASIA 323 (3) History of Cantonese Worlds
   HIST 378 = ASIA 320 (3) Early China
   HIST 379 = ASIA 340 (3) Later Imperial China
   HIST 393 = PHIL 360 (3) Introduction to History and Philosophy of Science
   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 306, 311, 312, 319, 320, 329, 352, 353, 355, 356, 401
   NEST 301, 303, 310
   ECON 334, 336, 337, 436
   GEOG 321, 327, 328, 426

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**, but you are welcome to see an advisor, especially if you have concerns or seek a course accommodation. 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 History minor program, no more than six credits may be counted towards both programs.

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/](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/](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, 2020/2021

First and Second Year

History 100, What is History? (3 credits)
Instructor: W. French

The discipline of history through the study of questions, sources, methods, and controversies. Includes case studies of key turning points in world history to examine what historians do and why it matters.

History 102, World History from 1500 to the 20th Century (6 credits)
Instructor: S. Prange

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)
Instructor: S. Lee (section 001)

International relations; changes in the nation-state system; the emergence and impact of major political ideologies; genocide; decolonization; the globalization of trade; and the dynamics of economic, social, cultural, and environmental change in a global context.

History 103, World History since 1900 (6 credits)
Instructors: G. Peterson (section 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. Brook (104A Section 227); T. Cheek (104B Section 101); B. Bryce (104D Section 201); R. Menkis (104E Section 201); P. Unwalla (104G Sections V01 and V02); M. Munoz (104H Section 101)

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

Section 227 of HIST 104A (Brook):
This section is restricted to students in CAP (Co-ordinated Arts Programme)
State Intervention and International Law in World History
States have intervened in the affairs of other states for as long as there have been states. The overseas expansion of European states in the 15th century, however, changed the terms of intervention, leading to what we know as international law today. This course tracks that development through a series of case studies, starting with the Spanish intervention in the Americas in 1493 and ending with the use of drones by the United States in the Middle East starting in 2004. Imperialism, in other words, has been the driver of international law.

Section 101 of HIST 104B (Cheek):  Communism and After
Traces the rise, florescence, and failing of Bolshevik state socialism in the 20th century, as well as the experience of post-socialist societies and today’s later socialist societies in Asia. The Communist moment world-wide provides a useful comparative context for a global history of the 20th century. Case studies will include the progenitor, the Soviet Union, the largest and longest lasting, the People’s Republic of China, satellite communisms in Eastern Europe, and the unusual cases of Cuba and North Korea. Our focus will be on both geopolitics and local experience. In the end, what does the world’s experience with Communism tell us?

Section 201 of HIST 104D (Bryce):  Global Migration
This course explores the mass migration of people since 1840. Taking a global perspective, it starts with the rise of industrial and export-oriented economies and continues to contemporary issues of border regulation and refugees. Topics include work, empire, exclusion, forced migration, memory, and multiculturalism.

Section 201 of HIST 104E (Menkis):  Fascism and Antifascism as Global Movements, 1919-1939
In this course, we will explore how fascism and anti-fascism became global movements, reflecting on where, why and how they took hold. We will study how Italian and German diplomatic officials, as well as various party officials, tried to influence German and Italians abroad and to mould public opinion about fascism and Nazism. We will also study the variety of groups who resisted fascism, including the complex role of the USSR and the Comintern. We will evaluate how sports, film and literature became tools in spreading and resisting fascism. Among the specific events that we will examine are the Italo-Ethiopian War, the 1936 Olympics, the Spanish Civil War, the 1937 International Exposition in Paris, and the first years of the Second Sino-Japanese War.

Sections V01 and V02 of HIST 104G (Unwalla)
(Restricted to Vantage College students)

Section 101 of HIST 104H (M. Munoz):  Killer Commodities: Coffee, Sugar and Tea
This course will focus on Killer Commodities: Coffee, Sugar and Tea. It explores the rise of these goods over time and in various places. Beginning with their establishment as economic anchors to the political, social and cultural impact of these goods, the course explores the intersections of land access, labor, markets, distribution networks, consumption, slavery, wars, and power in the shaping of the modern world.
History 105G, Contemporary Global Issues in Historical Perspective (3 credits)
Instructor: P. Unwalla (Sections V01 and V02)

(Restricted to Vantage College students)
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.

