

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE
STUDIESSubject FACULTY OF ARTS - REVISION OF HISTORY
DEPARTMENT UNDERGRADUATE CURRICULUM

Date November 12, 1974

MOTION 1: "That Senate approve, and recommend approval to the Board,
the proposed revisions to the Department of History Undergraduate
Curriculum, as set forth in S.74-138, including

(i) The deletion of the following courses:

HIST 100-3, 150-3, 160-3, 245-3, 294-3, 404-5 (replaced with
the new 404), 406-5 (replaced with new 406),
407-5 (replaced with new 407), 409-5 (replaced with
new 409), 414-5 (replaced with new 414), 416-5 (replaced
with new 416), 418-5, 458-5 (replaced with new 458).

(ii) The following new courses:

HIST 125-3 - Britain From the Stuarts to the Twentieth Century
HIST 146-3 - Africa Since the Partition
HIST 190-3 - Approaches to History
HIST 220-3 - Mediaeval and Renaissance History
HIST 230-3 - The Expansion of Europe
HIST 249-3 - Islamic Tradition in the Middle East
HIST 404-5 - General Crises of 17th Century Europe
HIST 405-5 - Absolutism and Enlightenment in Europe
HIST 406-5 - Industrialization of Europe
HIST 407-5 - European Imperialism
HIST 408-5 - Conservatism, Liberalism and Socialism in 19th
Century Europe
HIST 409-5 - The Balance of Power in Europe
HIST 414-5 - The Impact of the Great War
HIST 416-5 - The French Revolution
HIST 458-5 - Problems in Latin American Regional History
HIST 477-5 - Central Africa

[REGISTRAR'S NOTE: The following adjustments to the support papers are required:

For HIST 212-3 replace HIST 208 recommended with HIST 125.
For HIST 223-3 add HIST 220 recommended.
For HIST 403-5 change HIST 223 to HIST 220 or HIST 223.
For HIST 458-5 change HIST 208 and HIST 209 to "any two of LAS. 200,
and 459-5 HIST 208, HIST 209."]

- (iii) The renumbering of HIST 250-3 to HIST 151-3
The Modern Middle East (and the discontinuance
of HIST 250)
- (iv) The retitling of the following courses:

HIST 208-3, 209-3, 217-3, 218-3, 223-3, 224-3,
225-3, 417-5, 419-5 (with description change),
446-5, 466-5
- (v) The addition of calendar descriptions to all courses
(except HIST 199, 299, 489, 495, 496, 497, 498, and
499 which had descriptions)
- (vi) The retention of the following courses:

HIST 199-3, 212-3, 213-3, 226-3, 246-3, 251-3,
293-3, 296-3, 297-3, 298-3, 299-3, 403-5,
423-5, 424-5, 428-5, 429-5, 432-5, 447-5,
448-5, 449-5, 459-5, 464-5, 465-5, 474-5,
475-5, 476-5, 480-5, 481-5, 482-5, 483-5,
484-5, 489-5, 495-5, 496-3, 497-3, 498-5,
499-18
- (vii) Changes to requirements for prospective History
Major students in the lower levels and for History
Major students in the upper levels (including
course groupings)

If Motion 1 is approved

MOTION 2 : "That these revisions to the Department of History
undergraduate curriculum become effective commencing
for the Fall Semester 75-3."

S 74-138

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE STUDIES

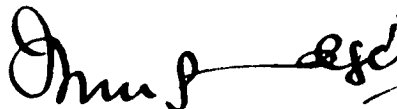
Subject

Date November 12, 1974

At its meetings of 29th October and 5th November, the Senate Committee on Undergraduate Studies discussed the attached curriculum proposals from the Department of History.

In introducing these proposals, the Chairman of the History Department noted that they were the product of several months discussion among faculty and students within the Department, arising out of three years experience of the last set of curriculum revisions and of the comments made by the external reviewers of the Department in the Spring. It had been the Department's intention to identify more clearly the objectives of each course by including extensive descriptions where none existed before; to ensure that the lower level courses were oriented more specifically towards introducing students to materials to be covered in the upper levels; and to avoid undue specialization by requiring students to take courses in at least three of the four regional and thematic groups. Dr. Johnston also noted that the proposed curriculum had been circulated to all departments within the Faculty of Arts and that those departments teaching in similar areas had expressed their satisfaction with it, particularly with reference to such questions as course over-lap. In one case, History 406-5: Industrialization of Europe, the Committee noted that the course description had been changed to meet the objections of the Department of Economics and Commerce; and it was agreed that this description should be included in the Committee's submission to Senate with the proviso that it be ratified by the Faculty of Arts Curriculum Committee.

These proposals are now forwarded to Senate for its consideration with the Committee's recommendation that they be approved.



I. Mugridge

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SIMON FRASER UNIVERSITY

MEMORANDUM

To.....Dr. Ian Mugridge.....

From.....W. A. S. Smith, Dean.....

.....Chairman SCUS.....

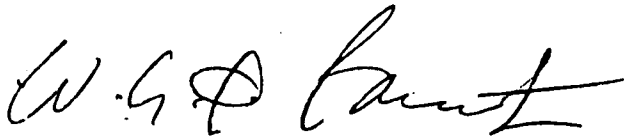
.....Faculty of Arts.....

Subject.....NEW COURSE PROPOSALS.....

Date.....October 24, 1974.....

The Faculty of Arts Curriculum Committee has approved the revision of the History Department Undergraduate curriculum; the New Course Proposal Phil 151; the New Course Proposal Phil 468; the New Course Proposal ECON 490 and they have been subsequently ratified by the Faculty.

Would you, therefore, please place these items on the agenda of the next SCUS meeting.



W. A. S. Smith

cc: Mr. H. Evans

Attach.

/jm

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C.90-60
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SIMON FRASER UNIVERSITY

MEMORANDUM

To Dr. L. A. Boland, Chairman,
Faculty of Arts Curriculum
Committee

Subject Revision of History Depart-
ment Undergraduate curriculum

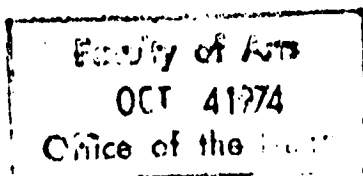
From H. J. M. Johnston, Chairman,
Department of History

Date October 3rd, 1974

The Department of History has approved a revision of its undergraduate curriculum: This involves:

- i. the deletion of eleven courses
- ii. the addition of fourteen courses
- iii. the re-numbering of one course
- iv. the re-titling of twelve courses
- v. the addition of calendar descriptions to all courses except History 199, History 299, History 489, History 495, History 496. History 497, History 498 and History 499, which already had descriptions.

I attach course proposal forms and outlines along with a summary of the changes proposed.



PROPOSED REVISION TO CALENDAR ENTRY

Requirements for Prospective Major Students in the Lower Levels

Students must obtain at least eighteen hours credit in 100 and 200 division course work in history during the first four levels if they intend to enter the major program. In certain cases, in which students have credit in associated subjects such as economic history, historical geography or the philosophy of history, exceptions may be made by the department chairman. Students should consult one of the department's faculty advisors before beginning their programs.

Requirements for Major Students in the Upper Levels

Major students are required to obtain credit in at least 30 hours of 400 division work in history. Students must select courses from at least three of the following groups:

Group 1 - Europe:

403, 404, 405, 406, 407, 408, 409, 416,
417, 419.

Group 2 - Canada and the United States:

423, 424, 428, 429, 432, 446, 447, 448, 449.

Group 3 - Latin America, the Middle East & Africa:

458, 459, 464, 465, 466, 474, 475, 476,
477.

Group 4 - Thematic Courses:

480, 481, 482, 483, 484, 489.

PROPOSED COURSE DESCRIPTIONS
AMENDMENTS & DELETIONS

Course deleted:
100-3 Introduction
to the Study of History

125-3 Britain from the Stuarts to the New course
 20th Century

An introductory survey of modern British history, this course will assess the impact of the constitutional and religious changes in the 17th century, the growth of political stability in the 18th century, the First British Empire, 18th Century commercial expansion and the Industrial Revolution, the social structure and political developments of Regency Britain, the continuing Industrial Revolution, the development of parliamentary democracy, the rise of Labour and the impact of the Great War.

146-3 Africa since the Partition New Course:
 Replaces 245-3
 Modern Africa

An introduction to the history of Modern Africa treating the European occupation, African resistance, the emergence of new states, and their contemporary problems.

Students with credit for History 245-3 (formerly History 291) may not take this course for further credit.

Course deleted:
150-3 Selected
Topics in Pre-
20th Century
History

151-3 The Modern Middle East

An introductory survey of the changing societies of the Middle East since 1800. Emphasis will be placed on familiarizing students with the basic aspects of Islamic society, the influence of European imperialism, the modernization of traditional societies, the origins of the Arab-Israeli Conflict, and the social and political ferment in the period since the Second World War.

Students with credit for History 250 (formerly History 292) may not take this course for further credit.

Course Re-numbered: Formerly 250

Course Deleted:
160-3 Selected topics in Contemporary History

190-3 Approaches to History

An examination of the conceptual problems involved in the historian's attempt to apprehend the past and its relationship to the present and the future. Particular attention will be paid to the nature of historical knowledge and explanation, and to the broad systems and patterns in which history has been conceived.

Students with credit for History 100 may not take this course for further credit.

Formerly 100-3
No longer "strongly recommended" for all prospective history majors and honors students (Change already approved by Departmental referendum.

199-3 Studies in Historical Method

A study of problems encountered in the analysis and interpretation of evidence from the past, through the use of primary source material. Intended primarily for major and honors students.

208-3 Latin America: The Colonial Period

A study of the process and institutions of Spanish colonial administration with emphasis on the clash of European and Amerindian cultures.

LAS. 200 recommended.

Students with credit under the earlier title "Modern Latin America" (or for History 280) may not take this course for further credit.

Course Retitled:
Formerly 208-3
Modern Latin America

209-3 Latin America: The National Period

Course Retitled:
Formerly 209-3
Modern Latin America

A survey of Latin American history from Independence (1808-24) to the present: post-Independence political collapse and reconsolidation; Latin America in the world trade system and the changing conditions of economic dependency: nationalist reform (Mexico) and socialist revolution (Cuba) liberalism, populism, and the rise of modernizing military. Treatment by topics and broad historical period rather than country by country.

History 208 recommended. Students with credit under the earlier title "Studies in Latin American History" cannot take this course for further credit.

212-3 The United States to 1877

The emergence and development of American civilization from the establishment of the colonies through ^{the} Civil War and Reconstruction.

History 208 recommended.

213-3 The United States since 1877

An analysis of the transformation of American culture from post-Civil War to modern forms. Topics to be discussed will include industrialization, urbanization, foreign policy, cultural and political antagonisms.

History 212 recommended.

217-3 Canada to Confederation

Course Retitled:
Formerly 217-3
Canada

A survey of Canadian history to 1867

History 125 recommended. Students with credit under the former title "Canada" may not take this course for further credit.

218-3 Canada since Confederation

Course Retitled:
Formerly 218-3
Studies in Canadian History

A survey of Canadian history since 1867.

History 217 recommended. Students with credit under the former title "Studies in Canadian History" may not take this course for further credit.

A general course commencing with the 'High Middle Ages' (about 1200) and continuing through the 15th century. Principal themes will be the growth of feudal monarchies, medieval economy, the Church, the Empire and Papacy, the Black Death and demographic decline, the Avignon Papacy and the schism, the Papacy and the Conciliar epoch, the origin of humanism, the flowering of the Italian Renaissance.

223-3 Early Modern Europe (1500-1715)

Previously Titled:
223-3 Studies in Early Modern Europe

A survey of European history emphasizing the Reformation and Counter Reformation, the early modern state and economy, the Spanish Empire, the 17th Century Crisis, the wars of Louis XIV, the Russia of Peter the Great, and the Scientific Revolution.

Students with credit under the former title "Studies in Early Modern Europe" may not take this course for further credit.

224-3 18th and 19th Century Europe (1715-1870)

Previously Titled:
224-3 Studies in Modern Europe

A survey of European history emphasizing the Enlightenment and anti-Enlightenment, the French Revolution and Napoleonic Europe and first Industrial Revolution, liberalism and its opponents, agrarian conservatism, liberalism and conservatism, the Revolutions of 1848, and the struggles for political unification.

Students with credit under the former title "Studies in Modern Europe" may not take this course for further credit.

225-3 Recent European History (1870-1945)

Previously Titled:
225-3 Studies in Contemporary Europe

A survey of European history emphasizing the 2nd industrial revolution, imperialism, socialism, the origins and effects of the World Wars, the emergence of Soviet Union and of fascism.

History 224 recommended. Students with credit under the former title "Studies in Contemporary Europe" may not take this course for further credit.

226-3 The European Nation State

The social, economic, and political history of France, Germany or Russia.

230-3 The Expansion of Europe

New Course

The course will deal with the expansion of Europe, with European attitudes to non-Europeans, and with the principles of colonial administration.

Course deleted
History 245:
Modern Africa

246-3 Studies in African History

An introduction to the history of pre-20th century Africa.

History 146 recommended.

249-3 The Islamic Tradition in the Middle East

New Course

A focus on the classical and medieval periods of Islamic history, looking at topics such as the role of Muhammad, the rise and fall of the Arab empire, and the expansion of the Ottoman empire. Special attention will be given to the place of religion in the formation of Middle Eastern social institutions.

251-3 Studies in Middle Eastern History

An examination of selected aspects of European influence and imperial control in the modern Middle East, as well as aspects of the consequent political, social, economic, intellectual and military conflicts.

History 151 recommended.

293-3 Cultural and Intellectual History

An introduction to cultural and intellectual history, ordinarily with reference to a particular region or period.

At least one university level History course recommended.

Course deleted:
294-3 Religion
and Science

296-3 Social and Economic History

An introduction to social and economic history, ordinarily with reference to a particular region or period.

At least one university level History course recommended.

297-3 Political and Administrative History

An introduction to political and administrative history ordinarily with reference to a particular region or period.

At least one university level History course recommended.

298-3 An Introduction to the History of International Relations

An introduction to the theory and practice of international relations in the modern age.

At least one university level History course recommended.

299-3 Problems in History

This course is designed to allow students to pursue in greater depth a particular historical problem. It will be offered either as an individual reading course or in small seminars, depending upon student and faculty interest. Admission only by prior consent of instructor. Students may not take this course more than once or after they have completed 60 hours of course work.

At least four university level History courses recommended.

403-5 Renaissance and Reformation in Europe

An advanced assessment of the principal developments in European history from the Italian Renaissance through the 30 Years War. Stress will be given to the impact of both the Renaissance and the Reformation in creating the main features of Early Modern Europe.

History 223 recommended.

404-5 General Crises of 17th Century Europe

An investigation of the main revolutions in Great Britain and Europe and of the question whether any general explanation exists for the political crises which emerged, particularly during the period 1640-1660. History 223 recommended.

Students with credit under the former title "England from the Reformation to the Restoration" may not take this course for further credit.

405-5 Absolutism and Enlightenment in Europe

New Course, Replaces: 404-5 England from the Reformation to the Restoration

New Course

An examination of the social, economic, and political aspects of the Ancient Regime in seventeenth-century continental Europe, and of its eighteenth-century critics. Students will be required to read from contemporary sources, such as Bodin, Montesquieu, Voltaire, and Rousseau. History 223 or 224 recommended.

406-5 Industrialization of Europe

An examination of the process of industrialization on political structures, ideological formations and culture in the major European states from 1750 to 1900. Attention will also be paid to those areas where industrialization did not take place.

History 224 and/or History 225 recommended.

Students with credit under the former title "History 406--Victorian Britain" may not take this course for further credit.

New Course
Replaces: 406-5
Victorian Britain

407-5 European Imperialism

Designed to complement History 230, this course will study in detail the rise and fall of one European empire: its ideology and sense of purpose; patterns of trade, investment, and settlement; conceptions of race, citizenship, and justice; constitution and methods of administration; and defence.

History 230 recommended.

Students with credit under the former title "British Foreign and Imperial Policy" may not take this course for further credit.

New course: Replaces
407-5 British Foreign
and Imperial Policy

408-5 Conservatism, Liberalism and Socialism
in 19th Century Europe

New Course

An examination of political philosophies in their social and economic context. The experience of Britain as well as that of continental Europe will be included. Students will be required to read from contemporary sources, in translation where necessary.

History 224 and 225 recommended.

409-5 The Balance of Power in Europe

An examination of the shift in power among competing European states from the late nineteenth century until the mid twentieth century. Attention will be given to the origins and consequences of the two great European wars and to the policies of Britain, France, Germany and Russia which brought about the significant changes in the balances of power. Study will be based primarily upon documents from the Chanceries.

History 225 or 298 recommended. Students with credit under the former title "Central Europe since Metternich I" may not take this course for further credit.

414-5 The impact of the Great War

A brief look at the political, social, and territorial changes of the Versailles settlement, followed by an examination of the impact of the War upon Europe, particularly through the examples of fascism in Italy, national socialism in Germany and the general breakdown of the liberal order during the 1930's. In certain semesters additional attention may be given to the Soviet Union.

History 225 or 298. Students with credit under the former title "Central Europe since Metternich II" may not take this course for further credit.

416-5 The French Revolution

An analysis of the origins of the Revolution, of its changing nature, and of its impact on society. The Revolution will be examined in its European context. History 223, 224 or 226 (France) recommended. Students with credit under the former title "France in Modern Times I" may not take this course for further credit.

417-5 France in Modern Times

An examination of a principal aspect of, or period in, the history of French society since the Revolution. For example, attention may be given to the Nineteenth Century French Revolutionary Tradition, or to society and culture in the third, fourth and fifth Republics, or to social thought from the French Revolution to L'Action Francais.

History 224 or 225 or 226 (France) recommended.

Students with credit under the former title "France in Modern Times II" may not take this course for further credit.

New Course

Replaces 409-5
Central Europe
since Metternich I

New Course

Replaces 414-5
Central Europe
since
Metternich II

New Course:

Previously Titled:
416-5 France in
Modern Times I

Previously Titled:
417-5 France in Modern
Times II

Course Deleted:
418-5 Imperial
and Soviet Russia I

419-5 Imperial and Soviet Russia

A study of modernization in Russia, examining the effort to reform political, social and economic institutions from 1850 to 1930.

History 226 (Russia) and either History 224 or 225 recommended.

Students with credit under the former title "Imperial and Soviet Russia II" may not take this course for further credit.

Previously Titled:
419-5 Imperial and
Soviet Russia II

423-5 Problems in the Diplomatic and Political History of Canada

Selected problems in the history of the Canadian constitution, Dominion-Provincial relations, Canadian politics, the Canadian military, and Canadian external affairs.

History 217 and 218 recommended.

424-5 Problems in the Cultural History of Canada

Selected problems in Canadian ideas and attitudes on such topics as the arts, religion, education, minority and native cultures, nationalism, and Canadian historiography.

History 217 and 218 recommended.

428-5 Problems in the Social and Economic History of Canada

Selected problems in the history of Canadian agriculture and industrial development, migration and settlement, labour, native policy and class structure.

History 217 and 218 recommended.

429-5 French Canada

Selected problems in the social, cultural, economic and political development of French Canada. In some semesters study will be directed to one period such as the French Regime or the post-Confederation period; in other semesters an extensive survey of French Canadian history will be attempted.

History 217 and 218 recommended.

432-5 Canadian West

Selected problems in the social, cultural, economic and political development of the Canadian West. In some semesters, attention will be given to only one region - either British Columbia or the Prairie Provinces; in other semesters both regions will be surveyed.

History 217 and 218 recommended.

446-5 The Revolutionary and Early National Period in the United States

Previously Titled:
446-6 Colonial and Early National United States

Selected topics may include: the Revolutionary War Era; the American Enlightenment; the New Nation; American Diplomacy in the Formative Period.

History 212 recommended.

Students with credit under the former title "Colonial and Early National United States" may not take this course for further credit.

447-5 The United States in the Nineteenth Century

Selected topics may include: Jacksonian Period; Civil War, and Reconstruction; Industrialization; American Reform; Innocence in American Myth; the South.

History 212 or History 213 recommended.

448-5 The United States in the Twentieth Century

Selected topics may include: the Progressive Era; the New Deal; Contemporary America; Social Thought in Twentieth Century America.

History 213 recommended.

449-5 Problems in United States History

Topics in American history which cross traditional chronological and methodological boundaries. Examples are The Radical Critique of American Foreign Policy, American Slavery, the U.S. and the Middle East Crisis.

History 212 or 213 recommended.

458-5 Problems in Latin American Regional History

Advanced concepts and methodology applied to the study of one or more Latin American regions. Examples are: pre-Columbian and colonial Middle America; revolutionary Mexico 1910-1970; Brazil from Slavery to Militarism; frontier society to hyper-urbanism in the La Plata countries.

History 208 and 209 recommended.

New Course

Replaces: 458-5
Problems in the
Intellectual and
Cultural History
of Latin America.

459-5 Problems in the Political and Social History of Latin America

Advanced concepts and methodology applied to the study of traditional and contemporary institutions (the church, the great estate and the peasantry, elite structures) and/or political movements (agrarian revolution, populism, the modernizing military). Emphasis placed on changing historiographical interpretations.

History 208 and 209 recommended.

464-5 The Middle East in the Nineteenth Century

A seminar on the political, diplomatic, economic and social problems of the Ottoman Empire in its relations with the European powers. Background attention will also be given to the evolution of Ottoman political and social institutions since the reign of Sulaiman the Magnificent.

Recommended at least one of the following: History 151, History 249,
History 251.

465-5 The Middle East in the 20th Century

A seminar on the development problems, independence movements, military conflicts, and social and intellectual ferment in the Arab countries and Israel since the First World War.

Recommended at least one of the following: History 151, History 249,
History 251.

466-5 North Africa in the 19th and 20th Centuries

Previously titled:
466-5: North Africa

A seminar on the modern history of Tunisia, Algeria and Morocco. Antecedents to the French occupation of these regions will be studied as well as the nature and effects of the French presence, and the political and social ferment in the independent Magrib.

Recommended at least one of the following: History 151, History 249, History 251.
Students with credit under the former title "North Africa" may not take this course for further credit.

474-5 West Africa

A study of the patterns of economic, political, social and religious change from about 700 to 1950.

Recommended at least one of the following: History 146,
History 246.

475-5 South Africa

A study of the patterns of economic, political, social and religious change in South Africa from 1651 to 1948.

Recommended at least one of the following: History 146,
History 246.

476-5 East Africa

A regional study from Arab and European penetration in the 19th century to the emergence of Kenya, Uganda and Tanzania as independent states with emphasis on the patterns of economic, political, social and religious change.

Recommended at least one of the following: History 146,
History 246.

A regional study from the African, Arab and European incursions in the 19th century to the emergence of Zambia, Malawi and Rhodesia with emphasis on the patterns of economic, political, social and religious change.

Recommended at least one of the following: History 146, History 246.

Thematic Studies

Courses in this group provide students with an opportunity to develop their interest in general or specific themes about the historic past. Although the courses offered may vary according to changing faculty and student interest, the following themes give some indication of what might be discussed:

Modernization; Theories of Imperialism; International Rivalries; the Social History of Health and Welfare.

Present Wording: Courses in this group provide students with an opportunity to develop their interest in general or specific themes about the historic past. Although the themes offered may vary according to changing faculty and student interest such problems as revolution, ideology, political stability, war and peace, and disease, give some indication of the kind of theme discussed in these courses.

480-5 Studies in History I

Themes in cultural and intellectual history.

At least two upper division courses in History recommended.

481-5 Studies in History II

Themes in political and administrative history.

At least two upper division courses in History recommended.

482-5 Studies in History III

Themes in social and economic history.

At least two upper division courses in History recommended.

483-5 Studies in History IV

Themes in international relations.

At least two upper division courses in History recommended.

484-5 Studies in History V

Special topics

At least two upper division courses in History recommended.

489-5 Studies in History

This course is designed to allow students to pursue in greater depth a particular historical problem. It will be offered either as an individual reading course or as small seminars depending upon student and faculty interest. Admission only by prior consent of instructor. This course may be taken no more than twice and no more than once with the same instructor.

At least three upper division courses in History recommended.

Note: the content of the Studies in History courses ought to be substantially different from any other 400 level course

Honours Courses (open only to honours students)

495-5 Methodology and Philosophy of History

- i) A study of methodology, including such courses as principles of historical criticism, annotation and transcription of source material, generalization, and the techniques of history and the social sciences.
- ii) An examination of various philosophies of history, as well as such philosophical questions as the role and importance of ethics and morality in the writing of history and the extent to which objectivity, if desirable, is possible in historical analysis.

496-3 Directed Honours Reading I

Ordinarily this course will serve as an introduction to the events and literature of a broad area of student interest. From these directed readings in a general field of study, the student will choose a more specific topic on which to concentrate future honours work.

497-3 Directed Honours Reading II

A continuation of History 496, with readings normally closely related to the proposed subject of the Honours Essay and directed towards its final preparation.

498-5 Honours Essay

The honours essay, written under the direction of an individual faculty member, will reflect a familiarity with the events and literature of a particular area of study.

499-18 Honours Semester

A semester in which further reading and research in a specialized area of study will be undertaken. Conducted in close co-operation with faculty, this 18-hour "course" will culminate with the student writing an Honours Essay a work which shall reflect an ability to analyse and synthesize the events and literature of the specific subject being considered.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Abbreviation Code: HIST Course Number: 125 Department: HISTORY
Title of Course: Britain from the Stuarts to the 20th Century Credit Hours: 3 Vector: 2-1-0
Calendar Description of Course:

See attached

Nature of Course Lecture/tutorial
Prerequisites (or special instructions):

What course (courses), if any, is being dropped from the calendar if this course is approved: History 150-3 and History 160-3

2. Scheduling

How frequently will the course be offered? Every spring semester

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible?
E. R. Ingram Ellis; C. L. Hamilton

3. Objectives of the Course

To survey the history of Great Britain in the 17th, 18th, 19th and 20th centuries. This course will serve as useful preparation for students intending to do further work in European, Canadian or American history. It will present no significant overlap in objectives or content with other courses now offered in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date: OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

18

HIST. 125-3

Britain from the Stuarts to the
20th Century

An introductory survey of modern British history, this course will assess the impact of the constitutional and religious changes in the 17th century, the growth of political stability in the 18th century, the First British Empire, 18th Century commercial expansion and the Industrial Revolution, the social structure and political developments of Regency Britain, the continuing Industrial Revolution, the development of parliamentary democracy, the rise of Labour and the impact of the Great War

History 125-3

Britain From the Stuarts to the 20th Century

An introductory survey of modern British history, this course will assess the impact of the constitutional and religious changes in the 17th century, the growth of political stability in the 18th century, the First British Empire, 18th century commercial expansion and the Industrial Revolution, the social structure and political developments of Regency and Victorian Britain, the continuing Industrial Revolution, the development of parliamentary democracy, the rise of Labor and the impact of the Great War.

The course will be conducted on a lecture-tutorial basis, there being two one-hour lectures and one one-hour tutorial each week. Students will be asked to write two essays and to take a final examination in order to obtain credit for the course.

Examples of how a topic will be treated during the course (it should be noted that the course will develop in a chronological fashion):-

Lecture: Party Politics under William III and Queen Anne

Lecture: The Growth of the Executive during the wars against Louis XIV.

Tutorial: Was there a real difference between early 18th Century Whigs and Tories?

Reading List:

J. H. Plumb, The Growth of Political Stability in England

George Holmes, and W. A. Speck ed., The Divided Society. Party Conflict in England, 1694 - 1716

A Sample List of textbooks for the course:

G. Aylmer, A Short History of 17th Century England
J. H. Plumb, The Growth of Political Stability in England
Dorothy Marshall, English People in the 18th Century
Asa Briggs, The Age of Improvement
T. S. Ashton, The Industrial Revolution
Phyllis Deane, The First Industrial Revolution
G. K. Kitson Clark, The Making of Victorian England
John Vincent, The Formation of the British Liberal Party
David Thompson, England in the 20th Century
Arthur Marwick, The Deluge

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: HISTORYAbbreviation Code: HIST. Course Number: 146 Credit Hours: 3 Vector: 2-1-0Title of Course: Africa since the Partition

Calendar Description of Course:

See attached

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

Students with credit for History 245-3 (formerly History 291) may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved:

History 245 Modern Africa2. SchedulingHow frequently will the course be offered? Every fall semesterSemester in which the course will first be offered? 75-3Which of your present faculty would be available to make the proposed offering possible? P. Stigger; P. Kup; D. Ross3. Objectives of the Course

To survey the history of Africa in the late 19th and 20th centuries. This course will serve as an introduction to the department's 200 and 400 level offerings in African history. It presents no significant overlap with other courses now offered in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

Chairman, SCUS

146-3

Africa since the Partition

An introduction to the history of
Modern Africa treating the European
occupation, African resistance, the
emergence of new states, and their
contemporary problems.

Colonialism and the Rise of Nationalism in Black Africa

A. Introduction

1. Why Study Africa?

B. The Late 19th Century and Early 20th Century Background

2. West Africa before 1920
3. East Africa before 1920
4. Southern Africa before 1920
5. Economic Development to 1920
6. Islam, Christianity and Paganism
7. The nature of culture contact

C. The Inter-War Period. c. 1919 - c. 1939.

8. World War I and Economic Development in the 1920's & 1930's
9. West Africa between the Wars
10. East Africa between the Wars
11. Southern Africa between the Wars

D. World War II

12. Economic problems: shipping and internal marketing
13. Political Issues: External: India and the Arab World
14. Political Issues: Internal: Economic development and politics
15. Post-War pressures on Colonial Powers: FIDES and C.D.C.

E. Sample Studies from 1945

16. The prerequisites for nationalism?
17. Nigeria
18. French West Africa
19. Kenya and Mau Mau
20. Uganda and the Kabaka
21. Rhodesia
22. South Africa: White Nationalism
23. South Africa: Non-White Nationalism

F. Conclusion (?)

24. Nationalism and the past
25. Nationalism and "Socialism"

Tutorial Guides will be provided by tutorial leaders.

GENERAL RESERVE LIST

Ken Post: The New States of West Africa

Michael Crowder: Senegal

Michael Crowder: The Story of Nigeria

Kalu Ezera: The Constitutional History of Nigeria

W.E.K. Ward: A History of Ghana

Virginia Thompson and Richard Adloff (Mr. & Mrs. Adloff):

(a) French West Africa

(b) French Equatorial Africa

Great Britain: Admiralty: Naval Intelligence Division:

(a) French West Africa 2 vols.

(b) French Equatorial Africa

(c) The Belgian Congo

Richard Anstey: King Leopold's Legacy

E. A. Walker: A History of Southern Africa

Richard Gray: The Two Nations.

N. Shamuyarira: Crisis in Rhodesia

W. A. Wills: A History of Central Africa

G. H. Gann: A History of Northern Rhodesia

Roy Welensky: 4000 Days

Griff Jones: Nyasaland

George Burnett: Kenya: A Political History: The Colonial Period

Harlow Arlivers & Smith: History of East Africa Vol. II

Jomo Vinyatta: (a) Suffering without Bitterness

(b) Harambee!

King Freddie Mutesa II, Kabaka of Buganda: Desecration of my Kingdom

Julius Nyerere: (a) Freedom and Unity

(b) Freedom and Socialism

Bede Onuoha: African Socialism

Waruhiu Itote: Mau Mau General

Terence Ranger: The African Voice

Baker and Davis: Southern Africa in Transition.

The above books are on 4 hour reserve: for information, the library contains over 5000 titles and 120 serials on Africa, so that the above are merely "starters".

NEW COURSE PROPOSAL FORM

1. Calendar InformationDepartment: HistoryAbbreviation Code: HIST. Course Number: 151 Credit Hours: 3 Vector: 2-1-0Title of Course: The Modern Middle East

Calendar Description of Course:

see attached

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

Students with credit for History 250 (formerly History 292) may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved:

History 250 The Modern Middle East2. SchedulingHow frequently will the course be offered? Every fall and spring semester
Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible?

W. Cleveland, J. Spagnolo, A. Cunningham3. Objectives of the Course

To survey the history of the Middle East in the 19th and 20th centuries. This course will serve as an introduction to the Department's 200 and 400 level offerings in African history

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

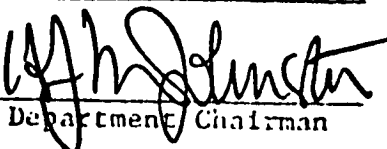
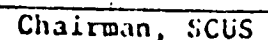
Equipment

None

5. Approval

Date:

OCT 24 1974


Department Chairman
Dean
Chairman, SCUS

151-3 The Modern Middle East

An introductory survey of the changing societies of the Middle East ~~since~~ 1800.
Emphasis will be placed on familiarizing students with the basic aspects of Islamic society, the influence of European imperialism, the modernization of traditional societies, the origins of the Arab-Israeli Conflict, and the social and political ferment in the period since the Second World War. Students who have previously taken History 250 may not take this course for credit.

HISTORY 151-3 THE MODERN MIDDLE EAST

From External War to Internal War

The chronological scope of this course is the period from roughly 1800 to the present. Relevant developments in earlier Islamic civilization will also be examined. The method of analysis will consist of a combination of chronological and topical approaches. In the first three weeks, special emphasis will be directed toward the achievement of an understanding of the dynamics of so-called 'traditional' Middle Eastern society. The disruption of the equilibrium represented by those dynamics through conflicting responses to demands for change will then be examined in its various manifestations in both the 19th and 20th centuries. The Palestine tragedy, of comparatively recent origin, will be treated within the above context and will not therefore constitute the exclusive concern of the course.

Readings:

Xerox copies of relevant 19th century documents will be made available in the library. In addition, the following books will be used extensively and students are urged to purchase them. Don Peretz, The Middle East Today.

Roderic Davison, Turkey

Maxime Rodinson, Israel and the Arabs

F. Turki, The Disinherited

Recommended Readings are:

Bernard Lewis, The Arabs in History. A work of synthesis treating aspects of the Arab-Islamic civilization from Muhammad to the 1950's

George Antonius, The Arab Awakening. An examination of the Arab Revolt of 1916 and its results from the perspective of an Arab nationalist.

Assignments:

One essay of 2,500 to 5,000 words is expected of each student. There will be a mid-term examination on Wednesday, 17th October. Each student will also be expected to give a brief (5-10 minutes) oral discussion on one of the weekly topics during the tutorial. There will be no final examination.

LECTURES AND READING ASSIGNMENTS

PART I. Origins and Bases of Ottoman Islamic Civilization

Week I - (A) Introductory

(B) The Mission of Muhammad and the principles of Islam

Required Reading

D. Peretz, Middle East Today, Chapt. 1 and 2

R. Davison, Turkey, Chapt. 1 and 2 (skim)

Strongly recommended is Chapt. 1 in Hourani, Arabic Thought. It is a rather difficult essay dealing with the essential doctrine of the classical Islamic state.