History 106, Global Environmental History (3 credits)
Instructor: T. Loo

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 108, Global Environmental History (3 credits)
Instructor: J. Hanser

The history of capitalism in its global dimension from the beginnings to the age of industrialization. An investigation of economies - in both their practices and cultures - around the world and across the ages from ancient times to the modern era.

History 202B, Gateway to the Middle Ages (3 credits)
Instructor: C. Booker

An introduction to some problems and themes of historical methodology and medieval European History through a close reading and discussion of medieval texts. 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: M. Lanthier

Selected themes and historical approaches in European history; may include Europe's history of religious conflict, state formation, colonialism, nationalism, industrialization, revolution, total war, globalization, genocide, or environmental change. HIST 220 will introduce students to the methods of historical practice, including primary-source analysis, historical writing, library and research skills, and public history.

History 235, History of Canada, Moments that Matter (3 credits)
Instructor: T. Loo

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 will introduce students to the 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: T. Myers

An introduction to public history in Canada. An exploration of the politics and practice of representing the past in a variety of sites, and questions of historical interpretation, memory, and audience. 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: L. Paris*

Survey from colonial period to present examining political system, slavery, Civil War, race relations and civil rights, westward expansion, industrialization, feminism, expanding international presence, Cold War, and modern culture. 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 240, Health, Illness and Medicine I: From the Ancient World to the Early Modern Period (3 credits)**
*Instructor: J. Christopoulos*

An introduction to the History of western medicine, from the Ancient World to the Enlightenment, with a focus on social and cultural ideas surrounding the body, health, and disease, and the development of medical institutions. HIST 240 will introduce students to the methods of historical practice, including primary-source analysis, historical writing, library and research skills, and public history.

**History 241, Health, Illness and Medicine II: The Modern World from 1750 to the Present (3 credits)**
*Instructor: R. Brain*

Western medicine from 1700 to the present, with a focus on social and cultural ideas surrounding the body, health and disease, and the development of medical institutions. HIST 241 will introduce students to the methods of historical practice, including primary-source analysis, historical writing, library and research skills, and public history.

**History 250A, Major Issues in Latin American History (3 credits)**
*Instructor: M. Munoz*

This course examines significant historical turning points in Latin America since the Wars of Independence in the early nineteenth century. It explores the political institutions, social movements, revolutions, and economic developments that shaped the cultural, social, political and economic contours of the region. In addition to identifying larger historical watersheds, it pays attention to broader cultural impacts and to competing constructions of national identity. Its concern is with race, class and gender and their influences on the daily lives of ordinary people. HIST 250 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*

An introduction to the long arc of African history, from early times to recent times. Given the diversity of the continent and its deep past, we will use a sampling of historical episodes to explore alternative methods of doing history and different ways of thinking about what history is. Students will become familiar with how historians have made use of archeology, historical linguistics, material culture, art, photography, works of fiction, oral traditions, and personal interviews. They will engage with some of the principal themes of African historiography, such as the question of “civilization”, the impacts of the transatlantic slave trade, the nature of resistance in the colonial era, and the challenges of post-independence state-making. Students will also begin to wield the foundational tools of historical practice for themselves – including evidence analysis, library and research skills, and writing. During a unit
dedicated to historical and ethnographic museums (such as the UBC Museum of Anthropology) students will also address issues related to engaging a wider public in African history. HIST 256 will introduce students to the methods of historical practice, including primary-source analysis, historical writing, library and research skills, and public 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 270A, China in World History (3 credits)**
*Instructor: L. Shin*

This course explores the history of China in a global context. We will begin our journey with the Mongol empire in the thirteenth century and conclude with some reflections on the most recent past. Our goals are two-fold: to introduce students to important critical skills, especially as they are related to the practice of historically-informed analyses; and to encourage students to reflect on not only the global dimensions of China’s past but also, more generally, the inter-connectedness of human societies. HIST 270 will introduce students to the methods of historical practice, including primary-source analysis, historical writing, library and research skills, and public history. Equivalency: ASIA 270

**History 271, Japan and Global History (3 credits)**
*Instructor: K. McCormick*

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 273, history of India (3 credits)**
*Instructor: T. Mayer*

Societies, cultures, and politics of the Indian subcontinent from its ancient civilizations to the formation of the modern nation-states of South Asia. HIST 273 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, 2020/2021

History 304, Researching Local History from the Ground Up (3 credits)
Instructor: L. Ishiguro

Are you interested in learning how to conduct historical research? Do you want to make new discoveries or uncover new stories about a local community? Are you wondering how you can connect your History courses with the wider world, or hoping to use your studies to contribute to public knowledge about the past? HIST 304 is a practical course designed around these priorities. Through lectures, discussions, activities, and assignments — all designed around unique opportunities to conduct hands-on historical research — the course will introduce local history as a field of study, build your research skills, and offer you the chance to investigate a local history topic and design related teaching resources.

History 305, History of British Columbia (3 credits)
Instructor: L. Ishiguro

Here, the history of British Columbia is all around us. HIST 305 examines the events and processes that have made this place, with a particular focus on the late eighteenth century to the present. Key themes include colonialism and migration; the role of race, gender, class, and sexuality in shaping British Columbia and different people’s experiences of it; power, protest, and the making of a modern state; and British Columbia’s relationship with Canada and the world. The course also places a strong emphasis on investigating and understanding this place through original historical sources, and reflecting on how the past continues to shape British Columbia and our lives here today.

History 310, The British Empire to 1850 (3 credits)
Instructor: J. Hanser

Rise of the British imperial system within a global context from its beginnings to 1850. Focuses on economic and social themes with emphasis on settlements in the southern hemisphere as well as the West Indies.

History 313, Africa from Colonialism to Independence (3 credits)
Instructor: D. Morton

The history of Africa in the 19th and 20th Centuries: the growth of Islam and Christianity, the impact of European colonialism, the development of nationalism, and the variety of different political and social outcomes after independence.

History 317, Britain, 1850 - 1918 (3 credits)
Instructor: J. Dixon

Over the course of the nineteenth century Britain became not only the world’s first urbanized, industrialized, democracy but also established a global empire. Many of the issues and debates we now think of as central to the “modern world” -- the nature of mass democracy, the role of the media, new scientific understandings of nature and evolution and their impact on religious belief, new understandings of race and of sexuality and sexual identity -- were first articulated in the second half of that century. The course emphasizes the complex ways that race and ethnicity, class, gender and sexuality shaped political and social change, as well as the extent to which they were themselves reshaped.
**History 319, Britain since 1945** (3 credits)
*Instructor: L. Silver*

Survey of recent British history, with emphasis on de-colonization, emergence of the welfare state, new social movements and patterns of immigration, and Britain's changing relationship with Europe.

**History 323, Empires, Wars, and Revolutions in Europe and the Americas, 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: M. Ducharme*

An examination of political, cultural and national developments within the British North American colonies in the second half of the nineteenth century. Credit will only be granted for one of HIST 324 or 326, if 326 was taken before 2007W.

**History 325, Canada, 1896 to 1945: Boom, Bust and Echo** (3 credits)
*Instructor: B. Miller*

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: Affluence and Anxiety in the Atomic Age** (3 credits)
*Instructor: T. Loo*

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 341, Medieval Jewish History** (3 credits)
*Instructor: R. Menkis*

A survey of the political, social, economic, and cultural history of the Jews from the time of the Christianization of the Roman Empire to the expulsion of professing Jews from Spain and Portugal at the end of the fifteenth century.