Suggested Further Reading

T. Andrae, Mohammed: The Man and His Faith

H.A.R. Gibb, Mohammedanism

A. Guillaume, Islam

W. M. Watt, Muhammad: Prophet and Statesman

Week II (A) The Ottoman System: Political and Social Groupings

(B) The Ottoman System: The Wealth of Empire

Required Readings:

Davison, Turkey, Chapt. 3;

H. Inalcik, "The Ottoman Economic Mind and Aspects of the Ottoman Economy." (XR)

Peretz, Middle East, Chapt. 3.

Suggested Further Reading:

A. H. Lybyer, The Government of the Ottoman Empire in the Time of Suleiman the Magnificent.

B. Miller, The Palace School of Muhammad the Conqueror

B. Lewis, Istanbul and the Civilization of the Ottoman Empire

A. Hourani, Arabic Thought, Chapt. 2.

Part II. The System Challenged: Western Presence and Internal Response

Week III (A) The Process of Adaptation and Change in the 19th Century Middle East: Egypt and the Reforms of Muhammad Ali.

(B) Egypt and the successor of Muhammad Ali

Required Reading:

"Muhammad Ali's Destruction of the Mamluks" (XR);
al-Giritli, "The Commercial, Financial, and Industrial Policy of Muhammad Ali," pp. 389-402 of Charles Issawi, The Economic History of the Middle East.
Peretz, Middle East, Chapt. IV; and pp. 184-193.

Suggested Further Reading:

Hourani, Arabic Thought, Chapt. 3
R. Collins and R. Tignor, Egypt and the Sudan, Chapt. 4
H. Dodwell, The Founder of Modern Egypt
P.M. Holt, Egypt and the Fertile Crescent
H. Rivlin, The Agricultural Policy of Muhammad Ali

- Week IV (A) The Process of Adaptation and Change in the 19th Century Middle East: Selim III, Mahmud II, and the Inauguration of the Ottoman Tanzimat.
(B) The Process of Adaptation and Change in the 19th Century Middle East: Imitations and Rejections of the Western Model.

Required Reading

Peretz, Middle East, Chapt. 4.
Davison, Turkey, Chapt. 5;
O.C. Sarc, "Ottoman Industrial Policy, 1840-1914" pp. 46-59 in Issawi, Economic History;
"The Hatti Sherif of Gulhane" (XR);
"Sultan Abdul Mecid's Hatti Humayun" (XR)

Suggested Further Reading

N. Berkes, The Development of Secularism in Turkey
B. Lewis, The Emergence of Modern Turkey, Chaps. 2, 3, 4
R. Davison, Reform in the Ottoman Empire
S. Mardin, The Genesis of Young Ottoman Thought.

- Week V (A) External Pressures and Change: British Occupation of Egypt and the Policies of Lord Cromer
(B) New Attempts at Internal Regeneration: Abdul Hamid II and the Young Turk Revolution.

Required Reading:

"Lord Cromer's Critique of Egyptian Nationalism, 1906" (XR);
"Urbanization and the Diffusion of Modern Fashion" (XR) - A European's comments on the changes which were imposed on Cairo in the 1860s and 1870s.
Peretz, Middle East, pp. 193-207; Davison, Chapt. 6 and pp. 109-14.

Suggested Further Reading:

- Hourani, Arabic Thought, pp. 67-83; 95-102
M.S. Anderson, The Eastern Question
Lord Cromer, Modern Egypt (2 vols.)
D.S. Landes, Bankers and Pashas
P. Mansfield, The British in Egypt
R. Robinson and J. Gallagher, Africa and the Victorians
F. Ahmad, The Young Turks
B. Lewis, Emergence...., Chapt. 6 and 7.
E. Ramsaur, The Young Turks
A.L. Sayyid, Egypt and Cromer
R. Tignor, Modernization and British Colonial Rule in Egypt

- Week VI. (A) New Attempts at Internal Regeneration: Islamic
Puritanism on the Tribal Frontier; Arab Intellectual
Awakening (al-Nahdah) in the Cities.
(B) Mid-term Examination (Oct. 17)

Required Reading

Peretz, Chapt. VI.

Suggested Further Reading

- W. Cleveland, The Making of an Arab Nationalist, Chapt. 1 and 2.
S. Haim, Arab Nationalism, Chapt. 1
K. S. Husry, Three Reformers
A. Hourani, Arabic Thought, Chapt. 5, 6, and 7.
H. Sharabi, Arab Intellectuals and the West
Z. N. Zeine, The Emergence of Arab Nationalism
G. Antonius, The Arab Awakening

Part III. The Struggle for Political Independence and the Quest for
New Groupings: Internal War.

- Week VII. (A) The 20th Century Middle East: An Analysis of Legacies.
(B) Internal Establishment Preserved: The Failure of Mandated
Democracy in Egypt and Iraq.

Required Reading:

Yahya Haqqi, "The Saint's Lamp" (XR)
Peretz, Middle East, Chapt. 5, pp. 371-390 are recommended.

Suggested Further Reading

- G. Antonius, The Arab Awakening
E. Kedourie, England and the Middle East: The Destruction of the
Ottoman Empire
Z.N. Zeine, The Struggle for Arab Independence
E. Monroe, Britain's Moment in the Middle East.

- Week VIII (A) Internal Rebellion Against the Internal Establishment:
Ataturk and the Turkish Revolution
(B) The Legacy of Ataturk: How Deep the Revolution?

Required Reading

Davison, Turkey, pp. 114-127 and Chapt. 8.

"Organizing the Turkish National State" (XR) - This is a portion of Ataturk's famous six-day speech delivered in 1927.

Suggested Further Reading

B. Lewis, Emergence..., Chapt. 8.

Lord Kinross, Ataturk

R. Robinson, The First Turkish Republic

Y. Kemal, Mehmet My Hawk

Y. Kemal, Wind from the Plain - 2 novels on life in rural Turkey

- Week IX - (A) Internal Establishment Confused: The Palestine Mandate.
(B) The Search for Identity: Nationalism, Pan-Arabism, and Regionalism.

Required Reading:

Peretz, Middle East, Chapt. X;

Rodinson, Israel and the Arabs, Chapt. 1 and 2

Suggested Further Reading

W. Cleveland, The Making of an Arab Nationalist, Chapt. 3 and 4.

A. Hourani, Arabic Thought, pp. 307-323.

G. Antonius, The Arab Awakening

S. Haim, Arab Nationalism

H.Z. Nuseibeh, The Ideas of Arab Nationalism

- Week X - (A) Identity Found? The Revolution of 1952 and the
Emergence of an Arab Egypt
(B) Management of the Egyptian Revolution

Required Reading

Rodinson, Israel and the Arabs, Chapt. 3 and 4.

Peretz, Middle East, Chapt. 9.

Suggested Further Reading:

W. Ghali, Beer in the Snooker Club

M. Khadduri, Political Trends in the Arab World

J. and S. Lacouture, Egypt in Transition

M. Neguib, Egypt's Destiny

R. Dekmejian, Egypt Under Nasir
Abdel Malek, Egypt: Military Society
P.J. Vatikiotis, The Egyptian Army in Politics
P.J. Vatikiotis, (ed), Egypt Since the Revolution

Week XI - (A) The Palestine Dispute: Creation of the state of Israel
(B) The Palestine Dispute: Internal War

Required Reading

Peretz, Middle East, Chapt. 11
Rodinson, Israel and the Arabs, Chapt. 5-9;

Suggested Further Reading

B. Halpern, The Idea of the Jewish State
L. Fein, Politics in Israel
K. Love, Suez: The Twice Fought War
W. Polk et. al, Backdrop to Tragedy
N. Safran, From War to War
H. Sharabi, Palestine and Israel: The Lethal Dilemma
C. Sykes, Cross Roads to Israel
W. Lawueur (ed) The Israeli/Arab Reader

Week XII. (A) The Palestine Dispute: Creation of Palestinian Nationalists.
(B) The Palestine Dispute: "The Arab Cold War"

Required Reading

F. Turki, The Disinherited
Peretz, Middle East, Chapt. 13 and 14 (recommended)

Suggested Further Reading

G. Chaliand, The Palestinian Resistance
D. Waines, The Unholy War
W. Quandt et. al., Palestinian Nationalism
I. Aby Lughod, The Transformation of Palestine
M. Kerr, The Arab Cold War

Week XIII. (A) Black Gold: The Politics of Oil
(B) The Contemporary Middle East

Required Reading

Peretz, Middle East, Chapt. 18 - recommended in Chapt. 16.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Abbreviation Code: HIST. Course Number: 190 Department: HISTORY Credit Hours: 3 Vector: 2-1-

Title of Course: Approaches to History

Calendar Description of Course:

See attached

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

Students with credit for History 100 may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved:
History 100 Introduction to the Study of History

2. Scheduling

How frequently will the course be offered? Every Semester

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? J. F. Hutchinson, W. E. Willism; A. V. Cunningham; R. C. Newton; D. S. Kirschner; R. L. Koepke.

3. Objectives of the Course

To examine problems on the nature of historical knowledge. This course will provide an introduction to the study of history. It will present no significant overlap in objectives or content with courses now offered in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date: OCT 26 1975

[Signature]
 Department Chairman

[Signature]
 Dean

 Chairman, SCUS

190-3 Approaches to History

An examination of the conceptual problems involved in the historian's attempt to apprehend the past and its relationship to the present and the future upon this endeavour. Particular attention will be paid to the nature of historical knowledge and explanation, and to the broad systems and patterns in which history has been conceived.

Students with credit for History 100 may not take this course for further credit.

HISTORY 190 -3 Approaches to History

This course will question all you know (or think you know) about the past and its relationships to the present and future. It will inquire into the limitations of historical knowledge. You will learn that history provides answers to nothing: the important and interesting things are the questions. This course will help you ask them.

History 100 will examine six preoccupations of the study of history, each of which will occupy two weeks discussion in tutorials. They are: objectivity; progress; the great man; determinism; revisionism; history and the nation-state. A lecturer will introduce you to these questions; discussion will be on a Canadian example in the first week, a European one in the second, but you will learn that there is something called 'history' which goes beyond a particular area or period of time. You will be expected, in short, to become amateur historians ('amateur' used here in its true financial sense); how well you do this we will judge according to the impression you make upon us by what you say and what you write. One essay (the topic to be worked out with your tutorial instructor but to be on one or a combination of the problems mentioned above) will be expected of you, as will informed (and shrewd) participation in discussion. There is a fair amount of reading in this course. Though it is more interesting than reading in other 100-level courses (most courses generally for that matter), if you do not like reading, do not take the course. (If you like reading, but do not know how to, this course should help you). There may be an optional final examination.

Reading:

E.H. Carr, What is History?
G.W. Brown & Building the Canadian Nation
E. Richardson,
K. Pobedonostsev, The Falsehood of Democracy*
W.L. Kilbourn, The Firebrand
N. Machiavelli, The Prince
The Soviet Historical Encyclopedia entry on 'Kanada'*
Contemporary Accounts of the Black Death*
L. Bergeron, Petit Manuel
K. Marx & F. Engels, The Communist Manifesto
Government of Canada, Report of the Royal Commission
on Bilingualism & Biculturalism
(Selections)*

G. Orwell, 1984

* These items do not have to be bought; they are available on reserve in the library or will be distributed in class. This is not an expensive course.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

New title and added
description

Department: History

Calendar Information

Abbreviation Code: HIST Course Number: 208 Credit Hours: 3 Vector: 2-1-

Title of Course: Latin America: The Colonial Period

Calendar Description of Course:

A study of the process and institutions of Spanish colonial administration with emphasis on the clash of European and Amerindian cultures.

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

LAS. 200 recommended. Students with credit under the earlier title "Modern Latin America" (or for History 280) may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

Scheduling

How frequently will the course be offered? Once a year, normally in the fall
Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? R. Boyer; R. C. Newton

Objectives of the Course

To study the nature of Spanish Colonial rule in the Americas with emphasis on the clash of European and Amerindian cultures. This course provides background for advanced work in Latin American history at the 400 level. It presents no significant overlap in objectives or content with courses offered in other departments in the university.

Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

Approval

Date: Oct 26 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

208-3 LATIN AMERICA - THE COLONIAL PERIOD

The Spanish Colonial Empire in America

This course will explore the process and institutions of Spanish colonial rule. Special emphasis will be placed on themes related to the initial clash of European and Amerindian cultures and the consequent disruption of the latter's pre-existing social systems and economic and intellectual organization. Examination of Spanish ideas and institutions of imperial control will reveal a curious mixture of idealism and rapacity. This mixture is particularly evident in the contrast between metropolitan theory and regional colonial practice. Events and practices will be viewed from within their contemporary framework but this should not impede the student from making his own contextual critique of the imperialistic tendencies and drive to dominate that is deeply imbedded in Western civilisation.

Technical Requirements Mechanically the course will be arranged to encourage the student's active engagement in the pertinent content. The main work will be done in a weekly two hour tutorial in which attendance will be required and participation expected. A term essay will not be required but each student will write three or four short essays (about three pages) and an equal number of critiques of other students' essays. Marks will be based on written work and the degree and quality of participation in the tutorial sessions.

Books to Buy:

John Francis Bannon, The Spanish Conquistadors (with apologies for the sub-title).

Charles Gibson, Spain in America

Magnus Mörner, Race Mixture in the History of Latin America

Recommended

Clarence Haring, The Spanish Empire in America (for the serious student of the colony).

Lewis Hanke, History of Latin American Civilization, vol. 1 (For the student who finds the reserve system inconvenient).

Tutorial Topics

History 208: Colonial Latin America

1. The Amerindian Background

Lewis Hanke, History of Latin American Civilization, vol. I, 71-87; 98-116

B. Keen, Readings in Latin American Civilization, part I, pp. 2-38

F. Peterson, Ancient Mexico

J.H. Parry, The Spanish Seaborne Empire, Chap.3: "The Kingdoms of the Sun."

2. The Iberian Background

W. McNeill, The Rise of the West (Univ. of Chicago Edition), 569-76

J.H. Elliott, "The Spanish Heritage," Encounter (Sept. 1965), 34-40.

J.H. Elliott, Imperial Spain, 1469-1716, pp. 44-65.

C. Gibson, Spain in America, Chap. I.

J.H. Parry, The Spanish Seaborne Empire, Prologue: pp. 27-37

Américo Castro, The Structure of Spanish History. see esp. "Towards an Understanding of Spain," pp. 589-671.

Eliseo Vivas, "The Spanish Heritage." American Sociological Review, Vol. 10 (1945), 184-191.

3. Do the Americas Have a Common History?

H.E. Bolton, "The Epic of Greater America," xerox reserve. Also reprinted in H.F. Cline, Latin American History, vol. I and L. Hanke, Do the Americas Have a Common History?

S. Zavala, "A General View of the Colonial History of the New World," in H.F. Cline, Latin American History, Vol. I, 195-206.

Edmundo O'Gorman, "Do the Americas Have a Common History?", in L. Hanke, Do the Americas Have a Common History, pp. 103-133

R.M. Morse, "The Two Americas: Musings of a Gringo," Encounter (sept. 1965), 90-95

4. The Conquistadors

Luis Weckmann, "The Middle Ages in the Conquest of America," Speculum (1951), pp. 130-139.

Peter Shaffer, The Royal Hunt of the Sun

John F. Bannon, The Spanish Conquistadors

Gibson, Spain Chap. 2

Parry, Spanish Seaborne Empire, Chaps. 4 & 5.

5. The Black Legend

Lewis Hanke, Aristotle and the American Indians, 3-11.

George Kubler, "Population Movements in Mexico, 1520-1600," HAHR, (1942), 606-643.

L.B. Simpson, "Spanish Utopia," xerox.

Lewis Hanke, "A Modest Proposal for a Moratorium on Grand Generalizations: Some Thoughts on the Black Legend," HAHR (1971), 112-127.

B. Keen, "The Black Legend Revisited," HAHR (1969), 703-721.

B. Keen, "The White Legend Revisited," HAHR (1971), 336-55.

C. Gibson, The Black Legend

R.E. Quirk, "Some Notes on a Controversial Controversy: Juan Gines Sepulveda and National Serxitude," HAHR (1954), 357-64.

C. Gibson, Spain, chap. 7

L. Hanke, History of Latin American Civilization,
vol. I, sec. 3

6. Encomienda and Hacienda

James Lockhart, "Encomienda and Hacienda," HAHR (1969),
411-429.

M. Mörner, "The Spanish American Hacienda," HAHR (1973),
183-216

L.B. Simpson, The Encomienda in New Spain

L.B. Simpson, Many Mexicos, 94-118.

F.A. Kirkpatrick, "Repartimiento - Encomienda," HAHR (1939),
373-79.

R.S. Chamberlain, "Simpson's The Encomienda in New Spain and
Recent Encomienda Studies," HAHR (1954) 238-250.

C. Gibson, Spain, Chap. 3

L. Hanke, History, vol. I, Sec. 4: items 1,2,4,5.

7. Formal Institutions of Colonization

F. Pike, "The Municipality and the System of Checks and
Balances in Spanish American Colonial Administration,"
The Americas (1958), 139-158.

F. Pike, "The Cabildo and Colonial Loyalty to Hapsburg
Rulers," Journal of Inter-American Studies (1960), 405-420.

J. Phelan, "Authority and Flexibility in the Spanish Imperial
Bureaucracy," Administrative Science Quarterly (1960), 47-65

C. Gibson, "The Aztec Aristocracy in Colonial Mexico,"
Studies in Society and History (1959-60), 169-196.

C. Gibson, Spain, Chaps. 4 & 5

L.B. Simpson, Many Mexicos, Chaps. 4,5,6,7.

8. Race and Class

M. Mörner, Race Mixture in the History of Latin America

W. Borah, "Race and Class in Mexico," Pacific Historical Review, (1954), 331-343.

M. Mörner, "The History of Race Relations in Latin America: Some Comments on the State of Research," LARR (1966), 17-44.

C. Gibson, Spain, Chaps. 6 & 7

Parry, Spanish Seaborne Empire, Chap. 9.

9. Urban Life

L. Hanks, History of Latin American Civilization, Vol. I, Section 6.

R.M. Morse, "Some Characteristics of Latin American Urban History," American Historical Review Vol. 67, No.2.

R.M. Morse, "Latin American Cities: Aspects of Function and Structure," Comparative Studies in Society and History, Vol. 4, No.4.

10. The Bourbon Reforms

W. Howe, The Mining Guild of New Spain and Its Tribunal General, 1770-1821

Clement Motton, Mexican Silver and the Enlightenment

D. Brading, Miners and Merchants in Bourbon Mexico, 1763-1810

C. Gibson, Spain, Chap. 8

J.H. Parry, Seaborne, Chaps. 14 & 16.

B. Diffie, Latin American Civilization: Colonial Period, 417-440

11. Independence

R.A. Humphreys, "The Fall of the Spanish American Empire," History (Oct. 1952), 213-227.

H.M. Hamill, The Hidalgo Revolt Chap. I: "A Spanish Colony in a Napoleonic World;" 2: "Spaniards and Mexicans."

J.H. Parry, The Spanish Seaborne Empire, pp. 327-381 (Part 5)

C. Gibson, "Epilogue"

R.M. Morse, "The History of Latin America," in Louis Hartz (ed.), The Founding of New Societies, pp. 123-177.

12. The Spanish Commercial System

C. Nettels, "England and Spanish American Trade, 1680-1715", Journal of Modern History (1931).

C. Haring, The Spanish Empire in America, Chap. 16.

B. Diffie, Latin American Civilization, Chap. 19

13. The Brazilian Case

C. Freyre, The Masters and the Slaves, Chap. I "General Characteristics of the Plantation Colony of Brazil,"

B. Diffie, Latin American Civilization: Colonial Period,

O. Furtado, The Economic Growth of Brazil.

B. Diffie, Latin American Civilization, 693-717 (Society and Culture) 739-53 (Government)

NEW COURSE PROPOSAL FORM

New title and description

1. Calendar InformationDepartment: HISTORYAbbreviation Code: HIST Course Number: 209 Credit Hours: 3 Vector: 2-1-0Title of Course: Latin America: The National Period

Calendar Description of Course:

see attached

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

History 208 recommended.

Students with credit under the earlier title "Studies in Latin American History" cannot take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. SchedulingHow frequently will the course be offered? Once a year, normally in the springSemester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible?

R. C. Newton; R. E. Boyer3. Objectives of the Course

To examine the history of the states of Latin America since they achieved independence in the first quarter of the 19th century. This course will provide background for advanced courses in Latin American history at the 400 level. It presents no significant overlap in objectives or content with courses offered in other departments in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

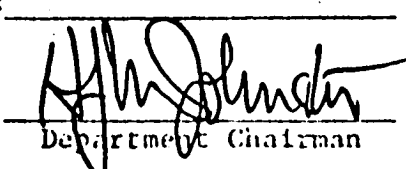
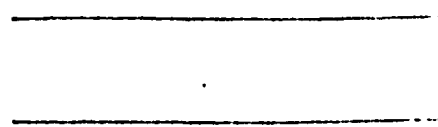
Space

Equipment

None

5. Approval

Date:

OCT 24 1974
Department Chairman
Dean
Chairman, SCUS

209-3 Latin America: The National Period

A survey of Latin American history from Independence (1808-24) to the present: post-Independence political collapse and reconsolidation; Latin America in the world trade system and the changing conditions of economic dependency: nationalist reform (Mexico) and socialist revolution (Cuba) liberalism, populism, and the rise of modernizing military. Treatment by topics and broad historical period rather than country by country.

History 208 recommended.

Students with credit under the earlier title "Studies in Latin American History" cannot take this course for further credit.

"LATIN AMERICA SINCE INDEPENDENCE, 1808 TO THE PRESENT"

DESCRIPTION: This is the second of two introductory survey courses on Latin American history. In it we will examine the century and a half of independent political existence of the Latin American states. We will begin with the processes that led to independence from the Spanish, Portuguese, and French Empires during the first quarter of the nineteenth century. The course will spend relatively little time on the remainder of the nineteenth century, a period characterized, in most of Latin America, by political anarchy and economic stagnation. We will be concerned, however, with the ways in which political order was restored toward the end of the century, and the extractive economies of the area were developed and annexed by the industrializing nations of Europe and North America. In the twentieth century, popular participation in politics has grown, in some cases through revolution (and we will look closely at Mexico and Cuba in this respect), while problems of expansion of economics and distribution of national income have proven as intractable as ever. With the great depression of the 1930's, the free world trading system collapsed, and for a time the Latin American states embarked upon experiments in economic nationalism, industrialism, and varieties of "populistic" democracy. Since World War II, however, most of these experiments have faded away. The presence of the United States in the Western Hemisphere has grown overwhelming. Political systems seem to show a propensity to follow the Brazilian example: direct military rule committed to "development."

MECHANICS: There are 13 weekly units of work built around two lectures and one tutorial. Lectures are formal. They provide background and conceptual framework for topics under discussion. Attendance is urged. Tutorials are informal. Students are meant to define, question, and talk. Attendance is required. A term essay is required; it will be due approximately one week before the end of classes. Topic and bibliography should be worked out in consultation with the instructor. There will be a short take-home final exam. Term grade is determined as follows: 40% tutorial work, 40% term essay. 20% final exam. There are no required texts to purchase; all readings are on Library Reserve.

LECTURES

I. Introductory:

1. Latin America: Physical and Human Geography
2. " " : Colonial Society and the Economic System, Before 1808

II. Independence:

3. The 18th Century Resurgence of Spain and Portugal; the Enlightenment
4. Spain and the Empire in an Age of Revolution
5. The Independence of Mexico
6. The Independence of Spanish South America

LECTURES (CONT'D)

- III. From the Viceroyalty to the Oligarchic Republics, 1808-1880:
 - 7. Adventures in Statecraft and the Age of the Caudillo
 - 8. The Curious Case of Brazil: From Empire to Republic
 - 9. Recovery, Progress, and Order. "Made in Europe" -- Technology, Immigration, Ideas.
 - 10. The Oligarchic Republics: Argentina and Brazil
 - 11. The Oligarchic Republics: Chile and Mexico
- IV. The New Century:
 - 12. Positivism and the Anti-Positivist Reaction; Urbanism and Liberal Democracy in Argentina and Uruguay
 - 13. Origins of the Monroe Doctrine
 - 14. The U.S. in the Caribbean, 1895 - 1914
- V. The Mexican Revolution:
 - 15. The Porfiriato and the Years of Upheaval, 1910-1920
 - 16. The Course of Reform, 1920-1940
 - 17. From Lázaro Cárdenas to the Institutionalized Revolution.
- VI. Latin America Between the Wars:
 - 18. The 1920's or the Last Binge; New Forces in the Left: APRA, the Communists, the University Reform.
 - 19. The 1930's: World Depression, Economic Nationalism, the Populist Dictators
 - 20. The Curious Case of Argentina, 1930-1955: the Last Stand of the Oligarchy and the Origins of Peronism
- VII. World War II and the Postwar:
 - 21. The Good Neighbor: Prosperity and the Rise of the Democratic Left, 1939-1950
 - 22. The Cold War, The Decline of the Democratic Left, the Return of the Dictators, 1945-1959
- VIII. The Cuban Revolution:
 - 23. Origins, 1898-1959
 - 24. The New Cuba, 1959-
- IX. Contemporary Latin America:
 - 25. Industrialization, Urbanization, and Dependency
 - 26. The End of Liberalism, the End of Populism, and the Modernizing Military.

READING LIST

Richard M. Morse, "The Heritage of Latin America", in The Founding of New Societies: Studies in the History of the United States, Latin America, South Africa, Canada and Australia, pp. 123-177

Hugh M. Hamill, Jr., Dictatorship in the Spanish America (N.Y. 1965)

Charles A. Hale, Mexican Liberalism in the Age of Mora, 1821-1853, New Haven, 1968

Clark Reynolds, The Mexican Economy: Twentieth Century Structure and Growth. New Haven, 1970

Karl Loewenstein, Brazil Under Vargas, N.Y. 1942

David Green, The Containment of Latin America, N.Y., 1971

Jose Luis de Imaz, Those Who Rule, N.Y., 1964
Of the Cuban Revolution N.Y., 1970

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM Description added

1. Calendar Information

Abbreviation Code: HIST Course Number: 212 Department: HISTORY
Title of Course: The United States to 1877 Credit Hours: 3 Vector: 2-1-0
Calendar Description of Course:

The emergence and development of American civilization from the establishment of the colonies through Civil War and Reconstruction the

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

History 208 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? Every fall

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? A. D. Aberbach; I. Mugridge; M. Fellman; D. Kirschner

3. Objectives of the Course

To examine the development of the United States from the colonial period to the post Civil War era. This course provides background for advanced work in American history at the 400 level. It presents no significant overlap in objectives or content with courses offered in other departments in the university

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

Chairman, SCUS **48**

"THE U.S., 1763-1877"

Until about the time of the Civil War, America was a developing nation, where experimentation was considered as important as limitation. On most levels and in most places, basic questions about the quality of the culture were being raised repeatedly and answered only tentatively. During the era of Civil War and reconstruction this boundless quality was hemmed in, and the idea of permanent structures grew. History 243 will be an attempt to delve into such general cultural themes. Some specific subjects will be the nature of the American revolutionary struggle, moral reform, slavery, and utopianism.

The course will consist of two lectures and one discussion section each week. Feel free however, to raise questions during and after the lectures; I am more interested in your questions than in my own. In the discussion sections special emphasis will be placed on close, critical reading of the books assigned. Requirements include one short essay, and some form of final exam. These matters will be discussed in class, as will the order of the reading assignments.

My office number is 6038 and my phone number there is 291-3150. Office hours will be announced shortly. My home address is 3642 W. 22nd Avenue, Vancouver 8, B. C. and my phone there is 224-0638. Do not hesitate to get in touch with me.

The Reading List is as follows:

William Miller, A New History of the U.S.
Henry D. Thoreau, Walden & Civil Disobedience
James S. Young, The Washington Community
Stanley Elkins, Slavery
David Donald, Lincoln Reconsidered
Kenneth Stampp, The Era of Reconstruction
Benjamin Franklin, Autobiography
Henry Nash Smith, Virgin Land

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM Description added

Department: HISTORY

1. Calendar Information

Abbreviation Code: HIST Course Number: 213 Credit Hours: 3 Vector: 2-1-0

Title of Course: The United States since 1877

Calendar Description of Course:

An analysis of the transformation of American culture from post-Civil War to modern forms. Topics to be discussed will include industrialization, urbanization, foreign policy, cultural and political antagonisms.

Nature of Course Lecture/Seminar

Prerequisites (or special instructions):

History 212 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered?

Every spring and some summers

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible? Fellman; Mugridge; Kirschner; Aberbach

3. Objectives of the Course

To study principal themes in United States history from 1877. This course will provide background for advanced work in United States history at the 400 level. It presents no significant overlap in objectives or content with courses offered in other departments in the University.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

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Although there will be no textbook as such in the course, you might find it convenient for reference purposes to purchase an outline of American history, or something like William Miller's A New History of the United States, which is gratifyingly inexpensive.

The main book in the course is Words That Made American History (Vol.II), third edition, edited by Richard N. Current, et.al. It is a collection of fairly substantial primary documents designed to shed light on various problems in the American past. For our purposes, the documents should help to demonstrate the different ways in which different historians can interpret the same materials. In this case, you are the historians. I prefer not to present a timetable of assignments from this book, because I want to coordinate the readings with my lectures, and I cannot predict the pace at which the lectures will develop. Instead, I shall keep you posted on assignments as we go along, with at least two weeks notice for each one.

During the sixth or seventh week I shall expect a short paper from you based upon the Richard Abrams volume on federal regulation, and about three weeks later a similar paper based upon Henry May's volume on intellectuals during the 1920s. There will probably be a third short paper toward the end of the semester based upon documents in the Current book. None of these papers will require additional research, and there will be no examination in the course.

The emphasis, then, will be on certain themes in American history, and especially on how to do history that relates to these themes. The premium is not on memorizing vast quantities of information (which you would forget with relish at the end of the semester anyhow), but on thinking your way through historical materials, and coming to some sort of overview of modern American history.

NEW COURSE PROPOSAL FORM

New title and description.

1. Calendar InformationDepartment: HISTORYAbbreviation Code: HIST Course Number: 217 Credit Hours: 3 Vector: 2-1-0Title of Course: Canada to Confederation

Calendar Description of Course:

A survey of Canadian history to 1867

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

History 125 recommended.

Students with credit under the former title "Canada" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved:
None2. SchedulingHow frequently will the course be offered? Every fall and some summersSemester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible?

J. M. Bumsted; H. J. M. Johnston3. Objectives of the Course

To introduce students to the history of Canada before Confederation
 This course will provide background for advanced work in Canadian
 history at the 400 level. It presents no significant overlap on
 objectives or content with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974H. J. M. Johnston
Department ChairmanW. G. D. Bumsted
DeanChairman, SCUS

History 217-3 - CANADA TO CONFEDERATION

Following is the course outline and reading list for History 217-- Canada Before Confederation. The bulk of required reading is in 2 books, Documentary Problems in Canadian History, Vol. 1, and Canada Before Confederation. Limited numbers of these works are available through the S.F.U. Library, or they may be obtained at the S.F.U. bookstore. Since tutorial discussion will be based on this reading, and since the instructor will request that those students unprepared in tutorials, withdraw from the course, each student should obtain copies of these works. There is no text book in the usual sense in History 217; a list of textbooks (available on reserve at the library) is appended to this reading list.

Formal requirements insist the following:

1. A brief position paper for one of the weekly tutorials. Based on the ~~weekly~~ reading (the going beyond it into other sources), this paper will serve as the basis for the tutorial discussion. Further information on these papers will be available at the first tutorial. All students should prepare the reading for Week I for the first tutorial and be ready to discuss it in class.
2. A short term essay (with an unalterable minimum of 2000 words and a maximum of 2500; papers longer or shorter will be returned unread to the writer) on topics to be distributed in the first week of class. These papers will be due on or before December 1, 1974.
3. A three-hour final examination to be written in accordance with university regulations in the examination period.
4. Tutorial participation and performance will be taken into account in preparing final grades. Unprepared students will be asked to leave the course; others will not be penalized.

HISTORY 217

Weekly Topics and Tutorial Assignments

WEEK I: DISCOVERY, EXPLORATION, AND EARLY SETTLEMENT

- Lecture 1: The European Image of the New World
Lecture 2: The Amerindians

Required Reading: Documentary Problems, 1-24
Canadian History Before Confederation, 3-42, 58-80.

WEEK II: FRENCH CANADA TO 1760

- Lecture 3: The Framework of French Society
Lecture 4: The Dynamics of French Society

Required Reading: Documentary Problems, 25-72
Canadian History Before Confederation, 81-164

WEEK III: THE MARITIMES TO 1775

- Lecture 5: Maritime Developments culminating in the Acadian Expulsion.
Lecture 6: The First wave of English Migration, 1760-1775.

Required Reading: Documentary Problems, 73-96
Canadian History Before Confederation, 43-57, 165-176

WEEK IV: IMPERIAL READJUSTMENT AND THE AMERICAN REVOLUTION

- Lecture 7: Canada and the Empire, 1760-1774
Lecture 8: Canada and the American Revolution

Required Reading: Documentary Problems, 117-138
Canadian History Before Confederation, 117-209

WEEK V: THE NEW BRITISH NORTH AMERICA, 1783-1812

- Lecture 9: The Loyalists
Lecture 10: New provinces and old problems, The Constitutional Act of 1791 to The War of 1812.

Required Reading: Documentary Problems, 97-116
Canadian History Before Confederation, 210-252, 270-286

WEEK VI: THE MARITIMES, 1800-1860

- Lecture 11: Political and Economic Developments
Lecture 12: Social & cultural Developments

Required Reading: Documentary Problems, 181-204
Canadian History Before Confederation, 41 115-164

WEEK VII: THE WEST TO 1850

- Lecture 13: To 1821
Lecture 14: 1821-1860

Required Reading: Documentary Problems, 205-228
Canadian History Before Confederation, 287-305, 400-415

WEEK VIII: UPPER CANADA, 1812-1837

Lecture 15: Religion, Education, and Land

Lecture 16: Political and Economic Development

Required Reading: Documentary Problems, 139-160
Canadian History Before Confederation,
253-269, 330-361

WEEK IX: LOWER CANADA 1812-1837

Lecture 17: Race and Class in Lower Canada

Lecture 18: Political and Economic Problems

Required Reading: Documentary Problems, 161-180
D. G. Creighton, Empire of the St. Lawrence

WEEK X: REBELLION AND RECOVERY, 1837-1845

Lecture 19: The Rebellions of 1837

Lecture 20: The Durham Report and its Aftermath

Required Reading: Canadian History Before Confederation,
374-383
G. Grey, Lord Durham's Report

WEEK XI: BEGINNINGS OF INDUSTRIALISM AND NATIONALISM, 1845-1860

Lecture 21: The New Age of Iron and Steam

Lecture 22: Annexation, Reciprocity, and the Double Majority

Required Reading: Documentary Problems, 229-258
Canadian History Before Confederation,
307-329, 362-399

WEEK XII: THE COMING OF CONFEDERATION

Lecture 23: The Road to Charlottetown

Lecture 24: Yankees, Fenians, and anti-Confederates.

Required Reading: Documentary Problems, 259-280
Canadian History Before Confederation,
465-514

SUPPLEMENTAL READING LIST

* = paperback edition available.

1. Maritimes

Gordon Stewart & G. Rawlyk
* J.M. Beck, ed.
* W.S. MacNutt

J.B. Brebner
* W.M. Whitelaw

* G. Rawlyn, ed.

* T. McCulloch
* T.C. Haliburton
E.C. Wright
H.A. Innis
George Rawlyk

A People Highly Favoured of God
Joseph Howe: Voice of Nova Scotia
The Atlantic Provinces
New Brunswick: A History
The Neutral Yankees of Nova Scotia
The Maritimes and Canada Before
Confederation
Historical Essays on the Atlantic
Provinces
The Stepsure Letters
The Old Judge; Sam Slick
The Loyalists of New Brunswick
The Cod Fisheries
Nova Scotia's Massachusetts

2. Lower Canada (Quebec)

* A.L. Burt
H. Neatby
H.T. Manning

G. Lanctot
D.G. Creighton
Masm Wade

The Old Province of Quebec
Quebec, 1760 - 1792
The Revolt of French Canada,
1800 - 1835
Canada and the American Revolution
The Empire of the St. Lawrence
The French Canadians

3. Upper Canada

G. Craig
* W. Kilbourne
M. Fairley, ed.
* F. Landon

* W.H. Graham
* A. Durham
A. Wilson
J.L.H. Henderson
L.F. Gates

Upper Canada, 1784 - 1841
The Firebrand (William Lyon MacKenzie)
The Selected Writings of W.L.M.
Western Ontario and the American
Frontier
The Tiger of Canada West
Political Unrest in Upper Canada
The Clergy Reserves
John Strachan
Land Policies of Upper Canada

4. The West

* H. Innis
A.C. Gluck

E.E. Rich

F.S. Morton

J. Galbraith

The Fur Trade in Canada
Minnesota and the Manifest Destiny
of the Canadian Northwest
The Fur Trade and the Northwest to
1857
A History of the Canadian West to
1870 - 71
The Hudson's Bay Company as an
Imperial Factor, 1821 - 1869

SUPPLEMENTAL READING LIST

Page 2

4. The West contd...

W.N. Sage
W.K. Lamb, ed.
* John Warkentin, ed.

Sir James Douglass and B.C.
Letters and Journals of Simon Fraser
The Western Interior of Canada

5. Union and Confederation

J.M.S. Careless
P.B. Waite
W.L. Morton
* D.G. Creighton
J.M.S. Careless
* P.B. Waite, ed.
* G.M. Craig, ed.
* O.D. Skelton

The Union of the Canadas
The Life and Times of Confederation
Confederation, 1857 - 1873
John A. Macdonald, v.1.
Brown of the Globe
Confederation Debates
Lord Durham's Report
Life and Times of Sir A.T. Galt

6. Assorted Topics

J.M. Bumsted
* D.C. Masters
* G. Tucker

* J.S. Morr, ed.
* J.M. Hitsman
* A.L. Burt
S.D. Clark

H.I. Cowan

J.E. Hodgetts
S.F. Wise &
R.C. Brown
J.M. Hitsman

Henry Alline, 1748 - 1784
The Reciprocity Treaty of 1854
The Canadian Commercial Revolution,
1845 - 1851
Church and State in Canada, 1627-1867
The Incredible War of 1812
The United States, Britain and BNA
Movements of Political Protest
in Canada, 1640 - 1840
British Emigration to BNA: The
First 100 Years
Pioneer Public Service, 1841-67

Canada Views the United States
Safeguarding Canada, 1763 - 1871

TEXTBOOKS (on reserve at Library)

W.L. Morton
J.B. Brebner
A.R.M. Lower
* D.G. Creighton
P.G. Cornell et.al.
* J.M.S. Careless
E. McInnis
* R. Cook, et.al.

The Kingdom of Canada
Canada
Colony to Nation
Dominion of the North
Canada: Unity in Diversity
Canada: A Story of Challenge
Canada
Canada: A Modern Study

(paperback editions available).

TOPICS FOR TERM PAPERS

1. Why was New France able to resist British military power in North America for so many years?
2. Were the Amerindians well treated by the French?
3. What was the effect of the conquest in the habitant?
4. Why were the Acadians expelled from Nova Scotia?
5. What was the relationship of revival and rebellion in Nova Scotia?
6. Do Loyalists make good Canadian heroes?
7. To what extent was the property of the Maritime provinces between 1815 and 1860 misleading?
8. Was the War of 1812 really critical for Canada?
9. Why were the Rebellions of 1837 important?
10. Were the Clergy Reserves a "phony issue" in Upper Canada?
11. Was William Lyon MacKenzie a fraud?
12. How radical was L.J. Papineau?
13. To what extent was dislike of the United States fostered by British North America's ruling classes?
14. Why did Lord Selkirk found the Red River Colony?
15. Did the Hudson Bay Company play a positive or a negative role in the development of the West before 1860?
16. Evaluate Lord Durham's achievement in Canada?
17. Did British North America benefit from the Reciprocity Treaty?
18. Why was responsible government such a critical issue in British North America?
19. To what extent were the critics of confederation political realists?

1. Calendar Information

Abbreviation Code: HIST

Course Number: 218

Department: HISTORY

Title of Course: Canada Since Confederation

Credit Hours: 3 Vector: 2-1

Calendar Description of Course:

A survey of Canadian history to 1867

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):
History 217 recommended.

Students with credit under the former title "Studies in Canadian History" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved:
None

2. Scheduling

How frequently will the course be offered? Every spring and some summers

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible?
D. L. Cole;

3. Objectives of the Course

To introduce students to Canadian history since Confederation. This course provides background for advanced work in Canadian history at the 400 level. It presents no significant overlap in content or objectives with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty
Staff
Library
Audio Visual
Space
Equipment

None

5. Approval

Date: OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

HISTORY 218-3 CANADA SINCE CONFEDERATION

The course follows the traditional emphasis upon political history in the post-Confederation period, but attention will also be given to cultural, economic and social history. Some themes within political history will particularly be explored, e.g., the problem of conflicting cultures, the problems of Canadian "nationalism" and "national identity", and whatever intellectual history can be dredged from Canadian thought. Chronologically, the course will extend into the 1960s, although such contemporary questions as bilingualism, the British North America Act, and the question of identity will be dealt with in historical perspective.

Assigned texts are as follows:-

- J. M. S. Careless and R. Craig Brown, The Canadians, Part I, Macmillan of Canada, 1967, paperback.
- R. C. Brown and M. E. Prang, eds., Confederation to 1949, Vol. III, "Canadian Historical Documents", Prentice-Hall, 1966, paperback.
- Carl Berger, Approaches to Canadian History, Vol. I, "Canadian Historical Readings", University of Toronto Press, 1967, paperback.
- Ringuet, Thirty Acres, McClelland & Stewart, (1938), paperback.
- Robert J. C. Stead, Grain, McClelland & Stewart, (1926), paperback.

Listed below you will find a breakdown of the course into lectures and assigned readings. These readings, along with the lectures, constitute your preparation for tutorials. Students are reminded that a portion of their mark will be determined by the tutor's assessment of their work in the tutorials. Written assignments will be made by tutorial leaders.

The course grade will be determined by tutorial work, including written assignments, and a final examination. The examination will count approximately 40 per cent of the course grade.

- A. Introduction: Confederation (2 lectures)
The Canadians, Ch. 1.
Confederation to 1949, pp. 1-15
- B. National Policies: Liberal and Conservative (2 lectures)
The Canadians, Chs. 1, 2, 3.
Confederation to 1949, pp. 23-47, 70-77.
- C. Race and Politics (4 lectures)
The Canadians, Chs. 4, 5.
Confederation to 1949, pp. 47-59, 73-76, 123-142.

- D. External Relations: The Empire and the United States (2 lectures)
The Canadians, Chs. 1-5
Confederation to 1949, pp. 29-34, 60-69, 98-122.
- E. The West (2 lectures)
The Canadians, Chs. 1-5
Confederation to 1949, 5-22, 28-29, 78-97.
Stead, Grain
- F. World War I and After (2 lectures)
The Canadians, Ch. 6.
Confederation to 1949, pp. 143-177, 294-302.
- G. The Inter-War Period, (2 lectures)
The Canadians, Chs. 7-8.
Confederation to 1949, pp. 177-208, 214-279.
- H. Isolation, Appeasement and War, (2 lectures)
The Canadians, Chs. 7, 8, 9.
Confederation to 1949, pp. 303-318
- I. Post-War Canada (2 lectures)
The Canadians, Chs. 10, 11.
Confederation to 1949, pp. 285-293, 317-321.
- J. Quebec in Transition (2 lectures)
The Canadians, Ch. 11.
Ringuet, Thirty Acres
- K. Society, Culture, and some Overviews (4 lectures)
Confederation to 1949, pp. 208-213, 279-283, 321.
Berger, Approaches to Canadian History

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Abbreviation Code: HIST

Course Number: 220

Department: History

Credit Hours: 3 Vector: 2-1-0

Title of Course: Mediaeval and Renaissance history

Calendar Description of Course:

See attached

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Every fall

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? C. L. Hamilton

3. Objectives of the Course

To introduce students to principal themes in the history of Mediaeval and Renaissance Europe. This course constitutes the first part of a four part European survey and will serve as preparation for advanced work in the Renaissance and Reformation and Early Modern Europe at the 400 level. It presents no significant overlap in content and objective with other courses taught in the University.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date: OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

220-3 Mediaeval and Renaissance History

A general course commencing with the 'High Middle Ages' (about 1200) and continuing through the 15th century. Principal themes will be the growth of feudal monarchies, medieval economy, the Church, the Empire and Papacy, the Black Death and demographic decline, the Avignon Papacy and the schism, the Papacy and the Conciliar epoch, the origin of humanism, the flowering of the Italian Renaissance.

HISTORY 220-3 - MEDIAEVAL AND RENAISSANCE HISTORY

An Introduction to Mediaeval and Renaissance Europe

This course is a survey of European History from the high middle ages through the Italian Renaissance. Its chronological limits are roughly 1250 to 1500. Topics to be discussed include the mediaeval papacy, the growth of western monarchies and the emergence of the princely state in Germany, church-state relations, economic and demographic expansion, the impact of the Black Death, the Babylonian Captivity and the Great Schism, 15th century Italy and the spirit of renewal, the art and architecture of the Renaissance and the voyages of discovery.

The course will be conducted on a lecture-tutorial basis, there being two one-hour lectures and one one-hour tutorial each week.

Example of how a topic will be treated during the course:

lecture: The growth of the mediaeval papacy: its position during the pontificate of Innocent III

lecture: The growth of the English and French monarchies during the 13th century

tutorial: Church v. state; the conflict between Pope Boniface III and Edward I (of England) and Philip IV (of France)

Reading: Strayer, The Middle Ages
The Papal Bull, Unam Sanctam
Excerpts from Marsiglio of Padua, Defensor Pacis

A sample list of textbooks for the course:

J. H. Strayer,	<u>The Middle Ages</u>
Christopher Brooke,	<u>The Social Structure of Mediaeval Europe</u>
Margaret Aston,	<u>The 15th Century</u>
Eugene Rice,	<u>The Foundations of Early Modern Europe</u>

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM (NEW TITLE & DESCRIPTION ADD)

1. Calendar Information

Abbreviation Code: HIST Course Number: 223 Department: History
Credit Hours: 3 Vector: 2-1-0
Title of Course: Early Modern Europe (1500-1715)
Calendar Description of Course:
See attached

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

Students with credit under the former title "Studies in Early Modern Europe" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved:
None

2. Scheduling

How frequently will the course be offered? Every spring

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible?
C. L. Hamilton: J. F. Hutchinson

3. Objectives of the Course To introduce students to principal themes in the history of Europe in the 16th, 17th and early 18th centuries. This course constitutes the second part of a four part survey of European history and will serve as preparation for advanced work in modern European history at the 400 level. It presents no significant overlap in content or objective with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty
Staff
Library
Audio Visual
Space
Equipment

} None

5. Approval

Date: OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).
Oct. '73

223-3 Early Modern Europe (1500-1715)

A survey of European history emphasizing the Reformation and Counter Reformation, the early modern state and economy, the Spanish Empire, the 17th Century Crisis, the wars of Louis XIV, the Russia of Peter the Great, and the Scientific Revolution.

Students with credit under the former title "Studies in Early Modern Europe" may not take this course for further credit.

An Introduction to Early Modern Europe

This course is a survey of European history from the Reformation to the Treaty of Utrecht. Its chronological limits are 1500 to 1713. Topics to be discussed include the late mediaeval church, the origins and expansion of protestantism, the empire of Charles V and the Habsburg-Valois rivalry, the Council of Trent and the counter-reformation, the age of religious wars, 16th century economic development, the scientific revolution, the 17th century political crisis, the growth of rational theology and the secularization of political thought, the France of Louis XIV, the age of the French wars and the Treaty of Utrecht.

The course will be conducted on a lecture-tutorial basis there being two one-hour lectures and one one-hour tutorial each week.

Example of how a topic will be treated during the course:

Topic: The Counter-reformation and the Council of Trent

Lecture: The early movement toward reform in Catholicism

Lecture: The Council of Trent

Tutorial: The Impact of Tridentine Reforms - does modern Roman Catholicism date from Trent?

Reading:

A. G. Dickens The Counter Reformation

H. O. Evennett, "The Counter-Reformation", in The Reformation Crisis Europe, ed. by Joel Hurstfield

A sample list of textbooks for the course:

A. G. Dickens, Reformation and Society
, The Counter Reformation

Richard Dunn, The Age of Religious Wars

Leonard Krieger, King and Philosophers

A. G. R. Smith, Science and Society

1. Calendar Information

Abbreviation Code: HIIST Course Number: 224 Department: History Credit Hours: 3 Vector: 2-1-0

Title of Course: 18th and 19th century Europe (1715-1870)

Calendar Description of Course: A survey of European history emphasizing the Enlightenment and anti-Enlightenment, the French Revolution and Napoleonic Europe and first Industrial Revolution, liberalism and its opponents, agrarian conservatism, liberalism and conservatism, the Revolutions of 1848, and the struggles for political unification.

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

Students with credit under the former title "Studies in Modern Europe" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Every fall and some summers

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? J. M. Kitchen; W. E. Williams

3. Objectives of the Course

To introduce students to principal themes in 18th and 19th century Europe. This course constitutes the third part of a four part European survey and will serve as preparation for advanced work in modern European history at the 400 level. It presents no significant overlap in content or objectives with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date: OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

73-34b:-- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).
Oct. '73

1. The Enlightenment

F.H. Green: Jean Jacques Rousseau

G.P. Gooch: Frederick the Great

H. Wendel: Danton

L.I. Strakhovsky: Alexander I of Russia: the man who defeated Napoleon.

The Industrial Revolution

T.S. Ashton, The Industrial Revolution, 1760-1830
T.S. Ashton, Economic History of England
P.S. Mantoux, The Industrial Revolution in the Eighteenth Century
W.O. Henderson, Britain and Industrial Europe, 1750-1870

i. The Conservative Settlement

C.K. Webster: The Congress of Vienna
H.G. Schenk: The Aftermath of the Napoleonic Wars
F.B. Artz: Reaction and Revolution 1815-32
J.G. Legge: Rhyme and Revolution in Germany
B. King: A History of Italian Unity
B. Croce: A History of Europe in the Nineteenth Century

ii. The Intellectual and Economic Backgrounds

G. de Ruggiero: History of European Liberalism
A. Gray: The Socialist Tradition
J.S. Schapiro: Liberalism and the Challenge of Fascism
H.B. Mayo: Democracy and Marxism
D.C.A. Knowles: Economic Developments in the Nineteenth Century
J.H. Clapham: Economic Development of France and Germany 1815-1914
T.S. Ashton: The Industrial Revolution 1760-1830

iii. Revolutions of 1848

P. Robertson: Revolutions of 1848
L.B. Namier: 1848: The Revolution of the Intellectuals
F. Fejto (ed.) The Opening of an Era, 1848
F. Meinecke: "The Revolution of 1848" in H. Ausubel (ed.): The Making of Modern Europe, Vol. 2
D.C. McKay: The National Workshops, a study in the French Revolution of 1948.
Marx and the Engels: The Selected works of Marx and Engels.

iv. The Nations in the Mid-Century

A. Guerard: Napoleon III (1945)
E. Eyck: Bismarck and the German Empire
A.J. May: The Hapsburg Monarchy (1951)
A.J. Whyte: The Political Life and Letters of Cavour
K.T. Florinsky: Russia: A History and an Interpretation
A.J.P. Taylor: The Struggle for Mastery in Europe
R.C. Binkley: Realism and Nationalism

One or two weeks will be spent on each section. The course will be conducted on a lecture tutorial basis with two one-hour lectures and one one hour tutorial.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM (NEW TITLE & DESCRIPTION ADD:)

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 225 Credit Hours: 3 Vector: 2-1-0

Title of Course: Recent European History (1870-1945)

Calendar Description of Course:

See attached

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

History 224 recommended.

Students with credit under the former title "Studies in Contemporary Europe" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? Every spring and some summers

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible?

W. Williams; J. M. Kitchen

3. Objectives of the Course

To introduce students to principal themes in recent European history. This course constitutes the fourth part of a four part European survey and will serve as preparation for advanced work in modern European history at the 400 level. It presents no significant overlap in content of objectives with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date: OCT 24 1974

A. H. Johnson
Department Chairman

W. G. A. Rust
Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

225-3 Recent European History (1870-1945)

A survey of European history emphasizing the 2nd industrial revolution, imperialism, socialism, the origins and effects of the World Wars, the emergence of Soviet Union and of fascism.

History 224 recommended.

Students with credit under the former title "Studies in Contemporary Europe" may not take this course for further credit.

HISTORY 225-3 - RECENT EUROPEAN HISTORY (1870-1945)

A survey of European history emphasizing the 2nd industrial revolution, imperialism, socialism, the origins and effects of the World Wars, the emergence of Soviet Union and of facism.

1. Bismarck's Europe

W. L. Wanger:	<u>European Alliances and Alignments</u>
D. W. Brogan:	<u>France under the Republic</u>
K. Pinson:	<u>Modern Germany</u>
B. Croce:	<u>A History of Italy, 1871-1915</u>
E. M. Winslow:	<u>The Pattern of Imperialism</u>
C. J. H. Hayes:	<u>A Generation of Materialism</u>

2. The Intellectual and Economic Basis of Pre-War Europe

H. Feis	<u>Europe the World's Banker</u>
P. Alpert	<u>Twentieth Century Economic History</u>
P. Gav:	<u>The Dilemma of Democratic Socialism:</u> <u>Eduard Bernstein's Challenge to Marx</u>
J. Joll:	<u>The Second International</u>
J. Hampton Jackson:	<u>Jean Jaurès, his life and works</u>
E. M. Winslow:	<u>Pattem of Imperialism</u>
J. Barzun:	<u>Darwin, Marx, Wagner, Critique of a Heritage</u>
W. Irvine:	<u>Apes, Angels and Victorians: the story of</u> <u>Darwin, Huxley and Evolution (1955)</u>

3. The Last Years of Old Europe

K. S. Pinsen:	<u>Modern Germany, its History and Civilization</u>
A. J. May:	<u>The Hapsburg Monarchy, 1867-1914</u>
H. Seton-Watson:	<u>The Decline of Imperial Russia</u>
A. W. Salomone:	<u>Italian Democracy in the making: The</u> <u>Political Scene in the Giolittian Era</u>
D. W. Brogan:	<u>The Development of Modern France (France</u> <u>under the Republic)</u>
N. Mansergh:	<u>The Coming of the First World War</u>
A. J. P. Taylor:	<u>The Struggle for Mastery in Europe, 1848-1918</u>

4. War and Revolution

A. J. P. Taylor:	<u>The Struggle for Mastery in Europe</u>
R. Albrecht-Carrie:	<u>The Meaning of the First World War</u>
W. L. Langer:	<u>European Alignments and Alliances</u>
C. Hill:	<u>Lenin and the Russian Revolution</u>
J. Shub:	<u>Lenin</u>
I. J. Lederer:	<u>The Versailles Settlement</u>

5. The Inter-War Period

E. H. Carr:	<u>The Twenty Years Crisis</u>
A. Wolfers:	<u>Britain and France Between the Wars</u>
G. Dangerfield:	<u>The Strange Death of Liberal Britain</u>
C. Hibbert:	<u>Mussolini</u>
H. Thomas:	<u>The Spanish Civil War</u>
E. Eyck:	<u>History of the Weimar Republic</u>
I. Deutscher:	<u>Stalin</u>

6. The Era of the Second World War

L. B. Namier: Europe in Decay: A Study in Disintegration, 1936-1940
N. Medlicote: The Coming of War in 1939
L. Snyder: A Concise History of the Second World War

Approximately two weeks will be spent on each section. The course will be conducted on a lecture-tutorial basis with two one-hour lectures and one one-hour tutorial each week.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM (Description added)

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 226 Credit Hours: 3 Vector: 2-1=0

Title of Course: The European Nation State

Calendar Description of Course:

The social, economic, and political history of France, Germany or Russia

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? Every spring and fall and some summer

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? R. K. Debo; R. L. Koepke, J. F. Hutchinson, W. E. Williams
C. R. Day, J. M. Kitchen

3. Objectives of the Course To introduce students to the history of one European nation state. This course will complement the four part European survey and will provide preparation for advanced work in French and Russian and Central European history at the 400 level. It presents no significant overlap in objectives or content with courses offered in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date: _____

OCT 24 1974

H. H. Johnson
Department Chairman

W. G. D. [Signature]
Dean

Chairman, SCUS

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HISTORY 226

THE EUROPEAN NATION STATE: PRE-REVOLUTIONARY RUSSIA

This is a one semester survey of the history and development of Russia prior to the revolutions of 1917. It is designed for undergraduates with the purpose of enabling them to obtain some understanding of, and appreciation for, the main features of the historical development of tsarist Russia. Emphasis, therefore, will be placed upon the major trends which shaped pre-Leninist Russia and influenced its response to both the East and West.

There will be two lecture periods each week in which the development of Russian history will be analyzed by the instructor. The lectures will not necessarily parallel the reading. Therefore, to get full benefit from the course factual material presented by the text and collateral readings should be carefully scrutinized and digested before attending class.

The following books are assigned for the course:

Text:	Riasanovsky,	A HISTORY OF RUSSIA
Collateral Readings:	Platonov	THE TIME OF TROUBLES
	Klyuchevsky	PETER THE GREAT
	Von Laue	WHY LENIN? WHY STALIN?

Lecture Topics:

The Origin of Russia.
The Formation of the Muscovite State.
Introduction of Western Influence in Russia.
The Enserfment of the Russian Peasantry.
Peter the Great.
Autocracy in Decline.
Catherine the Great.
Russia and the French Revolution.
The Russia of Nicholas I.
Traditional Russia in Collapse.
The Russian Revolutionary Movement.
The Revolution of 1905.
Russia on the Eve of War and Revolution.

Course Requirements and Marking System:

Tutorial attendance and participation	30%
Essay	35%
Final Examination	35%

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: HistoryAbbreviation Code: HIST Course Number: 230 Credit Hours: 3 Vector: 2-1-0Title of Course: The Expansion of Europe

Calendar Description of Course:

See attached

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

What course (courses), if any, is being dropped from the calendar if this course is approved: None2. SchedulingHow frequently will the course be offered? once a yearSemester in which the course will first be offered? 76-3

Which of your present faculty would be available to make the proposed offering possible?

D. A. Ross; E. R. Ingram Ellis; A. B. Cunningham

3. Objectives of the Course To examine and compare the expansion and maintenance of the Portuguese, Spanish, Dutch, British and French Empires in South America, Africa and Asia. The course bridges the department's European and Third World emphasis and prepares students for upper level work in European imperialism. It presents no significant overlap in objectives and content with courses taught in other departments

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974Department ChairmanDeanChairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

230-3 The Expansion of Europe

The course will deal with the expansion of Europe, with European attitudes to non-Europeans, and with the principles of colonial administration.

History 230 The Expansion of Europe 1415-1939

In this course an attempt will be made to investigate the way in which various European states established and maintained control over much of the non-European world. Particular emphasis will be laid on the way in which the Imperial powers regarded those whose lands they controlled. A good deal of attention will also be devoted to conceptions of citizenship and methods of administration.

The course will be conducted on a lecture - tutorial basis, there being two one hour lectures and one one hour tutorial each week. Students who enrol in the course will be required to write a major essay and to take a final examination.

Text Books

J.H. Parry The Establishment of European Hegemony 1415-1715

D.K. Fieldhouse The Colonial Empire, from the 18th century

Reading material, a sample text

C.R. Boxer The Dutch Sea-borne Empire

J.H. Parry The Age of Reconnaissance

G. Williams The Expansion of Europe in the 18th Century

J.H. Parry and P.M. Sherlock A Short history of the West Indies

Philip Curtin The Atlantic Slave Trade

M. Edwards A History of India from Earliest Times

C.R. Boxer Four Centuries of Portuguese Expansion 1415-1825

K.E. Knorr British Colonial Theories

R.F. Betts Assimilation and Association in French Colonial Theory

Topics to be Covered

- 1) The First Expansion of Europe
- 2) The Portuguese in the Far East
- 3) The Portuguese in West Africa and Brazil
- 4) The Spanish in Central and South America
- 5) The Beginnings of the Slave Trade
- 6) The establishment of the Dutch Empire in the Far East
- 7) The Development of the Plantation system in the Caribbean
- 8) Slavery and the Slave Trade
- 9) Mercantilism
- 10) The English and the French Empires in India
- 11) The Dutch Empire after 1815
- 12) The Indian Empire before the Mutiny
- 13) The British Abolition of the Slave Trade and of Slavery
- 14) The Imperialism of Free Trade
- 15) The Indian Empire after the Mutiny
- 16) The Scramble for Africa
- 17) French 19th Century attitudes to Empire
- 18) The British African Empire
- 19) The French African Empire

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

:(Description added)

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 246 Credit Hours: 3 Vector: 2-1-0

Title of Course: Studies in African History

Calendar Description of Course:

An introduction to the history of pre-20th century Africa

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

History 146 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? Twice a year

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible?

A. P. Kup, P. Stigger, D. A. Ross

3. Objectives of the Course

To introduce students to pre-20th century African history by examining a particular subject or theme. This course will permit students to pursue an interest developed in African history at the 100 level and will prepare them for advanced work in African history at the 400 level. It contains no significant overlap in content or objectives with other courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space


Equipment

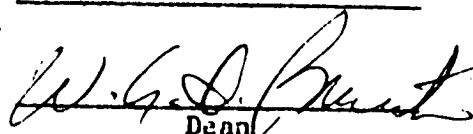
None

5. Approval

Date:

OCT 24 1974


Department Chairman


Dean

Chairman, SCUS

HISTORY 246-5 STUDIES IN AFRICAN HISTORY

Trade and its implications in 19th century Africa

The course will seek to explore the extent to which trade caused Africans to become increasingly involved with Europeans in particular, and to a lesser extent Arabs, in the 19th Century. Particular attention will be directed towards the political consequences of expanded economic association.

There will be twenty-five lectures, which fall into the following general groups:

- a. 1 - 5 : The general background
- b. 6 - 13: The period to c.1877
- c. 14 - 18: The Imperial Take-over
- d. 19 - 22: Late 19th Century economic activity
- e. 23 - 25: A review.

There will be one tutorial each week, when discussion will be directed towards problems arising from lectures and individual reading.

To allow time for individual reading, only one 2000 word essay is required by the eighth week of lectures.

There will be a three hours' examination at the conclusion of the course in which students will be expected to answer four essay-type questions out of twelve.

The final grade will be assessed on the basis of 40% for the essay and 60% for the examination.

Tutorials commence in the first week of lectures.

The course books is:

R. Oliver and A. Atmore: Africa since 1800 (2nd Edition). It is suggested that the portion on the 19th Century be read as soon as possible.

A suggested essay list, a lecture list and a reserved books' list will be available in the first week of lectures.

LECTURE LIST

AFRICAN TRADE AND ITS RAMIFICATIONS C. 1806-1906

1. Africa in c. 1800
2. European and Arab involvement in Africa: the late 18th Century
3. Ships and shipping routes: the technological revolution
4. The industrial revolution in Europe
5. Humanitarianism and Trade: The Anti-Slave Trade Movement, Christian revival and Geographical exploration
6. The Slave Trade on the West African Coasts: its internal ramifications
7. Licit trade in Western Africa and its ramifications
8. Early subversion in Western Africa
9. Egypt, the Sudan and the White Nile
10. Eastern Africa and the Arab penetration
11. The Boer dispersion and African movements in Southern Africa
12. The Congo Basin and Angola
13. Mid-19th Century exploration
14. The Congo, Tunisia and Egypt: the Scramble
15. The Subversion in Western Africa
16. The Subversion in Eastern Africa
17. The European consolidation in Southern Africa
18. The occupation of Central Africa
19. Economic activity in colonial West Africa
20. Economic Activity in Colonial East Africa
21. Economic activity in Southern Africa
22. Economic activity in Colonial Central Africa
23. Changing patterns of trade control
24. Trade and colonial frontiers: Trade basins?
25. Pre-colonial trade and colonial development?

Reserved Book List -

One copy of each book on 24 hr. reserve.

J.H. Clapham: The Economic Development of France and Germany 1815-1914

Daniel P. Mannix and Malcolm Cowley: Black Cargoes

W.E.F. Ward: A History of Ghana

Michael Crowder: The Story of Nigeria

C.W. Newbury: The Western Slave Coast and its Rulers

K.O. Dike: Trade and Politics in the Niger Delta 1830-1885

John Marlowe: Anglo-Egyptian Relations 1800-1956

Richard Hill: Egypt in the Sudan 1820-1881

C.S. Nicholls: The Swahili Coast 1798-1856

R.T. Anstey: Britain and the Congo in the 19th Century

R.T. Anstey: King Leopold's Legacy

R. Gray and D. Birmingham: Pre-Colonial African Trade

J.C. Anene: Southern Nigeria in Transition 1885-1906

Charles Orr: The Making of Northern Nigeria

W.E.F. Ward and L.W. White: East Africa - A Century of Change 1870-1970

A.J. Wills: An Introduction to the History of Central Africa

R. Oliver and G. Mathew: The Oxford History of East Africa Volume I.

Robin Hallett: The Penetration of Africa to 1815.

- ASPECTS OF PRE-20TH CENTURY HISTORY: AFRICAN TRADE
AND ITS IMPLICATIONS

ESSAY LIST

You are reminded that each essay should not exceed 2000 words and must be submitted in the eighth week of classes. Should any one of the following topics not attract you, you are at liberty to frame your own, provided (1) you indicate this intention to me before you commence reading for your essay; and
(2) I approve and have a record of the agreed title for your essay before you commence writing it.

1. Consider the impact of trade expansion in any one of the following areas in the 19th Century prior to the establishment of European political control:

(a) The Gold Coast (Ghana)	(b) Southern Nigeria
(c) Northern Nigeria	(d) The Sudan Republic
(e) Uganda	(f) Kenya
(g) Tanzania and its environs	(h) The Congo Basin
(i) Angola	(j) Zambia
	(k) Rhodesia
2. Consider the extent to which trade influenced the establishment of political authority by any one colonial power in any one region. (e.g. the French in West Africa, the Germans in Western Africa, the British in East Africa).
3. Consider the extent to which trade patterns were altered by the European intrusion between c.1884 and c.1905 in any one area identified in question 1 above and assess the consequences of such alterations on Africans.

N.B. In discussing trade in any one area or region, it may be necessary to refer to adjacent areas or regions; e.g. in considering Southern Nigeria some reference to Dahomey may be required as well as to Northern Nigeria while, in discussing Zambia, it will be necessary to look, inter alia, at Angola, Rhodesia and Malawi. No one area is completely isolated.

Please seek my advice on books on which to commence reading for your essay.

NEW COURSE PROPOSAL FORM1. Calendar Information

Abbreviation Code: HIST Course Number: 249 Department: History
 Title of Course: The Islamic Tradition in the Middle East Credit Hours: 3 Vector: 2-1-0

Calendar Description of Course:

See attached

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

What course (courses), if any, is being dropped from the calendar if this course is approved:
History 250 The Modern Middle East

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible? W. L. Cleveland;

3. Objectives of the Course

To introduce students to principal themes in the classical and mediaeval periods of Islamic history. This course provides background for the department's other offerings in Middle Eastern history and complements the proposed European mediaeval and Renaissance course.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date: _____

OCT 24 1974

W. L. Cleveland
 Department Chairman

W. L. Cleveland
 Dean

 Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a.
 Attach course outline).
 Oct. '73

249-3 The Islamic Tradition in the Middle East

- A focus on the classical and medieval periods of Islamic history, looking at topics such as the role of Muhammed, the rise and fall of the Arab empire, and the expansion of the Ottoman empire. Special attention will be given to the place of religion in the formation of Middle Eastern social institutions.
-

Classical Islamic Civilization

In the early part of the 7th century A.D. Muhammad, a middle-aged merchant from the Arabian commercial city of Mecca, began preaching a message on the individual and communal behaviour patterns by which his fellow men should organize their lives. Muhammad claimed that his message constituted the direct word of God as transmitted to him by the angel Gabriel. At first ignored, then threatened, Muhammad and a few adherents were eventually driven from Mecca.

From this unpromising beginning, the religion of Islam became a dynamic universal faith embracing peoples from Spain to Indonesia.

This course will attempt to analyze the reasons for this broad acceptance of Muhammad's message and the manner in which it was institutionalized in its diverse geographic manifestations from Muhammad's death until approximately 1500. Central to the course will be an effort to deal with the question of Islam as a civilization and to treat not just its institutions and history, but its art and literature as well. In addition, because of its strength in diverse areas of the world, Islam appears to have something personally meaningful to say to people of various backgrounds. It is therefore hoped that this course can begin to explore what this particular religion means to those who profess it.

There will be a mid-term examination and one essay. There will not be a final examination.

Students are urged to purchase the following publications:

Gabrieli, F. Muhammad and the Conquests of Islam
Gibb, H.A.R. Mohammedanism
Watt, W.M. Muhammad: Prophet and Statesman
Arberry, A.J. (tr.). Aspects of Islamic Civilization as Depicted in the Original Texts.

In addition, the following works are recommended:

Kritzeck, James, An Anthology of Islamic Literature.
Lewis, Bernard, The Arabs in History.
Arberry, A.J., The Koran Interpreted.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

(Description Added)

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 251 , Credit Hours: 3 Vector: 2-1-0

Title of Course: Studies in Middle Eastern History

Calendar Description of Course:

An examination of selected aspects of European influence and imperial control in the modern Middle East, as well as aspects of the consequent political, social, economic, intellectual and military conflicts.