**History 346, History of Modern France** (3 credits)
*Instructor: M. Lanthier*

This survey will examine the course of French history over the past 200 years. We will look at the political, social, economic and cultural developments of the period, which was filled with drama and tumult. France’s modern history is unique in the Western world, with the country functioning as a political laboratory of sorts. Revolution followed revolution and the regimes were constantly changing:
absolute monarchy, republic, empire, constitutional monarchy, republic (2nd time), empire (2nd time), republic (3rd time), proto-fascist dictatorship, and finally republic (numbers 4 and 5). These changes make France an exciting case study for anyone interested in fundamental questions regarding politics, democracy and the rights of the individual. Political upheaval went hand-in-hand with numerous wars, from European conquest under Napoleon to brutal colonial struggles, all of which of course affected the course of events in the country. Although economic and social changes were not as dramatic, they are equally important in the long run, having helped to shape modern France as it exists today. The last thirty years, while superficially less dramatic than what preceded them, have seen France grapple with economic crises, the thorny issue of immigration and the country’s incorporation into the European Union as it seeks a new role for itself in the 21st century. The examination of these developments will allow students to better appreciate and understand modern France as it exists today. The study of French history explains why modern France is, in many ways, different from its neighbours. Vive la différence!

History 350, The Soviet Union (3 credits)
Instructor: A. Kojevnikov

Political, social, and cultural history of the Soviet Union and post-Soviet successor states from 1900 to the present.

History 351, East Central Europe in the 19th and 20th Centuries (3 credits)
Instructor: E. Glassheim

Covers the region between Germany and Russia as well as Southeast Europe. Emphasis on comparisons with Western Europe and features that make the area significant to Europe as a whole.

History 352, Modern Middle East (3 credits)
Instructor: P. Unwalla

This course introduces students to the history, politics and culture of the modern Middle East. At a fundamental level, the course aims to facilitate the adoption of an informed, critical approach to the study of the Middle East’s past and present. While there will be much discussion of war, conflict, and political developments, we will also engage with social, cultural and intellectual trends, looking to everyday life and common people in addition to major political events and personas.

Throughout the course, students will debate and interrogate popular historical and contemporary representations of the region and its populations. We will seek to understand the impact of these representations in spurring conflict, colonial endeavors, resistance, and false dichotomies between ‘us’ and ‘them.’ On this last note, we will all critically reflect on our own past and present visions of the Middle East and our role in perpetuating positive and negative ‘images’ of the region and its peoples.

History 356, Twentieth Century Germany (3 credits)
Instructor: E. Glassheim

This course explores the history of Germany in the twentieth century, focusing on the transformation of different political and economic regimes on an evolving territory. It aims to strengthen students’ knowledge of topics such as nationalism, gender, social structures, wartime experience, genocide, and political ideologies.

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 358, State, Society 20th Century Cuba (3 credits)**  
*Instructor: M. Munoz*

The course will explore the long 20th century in Cuba. From the early struggles for independence (1860s), to the formative first half of the 20th century, to the 1959 Revolution and its aftermath, it traces the economic, social, political and cultural threads that have shaped modern Cuba.

**History 363, Europe in the Early Middle Ages (3 credits)**  
*Instructor: C. Booker*

A survey of the transformation and development of institutions and ideas in Europe from about 400 through about 1000 CE.

**History 365, Europe during the Renaissance (3 credits)**  
*Instructor: J. Christopoulos*

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. Christopoulos*

This course will explore the revolutionary changes in European society and culture brought on by the religious reformation 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 368, Europe in the 19th Century (3 credits)
Instructor: C. Matheson

This course explores the seismic and continuing impact of nineteenth-century European history, focusing on key events and ideas that unleashed transformative change both in Europe and across the world. Moving from the French Revolution to the era preceding World War 1, we will examine the profound transformations in Europe’s political, economic, social, and cultural life which ultimately became determinative – including challenges against regimes of power, the quest for representative government, and the emergence of influential political ideas – and also consequential, from the meteoric rise of mechanized economies and urbanization to globalized imperialism and jingoistic nationalism, all contributing to the cataclysm that drew the world into twentieth-century war. Throughout the course we will work with a trove of primary sources, ranging from texts to imagery and produced by a variety of people across Europe’s many regions, in order to better grasp the synchronicity and differences characterizing their lived experience during a truly momentous time.