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

History 151 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? Every spring and summer

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible?

W. L. Cleveland; J. P. Spagnolo; A. B. Cunningham

3. Objectives of the Course

To examine in greater depth than a survey would permit, selected aspects of European influence and Imperial control in the Modern Middle East. This course will allow students to build on knowledge of Middle Eastern history acquired in History 151, and will prepare them for advanced work in Middle Eastern history in the 400 level. It presents no significant overlap in objectives or content with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date: _____

OCT 24 1974

W. L. Cleveland
Department Chairman

W. G. P. Faust
Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. 89
Attach course outline).

Oct. '73

STUDIES IN MIDDLE EASTERN HISTORY
THE LEGACY OF EUROPEAN IMPERIALISM IN THE MIDDLE EAST
AN ASSESSMENT

Pillage or progress? Development or division? During over a century and a half Europe came to intrude into almost every facet of the political and economic life of the Middle East; as well as into many aspects of the social mores and intellectual outlook of its inhabitants. Lectures for this course will focus on some notable instances of this intrusion of European imperialism, both in terms of its controversial character and its equally controversial consequences.

The European powers exercised all manner of diplomacy, economic advantage, military power and cultural influence with the effect of challenging and eroding established institutions, and eventually of dividing and dominating the Middle East. Ultimately their own rivalries undermined their victories but not before they had crystallised, within the area they sought to influence, informed, if not vigorous, reaction to their activities.

Reforming pashas, ambitious pashas, nationalist leaders, social visionaries, revolutionary leaders, whether Turkish, Arab or Jewish, all had to contend with the European powers who were primarily busy contending among themselves for imperial objectives. Ultimately, the fate of the Ottoman Empire was sealed, and the contemporary map of the Middle East, pregnant with unsettled problems, was defined by this tumultuous interaction of European imperialism with the Middle East - the legacy of which still persists.

There will be two lectures a week and one tutorial session. Comments and questions will be invited from students during lecture periods also. Course grades will be determined on the basis of participation, tutorial assignments and on an essay.

The following paperbacks are recommended for this course:

Bernard Lewis, THE MIDDLE EAST AND THE WEST
David S. Landes, PAWERS AND PASHAS
Christopher Sykes, CROSSROADS TO ISRAEL
Elizabeth Monroe, BRITAIN'S MOMENT IN THE MIDDLE EAST
Albert Hourani, ARABIC THOUGHT IN THE LIBERAL AGE

The lecture topics will be scheduled as follows:
the first six relating to the 19th. Century and the last
seven to this century.

- Week I Introduction
- II Islamic Society and the European Challenge
- III The Perils of Modernization in Egypt
- IV Economic Imperialism and Social Change
- V Diplomacy and Development in Lebanon
- VI Islamic Premises and European Thought
- VII World War I and the Partition of the Middle East
- VIII Palestine: The Conflict in Premises and Promises
- IX Israel: The Conflict of Advantages and Responsibilities
- X Imperialism and Political Change in the Mashriq (East)
- XI Imperialism and Political Change in the Maghrib (North Africa)
- XII The Super-Powers in the Middle East
- XIII Concluding Observations

Essay topics and relevant bibliographical suggestions will be circulated later, and tutorial assignments will be announced in tutorial sessions.

The following books are on reserve - additional material for weekly assignments will be placed in Professor's Copies for this course.

Antonius, George
Baer, Gabriel

THE ARAB AWAKENING
STUDIES IN THE SOCIAL HISTORY
OF MODERN EGYPT

- | | |
|--|--|
| <p>Zailey, Frank E.</p> <p>Baran, Paul A.</p> <p>Blaisdell, D.C.</p> <p>Cook, M.A. (ed.)</p> <p>Earle, Edward M.</p> <p>Fitzsimons, M.A.</p> <p>Holt, F.M. (ed.)</p> <p>Hoskins, H.L.</p> <p>Hourani, Albert H.</p> <p>Hurewitz, J.C.</p> <p>Ingrams, Doreen (ed.)</p> <p>Issawi, Charles (ed.)</p> <p>Kedourie, Elie</p> <p>Klicman, Aaron</p> <p>Landes, David S.</p> <p>Lewis, Bernard</p> <p>Marlowe, John</p> <p>Monroe, Elizabeth</p> <p>Nevakivi, J.</p> <p>Polk, W. & Chambers, F.
G. (Eds.)</p> <p>Seeright, Sarah</p> <p>Sykes, Christopher</p> <p>Zeine, Z.N.</p> | <p>BRITISH POLICY AND THE TURKISH
REFORM MOVEMENT</p> <p>THE POLITICAL ECONOMY OF GROWTH
EUROPEAN FINANCIAL CONTROL IN
THE OTTOMAN EMPIRE</p> <p>STUDIES IN THE ECONOMIC HISTORY
OF THE MIDDLE EAST</p> <p>TURKEY, THE GREAT POWERS, AND
THE BAGDAD RAILWAY</p> <p>EMPIRE BY TREATY</p> <p>POLITICAL AND SOCIAL CHANGE IN
MODERN EGYPT</p> <p>BRITISH ROUTES TO INDIA</p> <p>ARABIC THOUGHT IN THE LIBERAL
AGE</p> <p>DIPLOMACY IN THE NEAR AND MIDDLE
EAST</p> <p>PALESTINE PAPERS 1917-1922</p> <p>THE ECONOMIC HISTORY OF THE
MIDDLE EAST 1800-1914</p> <p>THE CHATHAM HOUSE VERSION</p> <p>FOUNDATIONS OF BRITISH POLICY
IN THE ARAB WORLD</p> <p>BANKERS AND PASHAS</p> <p>THE MIDDLE EAST AND THE WEST</p> <p>CROMER IN EGYPT</p> <p>BRITAIN'S MOMENT IN THE MIDDLE
EAST</p> <p>BRITAIN, FRANCE AND THE ARAB
MIDDLE EAST</p> <p>BEGINNINGS OF MODERNIZATION IN
THE MIDDLE EAST</p> <p>THE BRITISH IN THE MIDDLE EAST</p> <p>CROSSROADS TO ISRAEL</p> <p>THE STRUGGLE FOR ARAB INDEPENDENCE</p> |
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SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

(Description added)

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 293 Credit Hours: 3 Vector: 2-1-0

Title of Course: Cultural and Intellectual history

Calendar Description of Course:

An introduction to cultural and intellectual history, ordinarily with reference to a particular region or period.

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

At least one university level History course recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? once a year

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible?

R. L. Koepke, E. R. Ingram Ellis; J. M. Kitchen; C. R. Day;
D. L. Cole; A. D. Aberbach; D. S. Kirschner,

3. Objectives of the Course M. D. Fellman

To introduce students to cultural and intellectual history as an approach to the study of history. This course is one of a series designed to introduce students to approaches to history. This series complements the department's regional and national courses and prepares students for thematic courses at the 400 level. This course will present no significant overlap with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date: _____

OCT 24 1974

Department Chairman

Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. **93**
Attach course outline).

Oct. '73

Intellectual and cultural history covers a broad and often vague spectrum. This course is designed to introduce you to this spectrum. It will ask such questions as: What is it? Why is it? and How is it done? During the first half of the course tutorial discussions will consider various answers to these questions as proposed by intellectual and cultural historians in analytical articles and as illustrated in specific studies. The second half of the course will be devoted to studying various aspects of a specific period, such as that of the Enlightenment or of Romanticism, which has been, and continues to be of particular interest to intellectual and cultural historians. One essay will be expected, which can be based on a topic related to the specific period studied. Grades will be based on your total performance in your written and oral work. There will be no examinations.

SPECIFIC READING ASSIGNMENTS:

FIRST WEEK:

- * Arthur O. Lovejoy: "Reflections on the History of Ideas," Journal of the History Ideas, I (1940), pp. 3-23.
- * Franklin L. Daumer: "Intellectual History and its Problems," Journal of Modern History, 21 (1949), pp. 191-203
- * George L. Mosse: "History, Anthropology, and Mass Movements," American Historical Review, 75 (1969), pp. 447-452.

SECOND WEEK:

- * Paul Kecskemeti: "Introduction," in: Karl Mannheim: Essays on the Sociology of Knowledge, pp. 1-32
- * Bruce Mazlish: "Introduction," in: Bruce Mazlish (ed.): Psychoanalysis and History, pp. 1-22
- * Jacques Ellul: "Modern Myths," Diogenes, 23 (1958), pp. 23-40
- * David Schalk: "The Novel as History," in: David Schalk: Roger Martin du Gard, pp. 1-17

THIRD WEEK:

- ** J.B. Bury: IDEA OF PROGRESS: An Inquiry into its Origin and Growth

FOURTH WEEK:

- ** Raymond Williams: The Long Revolution

FIFTH WEEK:

- ** Norman Hampson: The Cultural History of the Enlightenment

SIXTH WEEK:

- ** J.B. Halsted (ed.): Romanticism: Problems of Definition, Explanation and Evaluation.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

(Description added)

Department: HISTORY

1. Calendar Information

Abbreviation Code: HIST Course Number: 296 Credit Hours: 3 Vector: 2-1-0

Title of Course: Social and Economic History

Calendar Description of Course:

An introduction to social and economic history, ordinarily with reference to a particular region or period

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

At least one university level History course recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible? C. Hamilton; J. F. Hutchinson; J. M. Kitchen,

3. Objectives of the Course To introduce students to social and economic history as an approach to the study of history. This course is one of a series designed to introduce students to approaches to history. This series comp the department's regional and national courses and prepares students for thematic courses at the 400 level. This course will present no significant overlap in content or objectives with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date:

OCT 24 1974

Department Chairman

Dean

Chairman, SCUS

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HISTORY 296-3 SOCIAL AND ECONOMIC HISTORY

PLAGUE, POVERTY AND POLICE:

CULTURE AND SOCIAL POLICY IN EUROPE, 1500-1800

Throughout modern history, social policy has reflected the economic aspirations, cultural values, and political goals of those who made and implemented that policy at any given time.

In this course, topics such as poor relief, public health, and provision for children and lunatics will be examined in the context of European political, economic and cultural history in order that the aims and methods of social policy may be understood more clearly. Students will be expected to read from contemporary documents as well as from secondary sources.

STUDENTS WHO HAVE NO PREVIOUS ACQUAINTANCE WITH EUROPEAN HISTORY ARE STRONGLY ADVISED TO BE PREPARED TO DO EXTRA READING. THIS COURSE WILL ASSUME SOME ELEMENTARY KNOWLEDGE AND PROCEED FROM THAT POINT.

Course format and requirements:

There will be two lectures and one tutorial group per week. The tutorials will provide an opportunity to discuss general points made in the lectures, and to examine critically specific documents on particular topics.

Students will be expected to do assigned readings to prepare themselves for tutorial discussions, and to write two short essays (ca. 1500 words each) on selected topics. A final examination will test the student's understanding of the problems raised in the course as a whole. Final grades will be based on a roughly equal weighting of tutorial participation, the essays, and the examination. (Here attendance at tutorials does not, of course, constitute participation.)

....2

Required Reading:

The background text is:

Coates, White & Schapiro,

The Emergence of Liberal Humanism:

An Intellectual History of Western Europe,
Vol. I.

Also required are three shorter works:

Foucault, M.

Madness and Civilization

Pound, J.

Poverty and Vagrancy in Tudor England

Taylor, G.

The Problem of Poverty, 1660-1834

All of the above are available in paperback at the Bookstore; some copies of each will also be on reserve in the library.

A complete list of lecture topics, a list of books recommended for background reading, and the list of books and articles on reserve for the course will be distributed to enrolled students during the first week of the semester. Students who would like more information before registration should contact the instructor in AQ 6015 or at 291-3335.

SUPPLEMENT TO THE COURSE OUTLINE

<u>Week Of</u>	<u>Lectures</u>	<u>Tutorial Assignment</u>	<u>Reading</u>
Sept. 9	I. Introduction II. Medieval Society		Text, Ch. 1
Sept. 16	I. Medieval Charity II. The Black Death	Rosen, <u>A History Of Public Health</u> , pp. 50-130.	Text, Ch. 2
Sept. 23	I. Poor Relief In the 16th Century II. Medicine and Society in Early Modern Europe.	Document No. 1: "The Ypres Poor Law of 1525".	Text, Ch. 3
Sept. 30	I. Social Problems In Tudor England. II. The Pauper As A Criminal.	Pound, <u>Poverty and Vagrancy in Tudor England</u> .	Text, Ch. 4
Oct. 7	I. Social Policy In the Age of Absolutism. II. Political Arithmetic.	Document No. 2: "The Paris General Hospital for the Poor, 1656".	Text, Ch. 5
Oct. 14	I. (Holiday) II. Medicine and Society in the 17th Century.	Document No. 3: Bellers, <u>An Essay Towards the Improvement Of Physick</u> .	Text, Ch. 6
Oct. 21	I. Medical Police. II. Madness in the Age of Reason.	Document No. 4: "The Brandenburg Medical Ordinances".	Foucault <u>Madness and Civilization</u> .
Oct. 28	I. The Repression of Begging. II. The Impact of the Enlightenment.	Document No. 5: Bellers, <u>Proposals for Raising a Colledge of Industry</u> .	Text, Ch. 7

Supplement to the Course Outline (cont'd.)

<u>Week Of</u>		<u>Tutorial Assignment</u>	<u>Reading</u>
Nov. 4	I. Child Welfare In the 18th Century. II. Lunacy and Society in Post-Enlightenment Europe.	Document No. 6: "Count Rumford's Establishment for the Poor at Munich".	Text, Ch..8
Nov. 11	I. (Holiday) II. From Gaols to Penitentiaries.	Document No. 7: "Foundling Hospitals: For and Against".	Text, Ch. 9
Nov. 18	I. Social Policy During the II. French Revolution.	Document No. 8: "The Lunatic Asylum In the 18th Century".	Text, Ch.10
Nov. 25	I. The Old Poor Law in England. II. Poor Law Reform..	Document No. 9: "Public Health and Public Assistance in the French Revolution".	Text, Ch.11 and 12.
Dec. 2	I. Public Health In 19th Century England. II. Medicine and Society in the 19th century.	G. T aylor, <u>The Problem of Poverty, 1660-1834.</u>	

N.B. "Text" means Coates, White and Schapiro, The Emergence Of Liberal Humanism: An Intellectual History of Western Europe, Vol. I.

BACKGROUND READING

(i) General Works

1. Renaissance and Reformation

- D. Hay, Europe in the 14th and 15th centuries (London, 1966)
- P.J. Helm, History of Europe, 1450-1660 (London, 1961)
- J. Hurttfield (ed.), The Reformation Crisis (London, 1965)
- H. Kamen, The Iron Century: Social Change in Europe, 1550-1660 (London, 1971)
- H.G. Koenigsburger, Europe in the 16th Century (London, 1968) and G.L. Mosse (eds.)
- J.H. Parry, Age of Reconnaissance, 1450-1650 (London, 1966)
- H.R. Trevor-Roper, Religion, The Reformation and Social Change (London, 1972)
- H.J. Cohn, (ed.), Government in Reformation Europe (London, 1971)
- A.G. Dickens, The Counter Reformation (London, 1969)
- A.G. Dickens, Reformation and Society in Sixteenth Century Europe (London, 1966)
- J.H. Elliott, Europe Divided, 1559-1598 (London, 1968)
- G.R. Elton, Reformation Europe, 1517-59 (London, 1967)
- P. Burke (ed.), Economy and Society in Early Modern Europe (London, 1972)
- H.J. Hillebrand (ed.), The Protestant Reformation (1968)
- W.K. Ferguson, Europe in Transition, 1300-1520 (London, 1969)
- E.F. Rice, Foundations of Early Modern Europe, 1460-1559 (L. & N.Y. 1971)
- R.S. Dunn, Age of Religious Wars, 1559-1689 (L. & N.Y. 1971)
- V.H.H. Green, Renaissance and Reformation (London, 1964)

2. The Seventeenth Century

- P.J. Helm, History of Europe, 1450-1660 (London, 1961)
- H. Kamen, The Iron Century: Social Change in Europe, 1550-1660 (London, 1971)
- D. Maland, Europe in the 17th Century (London, 1966)

Background Reading List (cont'd.)

2. The Seventeenth Century (cont'd.)

- D. Ogg, Europe in the 17th Century (London, 1971)
E.N. Williams, The Ancien Regime in Europe, 1648-1789 (London, 1970)
M. Ashley, Golden Century: Europe, 1648-1789 (London, 1970)
M. Beloff, Age of Absolutism, 1660-1815 (London, 1966)
G.N. Clark, The Seventeenth Century
R.S. Dunn, Age of Religious Wars, 1559-1689 (L. & N.Y. 1971)
K.W. Harris, Absolutism and Enlightenment, 1660-1789 (London, 1964)
R. Hatton, Europe in the Age of Louis XIV (London, 1969)

3. The Eighteenth Century

- D. Ogg, Europe of the Ancien Regime, 1715-1783
C. Rudé, Absolutism and Aristocracy: Europe in the 18th Century, 1715-1789 (London, 1972)
R.J. White, Europe in the 18th Century (London, 1965)
E.N. Williams, The Ancien Regime in Europe, 1648-1789 (London, 1970)
M.S. Anderson, Europe in the Eighteenth Century (London, 1961)
S. Andrews, Eighteenth Century Europe (London, 1965)
S. Atkins, From Utrecht to Waterloo (London, 1965)
M. Beloff, Age of Absolutism, 1660-1815 (London, 1966)
L.G. Crocker, Age of Enlightenment (London, 1970)
R. & E. Foster (ed.) European Society in the 18th Century (New York, 1969)
E. Cassirer, The Philosophy of the Enlightenment (Princeton, 1957)
R.B. Mowat, The Age of Reason: The Continent of Europe in the 18th Century (Boston & N.Y. 1943)
A. Cobban, In Search of Humanity: The Role of the Enlightenment in Modern History (N.Y. 1960)
D. Mornet, French Thought in the 18th Century (N.J. 1929)

Page 3

Background Reading List (cont'd.)

3. The Eighteenth Century (cont'd.)

- F. Manuel, *The Age of Reason* (Ithaca, 1951)
- C. Becker, *The Heavenly City of the 18th century Philosophers* (New Haven, 1932)
- P. Hazard, *European Thought in the 18th Century* (New Haven, 1954)
- P. Gaxotte, *The French Revolution* (London, 1932)
- P. Gay, *The Party of Humanity, Essays in the French Enlightenment* (New York, 1964)
- F.L. Baumer, *Religion and the Rise of Skepticism* (New York, 1960)
- G. Lefebvre, *The French Revolution from its Origins to 1793* (London & N.Y. 1962)
- L. Krieger, *Kings and Philosophers, 1689-1789* (L. & N.Y. 1971)
- R.W. Harris, *Absolutism and Enlightenment, 1660-1789* (London, 1964)

4. Europe After the French Revolution

- F.L. Ford, *Europe, 1780-1830* (London, 1970)
- C. Bruenig, *Age of Revolution and Reaction, 1789-1850* (London, N.Y. 1971)
- E.J. Hobsbawm, *Age of Revolution; Europe, 1789-1848* (London, 1962)
- G. Rude, *Revolutionary Europe, 1783-1815* (London, 1967)
- A. Sorel, *Europe and the French Revolution* (London, 1969)

(ii) Special Studies by Country

5. England

The Pelican History of England:

- Vol. V. S.R. Bindeff, *Tudor England* (1950)
- Vol. VI. M. Ashley, *England in the 17th Century* (1970)
- Vol. VII J.H. Plumb, *England in the 18th Century* (1963)
- C. Hill, *Reformation to Industrial Revolution* (1967)
- E. Hobsbawm, *Industry and Empire* (1968)

Background Reading List (cont'd)

6. France

- D. Maland, Culture and Society in 17th Century France (London, 1970)
J. Lough, Introduction to Seventeenth Century France (London, 1954)
J.B. Wolf, Louis XIV (1968)
M. Ashley, Louis XIV and the Greatness of France (1946)
J.H. Shennan (ed.) Government and Society in France, 1461-1661
(London, 1969)
W.F. Church, The Impact of Absolutism in France (1969)

7. The Low Countries

- P. Geyl, The Netherlands in the 17th Century, (2 vols., London,
1961-64)
K.H.D. Haley, The Dutch in the 17th Century (London, 1972)

8. Spain

- J.H. Elliott, Imperial Spain, 1469-1716 (London, 1963)

9. Italy

- P. Burke (ed.), Culture and Society in Renaissance Italy, 1420-1540
(London, 1972)
O. Logan (ed.), Culture and Society in Venice 1470-1790 (London,
1972)
B. Pullan, Rich and Poor in Renaissance Venice (Oxford, 1970)

10. Germany

- W.H. Bruford, Germany in the Eighteenth Century (London, 1935)
R.A. Dorwart, Prussian Welfare State before 1740 (Harvard, 1972)

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

(Description Added)

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 297 Credit Hours: 3 Vector: 2-1-0

Title of Course: Political and Administrative history

Calendar Description of Course:

An introduction to political and administrative history ordinarily with reference to a particular region or period

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

At least one university level History course recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once a year,

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? J. P. Spagnolo; P. Stigger, D. Ross

3. Objectives of the Course

To introduce students to political and administrative history as an approach to the study of history. This course is one of a series designed to introduce students to approaches to history. This series complements the department's regional and national courses and prepares students for thematic courses at the 400 level. This course will present no significant overlap in content or objectives with other courses taught in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974


Department Chairman


Dean

Chairman, SCUS

HISTORY 297-3 POLITICAL AND ADMINISTRATIVE HISTORY

Modernization of Traditional Societies: the Role of Government and politics

This is one of the new courses offered by the department. It is problem oriented, and it concentrates on one theme, political modernization. This provides the opportunity for comparative developments across national and regional lines. The course is organized on the basis of one lecture a week, and a two hour tutorial.

Problems of changing the 'system', particularly in its political aspects, are topical to the contemporary students. Usually, though, only in so far as these problems relate to their own 'modern' society. What of the political problems of some of the transitional societies of the Third World? Does history show their problems to be more difficult and hazardous than those facing modern societies?

Political changes in the Third World were sometimes forced by alien rulers, sometimes undertaken in the midst of conflict or of struggles for independence against imperialist powers. The influence of the imperialists was at once destructive and seminal. The process of modernization they induced became for the Third World the difficult problem of selection from among the varied examples of alien political systems. Any one of these examples forced a painful and still unresolved conflict with ingrained traditional systems of politics and government.

Students will be expected to participate in discussion, to make oral presentations and to prepare one term paper of between 3 and 4 thousand words. The paper will be due on the last day of the twelfth week of term. Students whose papers are ready by the end of the tenth week of term will be given the opportunity to obtain the instructors opinion of basic revisions, should they wish to undertake these to improve their grade.

The following books will be available for recommended reading and for purposes of discussion:

.../2

C.E. Black, The Dynamics of Modernization

S.N. Eisenstadt, Modernization: Protest and Change

Manfred Halpern, The Politics of Social Change in
the Middle East and North Africa

D. A. Rustow, A World of Nations

Edward Shils, Political Development in the New States.

NEW COURSE PROPOSAL FORM

(Description Added)

1. Calendar InformationDepartment: HISTORYAbbreviation Code: HIST Course Number: 298 Credit Hours: 3 Vector: 2-1-0Title of Course: An Introduction to the History of International Relations
Calendar Description of Course:

An introduction to the theory and practice of international relations in the modern age

Nature of Course Lecture/tutorial

Prerequisites (or special instructions):

At least one university level History course recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None2. SchedulingHow frequently will the course be offered? Once a yearSemester in which the course will first be offered? 76-2Which of your present faculty would be available to make the proposed offering possible? W. E. Williams, R. K. Debo, I. Mugridge, E. R. Ingram Ellis; G. L. Cook;

3. Objectives of the Course An introduction to the study of international relations as a branch of historical enquiry. This course is one of a series of courses designed to introduce students to approaches to history. This series complements the department's regional and national courses and prepares students for thematic courses at the 400 level. This course will present no significant overlap in content or objectives with other courses taught in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

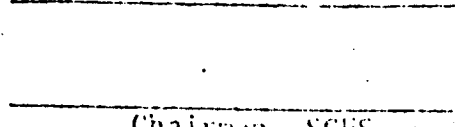
Equipment

None

5. Approval

Date:

OCT 24 1974


Department Chairman
Dean
Chairman, SCUS

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INTERNATIONAL POLITICS: A HISTORICAL INTRODUCTION

The course will be concerned with an examination of the theory and practice of international politics. Thus, it will, in a historical context, deal with the emergence and development of the international system during the nineteenth and twentieth centuries. While this will involve a discussion of many of the theoretical aspects of this system, the more important parts of the course will attempt to demonstrate the ways in which the international political process has evolved and continues to do so.

I. Lecture and tutorial topics -

Week

1. Introduction
2. The historical emergence of the international system
3. The participants in the international system: i. the State
4. ii. States
5. War in the international system: i. War as an extension of diplomacy
6. ii. The practice of warfare
7. The international political process: i. the balance of power
8. ii. Collective security
9. The formulation of foreign policy: i. Pressure groups
10. ii. Ideology
11. iii. Anatomy of a crisis(a)
12. iv. Anatomy of a crisis(b)
13. The world-wide system in the nuclear age.

II. Reading -

In addition to the major reading for the course, Hans Morgenthau, Politics among Nations, copies of which have been obtained by the bookstore and placed on reserve in the library, students will also be expected to have a knowledge of the following works -

Edward Hallett Carr, The Twenty Years Crisis
Inis L. Claude, Swords into Ploughshares
Harold Nicholson, Diplomacy
Arnold Wolfers, Discord and Collaboration

III. Written work -

There will be two principal pieces of written work required for the course. The first of these will be a one-hour examination - to be set between the eighth and ninth weeks of the semester. The second and more important will be a substantial term paper to be presented by the end of the semester. Details of both will be discussed during tutorials in the early part of the semester.

NEW COURSE PROPOSAL FORM

Description added

1. Calendar InformationDepartment: HistoryAbbreviation Code: HIST Course Number: 403 Credit Hours: 5 Vector: 0-3-0Title of Course: Renaissance and Reformation in Europe

Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 223 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Every fall semester

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? C. L. Hamilton;

3. Objectives of the Course

To provide advanced work in the study of the principal development in European history from the Italian Renaissance through the 30 Years War. This course will permit students to pursue interest developed in the lower level European survey courses. It provides no significant overlap in content or objectives with courses in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

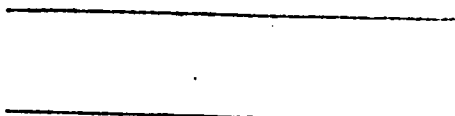
Equipment

None

5. Approval

Date:

OCT 24 1974


Department Chairman
Dean
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a
Attach course outline).

Oct. '73

403-5 Renaissance and Reformation in Europe

An advanced assessment of the principal developments in European history from the Italian Renaissance through the 30 Years War. Stress will be given to the impact of both the Renaissance and the Reformation in creating the main features of Early Modern Europe.

History 223 recommended.

RENAISSANCE AND REFORMATION IN EUROPE

Texts: Denys Hay, The Italian Renaissance
 Alan G.R. Smith, Science and Society
 G.R. Elton, Reformation Europe, 1517-1559
 J.H. Elliott, Europe Divided, 1559-1598
 S.H. Steinberg, The '30 Years War'

All students will be asked to write two essays for presentation at class sessions, a term paper and a final examination. Minimum reading assignments for each session are listed below.

<u>DATE</u>	<u>DISCUSSION TOPIC(S)</u>	<u>READING ASSIGNMENTS</u>
WEEK I	Medieval Assumptions	Hay, 1-9; Smith 9-28
WEEK II	Historical characteristics of the Renaissance period; several features in Italian history c.1400; cultural developments in the 14th C.	Hay, 10-101
WEEK III	The development of the Renaissance in 15th Century Italy	Hay, 102-178
WEEK IV	The Northern Renaissance & Christian Humanism; the state of the Church c.1515; Luther's early development	Hay, 179-208; Elton 15-34; also consult A.G. Dickens, <u>Martin Luther & the Reformation</u>
WEEK V	The development of Lutheranism in Germany; the Hapsburg-Valois Rivalry	Elton, 35-85; Dickens, <u>passim</u> .
WEEK VI	The Radical reformation; continuing religious warfare in Germany; the development of Catholic Reform	Elton, 86-209; Dickens, <u>passim</u> .
WEEK VII	Calvanism; the dynamism of the Calvinist faith; the Peace of Augusburg; Reformation or Revolution?	Elton, 210-324
WEEK VIII	Conditions contributing to International Peace; Economic development; character of early modern politics	Elliott, 11-104
WEEK IX	Religion and Revolt; the Church and the Council of Trent; Spain and Islam	Elliott, 107-198

- WEEK X Continuing Religious Warfare; the Spain of Philip II Elliott, 201-298
- WEEK XI The eclipse of Spain; Henry IV and the politiques; the nature of European divisions c.1600. Elliott 301-397
- WEEK XII The '30 Years War'; its origins, developments and results S.H. Steinberg, The '30 Year War'.
- WEEK XIII The General Crisis of the 17th Century; the impact of the Scientific Revolution - a new world. Smith, 29-198.
SUBMIT TERM PAPER.
-

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 404 Credit Hours: 5 Vector: 0-3-0

Title of Course: General Crises of 17th Century Europe

Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 223 recommended.

Students with credit under the former title "England from the Reformation to the Restoration" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: Replaces 404 England from the Reformation to the Restoration

2. Scheduling

How frequently will the course be offered? Every spring

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible? C. L. Hamilton;

3. Objectives of the Course

To provide advanced study of the political revolutions of 17th century Europe. This course will permit students to pursue interest developed in the lower level European survey courses. It provides no significant overlap in content or objectives with courses in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974

W. G. D. [Signature]
Department Chairman

W. G. D. [Signature]
Dean

[Signature]
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

404-5 General Crises of 17th Century Europe

An investigation of the main revolutions in Great Britain and Europe and of the question whether any general explanation exists for the political crises which emerged, particularly during the period 1640-1660.

History 223 recommended.

Students with credit under the former title "England from the Reformation to the Restoration" may not take this course for further credit.

General Crises of 17th Century Europe

This course will analyse the principal political upheavals of the mid-17th century, in particular the Civil War and Revolution in England, the revolution in Scotland, the Catalan rebellion, the Frounde, the '30 Years War' and the Dutch Revolt. Historians have recently written at great length about the General Crisis of the 17th Century there has been considerable debate concerning the cause (or causes) of what appeared to be temporary as the disintegration of established political norms. The objective of the course will be to study the events and assess the relative merits of the explanations of the revolutions.

Each of the revolutions will be studied in turn during the first three quarters of the course with the final quarter being reserved for evaluating the general explanations which have been offered.

Examples of how each revolution (or upheaval) will be treated are listed below:

The Civil War and Revolution in England: (3 sessions)

1. What were the objectives of the aristocratic rebels who overthrew the Caroline government?

What role did popular movements play in the early days of the Long Parliament?

2. Why did Parliament's victory in the first Civil War achieve limited results?

Did the New Model Army (or the King's Army) reflect any particular social or class assumptions?

Was there a revolution in 1649 in England?

3. Who had more impact on England during the Interregnum: the Levellers or the 5th monarchy men?

Cromwell was the Savior of Society; he also wanted to establish God's holy commonwealth in England. Were these objectives compatible?

Was the Restoration inevitable?

Sample Reading List

- a. Origins of the Civil War

S.R. Gardiner, A History of England in the 17th Century

C.V. Wedgwood, The King's Peace

Perez Zagorin, The Court and the Country

Sample Reading List (cont'd.)

H.R. Trevor-Roper, Historical Essays
Christopher Hill, Puritanism and Revolution
Conrad Russell, ed., The Origins of the English Civil War

b. The Civil War

S.R. Gardiner, Society and Puritanism in Pre-Revolutionary England
C.V. Wedgwood, The King's War
Christopher Hill, God's True Englishman
George Yule, The Independents
David Underdown, Pride's Purge
_____, Somerset during the Civil War

c. A History of the Great Civil War

G. Aylmer, ed., The Interregnum
R.H. Parry, ed., The English Civil War and After
Christopher Hill, God's True Englishman
W.C. Abbott, Writings and Speeches of Oliver Cromwell

The Catalan Rebellion (2 sessions)

1. General characteristics of the constitutional history of Castile and Aragon
Catalonia: an Aristocratic Republic?
2. The origins of the Catalan Rebellion
The failure of the revolt: or, aristocracy is not enough.

Sample Reading List

a. Background to the Revolt

J. Lynch, Spain under the Hapsburgs
R. Trevor Davies, The Golden Century of Spain
J.H. Elliott, Imperial Spain

b. The Catalonian Rebellion

J.H. Elliott, The Revolt of the Catalans

General Discussion Question (example of one session during last quarter of the term)

1. What role did religion play in the rebellions?

Sample Reading List

Trevor Aston, Crisis in Europe, 1560-1660, passim.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 405 Credit Hours: 5 Vector: 0-3-0

Title of Course: Absolutism and Enlightenment in Europe

Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 223 or 224 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Every fall

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? J. Hutchinson, J. M. Kitchen

3. Objectives of the Course

To examine the views of major figures of the 18th century Enlightenment against the background of a study of the principal aspects of the Enseign Régime. This course will permit students to pursue interest developed in the lower level European survey courses. It provides no significant overlap in content or objectives with courses in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

None

Audio Visual

Space

Equipment

5. Approval

Date:

OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

405-5 Absolutism and Enlightenment in Europe

An examination of the social, economic, and political aspects of the Ancient Regime in seventeenth-century continental Europe, and of its eighteenth-century critics. Students will be required to read from contemporary sources, such as Bodin Montesquieu, Voltaire, and Rousseau.

History 223 or 224 recommended.

History 405-5

Absolutism and Enlightenment in Europe

Objectives

Designed to complement History 223 and 224, this course will be devoted to an examination of the social, economic and political aspects of the Old Regime in seventeenth-century continental Europe, and to an evaluation of the work of the major eighteenth-century critics of the Old Regime. Among the major topics to be examined are: the theory and practice of absolute monarchy; the destruction of seigneurial, corporate, and ecclesiastical autonomy; the bureaucratic, fiscal, and military aspects of absolute monarchy; mercantilism and population policy; the impact of rationalism; the growth of the philosophe movement; the eighteenth-century critique of absolutism.

Structure

The course will be taught on a weekly seminar basis; students will be required to participate regularly in seminars, and to submit a major term paper embodying the results of their research. A final examination may be given at the instructor's discretion.

Sample Reading List

E.N. Williams, The African Régime in Europe: Government and Society in the Major States, 1648-1789.

Max Beloff, The Age of Absolutism, 1660-1815.

R.W. Harris, Absolutism and Enlightenment, 1660-1789

D. Ogg, Europe of the Ancien Regime, 1715-1783.

M.S. Anderson, Eighteenth Century Europe, 1713-1789.