History 369, Europe 1900-1950 (3 credits)
Instructor: M. Lanthier

This course is an intermediate-level survey examining the many, often violent, transformations that occurred in European politics, society, and culture between the 1890s and 1950. We will start with the spread of industry and the growth of urban centres, and explore how these phenomena gave rise to artistic experimentation and novel lifestyles, all of which led to often bitter conflicts between progressives and conservatives. We will study how a host of political ideologies won adherents during the troubled 1920s and the chaotic 1930s; while we will naturally focus on Communist totalitarianism and various versions of fascism, we will also see how representative democracy attempted to defend and reinvent itself in many different, often dangerous, national contexts. Finally, we will of course spend a great deal of time on the two global conflicts that killed millions, changed borders, reinvented the relationship between the citizen and the state, and brought an end to Europe’s domination of the world.

History 370, Europe Since 1950 (3 credits)
Instructor: M. Lanthier

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.

History 373, History of Hong Kong (3 credits)
Instructor: L. Shin

(Cross-listed with ASIA 373; students to register in 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. Equivalency: ASIA 373.
HIST 376A, Modern Japanese History Since 1800 (3 credits)
Instructor: K. McCormick

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

History 380C, The Making of Modern China: Nationalism, War, and 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: E. Liao

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 391, Human Rights in World History (3 credits)
Instructor: J. Roosa


History 393, Introduction to the History and Philosophy of Science (3 credits)
Instructor: A. Kojevnikov

An examination of historical, conceptual, and methodological conditions of scientific knowledge through detailed consideration of important episodes in the history of science. Equivalency: PHIL 360.

History 396, Environmental History of North America (3 credits)
Instructor: N. May

Overview of land use and environmental change in Canada and the United States; examines ideas and practices that shaped indigenous and non-indigenous resource exploitation, management, and activism to the end of the twentieth century.
History 399A, Theory and Practice of History (3 credits)
Instructor: D. Morton

Approaches to the history of historical inquiry, with particular attention to theoretical and methodological debates among historians. Recommended for history majors. Not open to Department of History honours students.

History 402A, Problems in International Relations (3 credits)
Instructor: J. Byrne

History of Postcolonial International Affairs
Description: tba

History 402B, Problems in International Relations (3 credits)
Instructor: J. Byrne

Ireland in World History
Description: tba

History 403A, Seminar in International Relations (3 credits)
Instructor: M. Lanthier

The Origins of the First World War
World War I was one the great turning points of world history: the bloody, brutal birth of the 20th century, it was a watershed moment that gave birth to an era of imperial collapse and total war. The war itself, as well as its causes and ramifications, continue to fascinate both professional and armchair historians.

In this course, we will try to understand why the Great Powers of Europe went to war against each other in 1914. Over a hundred years after the assassination of Archduke Franz Ferdinand, this apparently simple question still cannot be answered in a completely satisfactory fashion. Scholarly disagreements over this question were once the result of patriotically-motivated attempts to blame one side or the other, but they are now indicative of deep divisions within academic history itself.

Looking at primary sources, we will examine the diplomatic, military, economic, and social causes of the war that have often been pointed to. But we will also study a century’s worth of historical interpretations to see what these tell us about the Great War and about the world it helped shape.

History 403D, Seminar in International Relations (3 credits)
Instructor: B. Miller

International Law in Canadian History
This seminar will explore how international law has shaped Canada from the colonial period to the twentieth century. Topics include Indigenous-settler relations, the law of war, environmental conservation, and Canadian-American relations.

History 403E, Seminar in International Relations (3 credits)
Instructor: D. Gossen

The History of War Strategy from Ancient to Modern Times:
In this course, students critically analyze the evolution of military strategy around the world, its relationship to technology, politics, and culture, and its impact on warfare throughout history. We will analyze both primary and secondary sources covering strategy from ancient to modern times, with an emphasis on how strategists used history as a guide in dealing with their own security dilemmas. As a
capstone research course in International Relations, this seminar requires students to conduct a research project culminating in a 5000 word paper. Please note that this is a reading-intensive seminar course.

**History 403F, Seminar in International Relations (3 credits)**
*Instructor: P. Unwalla*

*The Middle East in Graphic Novels: History, Politics and the Tragic Comic:*
Once thought of as juvenile and immaterial to politics, society and culture, graphic novels are today frequently considered art forms, political satires and/or intellectual compositions fundamental to the health of our polities as well as our imaginings of past and present. This course explores graphic novels with a focus on their representation of Middle Eastern history, politics and peoples. Reading such works as Joe Sacco’s *Footnotes in Gaza*, Marjane Satrapi’s *Persepolis*, Craig Thompson’s *Habibi*, Brian K. Vaughan’s *Pride of Baghdad* and several others, we will discuss the evolution of the medium, the fraught history of visually representing the Middle East, as well as the challenges and opportunities graphic novels present for understanding the region. On this latter note, particular attention will be paid to the contentious use of graphic novels as works of journalism, oral history, and autobiography as well as to fundamental questions on the ethics of graphically representing tragic episodes from Middle Eastern pasts. Finally, given recent events associated with cartooning (i.e. the Charlie Hebdo massacre) we will also seek to grapple with such divisive issues as Islamophobia, Orientalism, free speech, and the uses and limits of satire.

**History 403G, Seminar in International Relations (3 credits)**
*Instructor: J. Byrne*

*Modern North Africa*
Description: tba

**History 403J, Seminar in International Relations (3 credits)**
*Instructor: B. Bryce*

*Migration in the Americas*
This course highlights the centrality of migration and cultural pluralism in the history of the Americas. It focuses on the people who migrate and on the responses of government officials, workers, politicians, and other migrant groups to new arrivals. Topics include diplomacy, government policies, gender, the construction of racial categories, and nationalism.

**History 403K, Seminar in International Relations (3 credits)**
*Instructor: L. Silver*

*The Global Construction of Race*
This seminar examines the formation of racial ideas and the ways in which they have led to marginalization, violence, and incarceration around the world. It will draw on examples from North America, Asia, Europe, and Africa.

**History 403L, Seminar in the History of International Relations (3 credits)**
*Instructor: A. Kojevnikov*

*International communist movement and its legacies*
The seminar explores the international role of communist movements during the twentieth century, their ambitious or utopian goals and more modest, but impressive accomplishments. Particular attention will be paid to the following topics: the opposition to WWI and the principle of self-determination, communist internationalism and the rise of anti-imperialist movements, women’s equality project, ethnic minorities rights and affirmative action, government regulation and planning, public health care and higher
education, labour movement and workers’ rights, military confrontation with international fascism and
WWII, international peace movement, decolonization in Asia and Africa, the struggle against racism and
segregation in the US and South Africa, communist sects (Anarchism, Stalinism, Trotskyism, Maoism,
Eurocommunism), the fall of communist parties in Eastern Europe and their continuing influence in Asia.

**History 405, Diplomacy & Conflict in Middle East 1914 to the Present** (3 credits)
*Instructor: D. Gossen*

This core focus of this course is on the history of diplomacy and conflict in the Middle East over the past
century. After briefly assessing social and political transformations in the Ottoman Empire prior to World
War I, the course concentrates on causes and consequences of conflict in the Middle East since 1914.
This includes social, economic and cultural developments, and the interplay of domestic and foreign
agents of change.