F.E. Manuel, The Age of Reason.

G. Bruen, Enlightened Despots.

L. Kruger, Kings and Philosophers, 1689-1789.

A. Sorel, Europe under the Old Regime.

J.B. Wolf, Louis XIV.

Pierre Goubert, Louis XIV and Twenty Million Frenchmen.

Hans Rosenberg, Bureaucracy, Aristocracy and Aristocracy.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 406 Credit Hours: 5 Vector: 0-3-0

Title of Course: Industrialization of Europe

Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 224 and/or History 225 recommended. Students with credit under the former title "History 406--Victorian Britain" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Every fall

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? J. M. Kitchen; J. F. Hutchinson

3. Objectives of the Course

To study in detail industrial development of 19th century Europe.

This course is designed to complement History 224 and 225.

It does not provide a significant overlap in content or objective with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library None

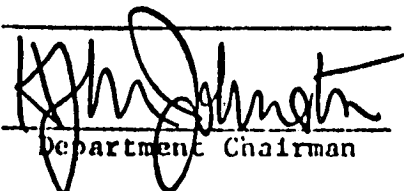
Audio Visual

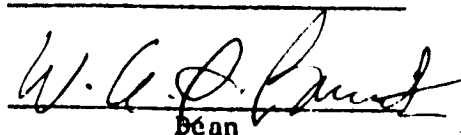
Space

Equipment

5. Approval

Date: OCT 24 1974


Department Chairman


Béan

Chairman, SCUS

406-5 Industrialization of Europe

An examination of the process of industrialization on political structures, ideological formations and culture in the major European states from 1750 to 1900. Attention will also be paid to those areas where industrialization did not take place.

History 224 and/or History 225 recommended.

Students with credit under the former title "History 406--Victorian Britain" may not take this course for further credit.

OBJECTIVES

Designed to complement History 224 and 225, this course will study in detail the industrial development of nineteenth-century Europe with particular reference to the experience of one of the major industrial states, e.g. Britain, France, or Germany. The major topics to be considered include: The prerequisites for industrial development; the economics of industrialization; the impact of industrialization on the political, social and cultural life of the nation, and on international relations; conflicting interpretations of the historical role of industrialization.

STRUCTURE

The course will be run on a weekly seminar basis. Students will write a major research paper which, together with seminar participation and a final examination at the instructors discretion, will form the basis for evaluation.

SAMPLE READING LIST

D. Thompson, Europe since Napoleon.
W.W. Rostow, The stages of Economic Growth.
K. Marx, Das Kapital.
E. Wilson, To the Finland Station.
E.J. Hobsbawm, The Age of Revolution.
D.S. Landes, The Unbound Prometheus.

(for Britain)

T.S. Ashton, The Industrial Revolution
_____, An Economic History of England: The 18th Century
Phyllis Dean, The First Industrial Revolution
Max Hartwell, The Industrial Revolution in England.
E.P. Thompson, The Making of the English Working Class
F. Engels, The Condition of the Working Class in England in 1844
Asa Briggs, The Age of Improvement
_____, (ed). Chartist Studies
J. Ward, The Factory Movement
H.M. Pelling, A History of British Trade Unionism
W.O. Henderson, Britain and Industrial Europe, 1750-1850
J.D. Chambers and G. Mingay, The Agricultural Revolution, 1750-1880

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 407 Credit Hours: 5 Vector: 0-3-0

Title of Course: European Imperialism

Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 230 recommended.

Students with credit under the former title "British Foreign and Imperial Policy" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: History 407-5 British Foreign and Imperial Policy

2. Scheduling

How frequently will the course be offered? Every summer

Semester in which the course will first be offered? 76-2

Which of your present faculty would be available to make the proposed offering possible? E. R. Ingram Ellis;

3. Objectives of the Course

To study at an advanced level the Rise and Fall of a European overseas Empires. This course is designed to complement History 230. It presents no significant overlap in content or objectives with other courses taught in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library None

Audio Visual

Space

Equipment

5. Approval

Date: _____

OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

Chairman, SCUS

407-5 European Imperialism

Designed to complement History 230, this course will study in detail the rise and fall of one European empire: its ideology and sense of purpose; patterns of trade, investment, and settlement; conceptions of race, citizenship, and justice; constitution and methods of administration; and defence.

~~History 230 recommended.~~

Students with credit under the former title "British Foreign and Imperial Policy" may not take this course for further credit.

HISTORY 407 - EUROPEAN IMPERIALISM

This course is designed to complement History 230, and consists of a detailed study of the rise and fall of one of the European Empires.

As an example, a study of the British Empire would begin with some consideration of the beginnings of oceanic enterprise, of overseas trade and settlement in the Caribbean, North America, West Africa and India. The introductory part of the course would also deal with bullionist theory, the rationale for trading through the agency of chartered monopoly companies (the Levant Company, East India Company, etc.), and the advent of theories of free-trading.

The main body of the course would deal with the expanded British Empire after 1815, that is with what is generally called the Second British Empire. Problems for investigation would include, why the Empire was expanded and how it was exploited. The character of imperial administration and the practical and philosophical justifications provided for it, the influence of imperial matters in British domestic politics and international relations, particularly after 1871; the growth of the mystique of Empire in literature and national sentiment; the distinction between static constitutional arrangements for the colonies as against the progress towards self-government in the areas of white-settlement; the decline of imperialism as a sentiment and a policy, particularly against the South African War; the emergence of the Commonwealth; and the progress of national movements leading to independence, not until after 1947.

Other empires which could be considered include the Austrian, the French, the German and the Russian.

READING MATERIALS

The Cambridge History of the British Empire
The Cambridge History of India
J.A. Williamson, Short History of British Expansion
A.T. Mahan, The Influence of Sea Power on History
C.R. Fry, Great Britain from Adam Smith to the Present Day
C.E. Carrington, The British Overseas
P. Knaplund, The British Empire, 1815-1939
G.S. Graham, Empire of the North Atlantic
R. Pares, War and Trade in the West Indies
R.L. Schuyler, The Fall of the Old Colonial System: A Study in Free Trade
H. Furber, John Company at Work
J.A. Hobson, Imperialism, a Study
P. Moon, Imperialism and World Politics
W.L. Langer, The Diplomacy of Imperialism
D.G. Creighton, The Commercial Empire of the St. Lawrence
G. Nadel, Australia's Colonial Culture
A. Moorehead, The White Nile
J.E. Flint, Sir George Goldie and the Making of Nigeria

Cont/.....

READING MATERIALS Cont/.....

Lord Cromer, Modern Egypt
N. Mansergh, The Multi-Racial Commonwealth
A. Brady, Democracy in the Dominions
K. Hancock, Survey of Commonwealth Affairs
R. Emerson, From Europe to Nation: the Rise of the Self-Assersion
of Asian and African Peoples.

SAMPLE PROGRAMME OF TOPICS TO BE COVERED

1. The Intentions behind early exploration
2. The Chartered Monopoly Companies - The East India Company, the Lavant Company,
The Muscovy Company.
3. The Caribbean and the Slave Trade
4. Adam Smith and "The Wealth of Nations"
5. North American Settlements: the basis of America
6. North American Settlements: the retention of Canada
7. The India Act of 1784 and the Trial of Hastings
8. The Abolition of Slavery and Sierra Leone
9. The Emergence of the Second British Empire after 1815
10. Parliamentary opposition to Empire, 1815-57
11. The Defence of India and the Mutiny
12. The Patterns of Imperial Trade
13. The Meaning of Disraelian Imperialism
14. "The White Man's Burden" in Victorian Literature
15. The Nile
16. The Influence of Sea Power on Imperial Thinking
17. Ideas of Imperial Defence
18. Profit and Loss: Hobson's Analysis
19. Constitutional Devolution
20. The Impact of the First World War
21. Ghandi and Passive Resistance
22. Man-Man and E. African Independence
23. The Neo-Colonial Mind
24. The Neo-Colonial Experiment

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: History

Abbreviation Code: HIIST Course Number: 408 Credit Hours: 5 Vector: 0-3-0

Title of Course: Conservatism, Liberalism and Socialism in 19th
Calendar Description of Course: Century Europe

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 224 and 225 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Every spring

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible? J. F. Hutchinson; J. M. Kitchen

3. Objectives of the Course

Two examine the major 19th century European political philosophies in their social and economic context. This course is designed to complement History 224. It presents no significant overlap in objectives or content with other courses taught in the University

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date: OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

408-5 Conservatism, Liberalism and Socialism
in 19th Century Europe

An examination of political philosophies in their social and economic context. The experience of Britain as well as that of continental Europe will be included. Students will be required to read from contemporary sources, in translation where necessary.

History 408-5

Conservatism, Liberalism, and Socialism In 19th Century Europe

Objectives

Designed to complement History 224, this course will be devoted to an examination of the major 19th-century political philosophies in their social and economic context. The experience of Britain as well as that of continental Europe will be included. Among the topics to be considered are the following: the social and ideological legacy of the French Revolution; liberty as a bourgeois concept; nationalism and constitutionalism in liberal thought; the social and economic basis of liberalism; the conservative response to liberalism and revolution; conservative attitudes to secularism and industrialization; the origins of socialism; anarchism and revolutionary populism; the growth of Marxism; the economic and social basis of political ideology at the end of the 19th century.

Structure

The course will be organized on a weekly seminar basis. Students will be expected to participate regularly in the seminars and to submit a major term embodying the results of their research. A final examination may be given at the discretion of the instructor.

Readings

- (a) Contemporary works by de Tocqueville, Coleridge, de Maistre, Bentham, Saint-Simon, Taine, Michelet, Fourier, Hegel, Marx, Engels, Plekhanov, Bakunin, Mikhailovsky, Von Treitschke, Pobedonossev, etc.
- (b) Secondary works
 - A.V. Darcey, Law and Opinion in England in the Nineteenth Century.
 - J. Bowle, Politics and Opinion in the Nineteenth Century.
 - G. de Ruggierro, History of European Liberalism.
 - R.N. Stromberg, European Intellectual History since 1789.
 - E. Wilson, To the Finland Station.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Abbreviation Code: HIST Course Number: 409 Department: History
Credit Hours: 5 Vector: 0-3-0

Title of Course: The Balance of Power in Europe
Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 225 or 298 recommended.

Students with credit under the former title "Central Europe since Metternich I" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: History 409-5 Central Europe since Metternich I

2. Scheduling

How frequently will the course be offered? Every spring

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible? W. E. Williams; E. R. Ingram Ellis

3. Objectives of the Course

To study in detail the shifting power relationships among major European States from 1871 until 1945. This course is designed to complement History 225 and 298. It will present no significant overlap in objectives or content with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date: OCT 24 1974

H. W. Johnston
Department Chairman

W. G. A. Bunt
Dean

Chairman, SCUS

409-5 The Balance of Power in Europe

An examination of the shift in power among competing European states from the late nineteenth century until the mid twentieth century. Attention will be given to the origins and consequences of the two great European wars and to the policies of Britain, France, Germany and Russia which brought about the significant changes in the balances of power. Study will be based primarily upon documents from the Chanceries.

History 225 or 298 recommended.

Students with credit under the former title "Central Europe since Metternich I" may not take this course for further credit.

Objective: The course is designed for students wishing to study in detail the shifting power relationships among the major European states from 1871 when the modern system was consolidated, until 1945, when Europe was no longer the centre of power. Such questions as alliance policy, military policy, colonial policy of the great powers will be examined with a view to determining the origins and understanding the consequences, of the two great European wars of this period. Attention will in addition be given to the theory and practice of diplomacy.

Structure: One three hour seminar or a one hour lecture and a two hour seminar per week. Students will give an oral presentation to the seminar on a theoretical or practical aspect of European inter-state relations during this period, on subjects such as: alliances before 1914; the Versailles settlement. The League and collective security; ideology and diplomacy. They will additionally write a research paper based upon the available published diplomatic papers from the British, French, German and Russian archives. The paper will form half the grade; seminar participation the other half.

Selected Reading:

A.J.P. Taylor, The Struggle for Mastery in Europe and the Origins of the Second World War

G.P. Gooch, Before the War: Studies in Diplomacy (2 vols.)

Hans Morganthau, Politics Among Nations

Harold Nicolson, Diplomacy and Peacemaking 1919

W.L. Langer, Diplomacy of Imperialism

Norman Angell, The Great Illusion

J.M. Keynes, The Economic Consequences of the Peace

A.J. Mayer, The Political Origins of the New Diplomacy

A.O. Sarkissian (ed.), Studies in Diplomatic History

E.H. Carr, The Twenty Years Crisis

M. Beloff, The Foreign Policy of Soviet Russia (2 vols.)

G. Craig and F. Gibert (eds.), The Diplomats (2 vols.)

F.P. Walters, A History of the League of Nations

Monographs on specific diplomatic questions (e.g. The Agadir crisis, the Bagdad railway, the Locarno Treaties, the Italian attack on Ethiopia, the Munich conference) will be assigned as those questions are discussed in class.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Abbreviation Code: HIIST Course Number: 414 Department: History
Credit Hours: 5 Vector: 0-3-0

Title of Course: The Impact of the Great War
Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 225 or 298 recommended.

Students with credit under the former title "Central Europe since Metternich II"
may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is
approved: History 414-5 Central Europe since Metternich II

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 76-2

Which of your present faculty would be available to make the proposed offering
possible? W. E. Williams; J. M. Kitchen

Objectives of the Course

To study the twenty-five year aftermath
of the first World War in Europe with special attention given
to totalitarianism in Germany, Soviet Union and Italy. This
course is designed to complement History 225 and History 298.
It will present no significant overlap in objectives or content
with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974

Department Chairman

Dean

Chairman, SCUS

414-5 The impact of the Great War

A brief look at the political, social, and territorial changes of the Versailles settlement, followed by an examination of the impact of the War upon Europe, particularly through the examples of fascism in Italy, national socialism in Germany and the general breakdown of the liberal order during the 1930's. In certain semesters additional attention may be given to the Soviet Union.

History 225 or 298 recommended.

Students with credit under the former title "Central Europe since Metternich II" may not take this course for further credit.

The Impact of the Great WarObjective

The course is a study of the twenty-five year aftermath of the First World War in Europe. Special attention will be given to the phenomenon of totalitarianism in Germany, the Soviet Union and Italy, and to the reasons why this phenomenon did not mature in the western democracies, Britain and France. Such issues as effected the whole of Europe will form the focus of the course among them: money and inflation; problems of government; mass communication; population movement and minority groups; art and literature.

Structure

One three-hour seminar per week. Students will be required to deliver one oral report (in one-half hour) and to write one paper (ca. 3,000 words). The paper will count for half the final grade; the oral presentation and seminar participation for the other half.

Selected Reading:

- Hannah Arendt, The Origins of Totalitarianism.
Ernst Nolte, Three Faces of Facism.
A.J.P. Taylor, English History, 1914-1945.
C. Seton-Watson, Italy from Liberalism to Fascism.
K. Mannheim, Ideology and Utopia.
A. Koestler, The Invisible Writing.
A. Huxley, Brave New World.
G. Kennon, Russia and the West under Lenin and Stalin.
C.A. Mecand, The French Right and Nazi Germany.
H.S. Hughes, Consciousness and Society.
H. Laski, Reflections on the Revolutions of our Time.
W. Kornhauser, The Politics of Mass Society.
G. Orwell, Road to Wigan Pier.
H. Nicolson, Diaries and Letters.
I. Deutscher, Stalin: A Political Biography.
G. Chevalier, Clochemerte.

Additional reading will be assigned for each of the seminar sessions, especially biographies of such major figures of the period as Mussolini, Lenin, Hitler, and Chamberlain.

NEW COURSE PROPOSAL FORM

1. Calendar InformationDepartment: HistoryAbbreviation Code: HIST Course Number: 416 Credit Hours: 5 Vector: 0-3-0Title of Course: The French Revolution

Calendar Description of Course:

An analysis of the origins or the Revolution, of its changing nature, and of its impact on society. The Revolution will be examined in its European context.

Nature of Course seminar

Prerequisites (or special instructions):

History 223, 224 or 226 (France) recommended.

Students with credit under the former title "France in Modern Times I" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: History 416-5 : France in Modern Times I2. SchedulingHow frequently will the course be offered? Every springSemester in which the course will first be offered? 76-1Which of your present faculty would be available to make the proposed offering possible? C. R. Day; R. L. Koepke3. Objectives of the Course

To analyse the origins, nature, and impact of the French Revolution in its European context. This course is designed to complement History 223, 224 and 226 (France). This course presents no significant overlap in content or objectivity with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974Department ChairmanDeanChairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

DISCUSSION TOPICS AND BIBLIOGRAPHY

SUGGESTED TOPICS ON THE REVOLUTION

There is a vast literature on the general topic of what Lefebvre calls the "Coming of the Revolution." This literature is divided under a few general headings such as the decline and failure of the monarchy, the influence of the enlightenment, the influence of the social and economic conditions, etc.

The decline of the monarchy has been generally accepted by the republican historians in a french version of a Whig interpretation of history. The Revolution occurred, therefore the monarchy was corrupt and inevitably destined to collapse. But is there some merit to the argument of monarchist historians such as Gaxotte that the monarchy could have evolved into a progressive institution, that but for the accidents of circumstances and of individual cases of weak character (Louis XVI, etc.) and of irresponsible and unjust attacks by a few intemperate intellectuals (Voltaire, Rousseau, etc.) Frenchmen might have realized their desire for reforms without destroying a centuries-old institution, the monarchy, and thereby opening the way to years of bloody chaos and internal divisions not yet resolved?

The role of the Enlightenment in causing the Revolution has provoked a prolonged historical controversy introduced in the Heath pamphlet by Church. Beyond the specific problem of causation, the problem of the Enlightenment and the Revolution can be viewed as a case study in the general question of the role of ideas in history (vis-a-vis the role of economic and social factors). Under this general heading there are also specific questions such as:

The direct influence of Rousseau on the course of the Revolution and particularly of his influence on Robespierre and therefore his responsibility for the terror; whether Voltaire and other philosophers were revolutionaries or reformers; whether Montesquieu was a progressive liberal or a reactionary aristocrat; etc.

The controversy surrounding the economic causes of the Revolution, whether the Revolution was caused by increasing misery or by rising expectations, is summarized by Greenlaw. The influence of an industrial revolution is connected with the general problem of social causes and in particular with the impact of a "rising" bourgeoisie. Was the Revolution bourgeois? Was it caused by bourgeois who wanted to break the chains of the feudal system or who wanted to acquire a larger slice of the feudal "pie" or who wanted to defend their positions in the feudal aristocratic society against the aristocratic or feudal "reaction?" What was the role of the aristocracy? Was there a feudal reaction? Was the first phase of the Revolution an aristocratic revolution as Lefebvre claims?

The outbreak of the Revolution can be studied as an example of the problem of causation in history. Historians have been charged with the logical fallacy of listing circumstances (e.g. the economic and social conditions prior to the Revolution), labelling them causes, then describing an event (the Revolution) and thereby assuming that their "causes" produce the event without demonstrating any causal connection. Is this charge relevant concerning the "causes" of the French Revolution?

The French Revolution is generally regarded as the prototype of modern revolutions (e.g. see Brinton: Anatomy of Revolution). Thus almost any aspect of the Revolution as well as the Revolution in general can be examined as a means of considering general questions concerning revolution, such as: what causes revolutions; the nature of revolutionaries; is revolution a progressive force in history, etc.

The French Revolution is generally broken down into its various phases and specific questions are asked regarding each phase. For examples of such viable topics see Kafker & Laux: The French Revolution: Conflicting Interpretations. There are, however, other questions which can be asked about the Revolution in general which tend to be overlooked. For example: the distinction between political and social revolution; the development of class consciousness as a result of the Revolution (on the part of the aristocracy and the bourgeoisie as well as the proletariat); the development of nationalism during the Revolution and the connection between the two; the reforms of the Revolution and the extent to which they were progressive or regressive or merely a continuation of reforms of the Ancien Regime; the revolutionary myth as substitute for a religious myth; the revolution as a morally uplifting or a dehumanizing force; etc.

BIBLIOGRAPHY - FRENCH REVOLUTION OF 1789

GENERAL HISTORIES

- N. Hampson: A Social History of the French Revolution
M.J. Sydenham: The French Revolution
J.M. Thompson: The French Revolution
Crane Brinton: Decade of Revolution
Alfred Cobban: A History of Modern France (vol. 1 = 1715-1799)
Georges Lefebvre: The French Revolution (2 vols.)
Francois Aulard: The French Revolution, A Political History
(4 vols. = old but classic)
Pierre Gaxotte: The French Revolution (conservative)
A. Goodwin: The French Revolution
Louis Madelin: The French Revolution
Albert Mathiez: The French Revolution (leftist)
Leo Gershoy: The French Revolution and Napoleon (old)
Louis Gottschalk: The Era of the French Revolution, 1715-1815

BACKGROUND TO REVOLUTION AND CAUSATION

- Georges Lefebvre: The Coming of the French Revolution
Alexis de Tocqueville: The Old Regime and the French Revolution
Elizabeth Eisenstein: "Who intervened in 1788" American Historical
Review, 71 (1965) & vol. 72 (1967)
Elinor Barber: The Bourgeoisie in 18th Century France
W.F. Church (ed.): The Influence of the Enlightenment on the French
Revolution (Heath pamphlet = see also esp. for
bibl.)
Alfred Cobban: Historians and the Causes of the French Revolution
A. Goodwin: European Nobility in the 18th century (see chapter on
France)
R.W. Greenlaw (ed.): The Economic Origins of the French Revolution
(Heath pamphlet = see also for bibliography)
Jeffrey Kaplow: New Perspectives on the French Revolution (selected
articles)
Abbe Sieyes: What is the Third Estate?
Hippolyte Taine: The Ancien Regime
Richard Herr: Tocqueville and the Old Regime (comment on
Tocqueville's work above)
Jacques Godechot: The Taking of the Bastille, July 4th 1789
Franklin Ford: The Robe and the Sword
Louis Gottschalk: "Causes of Revolution," American Journal of
Sociology (1944)
Henri Sec: Economic & Social Conditions in France during the 18th
century
Alun Davies: "The Origins of the French Peasant Revolution of 1789,"
History (February, 1964)
Isser Woloch: The Peasantry in The Old Regime: Conditions and
Protests

REVOLUTION IN GENERAL

- Hannah Arendt: On Revolution
Crane Brinton: The Anatomy of Revolution
Albert Camus: The Rebel (part 3)
Carl Leiden & Karl Schmitt: The Politics of Violence: Revolution in the Modern World (part 1)
Peter Calvert: A Study of Revolution (part 1)
Bruce Mazlish: "The French Revolution in Comparative Perspective", Political Science Quarterly (June 1970)

THE TERROR

- Crane Brinton: The Jacobins: An Essay in the New History
James Godfrey: Revolutionary Justice: A Study of the Organization, Personnel, and Procedure of the Paris Tribunal, 1793-1795
R.R. Palmer: Twelve who Ruled: the Committee of Public Safety during The Terror
R.B. Rose: The Enrages: Socialists of the French Revolution
Albert Soboul: The Parisian Sans-Culottes and the French Revolution
M.J. Sydenham: The Girondins
J.M. Thompson: Robespierre
Leo Gershoy: Bertrand Barere: A Reluctant Terrorist
Robert Christoph: Danton
Geoffrey Bruun: Saint-Just, Apostle of the Terror
Samuel Bernstein: "The Danton-Robespierre Controversy Today," Science and Society (1959)
Peter Gay: "Rhetoric and Politics in the French Revolution," American Historical Review (1961)
R.C. Cobb: "The Revolutionary Mentality in France, 1793-94," History (1957)

SELECTED ASPECTS & INTERPRETATIONS

- Frank Kafker & James Laux (eds.): The French Revolution: Conflicting Interpretations
Robert Forster & A. Cobban: "Debate: The Survival of the Nobility during the French Revolution," Past and Present (1968)
Alfred Cobban: The Myth of the French Revolution
Alfred Cobban: The Social Interpretation of the French Revolution
Paul Farmer: France Reviews its Revolutionary Origins (bibliographical essay - important)
George Rude: The Crowd in the French Revolution
J.H. Stewart: A Documentary Survey of the French Revolution (collected documents)
Eric Thompson: Popular Sovereignty and the French Constitutional Assembly (1789-91)
Jacques Godechot: France and the Atlantic Revolution of the 18th C.

- R.R. Palmer: The Age of Democratic Revolution
Buonarroti: History of Babeuf's Conspiracy for Equality
Richard Brace: Bordeaux and the Gironde 1789-1794
Jeffrey Kaplow: Elbeuf during the Revolutionary Period
Charles Tilly: The Vendee
George Lefebvre: The Thermidorians and the Directory
Isser Woloch: Jacobin Legacy: The Democratic Movement Under the Directory
W.R. Fryer: Republic or Restoration in France? 1794-97
Donald Greer: The Incidence of the Emigration during the French Rev.
A. Aulard: Christianity and the French Revolution
R.C. Cobb: The Police and the People: French Popular Protest, 1789-1820
Alfred Cobban: Aspects of the French Revolution (collected essays)
B. Hyslop: French Nationalism in 1789 according to the General Cahiers
Burdette Poland: French Protestantism and the French Revolution.
Jean Robiquet: Daily Life in the French Revolution
F.L. Ford: "The Revolutionary-Napoleonic Era: How Much of a Watershed?" American Historical Review (October, 1963)
Paul Beik: The French Revolution seen from the Right
Harvey Mitchell: The Underground War against Revolutionary France
Jacques Godechot: The Counter Revolution, 1789-1804
John McManner: The French Revolution and the Church
Seymour Harris: The Assignats
Peter Amann (ed.): The 18th Century Revolution: French or Western (Heath pamphlet).

REVOLUTIONARY TRADITION

In the nineteenth century Europeans looked to France, with hope or fear, for the propagation of revolutionary change. How can one explain the recurring phenomenon of revolution in France? Was it because the factors which produce revolution was more prevalent there than elsewhere? If so, what are they? Are they generalized; that is, do they hold true for all countries and all time, including our own? Or was there a 'revolutionary tradition' in France dating from the Great Revolution of 1789-1799? Is there a revolutionary mentality fostered in France by its particular historical tradition and producing professional revolutionaries who created the necessary atmosphere? Can a comparative analysis of the revolutions of 1830, 1848 and 1870-71 provide the necessary answers? Was the Commune of 1871 a revolution or a civil war? Did the nature of revolution change in the nineteenth century? Is there a significant difference between bourgeois and proletarian revolutions? Were the revolutions national or Parisian? Can the 1848 revolution be divided between a political (February) and a social (June) revolution?

REVOLUTIONARY TRADITION - BIBLIOGRAPHY

GENERAL

- J. Plamenatz: The Revolutionary Movement in France
David Thomson: Democracy in France since 1870 (chapter 1)
J.L. Talmon: Political Messianism: The Romantic Phase
John A. Scott: Republican Ideas and the Liberal Tradition in France

REVOLUTIONARIES

- Elizabeth Eisenstein: The First Professional Revolutionary: Buonarroti
Alan Spitzer: The Revolutionary Theories of Blanqui
Crane Brinton: The Jacobins
Alvin Calman: Ledru Rollin and the Second French Republic
Leo Loubere: Louis Blanc
Samuel Bernstein: August Blanqui and the Art of Revolution
+ various biographies of revolutionaries already mentioned such as Robespierre, Saint-Just, Barere, Danton, the Enrages, the sans-culottes, etc.

OTHER

- Samuel Bernstein: Essays in political and intellectual history
R.C. Cobb: "The Revolutionary Mentality in France, 1793-94,"
History, 42 (1957)
Peter Gay: "Rhetoric and Politics in the French Revolution,"
American Historical Review, 66 (1961)

John Lepper: Famous Secret Societies
George Rude: The Crowd in History, 1730-1848
Alan Spitzer: Old Hatreds and Young Hopes: The French Carbonari
against the Bourbon Restoration
Stanley Mellon: The Political Uses of History
Quonarroti: History of Babeuf's Conspiracy for Equality

THE COMMUNE

Roger Williams: The French Revolution of 1870-71
Frank Jellinick: The Paris Commune
Edward Mason: The Paris Commune
Jean Joughin: The Paris Commune in French Politics, vol. 1
Karl Marx: Civil War in France
Lenin: The Commune
Eugene Schulkind: "The Activity of Popular Organizations during the
Paris Commune of 1871," French Historical
Studies (1960)
Lessagaray: History of the Commune of 1871 (eyewitness)
Goncourt: Paris under Siege, 1870-71 (eyewitness)
Ernest Vizetelly: My Adventures in the Commune
Louis Greenberg: "The Commune of 1871 as a Decentralist Reaction,"
Journal of Modern History (1969)

John Roberts: "The Myth of the Commune, 1871," History Today (1957)
W. Penbroke Felridge: The Rise & Fall of the Paris Commune in 1871
(eyewitness)
Louis Greenberg: Sisters of Liberty: Marseilles, Lyon, Paris & the
Reaction to a centralized state, 1868-1871.

1848

George Duveau: 1848: The Making of a Revolution
Georges Bourgin: "France and the Revolution of 1848," - in:
F. Fejto (ed.): 1848: The Opening of an Era
Karl Marx: The Class Struggles in France
Prisci la Robertson: The revolutions of 1848: A Social History
Arnold Whitridge: Men in Crisis: The Revolutions of 1848
Alexis de Tocqueville: Recollections (memoirs)
Alexander Herzin: From the Other Shore (memoirs)
Peter Amann: "The Changing Outlines of 1848", American Historical
Review (1963) (bibliographical)
" " : "Prelude to insurrection: the Banquet of the People,"
French Historical Studies (1960) (re June Days)
" " : "Recent Writings on the Second French Republic," Journal
of Modern History (1962) (bibliographical)
" " : "Revolution, a Redefinition," Political Science Quarterly
(1962) (general theory based on experience of 1848)

- Alvin Calman: Ledru-Rollin and the Second French Republic
Frederick de Luna: The French Republic under Cavaignac, 1848
Donald McKay: The National Workshops: A Study in the French
Revolution of 1848
Roger Price: The French Second Republic: A Social History
Alphonse Lamartine: History of the French Revolution of 1848
William Langer: "The Pattern of Urban Revolution in 1848; in :
Acomb & Brown (eds.): French Society & Culture
Since The Old Regime.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM New title and description

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 417 Credit Hours: 5 Vector: 0-3-0

Title of Course: France in Modern Times

Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 224 or 225 or 226 (France) recommended.

Students with credit under the former title "France in Modern Times II" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered? Every fall

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? C. R. Day; R. L. Koepke

Objectives of the Course

To examine at an advanced level the development of French Canadian society in the 19th and 20th centuries by concentrating on a principal aspect or period. This course is designed to complement History 224 History 225 and History 226 (France). This course presents no significant overlap in content or objectivity with other courses taught in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974

H. M. Johnston
Department Chairman

W. G. D. Bant
Dean

Chairman, SCUS

SCUS 73-34b:-- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

417-5 France in Modern Times

An examination of a principal aspect of, or period in, the history of French society since the Revolution. For example, attention may be given to the Nineteenth Century French Revolutionary Tradition, or to society and culture in the third, fourth and fifth Republics, or to social thought from the French Revolution to L'Action Francais.

History 224 or 225 or 226 (France) recommended.

Students with credit under the former title "France in Modern Times II" may not take this course for further credit.

SOCIETY & CULTURE IN TWENTIETH CENTURY FRANCE

This course deals with the Third, Fourth and Fifth Republics in France (essentially France since 1870), and especially with the gradual disintegration of the Republican consensus after World War I. The thesis of the course is that the main cause of the breakup of the Third and Fourth Republics was social; hence the reading emphasizes social and literary rather than political and diplomatic sources.

Although other books will be mentioned from time to time, the assigned reading is designed to cover the needs of the subject and the course; hence you will not be asked to write a research paper based on further reading, nor will you be asked to memorize the assigned reading in preparation for examinations. Instead you are to write two short papers of six or seven typed pages each (or the rough equivalent in long-hand) based on the assigned readings. Suggested topics will be distributed later. You are also asked to contribute conscientiously to class discussion. It is understood that the meaning of the term "conscientious" is relative to the personality and the ability of each individual. Nevertheless, if you are not prepared to do the reading regularly, and to think about what you have read, you should not take this course.

Readings:

Weeks I - III: A Nation of Villagers.

Wylie, L.; Village in the Vaucluse, Harper Colophon, 1962

Weeks IV-V: The Republican Consensus.

Hoffmann, S., In Search of France (Harper Torchbook, 1962):
read: Hoffmann, pages 1-21, and Jesse Pitts,
"Continuity and Change in Bourgeois France", 235-304

Siegfried, André, France, A Study in Nationality.

Weeks VI-VIII: The End of the Republican Consensus: The Depression, the Popular Front and the War.

Greene, N., From Versailles to Vichy. Thomas Crowell Co.

Joll, James, Three Intellectuals in Politics, Harper Colophon, 1-56.

Werth, A., DeGaulle, chpts. 2 - 5

DeGaulle, Charles, War Memoirs, The Call to Honour,
VOL. I, 1-43.

Camus, Albert, The Plague

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

New title and added
Description

1. Calendar Information

Abbreviation Code: HIIST Course Number: 419

Department: History

Credit Hours: 5 Vector: 0-3-0

Title of Course: Imperial and Soviet Russia

Calendar Description of Course:

See attached

Nature of Course

seminar

Prerequisites (or special instructions):

History 226 (Russia) and either History 224 or 225 recommended.

Students with credit under the former title "Imperial and Soviet Russia II" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered? Every fall

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible?

R. K. Debo; J. F. Hutchinson

3. Objectives of the Course

To study the modernization of Russia in the Czarist and Soviet periods. This course is designed to complement History 224, History 225 and History 226 (Russia). This course will not present any significant overlap in objectives content from other courses being offered in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

Approval

Date:

OCT 24 1974

Department Chairman

Dean

Chairman, SCUS

419-5 Imperial and Soviet Russia

A study of modernization in Russia, examining the effort to reform political, social and economic institutions from 1850 to 1930.

History 226 (Russia) and either History 224 or 225 recommended. Students with credit under the former title "Imperial and Soviet Russia II" may not take this course for further credit.

INDUSTRIALIZATION AND REFORM IN RUSSIA, 1860-1930

Throughout its modern history Russia has consistently suffered from a failure to organize itself socially, economically and politically in a manner permitting it to compete successfully with the dynamic societies of Western Europe and North America. On those occasions when Russia has fallen too far behind contemporary developments in the West she has undergone particularly painful experiences, in some instances calling in question her continued existence as a state. These experiences have always led to strenuous efforts to reform and modernize state and society. This course will examine the problems which were raised when Imperial Russia sought to modernize its political, economic and social structure following its humiliating defeat in the Crimean War. It will seek to determine the extent to which Imperial Russia was a "backward" country in mid-nineteenth century Europe, the extent to which Russia society had been modernized prior to 1914 and the changes initiated by the Soviet regime in the first decades after the revolution.

The seminar will meet once a week. Each student is responsible for the required reading (see attached list), one seminar report, the formal criticism of another report and a major term paper. Reports should be about 30-45 minutes in length and include bibliographic criticism as well as a discussion of the problems raised by the particular topic. Each report will be followed by a formal criticism prepared by another student. Students will be marked not only on the quality of their own reports and criticism but also on their participation in the discussion which will follow. Obviously this will require additional reading over and above the basic required works.

Each student will prepare a typed twenty-five page term paper (or its equivalent if written in longhand). It must be a well-organized, balanced examination of a specific problem, written in a good style and, where possible, based on original documents. It must conform in every way to the highest scholarly standards. Essays failing to meet accepted standards of grammar and spelling will be penalized. Students unfamiliar with proper footnote and bibliographical procedure should consult Dorothy Blakey and A. C. Cooke, *THE PREPARATION OF TERM ESSAYS*; Wood Gray, *THE HISTORIAN'S HANDBOOK* or the M.L.A. style sheet. Students are urged to consult with the instructor at an early date on the topic of their paper. All term papers are due one week before the last meeting of the class.

Students frequently ask how many footnotes they should use in writing their essays. This, of course, is an impossible question to answer. You should use footnotes when 1) quoting another writer's exact words, 2) paraphrasing the idea of someone else, 3) attempting to substantiate a fact used in a chain of argument. Most students use too many or too few footnotes. Attempt to avoid extremes. PLEASE NOTE: footnotes must be placed at the bottom of the page on which they are used. They should not appear anywhere else.

Students will be graded on the following basis:

Seminar report	30%
Seminar critique	10%
Seminar participation	20%
Essay	40%

Assigned Reading

Books:

- C. E. Black, THE DYNAMICS OF MODERNIZATION
- H. Dobb, SOVIET ECONOMIC DEVELOPMENT SINCE 1917, pp. 82-220
- H. J. Habakkuk and M. Postan (editors) THE CAMBRIDGE ECONOMIC HISTORY OF EUROPE, Volume VI, part II, pp. 706-872
- T. von Laue, WHY LENIN? WHY STALIN?

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- *C. E. Black, "The Nature of Imperial Russian Society" SLAVIC REVIEW, XX, No. 4, 565-582.
- *N. V. Riasanovsky, "The Russian Empire as an underdeveloped Country:", SLAVIC REVIEW, XX, No. 4, 589-593.
- *H. Seton Watson, "Russia and Modernization" SLAVIC REVIEW, XX, No. 4, 583-586
- *B. D. Wolfe, "Backwardness and Industrialization in Russian History and Thought", SLAVIC REVIEW, XXVI, No. 2
- *T. von Laue, "Of the Crisis in the Russian Polity" in J.S. Curtiss (editor) ESSAYS IN RUSSIAN AND SOVIET HISTORY

* = Xerox copies on reserve

ABBREVIATIONS.

(S) = available in library stacks
(R) = on Reserve
(x) = xerox copy on reserve
SEER = Slavonic and East European Review
RusR = Russian Review
R Pol = Review on Politics
ASEER = American Slavic and East European Review
JMH = Journal of Modern History
EHR = Economic History Review
EDCC = Economic Development and Cultural Change
PSQ = Political Science Quarterly
IRSH = International Review of Social History
JCEA = Journal of Central European Affairs

Black = C.E. Black (editor) THE TRANSFORMATION OF RUSSIAN SOCIETY
Simmons = E.J. Simmons (editor) CONTINUITY AND CHANGE IN RUSSIAN
AND SOVIET THOUGHT

SEMINAR TOPICS:

- WEEK 1 - Introduction
- 2 - General Discussion: "Was Russia backward?"
 - 3 - The Russia of Nicholas I
 - 4 - The 'Great Reforms' of Alexander II
 - 5 - Pobedonostsev: Opponent of Modernization.
An Alternate Model.
The Revolutionary Intelligentsia.
 - 6 - Count Witte and Industrialization.
 - 7 - Russian Liberalism.
Social Democrats and Social Revolutionaries.
 - 8 - The Revolution of 1905.
 - 9 - Industry and Labour After 1903.
The National Minorities.
 - 10 - The Stolypin Land Reform.
 - 11 - The Revolutions of 1917, War Communism and NEP.
 - 12 - Industrialization and Collectivization.
 - 13 - General Discussion: T. H. von Laue, WHY LENIN?
WHY STELIN?

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THE RUSSIA OF NICHOLAS I.

- | | |
|------------------|---|
| W. L. Blackwell, | THE BEGINNINGS OF RUSSIAN INDUSTRIALIZATION. |
| J. Blum, | LORD AND PEASANT IN RUSSIA, pp.442-535. |
| R. Haywood, | BEGINNINGS OF RAILWAY DEVELOPMENT IN RUSSIA. |
| S. Kutscheroff, | "Administration of Justice under Nicholas I of Russia," SR VII (1948), pp. 126-138. (S). |
| M. Matossian, | "The Peasant Way of Life" in W. S. Vucinich, (editor) THE PEASANT IN NINETEENTH CENTURY RUSSIA. |
| S. Monas, | THE THIRD SECTION |
| W. M. Pintner, | RUSSIAN ECONOMIC POLICY UNDER NICHOLAS I. |
| V. Riasanovsky, | NICHOLAS I AND OFFICIAL NATIONALISM IN RUSSIA. |
| L. Strakhovsky, | L'EMPEREUR NICHOLAS Ier ET L'ESPRIT NATIONAL RUSSE. |

THE 'GREAT' REFORMS OF ALEXANDER II

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| P. L. Alston, | EDUCATION AND THE STATE IN TSARIST RUSSIA. |
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| S. Kieniewicz, | THE EMANCIPATION OF THE POLISH PEASANTRY. |
| J. Mavor, | AN ECONOMIC HISTORY OF RUSSIA. |
| F. A. Miller, | DMITRII MILIUTIN AND THE REFORM ERA IN RUSSIA. |
| W. E. Mosse, | ALEXANDER II AND THE MODERNIZATION OF RUSSIA. |
| A. J. Rieber, | THE POLITICS OF AUTOCRACY |
| T. G. Robinson, | RURAL RUSSIA UNDER THE OLD REGIME. |
| M. Raeft, | "Russia after Emancipation", SEER, XXIX (June, 1951), pp. 470-485. (S) |
| A. A. Skerpan, | "The Russian National Economy and Emancipation", in A. D. Ferguson and A. Levin (editors) ESSAYS IN RUSSIAN HISTORY. |

J. Walkin,

THE RISE OF DEMOCRACY IN PRE-
REVOLUTIONARY RUSSIA.

F. M. Watters,

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S. Zenkovsky,

"The Emancipation of the Serfs in
Retrospect" RusR, XX (1961), pp. 280-
293 (X)

POBEDONOSTSEV: OPPONENT OF MODERNIZATION

R. F. Byrnes,

POBEDONOSTSEV: HIS LIFE AND THOUGHT
PORTRAITS OF RUSSIAN PERSONALITIES.

R. Hare,

THE SPIRIT OF RUSSIA, Volume II.

T. G. Masaryk,

REFLECTIONS OF A RUSSIAN STATESMAN.

K. P. Pobedonostsev,

CONSERVATIVE NATIONALISM IN 19th

E. C. Thaden,

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A. E. Adams,

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A. E. Adams,

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pp. 113-128. (R)

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"Pobedonostsev and Pan Slavism",
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THE REVOLUTIONARY INTELLIGENTSIA: AN ALTERNATE MODEL

J. H. Billington,

MIKHAILOVSKY AND RUSSIAN POPULISM.

Lewis S. Power,

THE CONFLICT OF GENERATIONS

Chapter Four: "The Russian Student
Movement"

D. Footman,

RED PRELUDE.

L. H. Haimson,

THE RUSSIAN MARXISTS AND THE ORIGINS
OF BOLSHEVISM, 1-25.

E. Lampert,

SONS AGAINST FATHERS.

M. Malia,

"What is the Intelligentsia?" in
R. Pipes (editor) THE RUSSIAN
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R. Pipes,

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L. Schapiro,

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F. Venturi,

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R. Wortman,

THE CRISIS OF RUSSIAN POPULISM.

A. Yarmolinsky,

ROAD TO REVOLUTION.

A. I. Weeks,

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F. Barghoorn,

"The Russian Radicals of the 1860's and the Problem of the Industrial Proletariat" SEER, XXI (March 1943), pp. 57-69. (X)

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COUNT WITTE AND INDUSTRIALIZATION

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V. I. Lenin,

THE DEVELOPMENT OF CAPITALISM IN RUSSIA.

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J. McKay,

PIONEERS FOR PROFIT.

W. W. Rostow,

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SERGEI WITTE AND THE INDUSTRIALIZATION OF RUSSIA.

S. Witte,

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ECONOMIC BACKWARDNESS IN HISTORICAL PERSPECTIVE, 119-151.

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- T. Von Laue, "Russian Labour between Field and Factory, 1892-1903" CALIFORNIA SLAVIC STUDIES, III, (1964) pp. 33-65. (R)

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RUSSIA AND ITS CRISIS
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- G. Fischer, "The Russian Intelligentsia and Liberalism" HARVARD SLAVIC STUDIES, IV, (1957), pp. 317-336. (R)
- M. Karpovich, "Two Types of Russian Liberalism: Maklakov and Miliukov", SIMMONS, pp. 129-143 (R)
- M. Raeff, "Some Reflections on Russian Liberalism" RusR, RusR, XVIII, No. 3, (1959), pp. 218-230. (X)
- D. W. Treadgold, "The Constitutional Democrats and the Russian Liberal Tradition", ASER, X (1951) pp. 117-129 (S).

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- I. Getzler, MAROV.
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- O. Radkey, THE AGRARIAN FOES OF BOLSHEVISM, 1-87.
A. Walicki, THE CONTROVERSY OVER CAPITALISM.
A. K. Wildman, THE MAKING OF A WORKERS' REVOLUTION, RUSSIAN SOCIAL DEMOCRACY, 1891-1903.

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- A. Badayev, THE BOLSHEVIKS IN THE TSARIST DUMA.
V. I. Gurko, FIGURES AND FEATURES OF THE PAST.
S. Harcave, FIRST BLOOD: THE REVOLUTION OF 1905.
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A. Levin, "June 3, 1907: Action and Reaction" in A. D. Ferguson and A. Levin (editors) ESSAYS IN RUSSIAN HISTORY.
- V. Maklakov, THE FIRST STATE DUMA.
P. Miliukov, POLITICAL MEMOIRS.
B. Parcs, THE FALL OF THE RUSSIAN MONARCHY.
T. Riha, A RUSSIAN EUROPEAN: PAUL MILIUKOV IN RUSSIAN POLITICS.

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HISTORY OF THE NATIONAL ECONOMY OF
RUSSIA TO THE 1917 REVOLUTION.
STATE CONTROL OF INDUSTRY IN RUSSIA
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Articles:

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T. Cohen,

J. G. Gliksman,

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pp. 462-471. (X)
"Wartime Profits of Russian Industry,
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"The Russian Urban Worker: From
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"The Expansion of the Labour Market
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"The Management of Labor Protest in
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"Autocracy and the Factory Order in
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"The Zubatov Idea", ASEER, XIX
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NATIONAL MINORITIES IN TSARIST RUSSIA AND THE SOVIET UNION.

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S. Becker,

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O. Janowsky,

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K. Kononenko,

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S. Zenkovsky,

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REFORME ET REVOLUTION CHEZ LES
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Articles:

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"Land Hunger and Nationalism in the
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"Turkestan Cotton in Imperial Russia",
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M. Florinsky,

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M. Ferro,
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A. Ulam,
USSR Academy of Sciences,

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E. H. Carr,

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N. Jasney,

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L. Schapiro,

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THE ELECTION TO THE RUSSIAN
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FORCED LABOR IN SOVIET RUSSIA,
pp. 149-190.
THE CONSCIENCE OF THE REVOLUTION.
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ECONOMIC SYSTEM, 1-152.
THE SOCIALIZED AGRICULTURE OF THE USSR,
133-232.
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POWER, PP. 85-158.
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- A. Baykov, THE DEVELOPMENT OF THE SOVIET ECONOMIC SYSTEM, 153-466.
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- I. Deutscher, STALIN, 294-344.
- A. Erlich, THE SOVIET INDUSTRIALIZATION DEBATE.
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- Anthony C. Sutton, WESTERN TECHNOLOGY & SOVIET ECONOMIC DEVELOPMENT, 1917-1930.
- A. L. Strong, THE SOVIETS CONQUER WHEAT.

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- H. J. Ellison, "The Decision to Collectivize Agriculture" ASER, XX, No. 2, 1961, pp. 189-202 (S).
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NEW COURSE PROPOSAL FORM Added description1. Calendar InformationDepartment: HistoryAbbreviation Code: HIIST Course Number: 423 Credit Hours: 5 Vector: 0-3-0Title of Course: Problems in the Diplomatic and Political history of Canada

Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 217 and 218 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Every spring and some summers

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible? H. J. M. Johnston, D. L. Cole, G. L. Cook, J. M. Bumsted
& R. Fisher3. Objectives of the Course

To examine in depth the diplomatic and political history of Canada by concentrating on selected problems. This course is designed to complement History 217 and 218. This course presents no significant overlap in content or objectives with other courses being taught in the University.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

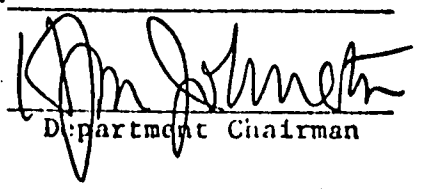
Equipment

None

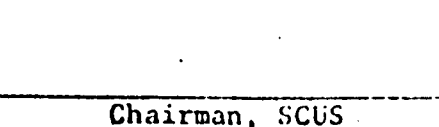
5. Approval

Date:

OCT 24 1974


 Department Chairman


 Dean


 Chairman, SCUS
SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34 **164**
Attach course outline).

Oct. '73

423-5 Problems in the Diplomatic and
Political History of Canada

Selected problems in the history of the Canadian constitution, Dominion-Provincial relations, Canadian politics, the Canadian military, and Canadian external affairs.

History 217 and 218 recommended.

HISTORY 423-5 PROBLEMS IN THE DIPLOMATIC AND POLITICAL
HISTORY OF CANADA

The emphasis will not be precisely that suggested in the calendar title. Instead, we ask how Canadians have perceived their own interests in their relations with external governments. What influence and what diplomatic mechanism have they possessed with which to defend these interests? How have that influence and that mechanism been used? The answers change noticeably in each decade. The contrast between 1848 and 1969 is dramatic. Recurrent themes, however, are also a part of this history.

Seminar

Discussion in the weekly seminar will be based on specific readings taken from the attached bibliography.

Term Paper

Members of the seminar should choose their topics by the end of the third week to allow sufficient time for research. They are expected to make use of newspapers, Parliamentary debates, or other available primary materials.

Grading

The final grade will take into account seminar participation, term paper, and, if considered necessary, a final oral examination. Each of these elements will receive equal weight.

Texts

Members of the seminar are asked to purchase these texts:-

GLAZEBROOK, G.P. DE T.	<u>A History of Canadian External Relations,</u> <u>Carleton Library, #27 and 28</u>
CLARKSON, Stephen	<u>An Independent Foreign Policy for Canada</u>

Also available in paperback and useful for this course:-

BREBNER, J.B.	<u>North Atlantic Triangle</u>
EAYRS, James	<u>Northern Approaches</u>

General Reading

GLAZEBROOK, BREBNER	<u>The Cambridge History of the British Empire:</u> <u>Vol. III The Empire - Commonwealth 1870-1919</u>
---------------------	--

STANLEY, G.F.
MC INNES, E.M.
EASTERBROOK, W.T. &
AITKEN, H.G.J.
KEENLEYSIDE, H. & BROWN, R.C.

Canada's Soldiers
The Unguarded Frontier

Canadian Economic History
Canada and the United States: Some
Aspects of Their Historical Relations

Reading pertinent to each meeting of the Seminar:

WEEK # 1 (1848-1867)

CREIGHTON, D.G.
CARELESS, J.M.S.
MASTERS, D.C.
WINKS, R.

STACEY, C.P.
SHIPPEE, L.B.
WARNER, D.F.
BOURNE, K.

SCHUYLER, R.L.
MORTON, W.L.

WISE, S.F. & BROWN, R.C.
TUCKER, G.N.

CREIGHTON, D.G.

GIBSON, J.A.

GIBSON, J.A.

TROTTER, R.G.

STACEY, C.P.

J.A. Macdonald: The Young Politician
Brown of the Globe, II
The Reciprocity Treaty of 1854
Canada and the United States: The Civil
War Years
Canada and the British Army 1846-1871
Canadian-American Relations, 1849-74
The Idea of Continental Union...1849-93
Britain and the Balance of Power in North
America 1815-1908
The Fall of the Old Colonial System
The Critical Years: The Union of British
North America 1857-1873
Canada Views the United States
The Canadian Commercial Revolution,
1845-1851
"The United States and Canadian Confederation"
C.H.R., 1958
"The Colonial Office View of Canadian
Confederation", C.H.R., 1954
"The Duke of Newcastle and British North
American Affairs, 1859-64". C.H.R., 1963
"Canada as a factor in Anglo-American
Relations of the 1860's", C.H.R., 1935
"The Myth of the Unguarded Frontier",
A.H.R., 1950

WEEK #2, (1867-1878)

CREIGHTON, D.G.
THOMSON, D.C.
CARELESS, J.
GORDON, D.C.

PRESTON, R.A.

The Old Chieftain
Alexander Mackenzie
Brown II
The Dominion Partnership and Imperial Defense,
1870-1914
Canada and "Imperial Defense": A Study in
the Origins of Defense Organization,
1867-1919

MC EACHERN, R.A.

STEWART, Alice R.

FARR, D.M.

GOODWIN, C.D.W.

WARNER, D.E.

SCHUYLER, R.L.

NEVINS, Allan

KEENLEYSIDE, H.L.

SAGE, W.N.

KNAPLUND, P.

LONGLEY, R.S.

GLUECK, A.C.

WARNER, D.F.

Canadian Discussion of the Imperial Relationship, 1867-1880 (micro)

The Imperial Policy of John A. Macdonald (micro)

The Colonial Office and Canada 1867-87

Canadian Economic Thought

Idea of Continental Union

The Fall of the Old Colonial System

Hamilton Fish: The Inner History of the Grant Administration

"British Columbia, Annexation or Confederation" CHAAR, 1928

"The Annexationist Movement in Canada", T.R.S.C., 1927

"Intra-Imperial Aspects of Britain's Defence Question 1870-1900", C.H.R., 1922

"Peter Mitchell, Guardian of the North Atlantic Fisheries, 1867-1871", C.H.R., 1941

"The Riel Rebellion and Canadian-American Relations", C.H.R., 1955

"Drang Nach Norden - The United States and the Riel Rebellion", Mississippi Valley Review, 1953

WEEK # 3, (1878-1896):

CREIGHTON, D.G.

BANKS, Margaret

FARR, D.M.

STEWART, Alice R.

PRESTON, R.A.

GORDON, D.C.

TANSILL, C.C.

GOODWIN, C.D.W.

TYLER, J.E.

BROWN, R.C.

MACLEAN, G.R.

OLLIVIER, M.

KENDLE, J.E.

SHIELDS, R.A.

UNDERHILL, F.H.

UNDERHILL, F.H.

The Old Chieftain

Edward Blake

The Colonial Office and Canada 1867-87

The Imperial Policy of John A. Macdonald

Canada and "Imperial Defense": A Study in the Origins of Defense Organization,

1867-1919

The Dominion Partnership and Imperial Defense, 1870-1914

Canadian-American Relations 1875-1911

Canadian Economic Thought

The Struggle for Imperial Unity, 1868-1895

Canada's National Policy 1883-1900

The Imperial Federation Movement in Canada 1884-1902 (micro)

The Colonial and Imperial Conferences from 1887-1937

The Colonial and Imperial Conferences 1887-1911

"Imperial Policy and the Ripon Circular of 1895" C.H.R. 1966

"Edward Blake, the Liberal Party and Unrestricted Reciprocity", C.H.A.A.R., 1939

"Laurier and Blake, 1882-1891", C.H.R., 1939

BANKS, M.
GRAHAM, W.R.
MITCHELL, H.
STACEY, C.P.
STACEY, C.P.
TANSILL, C.C.

"The Change in the Liberal Party Leadership, 1887", C.H.R., 1957
"Sir Richard Cartwright, Wilfrid Laurier and Liberal Trade Policy 1887" C.H.R., 1952
"Canada's Negotiations with Newfoundland 1887-1895", C.H.R., 1959
"Canada and the Nile Expedition of 1884-1885", C.H.R., 1952
"John A. Macdonald on Raising Troops in Canada for Imperial Service", C.H.R., 1957
"The Fur Seal Fisheries and the Doctrine of the Freedom of the Seas", C.H.A.A.R., 1942

WEEK #4 (1896-1904)

SCHULL, Joseph
SKELTON, O.D.
DAFOE, J.W.
STRAUSS, W.L.

SMITH, Gary

PERKINS, Dexter
DURRAUS, P.J.

COLVIN, James A.

PENLINGTON, Norman
PENLINGTON, Norman
FRASER, Peter

GREENING, W.E.
TANSILL, C.C.
KENDLE, J.E.

OLLIVIER, M.

THORTON, A.P.
PRESTON, R.A.

GORDON, D.C.

BROWN, R.C.
DAWSON, R.M.
POPE, Maurice (Ed.)
WADE, Mason
GIESON, F.W.

GIBSON, F.W.
PENLINGTON, Norman

Laurier
The Life and Letters of Sir Wilfrid Laurier
Laurier: A Study in Canadian Politics
Joseph Chamberlain and the Theory of Imperialism
Henry Bourassa, Product and Champion of French Canada 1900-14 (micro)
The Monroe Doctrine 1867-1907
Imperial Defense and the Canadian Response during Chamberlains Tenure of Office (micro)
Sir W. Laurier and the Imperial Problem 1896-1906 (micro)
Canada and Imperialism 1896-1899
Canada's Entry into the Boer War (micro)
Joseph Chamberlain: Radicalism and Empire 1868-1914
Globe and Canadian Politics 1890-1902 (micro)
Canadian-American Relations
The Colonial and Imperial Conferences 1887-1911
The Colonial and Imperial Conferences from 1887-1937
The Imperial Idea and its Enemies
Canada and "Imperial Defense": A Study in the Origins of Defense Organization, 1867-1919
The Dominion Partnership and Imperial Defense, 1870-1914
Canada's National Policy 1883-1900
The Development of Dominion Status, 1900-1936
Public Servant: The Memoirs of Sir Joseph Pope
The French Canadians
"The Alaskan Boundary Dispute", C.H.A.A.R. 1945
"The Alaskan Boundary Dispute" (micro)
"General Hulton and the Problem of Military Imperialism in Canada 1898-1900" C.H.R., 1943

COOKE, A.C.

TOMPKINS, S.R.

BAILLEY, T.A.

NEATBY, H.B.

"Empire Unity and Colonial Nationalism",
C.H.A.A.R., 1969

"Drawing the Alaska Boundary", C.H.R., 1945

"Theodore Roosevelt and the Alaska
Boundary Settlement", C.H.R., 1937

"Laurier and Imperialism", C.H.A.A.R., 1955

WEEK # 5 (1904-1914)

SKELTON, O.D.

SCHULL, Joseph

DAFOE, J.W.

BORDEN, Henry, (Ed.)

WILSON, H.A.

PRESTON, R.A.

DAWSON, R.M.

TANSILL, C.C.

KENDLE, J.E.

OLLIVIER, M.

WADE, Mason

GORDON, D.C.

ELLIS, L.E.

GOODWIN, C.D.W.

TUCKER, G.N.

EAYRS, James

ELLIS, L.E.

ELLIS, L.E.

NEARY, Peter

WELLS, S.F.

MC QUARRIE, E.

DEPT. OF EXTERNAL AFFAIRS

WEEK # 6 (1914-1920)

SKELTON, O.D.

The Life and Letters of Sir Wilfrid Laurier
Laurier

Laurier: A Study in Canadian Politics

Robert Laird Borden: His Memoirs

The Imperial Policy of Sir R. Borden 1911-
1920 (micro)

Canada and "Imperial Defense" A Study in
the Origins of Defense Organization, 1867-
1919

The Development of Dominion Status, 1900-1936

Canadian-American Relations

The Colonial and Imperial Conferences 1887-
1911

The Colonial and Imperial Conferences from
1887-1937

The French Canadians

The Dominion Partnership and Imperial
Defense, 1870-1914

Reciprocity, 1911

Canadian Economic Thought, The Political
Economy of a Developing Nation 1814-1914

The Naval Service of Canada, I.

"The Origins of Canada's Department of
External Affairs" H.L. Keenleyside, ed.

The Growth of Canadian Policies in External
Affairs.

"Canada's Rejection of Reciprocity in 1911"
C.H.A.A.R., 1939

"The North West and the Reciprocity Agreement
of 1911", Mississippi Valley Historical
Review, 1939

"Greg, Bryce and the Settlement of Canadian-
American Differences, 1905-1911", C.H.R. 1968

"British Strategic Withdrawal from the
Western Hemisphere, 1904-1906" C.H.R., 1968

"Robert Borden and the Election of 1911"

C.J.E.P.S., 1959

Documents on Canadian External Relations

The Life and Letters of Sir Wilfrid Laurier

SCHULL, Joseph
DAFOE, J.W.
BORDEN, Henry (Ed.)
WILSON, H.A.

DAWSON, R.M.

OLLIVIER, M.

WADE, Mason
NICHOLSON, G.W.L.
GLAZEBROOK, G.P. DE T.
HANCOCK, W.K.

SMITH, Gaddis

FRY, Michael

SMITH, Gaddis

VINCE, D.M.A.

VINCE, D.M.A.

SOWARD, F.H.

DAFOE, John W.

DEPT. EXTERNAL AFFAIRS
KEITH, A.B.

Laurier
Laurier: A Study in Canadian Politics
Robert Laird Borden: His Memoirs
The Imperial Policy of Sir R. Borden 1911-1920 (micro)
The Development of Dominion Status, 1900-1936
The Colonial and Imperial Conferences from 1887-1937
The French Canadians
The Canadian Expeditionary Force 1914-1919
Canada at the Paris Peace Conference
Survey of British Commonwealth Affairs
I Problems of Nationality 1918-1936
II Problems of Economic Policy 1918-1939
"Canadian External Affairs During World War I", H.L. Keenleyside (ed.) The Growth of Canadian Policies in External Affairs
Anglo-American - Canadian Relations with Special Reference to Far Eastern and Naval Issues 1918-1922 (micro)
"Canada and the Serbian Intervention, 1918-1919", A.H.R., 1959
"The Acting Overseas Sub-Militia Council and the Resignation of Sir Sam Hughes" C.H.A. 1950
"Development in the Legal Status of the Canadian Military Forces, 1914-1919" C.J.E.P.S., 1954
"Sir Robert Borden and Canada's External Policy, 1911-20", C.H.A.A.R., 1941
"Canada and the Peace Conference of 1919" C.H.R., 1943
Documents
Select Speeches and Documents on the British Dominion, 1918-31

WEEK # 7 (1920-1930)

GRAHAM, R.
DAWSON, R.M.
NEATBY, H.B.
HUTCHINSON, Bruce
EAYRS, James
RIDDELL, W.A.
UNDERHILL, F.H.
MARTIN, C. (ED.)
HUMPHREY, J.T.
CARTER, G.M.

FRY, Michael

Arthur Meighen, II
Mackenzie King, I
Mackenzie King
The Incredible Canadian
In Defence of Canada, I
World Security by Conference
The British Commonwealth
Canada in Peace and War
The Inter-American System
The British Commonwealth and International Security, The Role of the Dominions 1919-39
Anglo-American - Canadian Relations.....

LOWER, A.R.M.
MACKAY, R.A. & ROGERS, E.B.
GALBRAITH, J.S.

HANCOCK, W.K.

DAWSON, R.M.
GALBRAITH, J.S.

CARTER, G.M.

MANSENGH, Nicholas

OLLIVIER, M.

KEITH, A.B.
DINBALDO, R.J.

Canada and the Far East
Canada Looks Abroad
The Establishment of Canadian Diplomatic
Status at Washington
Survey of British Commonwealth Affairs
Vols. I and II
Mackenzie King, I
"The Imperial Conference of 1921 and the
Washington Conference" C.H.R., 1948
"Some Aspects of Canadian Foreign Policy
After Versailles", C.H.A.A.R., 1943
Survey of Commonwealth Affairs: Problems
of External Policy
The Colonial and Imperial Conferences from
1887-1937
Select Speeches and Documents, 1918-31
"Wrangling over Wrangle Island" C.H.R., 1967

WEEK # 8, (1930-1939)

MC NAUGHT, K.
NEATBY, H.B.
HUTCHINSON, Bruce
WATKINS, Ernest
DAWSON, R.
EAYRS, James
CARTER, G.M.

OLLIVIER, M.

HANCOCK, W.K.

MANSENGH, Nicholas
SKILLING, H. Gordon
RIDDELL, W.A.
LOWER, A.R.M.
SOWARD, F.H. et al.
MAC CORMAC, John
KOTTMAN, R.N.
ALDER, Selig
MC NAUGHT, K.W.

EAYRS, James

GIBSON, J.A.

MANSENGH, N.

Prophet in Politics
Mackenzie King
The Incredible Canadian
R.B. Bennett
Dominion Status
In Defence of Canada, II
British Commonwealth and International
Security
The Colonial and Imperial Conferences from
1887-1937
Survey of British Commonwealth Affairs,
Vols. I and II
Problems of External Policy
Canadian Representation Abroad
World Security by Conference
Canada and the Far East
The Pre-War Years
Canada: America's Problem
Reciprocity and the North Atlantic Triangle
The Isolationist Impulse
"Canadian Foreign Policy and the Whig
Interpretation, 1936-1939" C.H.A.A.R., 1957
"A Low Dishonest Decade", Keenleyside, ed.
The Growth of Canadian Policies in External
Affairs
"Mr. Mackenzie King and Canadian Autonomy,
1921-46", C.H.A.A.R. 1951
Documents and Speeches in British Commonwealth
Affairs, 1831-1952

WEEK # 9 (1939-1949)

PICKERSGILL, J.W.
HUTCHINSON, Bruce
THOMSON, D.C.
DAWSON, R.M.
COOK, C.R.

ANGLIN, D.C.
ANGUS, H.F.
CRANE, Brian

MC INNIES, EDGAR
SOWARD, F.H. & E. MC INNIS
STACEY, C.P. & NICHOLSON, G.

DAWSON, R.M.
LINGARD, C.C. & R.G. TROTTER
SOWARD, F.H.
SPENCER, R.A.
MANSENGH, N.

STACEY, C.P.

SPENCER, R.A.

MANSENGH, N.

WEEK # 10 (1949-1957)

THOMSON, D.C.
MC INNIS, E
CRANE, B

SOWARD & MC INNIS
WOOD, H.F.

BARBER, Joseph
HUGHES, E.C. (ED.)
MANSENGH, N.
EAYRS, James
EAYRS, James
EAYRS, James
ANGUS, H.F.
HARRISON, W.E.C.
KEIRSTEAD, B.S.
MASTERS, D.C.
EAYRS, James

The Mackenzie King Record, I, 1939-1944
The Incredible Canadian
St. Laurent
The Corrosion Crisis of 1944
Canadian Liberalism in Wartime, 1939-1945
(micro)
The St. Pierre and Miquelon Affair of 1941
Canada and the Far East
An Introduction to Canadian Defence Policy
C.I.A.A. Pamphlet
The Atlantic Triangle and the Cold War
Canada and the United Nations
Official History of the Canadian Army in the
Second World War
Canada in World Affairs, 1939-41
Canada in World Affairs, 1941-44
Canada in World Affairs, 1944-46
Canada in World Affairs, 1946-49
Survey of Br. Commonwealth Affairs: Problems
of Wartime Co-operation and Post War Change
1939-1952
"Twenty-one Years of Canadian-American
Military Co-operation 1940-1961" D.R. Deener
ed. Canada - United States Treaty Relations
"Canada and the Origins of N.A.T.O"
International Journal, 1959
Documents and Speeches, 1931-1952

Alexander Mackenzie
The Atlantic Triangle and the Cold War
An Introduction to Canadian Defence Policy
C.I.A.A. Pamphlet
Canada and the U.N.
Strange Battleground: The Operations in
Korea and their Effects on the Defence Policy
of Canada
Good Fences Make Good Neighbours
Canada and the United States
Problems of Wartime Co-operation
Northern Approaches
The Art of the Possible
The Commonwealth and Suez
Canada and the Far East
Canada in World Affairs, 1949-1950
Canada in World Affairs, 1951-1953
Canada in World Affairs, 1953-1955
Canada in World Affairs, 1955-1957

OSSMAN, A.J.

MACKINTOSH, W.A.

HOLMES, John W.

MC INNIS, E.

STACEY, C.P.

MANSERGH, N.

The Development of Canadian Foreign Policy
(micro)

"Canadian Economic Policy from 1945-1957"
Duke University, American Impact on Canada

"Canadian External Policy since 1945",
International Journal, 1963

"A Middle Power in the Cold War" Keenleyside
ed., Growth of Canadian Policies in External
Affairs

"Twenty-one Years"

Documents and Speeches, 1952-1962

WEEK # 11 (1957-1963)

NEWMAN, P.C.

CORBETT, D.C.

MINIFIE, J.M.

CRANE, B.

EAYRS, James

EAYRS, James

CONANT, M.

CLARKSON, Stephen

PRESTON, R.A.

LYON, P.

LLOYD, T.

CORBETT, D.C.

MC NAUGHTON, A.G.L.

HIGGINS, L.

BROWNE, C.B.

NEWMAN, P.C.

COOK, Ramsay

Renegade in Power

Canada's Immigration Policy

Peacemaker or powder-monkey

An Introduction to Canadian Defence Policy

C.I.A.A. Pamphlet

Northern Approaches

The Art of the Possible

The Long Polar Watch

An Independent Foreign Policy for Canada

Canada in World Affairs, 1959-1961

Canada in World Affairs, 1961-1963

Canada in World Affairs, 1957-1959

"Canada's Immigration Policy, 1957-1962",
International Journal, 1963

"The Proposed Columbia River Treaty"
International Journal, 1963

"The Columbia River Treaty" International
Journal, 1961

"The Columbia River Treaty" International
Journal, 1962

"Atoms, N.A.T.O. and N.O.R.A.D. - The Coming
Election Issue," Macleans March 25, 1961

"Foreign Policy and the Election: An
Uncertain Trumpet" International Journal,
1963

WEEK # 12 (1963-1969)

NEWMAN, P.C.