**History 406, World War II** (3 credits)
*Instructor: D. Borys*

Precursors and consequences of the war; military, political, cultural, social, and economic histories of
how the war shaped and reflected its global context. Themes include totalitarianism, genocide, and
imperialism and decolonization.
*Prerequisite: Recommended: 3 credits of any HIST course.*

**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: D. Gossen*

This course covers a wide range of topics on American foreign policy from 1945 to the present, including
political, economic, cultural and social issues relating to foreign policy making. It covers the emergence
of the US as a global superpower in 1945, its policy adjustments as the world shifts from a bipolar to
multipolar international order, and the challenges posed to US dominance in the post-cold war era.

**History 413, Imagining the Nation: 19th- and 20th-Century Canada** (3 credits)
*Instructor: M. Ducharme*

(Cross-listed with CDST 350) 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 21th century.
History 415A, History of Vancouver (3 credits)
Instructors: M. Longstaffe

In History 415, we will examine selected themes in the history of Vancouver to explore how the study of the past illuminates or explains major debates in the city today. We will examine the making of the city of Vancouver on unceded Musqueam, Squamish, and Tsleil-Waututh territories, with a focus on the late nineteenth century to the present. We will consider a wide range of historical topics and events as context for understanding various current debates. These may include issues related to settler colonialism; real estate speculation and immigration; poverty and gentrification; race, gender, sexuality, and violence; industry, corporate development, and city planning; the politics of recreational drugs and leisure in the “No Fun City”; and urban environmental change. Through our study, we will reflect on connections between the past and the present, and assess what is at stake in how we interpret and tell the history of this city today.

History 419, Crime and Punishment in Canadian History (3 credits)
Instructors: B. Miller

The relationship between law and society; the development of legal institutions and the evolving character of crime in Canada.

History 420D, Topics in Canadian History (3 credits)
Instructors: L. Ishiguro

High and Dry: Drugs in Canadian History
How can studying the past help us to understand drugs and their place in Canada today, from the recent legalization of cannabis to the current opioid crisis to the idea of "Dry January" and beyond? This question drives HIST 420, which examines the history of drugs in Canada since 1867. Focusing on a wide range of drugs - alcohol, amphetamine, cannabis, cocaine, LSD, opium, oral contraception, tobacco, and more! - we will explore the social, cultural, political, and legal histories of such drugs, the people who have used them, and their changing meanings, regulation, and (de)criminalization over time in northern North America. Major themes will include the relationship between ideas about drugs, identity, the law, and policing; changing understandings of use, treatment, and addiction; and tensions between personal experiences, social meanings, popular culture, and medical, legal, and political approaches to different drugs. In addition to lectures, discussions, activities, and assignments, the course places a particular emphasis on learning through historical film, from drama, comedy, and documentary to media coverage and raw historical footage.

History 425, War and Society (6 credits)
Instructor: A. Sens (POLI)

Continuity and change in the relations of war and society, the connections between the economy, society, the military, and government in peacetime as well as war; not a course in military history.

History 432, International Relations in the 20th Century (6 credits)
Instructors: J. Wang (T1); L. Silver (T2)

History of international relations from the beginning of the twentieth century to the present. Questions of war, peace, balance of power, and the evolution of the international system in global economic cultural, and social contexts.
History 440, History of Health in the Modern West (3 credits)

Instructor: B. Bryce

This course explores health in the nineteenth and twentieth centuries. Focusing in particular on public health, population politics, and international collaboration, it asks how health policies have set the boundaries of inclusion and exclusion and how medicine has shaped nation-states, empires, and international relations.

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 450, Selected Topics, Latin America (3 credits)

Instructor: W. French

The Beautiful Game? A Soccer History of Latin America

Soccer generates powerful emotions and stories. The course uses soccer as a lens through which to interpret various aspects of the past and present in Latin America. Its interest is in such themes as the relationship between soccer and national imagining, and the role of soccer in constituting various identities, including those of race, class, and gender, and of local, regional, and national belonging. The course focuses on the sport’s role not only in responding to but also initiating changes in Latin America from the late nineteenth century to the present. It explores the relationship between soccer and political protest and the development of women’s soccer in the face of formidable obstacles to doing so.

History 460, Revolution and Resistance in the Third World (3 credits)

Instructor: J. Byrne

Revolutionary movements in the Third World during the second half of the twentieth century; the radicalisation of anticolonial nationalism; the impact of anticolonial radicalism in the developed world; the decline of Marxism as a revolutionary inspiration.

History 478, Medieval Portraits and Personalities (3 credits)

Instructor: C. Booker

The lives of leading and controversial figures in the Middle Ages and the means by which they have portrayed themselves and been portrayed by others.

History 485, Asian Migrant/Vancouver (3 credits)

Instructor: H. Yu

This course will examine the history of Asian migration to Vancouver and British Columbia, focusing on the development of local communities and provide a background in historical research methods that will enable the students to conduct research on the history of these communities.
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 490B, Section 101
Instructor: J. Timmermann

*Uses of the Past and the Perception of 'Golden Ages'*
Recent movements calling to “make America great again,” to restore Britain’s national sovereignty and former glory, and to recreate the original cultural conditions of early Islam by groups like ISIS have vividly demonstrated just how effective and malleable conceptions of the past can be for catalyzing action and thought in the present. This course will examine various earlier attempts—from ancient up to modern times—to harness and appropriate the intellectual and material resources of perceived “golden ages” and the famous figures associated with them. We will also, necessarily, consider the particular contexts, and consequences, of these uses of the past. Cases will include, among others, the Roman takeover of Hellenistic culture; conceptions of the Roman Empire and “ancient Christianity” in the time of Charlemagne; representations of Charlemagne and his early medieval world in the later medieval and early modern periods; the quarrel of the Ancients and the Moderns in early modern France and England; and the use of Roman and medieval history in Nazi Germany and Fascist Italy. Together, these uses of the past form an important part of the long history of political ideology and trans-temporal discourse in the West across two millennia.

HIST 490R, Section 201
Instructor: M. Munoz

*Violence, Terror and Race*
This seminar examines the broad meanings as well as the physical, emotional and psychological consequences of violence and terror as they intersect with fluid constructions and meanings of race. This course will explore the multiple ways that violence and terror are conceived, imagined, understood (individual, social, institutional, economic), and applied by a number of social, political and ethnic/racial sectors and actors.

HIST 490T, Sections 201
Instructor: J. Christopoulos

*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 always been a space of exchange and entanglement, a “liquid continent” where societies and cultures met, overlapped and co-exited, sometimes peacefully, sometimes violently, since ancient times. In the early modern period, the cultural, religious, linguistic and 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. In this seminar, we will explore the thoughts, beliefs, conditions of existence and life experiences of the women and men who crossed the Mediterranean 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 490W, Section 201**  
**Instructor: E. Glassheim**

*History of Emotions*  
This seminar will explore the growing field of the history of emotions, with a particular focus on fear, nostalgia, and affective ties to place. With case studies ranging from emotional upheavals of the French Revolution to Cold War nuclear anxieties to disorientation following the flooding of BC’s Arrow Lakes, we’ll consider both how and why historians (and others) have examined the history of emotions.

**HIST 490Y, Section 101**  
**Instructor: R. Menkis**

*Canada and the Third Reich*  
In this course we will examine Canadian reactions to Nazi Germany from the time of Hitler’s rise to power until the end of the Second World War, with some attention also paid to Canadian reactions to the immediate postwar period. We will examine the interactions between state actors by examining foreign policy before the war, and government attitudes to postwar trials of Nazi war criminals. Much of the focus, however, will be on non-state actors, on how pro-Nazi and anti-Nazi groups mounted lobbying efforts before the outbreak of war (focussing on the topics of economic boycotts, the 1936 Olympics and the Spanish Civil War), and on the attitudes of Canadian soldiers and the Canadian public to Nazi Germany at the end of the war.
Scholarships and Prizes in History

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

Essays and Competitions

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

International Relations:
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).