CLARKSON, Stephen

Parliamentary Debates

Globe and Mail (micro from Jan. 1966)

Ottawa Citizen (micro from Jan. 1966)

Vancouver Sun (Micro)

Winnipeg Free Press (micro from Jan. 1966)

The Times, London (micro from Jan. 1966)

Saturday Night

Macleans Magazine

Montreal Gazette (micro from Jan. 1966)

The Distemper of our Times

An Independent Foreign Policy for Canada

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Added Description

1. Calendar Information

Department: History

Abbreviation Code: HIIST Course Number: 424 Credit Hours: 5 Vector: 0-3-0

Title of Course: Problems in the Cultural History of Canada

Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 217 and 218 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? Every fall and some summers

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? H. J. M. Johnston, G. L. Cook, D. L. Cole, J. M. Bumsted, & R. Fisher

3. Objectives of the Course

To examine in depth the cultural history of Canada by concentrating on selected problems. This course is designed to complement History 217 and 218. This course presents no significant overlap in content of objectives with other courses being taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

424- 5 Problems in the Cultural History of
Canada

Selected problems in Canadian ideas and attitudes on such topics as the arts, religion, education, minority and native cultures, nationalism, and Canadian historiography.

History 217 and 218 recommended. -----

PROBLEMS IN THE CULTURAL HISTORY OF CANADA

Content: This course will follow the theme "Culture and the Intellectual" with emphasis on the nineteenth and twentieth centuries.

Required Readings:

- F. Baumer, "Intellectual History and its Problems", Bobbs-Merrill Reprint, H-14.
- C. Berger, The Sense of Power, Toronto University Press, 1970
- A.O. Lovejoy, "Reflections on the History of Ideas" Bobbs-Merrill Reprint, H-133.
- P. Rieff, On Intellectuals, New York, Doubleday-Anchor, PB, 1969.
- Goldwin Smith, Canada and the Canadian Question, Toronto, University of Toronto Press, 1971.

Further Readings: (*on reserve)

- * Thomas McCulloch, The Stepsure Letters, Halifax, 1860.
- * T.C. Haliburton, The Clockmaker, Halifax, 1836.
- * T.C. Haliburton, The Old Judge, or Life in a Colony, London, 1849.
- * J.M. Beck, Joseph Howe, Toronto, 1964.
- P. Aubert de Gaspé, Les Anciens Canadiens, 1864.
- F. X. Garneau, Histoire du Canada francais, 1845-1852. (4 vols.)
- * F. Brooke, History of Emily Montague, London, 1769.
- * S. Moodie, Roughing it in the Bush, London, 1852.
- * A. Jameson, Winter Studies and Summer Rambles, London, 1838. (3 vols)
- * M. Fairley (editor), Selected Writings of W.L. Mackenzie, Tor, 1960.
- * J. Richardson, Eight Years in Canada, London, 1847
- J.G. Bourinot, The Intellectual Development of the Canadian People, Toronto, 1881.
- J.C. Dent, The Last Forty Years, Canada since 1841, Toronto, 1881.
- * G.R. Parkin, The Great Dominion, 1895.
- * G.M. Grant, Ocean to Ocean, 1873.
- G.M. Grant, Our National Objects and Aims, Toronto, 1890-1891.
- * A. Begg, Ten Years in Winnipeg, Winnipeg, 1879.
- * R. Cook, J. W. Dafoe and the Winnipeg Free Press, Toronto 1963.
- * F.P. Grove, In Search of Myself, Toronto, 1946.

- H. Bourassa, Hier, aujourd'hui, demain; Problèmes nationaux, Montreal, 1916.
- O. Asselin, A Quebec View of Canadian Nationalism, Montreal, 1909.
- * A. Siegfried, The Race Question in Canada, Toronto, 1966.
- * S. Leacock, Sunshine Sketches of a Little Town, London, 1912.
- S. Leacock, The Social Criticism of Stephen Leacock: The Unsolved Riddle of Social Justice and Other Essays, (Social History of Canada Series,), Toronto, 1973.
- * R. Conner, Postscript to Adventure; Autobiography, New York, 1938. (C. Gordon)
- * N. McClung, In Times like These, Toronto, 1972, (Social History of Canada Series.)
- N. McClung, Clearing in the West, Toronto, 1935.
- N. McClung, The Streams runs Fast, Toronto, 1945.
- L. Groulx, La Naissance d'une Race, 1938.
- L. Groulx, L' Appel de la Race, 1922.
- * L. Bergeron, History of Canada, 1972.
- A.R.M. Lower, Canadians in the Making, Toronto, 1958.
- * A.R.M. Lower, My First Seventy Five Years, Toronto, 1967.
- * H.A. Innis, Empire and Communications, Toronto, 1951.
- * Underhill, In Search of Canadian Liberalism, Toronto, 1960.
- * M. Brunet, Canadians and Canadiens, 196?.
- * G. Grant, Lament for a Nation, Toronto, 1964.
- G. Grant, Technology and Empire, Toronto, 1969.
- D.G. Creighton, Canada's First Century, Toronto, 1970.
- * D.G. Creighton, Towards the Discovery of Canada, Toronto, 1972.
- J. Monet, The Last Cannon Shot, Toronto, 1969.
- * P. Vaillieres, The White Niggers of America, 1972.
- C. Berger, The Sense of Power, Toronto, 1970.
- G. Smith, Canada and the Canadian Question, Toronto, 1972. (Social History of Canada Series)
- P. Rieff, (editor), On Intellectuals, New York, 1969.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Added description

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 428 Credit Hours: 5 Vector: 0-3-0

Title of Course: A Problems in the Social and Economic history of Canada

Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 217 and 218 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved:
None

2. Scheduling

How frequently will the course be offered? Every fall and some summers

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? H.J. M. Johnston, G. L. Cook, D. L. Cole, J. M. Bumsted, R. Fisher

3. Objectives of the Course To examine in depth the social and economic history of Canada by concentrating on selected problems, This course is designed to complement History 217 and History 218. This course presents no significant overlap in content or objectives with other courses taught in the University.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date:

OCT 24 1974

H.J.M. Johnston
Department Chairman

W.G.D. Grant
Dean

Chairman, SCUS

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SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a: Attach course outline).

Oct. '73

428-5 Problems in the Social and Economic
History of Canada

Selected problems in the history of Canadian agriculture and industrial development, migration and settlement, labour, native policy and class structure.

History 217 and 218 recommended.

History 428-5 Problems in the Social and Economic
History of Canada: 1760-1914

1. French Canadian Society and the Conquest.

A.R.M. Lower, Canadians in the Making, Ch. IX, "Aftermath of Conquest: Two Worlds in One".

R.A. MacKirdy, J.S. Moir, Y.F. Zoltvany, Changing Perspectives in Canadian History, Problem 4. "The Conquest - Indecent or Catastrophe".

Michel Brunet, French Canada and the Early Decades of British Rule, C.H.A. Booklet.

Michel Brunet, "The British Conquest and the Canadians", C.H.R., June 1959.

R.J. Ossenberg, "The Conquest Revisited: Another Look at Canadian Dualism", Canadian Review of Sociology and Anthropology, Nov. 1967.

Elizabeth Arthur, "The French Canadians under British Rule 1760-1800". Ph.D. Thesis, McGill 1949.

Cameron Nish, The French Canadians 1759-1766, Part VII, "The Conquest: Nationalism and/or Separatism".

Pierre Deffortaines, "The Rang-Pattern of Rural Settlement in French Canada", Marcel Rioux and Yves Martin, ed., French Canadian Society.

Philippe Garique, "Change and Continuity on Rural French Canada", Rioux and Martin, French Canadian Society.

S.D. Clark, The Developing Canadian Community, Ch. II, "The Farming-Fur-Trade Society of New France".

Marcel Rioux, "Remarks on the Socio-Cultural Development of French Canada", Rioux and Martin, French Canadian Society.

2. The St. Lawrence System and the Fur Trade 1760-1820.

H.A. Innis, The Fur Trade in Canada, Chs. 8 and 9.

D.G. Creighton, The Empire of the St. Lawrence Ch. 1, "The Economy of the North".

E.E. Rich, Montreal and the Fur Trade, Chapter III, "The Northwest Company".

W.F. Easterbrook and H.C. J. Aitken, Canadian Economic History, Chs. VI and VII.

3. The Society of Nova Scotia before the Revolution.

S.D. Clark, The Developing Canadian Community, Ch. III, "The Rural Village Society of the Maritimes".

J.B. Brebner, The Neutral Yankees of Nova Scotia, Chs. 6 and 7.

Naomi Griffiths, The Acadians: Creation of a People.

4. The United Empire Loyalists.

Wallace Brown, The Good Americans, particularly Chs. VI and VII.

Wallace Brown, The King's Friends, Ch. XIV.

M.L. Hansen and J.B. Brebner, The Mingling of the Canadian and American Peoples, Ch. III and Ch. IV.

Fred Landon, Western Ontario and the American Frontier, Chs. 1, 2, and 3.

David V.J. Bell, "The Loyalist Tradition in Canada", J.M. Bumsted, ed., Canadian History Before Confederation.

Jo-Ann Fellows, "The Loyalist Myth in Canada", C.H.A.R. 1971.

H.V. Nelles, "Loyalism and Local Power, Niagara 1792-1837", Ontario History, June 1966.

5. British Immigration 1830-1860.

E.C. Guillet, The Great Migration.

H.I. Cowan, British Emigration to British North America, Ch. VIII.

G.D.H. Cole and Raymond Postgate, The Common People, Chs. X, XI, XVII, XXIII and XXIV.

T.W. Freeman, Pre-Famine Ireland.

F. Morehouse, "The Irish Migration of the Forties", C.H.R. 1923.

G. Tucker, "The Famine Immigration to Canada 1847", American Historical Review, 1930-31.

R. Edwards and T. Williams eds., The Great Famine.

Kenneth Duncan, "Irish Famine Immigration and the Social Structure of Canada West", W.E. Mann, ed., Canada: A Sociological Profile, or Canadian Review of Sociology and Anthropology, Feb. 1965, or Michael Horn and Ronald Sabourin ed., Studies in Canadian Social History.

Marcus Hansen and J.B. Brebner, The Mingling of the Canadian and American Peoples, Ch. V, "Pioneers and Democrats".

5. The Society of Upper Canada.

S.D. Clark, "The Backwoods Society of Upper Canada", The Developing Canadian Community or The Social Development of Canada.

Fred Landon, "The Common Man in the era of Rebellion in Upper Canada", C.H.A.R. 1937.

C.P. Stacey, "The Crisis of 1837 in a Back Township of Upper Canada", C.H.R. 1931.

Edith G. Firth, The Town of York 1793-1815, particularly "Introduction".

Robert E. Saunders, "What was the Family Compact", Ontario History, 1957.

S.F. Wise and R. Craig Brown, Canada Views the United States.

Gerald Craig, ed., Early Travellers in the Canadas, (Harrison, Shirreff, Jameson, Thomson, Kohl).

W.S. Reid, "The Habitant's Standard of Living" C.H.R. 1947.

6. Social Welfare: Attitudes and Agencies in British North America.

George E. Hart, "The Halifax Poor Man's Friend Society, 1820-1827", C.H.I. 1953 or J.M. Bumsted ed., Canadian History before Confederation.

Richard B. Splane, Social Welfare in Ontario 1791-1893, Chs. 3, 5 and 6, particularly sections covering period to 1867.

James M. Clemens, "Taste Not; Touch Not; Handle Not: A Study of the Social Assumptions of the temperance Literature and Temperance Supporters in Canada West 1839-1859", Ontario History, September 1972.

J.J. Bellomo, "Upper Canadian Attitudes towards Crime and Punishment 1832-1851", Ontario History, March 1972.

7. Early Labour Organization.

J.I. Cooper, "The Quebec Ship Labourers Benevolent Society", C.H.R. 1949.

H.C. Pentland, "The Lachine Strike of 1843", C.H.R. 1948.

F.H. Armstrong, "Reformer or Capitalist: W.L. Mackenzie and the Printer's Strike of 1836", Ontario History, Sept. - 1967.

G.R.C. Keep, "The Irish Adjustment in Montreal", C.H.R., March 1950.

8. Indian Policy in the Early Nineteenth Century.

R.J. Surtees, "Development of an Indian Reserve Policy in Canada", Ontario History, June 1969.

G.F.G. Stanley, "The Indians in the War of 1812", C.H.R. 1950.

Elizabeth Hutton, "Indian Affairs in Nova Scotia 1760-1834", Collections, Nova Scotia Historical Society, 1963.

B.E. Hill, "The Grand River Navigation Company and the Six Nations Indians", Ontario History, March 1971.

9. Blacks in British North America.

Fred Landon, Western Ontario and the American Frontier, Ch. 13, "The Anti-Slavery Crusade" and Ch. 14, "The Era of the Civil War".

James K. Lewis, "Religious Nature of the Early Negro Migration to Canada and the Amherstburg British Association", Ontario History, June 1966.

Robin W. Winks, "Negro School Segregation in Ontario and Nova Scotia", C.H.R., June 1969.

F.H. Armstrong, "The Toronto Directory and the Negro Community in the late 1840's", Ontario History, June 1969.

10. The Commercial Class in the Canadas

D. G. Creighton, "The Commercial Class in Canadian Politics", Creighton, Towards the Discovery of Canada.

Bray Hammond, "Banking in Canada before Confederation, 1792-1867", Easterbrook and Watkins, Approaches to Canadian Economic History.

Gary Teeple, "Land, Labour and Capital in Pre-Confederation Canada", Gary Teeple ed., Capitalism and the National Question in Canada.

D. G. Creighton, "The Economic Background of the Rebellions of 1837", Canadian Journal of Economics and Political Science, Aug. 1937 or Easterbrook and Watkins, Approaches to Canadian Economic History or Creighton, Towards the Discovery of Canada.

S. B. Ryerson, Unequal Union, Particularly Ch. 1,4,
and postscript.

11. The Lumber Community

Michael Cross, "The Lumber Community of UpperCanada,
1815-1867", Ontario History 1900 or J. M. Bumsted ed,
Canadian History before Confederation.

W. S. MacNutt, "The Politics of the Timber Trade in
Colonial New Brunswick 1825-1840", C. H. R., March 1949
or G. A. Rawlyk ed., Historical Essays on the Atlantic
Provinces.

A. R. M. Lower, Great Britain's Woodyard particularly
ch 1, 3, 6, 7, 15, 16.

A. R. M. Lower, Settlement and the Forest Frontier.

W. T. Easterbrook and H. G. J. Aitken, Canadian Economic
History, ch. IX, "The Timber Trade".

12. The Fisheries and the Outport Communities

G. S. Graham, "Fisheries and Sea Power", C. H. A. R.,
1941 or G. A. Rawlyk ed., Historical Essays on the
Atlantic Provinces.

Easterbrook and Aitken, pp. 28-38, 53-58, 94-98, 138-42.

H. A. Innis, The Cod Fisheries.

Theodore Goodridge Roberts, The Harbor Master.

13. Commercial Revolution

G. N. Tucker, The Canadian Commercial Revolution,
particulary ch 1, 2, and 9.

D. G. Creighton, "Economic Nationalism and Confederation,
C. H. A. R., 1942, or Creighton, Towards the Discovery of
Canada.

D. G. Masters, "Reciprocity and Genesis of Canadian
Commercial Policy," C. H. R., 1932.

S. A. Saunders, "The Maritime Provinces and the Reciprocity Treaty" Dalhousie Review Oct. 1934, or G. A. Rawlyk, ed., Historical Essays on the Atlantic Provinces.

A. R. M. Lower, Great Britian-Woodyard, ch. 8, 9, 10, 11.

14. The Fast Railway Age

Gustavus Myers, A History of Canadian Wealth ch X, XI.

G. P. de T. Glazebrook, A History of Transportation in Canada, vol. 1, ch. 5.

J. J. Falman, "Impact of the Railway on a Pioneer Community", C.H.A.A.R., 1955.

A. G. Bailey, "Railways and the Confederation Issue in New Brunswick", C.H.R. 1940.

O. D. Skelton, "The Life and Times of Sir A. P. Galt.

Jacob Spelt, Urban Development in South Central Ontario, Ch. 4, "The Building of the Railway".

15. Urban Development

S. B. Ryerson, Unequal Union, Ch. 13, "Prelude to an Industrial Revolution"

F. H. Armstrong, "Metropolitanism and Toronto Re-examined 1825-1850", C.H.A.A.R., 1966.

D. C. Masters, "Toronto vs. Montreal", C.H.R., 1941.

Michael B. Katz, "Social Structure in Hamilton Ontario" Michael Horn and Ronald Sabourin ed, Studies in Canadian Social History.

Michael B. Katz, "The People of a Canadian City, 1851-2." Canadian Historical Review, Dec. 1972.

J. I. Cooper, "Social Structure of Montreal in the 1850's." C.H.A.A.R. 1956.

Alan Artibise, "An Urban Environment; the Process of Growth in Winnipeg, 1874-1894", C.H.A.R. 1972.

16. The National Policy

V. C. Fowke, "National Policy - Old and New". C.J.E.P.S., Aug, 1952 or Easterbrook and Watkins, Approaches to Canadian Economic History.

S. D. Clark, "The Canadian Manufacturers Association and the Tariff", C.J.E.P.S., Feb. 1939.

F. H. Underhill, "Edward Blake and the Liberal Party and Unrestricted Reciprocity", C.H.A.R., 1939.

W. H. Graham, "Sir Richard Cartwright, and Wilfred Laurien and Liberal Party Trade Policy in 1887" C.H.R., 1952.

S. P. def. Glazebrook, A History of Canadian External Relations, Vol. 1, Ch. 7, "Trade, Fisheries and Diplomacy"

17. The Canadian Pacific Railway

Ostavus Myers, A History of Canadian Wealth, Ch. XII, XIII, XIV, XV.

Chester Martin, "Our Kingdom for a Horse? the Railway Land Grant System in Western Canada." C.H.A.R. 1934.

18. Canadian Indian Policy in Western Canada

G. F. G. Stanley, The Birth of Western Canada, Ch. X, XI, XIII.

Peter A. Cumming and N.H. Mickenburg, Nature Rights in Canada, ch. 14, 19.

W. B. Fraser, "Big Bear, Indian Patriot" Alberta Historical Review, Spring, 1966, or Donald Swainson ed, Historical Essays on the Prairie Provinces.

G. Pennanen, "Sitting Bull, Indian Without a Country", C.H.R., June. 1970.

Wilson Duff, The Indian History of British Columbia, Ch. III.

19. Immigration, Emigration and Western Settlement 1870-1914.

John A. Munro, "British Columbia and the Chinese Evil", Journal of Canadian Studies, 1971.

Robie L. Reid, "The Inside Story of the Komagato Maru", B. C. Historical Quarterly, Jan. 1941.

Charles M. Studness, "Economic Opportunity and the Westward Migration of Canadians during the late Nineteenth Century", Canadian Journal of Economics and Political Science, Nov 1964.

John Friesen, "Expansion of Settlement in Manitoba 1870-1900" Donald Swainson ed., Historical Essays on the Prairie Provinces.

A. I. Silver, "French Canada and the Prairie Frontier, 1870-1890" C.H.R. March 1969.

Donald Avery, "Canadian Immigration Policy and the Foreign Navy", C.H.A.R., 1972.

Mabel F. Timlin, "Canada's Immigration Policy, 1896-1910", C.J.E.P.S., Nov. 1960.

Marcus Hansen and J. B. Brebnew, The Mingling of the Canadian and American Peoples, Ch. viii, ix, x.

Robert England, The Colonization of Western Canada particularly ch. 3. and 4.

20. Industrialization

W. F. Ryan, "The Church's Contribution to Progress 1896-1911", P. W. Blanc and A. Edinburgh ed., One Church, Two Nations

Albert Faucher and Maurice Lamontagne, "History of Industrial Development" Rioux and Marten, French Canadian Society.

G. W. Bertram, "Economic Growth in Canadian Industry 1870-1915: The Staple Model", C.J.E.P.S., May 1963, or Easterbrook and Watkins, Approaches to Canadian Economic History

Jacob Spelt, Urban Development in South Central Ontario, Ch. 5, "The Rise of Modern Manufacturing 1881-1911."

Michael Bliss "Canadianizing American Business: the Roots of the Branch Plant", Ian Lumsden ed., Close the 49th Parallel.

21. Labour 1870-1920

D. G. Creighton, "G. Brown, Sir John Macdonald, and the Workingman" C.H.R., 1943, Creighton, Towards the Discovery of Canada, -

Bernard Ostry, "Conservatives, Liberals and Labour in the 1880's", C.J.E.P.S., May 1961. (*See last page)

R. Craig Brown and Ramsay Cook, Canada 1896-1921, Ch. 6 and 7.

J. T. Saywell, "Labour and Socialism in British Columbia: A Survey of Historical Developments before 1903" B. C. Historical Quarterly, 1951.

J. T. Copp, "The Condition of the Working Class in Montreal 1897-1920". CHAR 1972. or Horn and Sabourin, Studies in Canadian Social History.

David J. Bercuson, "The Winnipeg General Strike, Collective Bargaining, and the One Big Union Issue, C.H.R. June 1970, or Horn and Sabourin.

22. Overview

Kenneth McNaught "Violence in Canadian History" Horn and Sabourin, Studies in Canadian Social History, or J. S. Moir ed. Character and Circumstances.

S. D. Clark, "The Religious Influence in Canadian Society" in Clark The Developing Canadian Community.

H. G. J. Aitken, "Defensive Expansion: The State and Economic Growth in Canada", Easterbrook and Watkins, Approaches to Canadian Economic History, in Aitken The State and Economic Growth pp 79-114.

D. G. Creighton, "The Decline and Fall of the Empire of the St. Lawrence", CHAR, 1969, or Creighton, Towards the Discovery of Canada.

Arthur K. Davis, "Canadian Society and History as Hinterland Versus Metropolis" R. J. Osenberg ed., Canadian Society: Pluralism, Change and Conflict. or Horn and Sabourin, Studies in Canadian Social History.

H. A. Innis, The Fur Trade in Canada, Part 6, Conclusion.

S. R. Mealing, "The Concept of Social Class and the Interpretation of Canadian History". C.H.R. 1965.

Leo Johnson "The Development of Class in Canada in the Twentieth Century", Gary Teeple ed., Canada and the National Question, or Horn and Sabourin, Studies in Canadian Social History.

*Bernard Ostry, "Conservatives, Liberals and Labour in the 1870's, C.H.R. June 1960.

1. Calendar InformationDepartment: HistoryAbbreviation Code: IIIST Course Number: 429 Credit Hours: 5 Vector: 0-3-0Title of Course: French Canada

Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 217 and 218 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None2. SchedulingHow frequently will the course be offered? Every spring and some fall and summer
Semester in which the course will first be offered? 76-1 semesters.Which of your present faculty would be available to make the proposed offering possible? J. M. Bumsted, H. J. M. Johnston, G. L. Cook, D. L. Cole3. Objectives of the Course

To examine the social cultural, economic and political development of French Canada. This course is designed to complement History 217 and History 218. This course will present no significant overlap in content or objectives with other courses taught in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

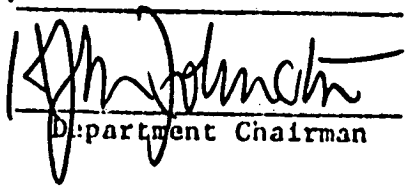
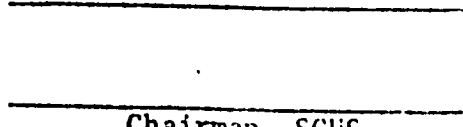
Library

Audio Visual

Space

Equipment

None

5. ApprovalDate: OCT 24 1974
Department Chairman
Dean
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

429-5 French Canada

Selected problems in the social, cultural, economic and political development of French Canada. In some semesters study will be directed to one period such as the French Regime or the post-Confederation period; in other semesters an extensive survey of French Canadian history will be attempted.

History 217 and 218 recommended.

HISTORY 429-5 FRENCH CANADA

History 429 in the fall semester, 1974 will focus upon the beginnings of French Canada--its early history to the American Revolution. The following books are available at the bookstore and are strongly recommended for purchase, since they will be read in their entirety in the course of the semester

Marcel Trudel, Introduction to New France

Yves Zoltvany, The Government of New France

Ian Steele, Guerillas and Grenadiers

Cameron Nish, ed. The French-Canadians, 1759-1766

Because of the relative absence of research material in English, there will be no term paper in History 429. Instead, students will be expected to prepare three short papers (approximately 1000 words each) for presentation in weekly seminar discussions, and there will be a final examination covering the substance of the course. The final examination will consist of questions selected from a list distributed to all students well in advance.

The following topics will form the basis of weekly seminars:

Week I: General Background

Week II: Amerindians and Culture Conflict

Week III: Population and Society

Week IV. Government and Justice

Week V. The Seignorial System

Week VI: Economic Life

Week VII. Religion and Culture

Week VIII. War

Week IX. Acadia and the West

Week X. The Conquest and its Impact: The French-Canadians

Week XI. The Conquest and its Impact: British North America

Week XII. Canada and the Coming of the American Revolution

.....2

Weekly Seminar Assignments:

Week I. General Background

*Marcel Trudel, Introduction to New France, 3-22, 36-111.

Week II. Amerindians and Culture Conflict

*Trudel, 23-24

Bruce G. Trigger, "The French Presence in Huronia. The Structure of Franco-Huron Relations in the first half of the 17th Century," Canadian Historical Review, XLIX (1968). 107-141.

C. Jaenen, "Problems of Assimilation in New France, 1603-1645," French Historical Studies, IV (1966), 265-289.

Wilcomb E. Washburn, "Relations between Europeans and Amerindians during the 17th and 18th Centuries: The Epistemological Problem"

Week III: Population and Society

*Trudel, 131-146

*W.J. Eccles, Canadian Society during the French Regime, 11-45.

A.G. Reid, "The Nature of Quebec Society during the French Regime," CHA Report (1951), 26-35.

*S. Diamond, "An Experiment in Feudalism," William and Mary Quarterly, 3rd ser., XVIII (1961), 3-34.

G. Fregault, Canadian Society in the French Regime (CHA Pamphlet).

C. Nash, "The Nature, Composition and Functions of the Canadian Bourgeoisie, 1729-1748," CHA Report, 1966, 14-28.

P.N. Moogk, "Apprenticeship Indentures: A Key to Artisan Life in New France," CHA Report, 1971, 65-83.

Week IV: Government and Justice

*Trudel, 148-158, 211-224.

H. Thomas, "The Relations of Governor and Intendant in the Old Regime," CHR, XVI (1935), 27-40.

A.G. Reid, "Representative Assemblies in New France," CHR, XXVII (1946), 19-26.

W.J. Eccles, The Government of New France (CHA Pamphlet)

*Y. Zoltvany, The Government of New France

J. Bosher, "Government and Private Interests in New France," Canadian Public Administration, X (1967), 244-257.

Week V: The Seignorial System

- *Trudel, 171-183,
R.C. Harris, The Seignorial Regime in Early Canada

Week VI: Economic Life

- E.R. Adair, "Anglo-French Rivalry in the Fur Trade during the 18th Century," Culture, VIII (1947), 434-455.
A.R.M. Lower, "The Forest in New France," CHA Report, 1928, 78-90.
A.G. Reid, "General Trade between Quebec and France during the French Regime," CHR, XXXIV (1953), 18-32.
F.W. Burton, "The Wheat Supply of New France," Proceedings and Transactions of Royal Society of Canada, ser. 3, XXX. —.
*Trudel, 184-210.

Week VII. Religion and Culture

- *Trudel, 233-272
C. Jaenen, "Church-State Relations in Canada, 1604-1685," CHA Report, 1967, 20-40.
R. Traquair, The Old Architecture of Quebec (browse)
J. Palardy, The Early Furniture of French Canada (browse)
W. Eccles, Canadian Society during the French Regime, 47-81.

Week VIII. War

- *Trudel, 159-169.
*Ian Steele, Guerillas and Grenadiers

Week IX. Acadia and the West

- A.H. Clark, Acadia: The Geography of Early Nova Scotia to 1760, Chapters 2, 4, 5.
E.E. Rich, The Fur Trade and the Northwest. Chapters 1-5.

Week X. The Conquest and its Impact: French Canada

- *C.Nish, ed. The French-Canadians 1759-1766.

Week XI: The Conquest and its Impact: British North America

Jack Sosin, Whitehall and The Wilderness, pp. 1-45

W.L. Grant, "The Canada-Guadaloupe Debate"

C.V. Alvord, The Mississippi Valley in British Politics, vol. 1.

Week XII: Canada and the Coming of the American Revolution

Hilda Neatby, The Quebec Act

Gustav Lanctot, Canada and The American Revolution

A.L. Burt, The Old Province of Quebec

N.B.: Books noted on page 1 as available at the bookstore are listed with asterisk (*) and have not been placed on reserve. All other readings listed above will be on 4 hour reserve at the library.

NEW COURSE PROPOSAL FORM Added description1. Calendar InformationDepartment: HistoryAbbreviation Code: HIST Course Number: 432 Credit Hours: 5 Vector: 0-3-0Title of Course: Canadian West

Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 217 and 218 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved:
None2. SchedulingHow frequently will the course be offered? Every spring and some fall and summer
Semester in which the course will first be offered? 76-1 semestersWhich of your present faculty would be available to make the proposed offering possible?
R. Fisher, G. L. Cook,3. Objectives of the Course

To examine the social, cultural, economic and political development of the Canadian West, concentrating either on British Columbia or the Prairie Provinces or giving attention to both. This course is designed to complement History 217 and History 218. This course presents no significant overlap in content or objectives with other courses taught in the University.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

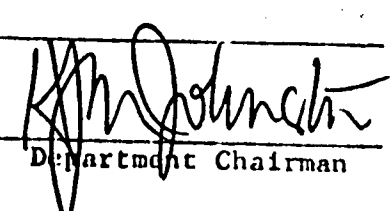
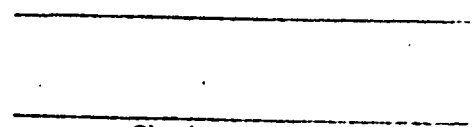
Equipment

None

5. Approval

Date:

OCT 24 1974


Department Chairman
Dean
Chairman, SCUS

432-5 Canadian West

Selected problems in the social, cultural, economic and political development of the Canadian West. In some semesters, attention will be given to only one region - either British Columbia or the Prairie Provinces; in other semesters both regions will be surveyed.

History 217 and 218 recommended.

British Columbia

The Overviews.

Ormsby, Margaret A. British Columbia: a History, Vancouver, 1971.

Robin, Martin. The Rush for Spoils. The Company Province 1871-1933, Toronto, 1972.

Ruff, Norman. Review of The Rush for Spoils. The Company Province 1871-1933, B.C. Studies, no. 17, spring 1973, pp. 69-76.

Robin, Martin. Comments on Norman Ruff's Review of The Rush for Spoils, B.C. Studies, no. 18, summer 1973, pp. 84-89.

2. The Frontier Thesis.

Turner, Frederick Jackson. The Frontier in American History, New York, 1920 etc., (Chapt. 1 "The Significance of the Frontier in American History").

Page, W.N. "Some Aspects of the Frontier of Canada", Canadian Historical Association Report, 1928, pp. 68-72

Sharp, Paul. "Three Frontiers Some Comparative Studies of Canadian, American and Australian Settlements", Pacific Historical Review, vol. 24, no. 4, November 1955, pp. 369-77.

3. The Metropolitan Thesis.

Careless, J.M.S. "Frontierism, Metropolitanism and Canadian History", Canadian Historical Review, vol. XXV, no. 1, March 1954, pp. 1-21. (Also in Carl Berger (ed.) Approaches to Canadian History, Canadian Historical Readings no. 1, Toronto, 1967.)

Belston, Keith. "Patterns of Trade and Investment on the Pacific Coast, 1867-1872: the Case of the British Columbia Salmon Canning Industry", B.C. Studies, no. 1, winter 1968-1969, pp. 37-45.

Careless, J.M.S. "The Lowe Brothers, 1852-70: a Study in Business Relations on the North Pacific Coast", B.C. Studies, no. 2, summer 1969, pp. 1-18.

4. The Ratzian Thesis.

Ratzel, Louis. The Founding of New Societies, New York, 1964. Chapters I, II, III.

Clark, S.D. The Developing Canadian Community, Toronto, 1962. Chapter V.

A bibliography of bibliographies

Dictionary Catalogue of the Library of the Provincial Archives of British Columbia,
Ref. 3 vols., Boston, 1971.

F5800.1
A43

Duff, Wilson. Indians of British Columbia: a Selected Bibliography,
Ref. Vancouver, 1971.

E78 B9
Z93 1971.

Holmes, Marjorie. Publications of the Government of British Columbia 1871-1947,
Ref. Victoria, 1950.

JL 421
A25 Z94

Holmes, Marjorie. Royal Commissions ... in British Columbia, 1872-1942,
Govt. Docs. Victoria, 1945

JL 429.5
I6 Z94

Lowther, B.J. Laying the Foundations 1849-1899
Victoria, 1968.

F5003
Z97

Strathern, G.M. Navigations, Traffiques and Discoveries, 1774 1848,
Ref. Victoria, 1970.

F5303
Z97

Thibault, Claude. Bibliographica Canadiana, Don Mills, 1973
Ref.

F5505 4
Z973

Woodward, Francis. Theses in B.C. History and Related Subjects, in the Library of
Ref. & Stacks the University of British Columbia, Vancouver. 1971.

F580
Z98 1971

Guides to current literature are to be found in B.C. Studies and Canadiana.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES New title &
~~NEW COURSE PROPOSAL FORM~~ Added description

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 446 Credit Hours: 5 Vector: 0-3-0

Title of Course: The Revolutionary and Early National Period in the
Calendar Description of Course: United States

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 212 recommended.

Students with credit under the former title "Colonial and Early National United States" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? A. D. Aberbach, I. Mugridge,

3. Objectives of the Course

To examine in depth a special topic in the revolutionary and early national periods in American history. This course is designed to complement History 212. This course does not present any significant overlap in objectives or content with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date: OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

446-5 The Revolutionary and Early National
 Period in the United States

Selected topics may include: the Revolutionary War Era; the American Enlightenment; the New Nation; American Diplomacy in the Formative Period.

History 212 recommended.
Students with credit under the former title "Colonial and Early National United States" may not take this course for further credit.

HISTORY 446-5 THE REVOLUTIONARY AND EARLY NATIONAL PERIOD
IN THE UNITED STATES

Colonial and Early National United States - the Foundation of
the Nation, 1763-1790

This course will examine the period between the Treaty of Paris which ended the French and Indian War in 1763 and the beginning of George Washington's first administration. This period covers the years during which the overt struggle between Great Britain and thirteen of the American colonies began and reached a climax in the American Revolution and the war which followed it; and in which the government of the Confederation, moving towards collapse, was replaced by a new union, established under the Constitution of 1788.

1. Course Requirements

Students will register for one three-hour seminar. In these, in addition to informed participation in seminar discussion, each student will be required to present one introductory seminar paper. The purpose of these papers will be to present a survey of the literature on the topic under discussion, to raise and discuss the major issues involved, and to help guide the subsequent discussion by indicating important problems and questions arising out of the topic. No specific length will be prescribed for these papers; but it is expected that they will provide as comprehensive an introduction as possible to the topic under discussion.

In addition, students will be required to write a term paper on a topic chosen in consultation with the instructor. This will represent a substantial piece of work, demonstrating thorough acquaintance with the secondary literature of the subject and with the available primary sources. Grades for the term paper will be assigned on the basis of both the content and the form of the paper. No minimum or maximum length will be set for these papers. They will be presented by the end of the last week of classes. (Friday, 8th December).

2. Reading

Required Reading:

a. Students will be expected to buy one book which has been ordered by the University Bookstore. This is Jack P. Greene, ed., The Reinterpretation of the American Revolution, 1763-1789.

This has been chosen for a number of reasons. The principal one of these is that it presents a rather thorough discussion of the development of the historiography of the period and a good selection of articles representing recent contributions.

except for the second week of classes, no specific weekly assignments will be made but students will be expected to be familiar with the sections of Greene relevant to each week's discussion and to use his and other bibliographies to acquaint themselves with other relevant literature.

b. Primary sources

In addition to the body of secondary material available, the University Library possesses a great deal of primary source material. Students will be expected to make extensive use of this in preparing both their seminar presentations and their term papers. A partial list of this material follows.

The most important item is Early American Imprints 1639-1800. This includes the full text of every book, pamphlet and broadside published in the thirteen colonies during this period. Access to it is provided by Charles Evans, American Bibliography, which is a listing by year and by author's name of all the material contained in the collection.

Other, more specialized collections of documents include:

Benjamin F. Stevens, Facsimiles of Manuscripts in European Archives relating to America, 1773-1783.

The American Periodical Series - the 18th Century.

Francis Wharton, ed., The Revolutionary Diplomatic Correspondence of the United States.

Naval Documents relating to the American Revolution

Sessional Papers, British House of Commons, 1731-1800.

Leo F. Stock, ed., Proceedings and Debates of the British Parliament respecting North America.

The Library also possesses collections of the printed papers of the following people:

John Adams
Samuel Adams
Benjamin Franklin
Albert Gallatin
Alexander Hamilton
John Jay
Thomas Jefferson
Richard Henry Lee
James Madison
James Monroe
George Washington

Organization

Seminars will meet during the first and second weeks of the semester. The first of these sessions will be devoted to a fairly brief introductory discussion, while the second will consist of an examination of the historiographical problems involved in the period under review, based on the introduction to Greene.

Seminars will not meet during the third week which will instead be devoted to meeting between the instructor and individual students. Every student will be required to make at least one appointment during this period to discuss the preparation of his seminar presentation and term paper.

From the fourth to the thirteenth week of the semester, seminars will meet regularly. The topics which follow are a list of suggested subjects which may be changed or abandoned according to student interest or other factors.

- The political and economic development of the colonies in the 18th Century.
 - British politics in the period of the American Revolution.
 - The Revolution and British policy after 1763.
 - The ideological roots of the American Revolution.
 - The question of democracy in the Revolution.
 - Military and political problems in the War of Independence.
 - The peace treaty and the post-war foreign relations of the United States.
 - Domestic problems of the post-war years.
 - The movement for a new constitution.
 - The debate over the constitution.
-

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Description Added

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 447 Credit Hours: 5 Vector: 0-3-0

Title of Course: The United States in the Nineteenth Century

Calendar Description of Course:

See attached

Nature of Course seminar

Prerequisites (or special instructions):

History 212 or History 213 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved:
None

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible?
A. D. Aberbach; M. D. Fellman;

3. Objectives of the Course To examine in depth a special topic in American history in the 19th century. This course is designed to complement History 212 and History 213. This course will present no significant overlap in content or objectives with other courses in the university

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date: OCT 24 1974

W. J. Schmitz
Department Chairman

A. G. D. Burt
Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

447-5 The United States in the Nineteenth
 Century

Selected topics may include: Jacksonian Period; Civil War, and Reconstruction; Industrialization; American Reform; Innocence in American Myth; the South.

History 212 or History 213 recommended.

History 447: The U.S. in the 19th Century--
THE CIVIL WAR ERA (1789-1861)

Scope:

We are not concerned, as such, with determining the causes of war--even if we could. Attention will center on the evolution (between 1789-1861) of the following six major topics intimately and ultimately involved in the outbreak of war. Each will be covered in one seminar.

- A: The nature of the Constitutional union: Evolution of the conflict between states' rights and nationalism (Stampp, Chap. 2).
- B: Economic nationalism and/or economic sectionalism (Chap. 3).
- C: The role of politics and politicians: Rhetoric, charisma, and party (Stampp, Chap. 4).
- D: Slavery and racism: Myth versus reality (Chapters 1,5).
- E: The democratic dilemma versus biculturalism: the illusions and delusions of Southern civilization (Chapters 6,7).
- F: Summary: The decade of the 50's: psychological forces and existential realities.

Text:

Kenneth Stampp, The Causes of the Civil War, Rev. ed, Spectrum S-1. Despite the restricted sound of the title the text serves as a useful and short background for major themes, figures, and issues between 1789-1861.

Procedure:

Pre-registration does not automatically enrol you in this course. Final seminar registration, in person, will take place in my office, 6008A.Q. (291-4438) on Friday, May 3, between 9:00-12 Noon. Anyone who pre-registers but does not complete final registration will lose his/her priority and may be required to withdraw if space is given to someone else.

Total enrollment is limited to 15. In order to achieve maximum intellectual activity this course will be divided into 3 groups, each with a maximum of 5 students. Seminars listed below meet in my office, every second week, on the days and dates listed, from 9:00-11:30.

- Seminar 1: Tuesdays, May 21, June 4, 18, July 2, 16, 30.
- 2: Wednesdays, May 22, June 5, 19, July 3, 17, 31.
- 3: Fridays, May 24, June 7, 21, July 5, 19, August 2.

In order not to strain library facilities each seminar will cover the topics in a different order, as follows:

- Seminar 1: As listed above.
- 2: B, C, D, E, A, F
- 3: C, D, E, A, B, F

Seminar Procedures:

Seminars are designed to permit and encourage the interchange of ideas among all the participants. Meetings center around you and serve as a means through which you can share your ideas, thoughts, questions, and readings with the rest of us. The size of the seminar is limited in order that we may achieve individually and collectively a high level of quality work. Each person who takes this course agrees to assume a definite responsibility for the intellectual content of the seminar and agrees to take an active role to achieve these objectives.

The assigned readings serve as the core or common denominator behind which further and more penetrating research is expected. An individual contribution is expected during each of the six seminars and each contribution should be thoroughly thought-out and digested before class meets.

The following are general guidelines that may give you a further indication of how to proceed. Further information may be obtained from me at any time:

1. Read the preliminary required readings listed for each seminar.
2. Determine for yourself one particular aspect, related to the readings, that seems important enough for you to explore more fully.
3. Formulate the problem(s) you seek to investigate and the questions that seem to relate to the problem.
4. Discuss all of this with me--at least one week before the seminar meets. The purposes of our discussion are: to see that the problem and questions are manageable and relevant; to coordinate individual contributions so as to avoid duplication; to suggest books or other relevant items that may be of use to you.
5. Research the topic and share your findings and conclusions with the rest of us. This may be done extemporaneously or by reading out a paper (reading reports tend to become somewhat boring so this option ought to be avoided unless absolutely necessary) or by using notes or outlines.

Grades:

Grades depend upon:

1. The research and presentation prepared for each seminar.
2. The questions, comments, or analyses raised about other presentations in the seminar.
3. The submission of either three written essays (representing an analytic, speculative, or interpretive theme or subject--these may relate directly to the topics investigated in your oral presentations) or one research paper. In either case topics must be approved in advance, and two copies submitted. The original will be returned to you during the essay conference arranged at the end of the semester.

NEW-COURSE-PROPOSAL FORM

Added description

1. Calendar InformationDepartment: HISTORYAbbreviation Code: HIST Course Number: 448 Credit Hours: 5 Vector: 0-3-0Title of Course: The United States in the 20th Century

Calendar Description of Course:

see attached

Nature of Course seminar

Prerequisites (or special instructions):

History 213 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None2. SchedulingHow frequently will the course be offered? Once a yearSemester in which the course will first be offered? 75-3Which of your present faculty would be available to make the proposed offering possible? M. D. Fellman, D. S. Kirschner, A. D. Aberbach, I. Mugridge3. Objectives of the Course

To study in depth a special topic in the history of the United States in the 20th Century. This course is designed to complement History 213. This course will present no significant overlap in content or objectives with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

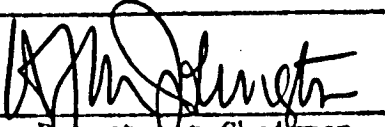
Space

Equipment

None

5. Approval

Date:

OCT 24 1974
Department Chairman
Dean
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

448-5 The United States in the Twentieth
Century

Selected topics may include: the Progressive Era; the New Deal; Contemporary America; Social Thought in Twentieth Century America.

History 213 recommended.

This course will center on the growing conflict in life styles that characterized the urbanization of the United States. It will take us into the elusive realm of people's customs, attitudes, and values, and will explore some of the social movements that grew from these habits of mind. It is oriented toward historical processes, rather than historical events, and may even prove to have some relevance to American society today.

Until recently, most American historians have used social history as a kind of intellectual garbage can for historical oddments that did not fit neatly into any of the standard containers (political history, etc.). Because nobody knew quite what to do with it, nobody did anything with it. Perhaps that is just as well, since it leaves us free to rummage about for our materials in some unlikely places. In fact, only two of the books that we shall read were written by historians. Beyond those we shall look into works by sociologists, political scientists, journalists, novelists, and playwrights, as well as two of the better films to come out of Hollywood in the past 35 years.

The class will meet once a week as a seminar. Each student will be asked to present an oral analysis of one book (or film), and an oral critique of someone else's analysis. There will also be a final paper on a topic that will be distributed at least three weeks before the paper is due at the end of the semester. NO outside reading will be required for this paper.

H. 448 (Cont'd)

READING LIST

This is not a names-and-dates course, so it is more important that you read these books extensively for their arguments and viewpoints than intensively for their factual content.

3rd Week

- Leo Marx - The Machine in the Garden
David Potter - People of Plenty

4th Week

- Edward Bellamy - Looking Backward

5th Week

- Oscar Handlin - The Uprooted

6th Week

- H. L. Mencken - Prejudices: A Selection

7th Week

- Joseph Gusfield - Symbolic Crusade

8th Week

- Samuel Lubell - The Future of American Politics

9th Week

- Arthur Miller - Death of a Salesman

10th Week

- E. Digby Baltzell - The Protestant Establishment

11th Week

- Daniel Bell (ed.) - The Radical Right

12th Week

- Joseph Holler - Catch - 22

Although dates and times are not yet scheduled, the two films to be seen are Inherit the Wind and The Grapes of Wrath.

NEW COURSE PROPOSAL FORM

Description added

1. Calendar InformationDepartment: HistoryAbbreviation Code: HIST Course Number: 449 Credit Hours: 5 Vector: 0-3-0Title of Course: Problems in United States History

Calendar Description of Course:

See attached

Nature of Course Seminar

Prerequisites (or special instructions):

History 212 or 213 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None2. SchedulingHow frequently will the course be offered? Twice a yearSemester in which the course will first be offered? 75-3Which of your present faculty would be available to make the proposed offering possible? I. Mugridge, A. Aberbach, D. Kirschner, M. Fellman3. Objectives of the Course

To study in depth a special topic in American history which crosses traditional chronological and methodological boundaries. This course is designed to complement History 212 and History 213. It will present no significant overlap in content or objectives with other courses being taught in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

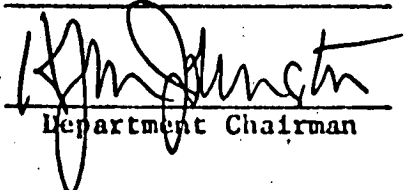
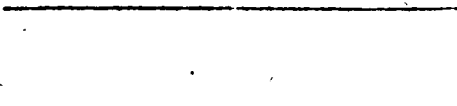
Equipment

None

5. Approval

Date:

OCT 24 1974


Department Chairman
Dean
Chairman, SCUS

SCUS 73-34b:-- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

449-5 Problems in United States History

Topics in American history which cross traditional chronological and methodological boundaries. Examples are The Radical Critique of American Foreign Policy, American Slavery, the U.S. and the Middle East Crisis.

History 212 or 213 recommended.

The Radical Critique of American Foreign Policy

During the last two decades, a growing number of American scholars have attempted to provide new explanations of American foreign policy. One of the main elements in this attempt has been the analysis of the radical historians who are undertaking a fundamental re-examination of the sources, causes, conduct and results of American diplomacy in the twentieth century.

Like any other such group, the radical historians are by no means uniform in their approach or their conclusions; but they have, also like other groups to which their interpretations have been opposed, a number of fundamental notions in common. First among these is the idea that the course of American foreign policy is defined largely according to the economic interest of the American ruling class and the institutions it controls - that is, according to the requirements of corporate capitalism. This course will seek to examine the radical critique of American foreign policy, the radical view of American history and a number of particular problems to which the radical historians have devoted their attention.

1. Course requirements

The course has been divided into three sections. Of these, the first is an attempt to deal with the basic tenets of the New Left view of American foreign policy; the second will discuss the radical view of American history and criticism of it; and the third will examine three basic problems of modern American foreign policy in the light of radical views of these questions. The list of seminar topics in each of these sections, along with the basic readings for each week, have been set out below. Each student will be required to undertake one seminar presentation during the semester and to act as major critic of one other.

In addition, students will be required to write a term paper, to be presented on Friday of the last week of classes (5th April). No requirement will be made concerning length; but it will be expected that the term paper will be a substantial piece of work, demonstrating familiarity with the available primary and secondary material and a capacity to analyse the problem selected in some depth and to communicate this analysis clearly and effectively. Topics for the term paper should be chosen, in consultation with the instructor, early in the semester.

2. Required Readings

Most of the required readings for this course consists of articles which have been xeroxed and placed on reserve in the Library. There are, however, some books which have been ordered by the University Bookstore and should be purchased by students. These are:

David Horowitz, ed., Corporations and the Cold War
David Horowitz, Free World Colossus
Robert Maddox, The New Left and the Origins of the Cold War
William A. Williams, The Tragedy of American Diplomacy

3. Seminar Topics

I. Basic tenets of the New Left view of American foreign policy.

a. The Corporate State (Weeks 2 & 3).

- i. William A. Williams, The Contours of American History, pt. 3.
James O'Brien, "New Left Historians of the 1960s."
- ii. James Weinstein, The Corporate Ideal in the Liberal State.
Ronald Radosh, "The corporate ideology of American labor leaders from Gompers to Hillman."
William A. Williams, "The large corporations and American foreign policy."
G. William Domhoff, "Who made American foreign policy, 1945-1963?"

b. Imperialism (Weeks 4 & 5).

- i. William A. Williams, The Tragedy of American Diplomacy
Gareth Stedman-Jones, "The Specificity of U.S. imperialism."
William A. Williams, "The Frontier Thesis and American Foreign Policy."
- ii. Lloyd Gardner, "The New Deal, New Frontiers and the Cold War."
Paul Baran & Paul Sweezy, Monopoly Capital, ch. 7.
Heilbroner, Magdoff, Chomsky, et al, "Does the U.S. economy require imperialism?"
R. Zevin, "An interpretation of American imperialism."

II. Reflections and critiques (Weeks 6 & 7)

- i. Aileen Kraditor, "American radical historians and their heritage."
For a New America, Introduction
Howard Zinn, The Politics of History, chs. 1-3.

- ii. Robert Tucker, The Radical Left and American Foreign Policy.
Irwin Unger, "The New Left and American History."

III. Debates

- a. Who makes foreign policy? (Week 8)
David Eakins, "Business planners and America's postwar expansion."
David Horowitz, "Sinews of Empire".
Richard D. Boff, "Corporate dollars and foreign policy."
D.M. Ray, "Corporations and American foreign relations."
G. William Domhoff, "How the power elite make foreign policy."
- b. The Origins of the Cold War (Weeks 9-11)
 - i. David Horowitz, Free World Colossus, pts. 1 & 3.
A. Theoharis, "Roosevelt & Truman on Yalta."
William A. Williams, "Soviet Conduct and American Policy."
Gar Alperovitz, Atomic Diplomacy, chs. 1 & 2.
 - ii. Arthur Schlesinger, "Origins of the Cold War."
Gaddis Smith, "Visions and revisions of the Cold War."
Christopher Lasch, "The Cold War revisited and revisioned."
William A. Williams, "The Cold War revisionists."
J.S. Granatstein, "Looking back at the Cold War."
 - iii. Robert Maddox, The New Left and the Origins of the Cold War
Response by David Horowitz.
Ronald Steel, "The Good Cold Days."
Paul Seabury & Brian Thomas, "Cold War Origins."
- c. Interventionism, Imperialism and the Third World (Weeks 12 & 13)
David Horowitz, Free World Colossus, pt. 2
Karunakar Gupta, "How did the Korean War Begin?"
Richard J. Barnet, Intervention & Revolution, chs. 3, 4, 5, 8, 9, 11.
Isaac Deutscher, "Vietnam in Perspective."
James Petras, Politics and Social Structure in Latin America, pt. 3.

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: HistoryAbbreviation Code: HIST Course Number: 458 Credit Hours: 5 Vector: 0-3-0Title of Course: Problems in Latin American Regional History

Calendar Description of Course:

See attached

Nature of Course Seminar

Prerequisites (or special instructions):

History 208 and 209 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved:

History 458- Problems in the Intellectual and Cultural History of Latin America

2. SchedulingHow frequently will the course be offered? Every spring or fallSemester in which the course will first be offered? 75-3Which of your present faculty would be available to make the proposed offering possible? R. E. Boyer; R. C. Newton3. Objectives of the Course

To apply advanced concepts and methodology to the study of the history of one or more Latin American Regions. This course is designed to complement History 208 and History 209. It presents no significant overlap in content or objectives with other courses taught in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974Department ChairmanDeanChairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

458-5 Problems in Latin American Regional
History

Advanced concepts and methodology applied to the study of one or more Latin American regions. Examples are: pre-Columbian and colonial Middle America; revolutionary Mexico 1910-1970; Brazil from Slavery to Militarism; frontier society to hyper-urbanism in the La Plata countries.

History 208 and 209 recommended.

Problems in Latin American Regional History

The course will be divided into three "modules" of four weeks for a consideration of the following topics:

1. New Spain's Century of Depression: reevaluating the Seventeenth Century.
2. Eighteenth Century Economic and Administrative Reforms and their relationship to the Independence Movements.
3. The Meaning of the Mexican Revolution.

In each module there will be: 1) an introduction session which establishes the limits and context for the topic; 2) assigned common readings to obtain some idea of the historiographical tradition in each of the areas and to seek out useful organizing ideas; and, 3) an opportunity for individual thinking and reading on the general theme.

Each student will produce a short essay of some 1500 to 3000 words on the fourth week of each module which sets forth his own synthesis and organization of the topic to that moment. Also, some brief written critiques may be assigned to stimulate discussion. No examinations will be required.

There are no prerequisites for the course but one should bear in mind that the instructor has planned the course with the assumption that people have had two of the following courses or their equivalent: History 208, History 209, LAS 200.

Students with little or no background should try to consult individually with the instructor before registering to discuss whether preparatory reading before the term begins is needed.

Select List of Readings

D.A. Brading, Miners and Merchants in Bourbon Mexico 1763-1810, Cambridge University Press (1971).

P.J. Bakewell, Silver Mining and Society in Colonial Mexico, Zacatecas 1546-1700, Cambridge University Press (1971).

Francois Chevalier, Land and Society in Colonial Mexico: The Great Hacienda, Berkeley (1966).

Rosa Feijoo, El Tumulto de 1624, Historia Mexicana, Vol. XIV, (1964) pp. 42-70.

Lesley Byrd Simpson, Mexico's Forgotten Century, Pacific Historical Review; Vol. XXVIII (1948) pp. 2-37

Alejandara Moreno Toscano, Tres Problems en la Geografia del Maiz, 1600-1624, Historia Mexicana, Vol. XIV, (1965) pp. 631-655.

Borah Woodrow, New Spain's Century of Depression, Ibero-Americana/Berkeley Univ. of Calif. Press, Vol. 35, (1951).

Raymond L. Lee, Grain Legislation in Colonial Mexico, 1575-1585, HAHR, Vol. XXVII, (1947), pp. 647-660.

Chester Lyle Guthrie, Riots in Seventeenth-Century Mexico City: A Study of Social and Economic Conditions, Greater America: Essays in Honor of Herbert Eugene Bolton, Berkeley (1945) pp. 243-258.

Chester Lyle Guthrie, A Seventeenth Century 'Ever-Normal Granary' the Alhondiga of Colonial Mexico City, Agricultural History, Vol. 15, (1941), pp. 37-43.

Chester Lyle Guthrie, Colonial Economy: Trade, Industry, and Labor in Seventeenth Century Mexico City, Revista de Historia de America, Vol. 7, (1939), pp. 103-134.

Vincens Vives Jaime, Approaches to the History of Spain, Berkeley University (1967).

Irving Leonard, Boroque Times in Old Mexico: Seventeenth Century Prisons, Places, and Practices, Ann Arbor (1959).

Charles Gibson, The Aztecs Under Spanish Rule: A History of The Indians of the Valley of Mexico, 1519-1810.

(OVER)

Bernard E. Bobb, The viceregency of Antonio Maria Bucareli, 1771-1779, Austin, (1962).

Magnus Morner, "The Spanish American Hacienda: A Survey of Recent Research and Debate," HAHR, Vol. 53 (May 1973), pp. 183-216.

John Tate Lanning, "Tradition and Enlightenment in the Spanish Colonial Universities," Journal of World History, pt. 4 (1967).

Lyle N. McAlister, The "Fuero Militar" in New Spain, 1765-1800, Gainesville (1957).

John L. Phelan, "Neo-Aztecism in the Eighteenth Century and the Genesis of Mexican Nationalism," in Stanley Diamond, ed., Culture in History. Essays in Honor of Paul Rodin, N.Y. (1960).

Charles C. Cumberland, Mexican Revolution: Genesis Under Madero, Austin, Texas (1952).

George M. McBride, The Land Systems of Mexico, N.Y. (1923).

Michael C. Meyer, Mexican Rebel: Pascual Orozco and the Mexican Revolution, 1910-1915, Lincoln, Nebraska (1967).

Robert E. Quirk, The Mexican Revolution, 1914-1915: The Convention of Aguascalientes, Bloomington, Indiana, (1960).

Eylor Simpson, The Ejida, Chapel Hill, N.C. (1937).

Frank Tannenbaum, Peace by Revolution, N.Y. ((1937)).

Jose Vasconcelos and Mannuel Gamio, Aspects of Mexican Civilization, Chicago, (1926).

Natham L. Whetlen, Rival Mexico, Chicago (1948).

Peter Calvert, Mexico, London (1973).

John W.F. Dulles, Yesterday in Mexico: A Chronicle of the Revolution 1919-1936, Austin, (1961).

John Womack, Zapata and the Mexican Revolution, N.Y. (1969).

NEW-COURSE PROPOSAL FORM

Description added

Department: HISTORY1. Calendar InformationAbbreviation Code: HIST Course Number: 459Credit Hours: 5 Vector: 0-3-0Title of Course: Problems in the Political and Social History of Latin America

Calendar Description of Course:

See attached.

Nature of Course SeminarPrerequisites (or special instructions): History 208 and 209 recommended.What course (courses), if any, is being dropped from the calendar if this course is approved: None2. SchedulingHow frequently will the course be offered? Every Spring or FallSemester in which the course will first be offered? 76-1Which of your present faculty would be available to make the proposed offering possible? R. E. Boyer; R. NewtonObjectives of the Course

To apply advanced concepts and methodology to the study of the history of Latin American institutions and/or political movements. This course is designed to complement History 208 and History 209. This course will not present any significant overlap in content or objectives with other courses taught in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. ApprovalDate: OCT 24 1974John Johnson
Department ChairmanW. G. A. Covert
DeanChairman, SCUS

459-5 Problems in the Political and Social
History of Latin America

Advanced concepts and methodology applied to the study of traditional and contemporary institutions (the church, the great estate and the peasantry, elite structures) and/or political movements (agrarian revolution, populism, the modernizing military). Emphasis placed on changing historiographical interpretations.

History 208 and 209 recommended.

PROBLEMS IN THE POLITICAL AND SOCIAL HISTORY OF MODERN LATIN AMERICA: "THE DIMENSIONS OF CHANGE"

This course aims to acquaint students with the economic, social, and political crises which have made much of today's Latin America a tinderbox of unrest and revolution. Readings, lectures, and class discussions will emphasize the economic and social underdevelopment and dependence of Latin America as the background to the political instability, military rule, and dictatorships of the right and left which have characterized the region during the twentieth century. Cases which will receive intensive analysis include Peronism in Argentina, the Allende government in Chile, the military regimes which currently rule in Brazil and Peru, and the Cuban Revolution. Close attention will be given throughout the course to relations between the individual countries and the United States.

I. Orientation and Introduction. Characteristics of the Crisis of today's Latin America.

II. Critical Analysis of Models of Latin American Social and Economic Underdevelopment.

- A. The "Liberal Capitalist" Model
- B. The "National Capitalist" Model
- C. The Communist Party (Moscow Line) Model
- D. Revolutionary Marxist Models

III. Case Studies of Political Challenges to Underdevelopment in Recent Latin American History.

A. Peronism

- 1. Background: Argentina since 1930
- 2. Analysis of Peron's impact on Argentina, 1946-1955
- 3. Perón's return to power and portents for the future

B. The Allende government in Chile

- 1. Background: The stagnation and poverty of modern Chile
- 2. Analysis of the policies of the Allende government
- 3. The September, 1973 coup and recent events

C. Peru: The Nationalist, Reformist Military in Power

- 1. The Bankruptcy of Peruvian politics, 1930-1968
- 2. Achievements and failures of the military rulers
- 3. What has changed in Peru since 1968?

D. Brazil: The Neo-Capitalist Military in Power

1. Background: The governments of Getulio Vargas and their impacts.
2. President Goulart's attempts to politicize the masses
3. The 1964 coup and establishment of military dictatorship
4. Analysis of this regime's economic and social policies
5. Torture and repression in today's Brazil

E. The Cuban Revolution

1. Background: The United States and Cuba's frustrated 1932 revolution
2. Batista's quarter century of pre-eminence
3. Fidel Castro: background and rise to power
4. Relations with the U.S. and the U.S.S.R.
5. Economic and social development of Cuba
6. The exile question
7. Portents for the future

Required Reading

1. Regis Debray, The Chilean Revolution: Conversations with Allende
2. Andre Gunder Frank, Capitalism and Underdevelopment in Latin America: Case Studies of Chile and Brazil
3. Carolina María de Jesus, Child of the Dark
4. K.S. Karol, Guerrillas in Power: The Course of the Cuban Revolution
5. Sven Lindqvist, The Shadow: Latin America Faces the Seventies

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Description added

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 464 Credit Hours: 5 Vector: 0-3-0

Title of Course: The Middle East in the 19th Century

Calendar Description of Course:

see attached

Nature of Course Seminar

Prerequisites (or special instructions):

Recommended at least one of the following: History 151, History 249, History 251.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Every fall and some springs

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? J. P. Spagnolo, W. L. Cleveland, A. B. Cunningham

Objectives of the Course

To examine in depth the political, diplomatic, economic and social problems of the Ottoman Empire in its relations with the European Powers. This course is designed to complement the department's lower level offerings in Middle Eastern History. It presents no significant overlap in objectives or content with courses taught in other departments

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date: OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

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464-5 The Middle East in the Nineteenth Century

A seminar on the political, diplomatic, economic and social problems of the Ottoman Empire in its relations with the European powers. Background attention will also be given to the evolution of Ottoman political and social institutions since the reign of Sulaiman the Magnificent.

Recommended at least one of the following: History 151, History 249, History 251.

HISTORY 464-5 THE MIDDLE EAST IN THE NINETEENTH CENTURY

The dissolution of the Ottoman Empire, the main feature of the Middle East in the 19th. Century, has been, all too superficially, attributed to 'decline' and to ethnocentric symptoms associated with the 'Sick Man of Europe'. Closer study shows the break-up of the Ottoman Empire to be the outcome of many faceted, and highly instructive confrontations.

The relatively stagnant, decentralised, multi-national, socially diverse, religiously oriented, multi-lingual, pre-industrial Empire (!) had to contend with assertive, when not actually aggressive, Europeans challenging the bases of many, if not all, of these characteristics. Though the confrontation eventually helped destroy the Empire, this was not because of any simple inability to contend with European influences, but because of the multiplicity and complexity of the reactions aroused by these external influences. The Empire did not 'die', it broke up into many parts, all very much 'alive'. Changing and modernising, but adapting in their own ways to Western influences.

This seminar will study some of the more important problems and confrontations relating to the Turkist provinces, the Arab provinces and Egypt. Social, economic, political and intellectual issues will serve to shed light on modernisation in a traditional Islamic society, constitutionalism in an authoritarian framework, and secularism in an Islamic context. Evaluation will be on the basis of essay preparation and seminar participation.

The following books are required for this course:-

Hourani, Albert H.	ARABIC THOUGHT IN THE LIBERAL AGE
Itzkowitz, Norman	OTTOMAN EMPIRE AND ISLAMIC TRADITION
Lewis, Bernard	THE EMERGENCE OF MODERN TURKEY
Vatikiotis, P.J.	THE MODERN HISTORY OF EGYPT

Seminar Presentations:

The problems for this seminar have been grouped under a number of general topics. Some of them relate to specific themes, others to more or less clearly defined time periods. Sub-divided, each topic provides the subject matter for, at least, two essays. Students are asked to write on two

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problems, treating one at greater length (c. 15 typewritten pages) than the other (c. 10 pages). After selecting their topics students are expected to consult with the instructor. The manner in which the topics are presented can then be discussed and also modified to suit individual interests within the context of the objectives of the seminar.

Below each topic is a list of pertinent references. These are designed only to 'start off' the students in their reading. Students are expected to search out source material on their own initiative. A useful reference for specialised articles is J.O. Pearson's Index Islamicus with its supplements. Some of the more frequently used collection of articles are in Ward and Rustow Political Modernization in Japan and Turkey, Holt and Chambers, Beginnings of Modernization in the Middle East, Holt, Political and Social Change in Modern Egypt and Hourani's four volumes on Middle Eastern Affairs in the 19th Century series. Some of the most frequently used journals are:-

The Middle East Journal
Middle Eastern Studies
The International Journal of Middle Eastern Studies
Asian and African Studies

Because of the wider implications of developments in the Middle East many articles may be found in journals with an international range of interests.

For those who may wish to consult a general textbook S.N. Fisher, The Middle East is recommended.

Seminar Topics:

Presentation of these topics will begin in the fourth week of term. Papers must be ready the Monday morning before the seminar meeting with the original for the instructor and two copies to be placed on reserve in the files designated Professor's Copy History 464.

Week IV - PROBLEMS AND ACHIEVEMENTS OF THE EARLY REFORMERS

The first part of the nineteenth century witnessed notable attempts, from both Istanbul and Cairo, at military revitalization modeled on European patterns with wide ranging and problematic repercussions. Interesting comparisons and assessments can be made of the initiatives of 1) Sultans Salim II and Mahmud II and 2) Muhammad Ali Pasha.

S. Shaw. BETWEEN THE OLD AND THE NEW

H. Dodwell. THE FOUNDER OF MODERN EGYPT
 H. Temperley. ENGLAND AND THE NEAR EAST: THE CRIMEA
 H. Reed. THE DESTRUCTION OF THE JANISSARIES (on microfilm)
 N. Berke. THE DEVELOPMENT OF TURKISH SECULARISM
 D. Overton. INDUCED DEVELOPMENT IN EGYPT

Week V - THE OTTOMAN EMPIRE AND THE EUROPEAN BALANCE OF POWER

The extent to which the Ottoman Empire owed its continued existence to European alliances or to the balance of power, and the manner in which this diplomatic system functioned may be examined in two crucial instances, 1) in the Crimean War of 1853-1856 and 2) over the Russo-Turkish War of 1877-1878.

M.S. Anderson. THE EASTERN QUESTION
 V.J. Puryear. ENGLAND, RUSSIA AND THE STRAITS QUESTION
 H. Temperley. ENGLAND AND THE NEAR EAST
 W.N. Medlicott. THE CONGRESS OF BERLIN AND AFTER
 D.E. Lee. GREAT BRITAIN AND THE CYPRUS CONVENTION POLICY
 R.W. Seton-Watson. ISRAELI, GLADSTONE AND THE EASTERN QUESTION

Week VI - PROVINCIAL ADMINISTRATION

In an empire that overlapped on three continents, it is hardly surprising that the administration of the provinces was a critical problem. Each region possessed highly distinguishing characteristics, with a particular historical momentum. Frequently, there was a special relationship with Europe or an imperialist attraction for one of the major powers to complicate matters. Case studies of 1) a Balkan province, or 2) an Arab province would illustrate some aspects of the problem. (For bibliography on this topic consult the instructor).

Week VII - ECONOMIC CHANGE

The literature on economic change is relatively limited, but it is possible to work on 1) European economic penetration in the Ottoman Empire and the rivalries reflected in 'railway diplomacy' and the creation of economic 'spheres of influence', and 2) the involvement of European interests in the Egyptian economy, particularly during the period of Khedive Ismail. A more complicated topic is the changing relationship of government and certain segments of society to the economic base of the Empire and

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Egypt such as 3) the changes affecting the forms of ownership and control of agricultural resources.

C. Issawi (ed.). THE ECONOMIC HISTORY OF THE MIDDLE EAST
 E.H. Earle. TURKEY, THE GREAT POWERS AND THE BAGDAD RAILWAY
 D.C. Blaisdell. EUROPEAN FINANCIAL CONTROL IN THE OTTOMAN
 EMPIRE

D. Landes. BANKERS AND PASHAS
 R. Owen. COTTON AND THE EGYPTIAN ECONOMY
 G. Raer. A HISTORY OF LANDOWNERSHIP IN MODERN EGYPT

Week VIII - STRUCTURES OF GOVERNMENT

A comparison can usefully be made between the structures of governance in the Ottoman Empire as they were to be found by the end of the eighteenth century, and the changes and modernisations undertaken in the nineteenth century after close interaction with European examples. Problems which may be investigated are 1) the fluctuating power and effectiveness of the sovereign authority - that of the sultan - in relation to 'subordinate' institutions, and 2) the development and effectiveness of consultative and representative institutions.

Gibb & Rowen. ISLAMIC SOCIETY AND THE WEST
 S. Shaw. BETWEEN THE OLD AND THE NEW
 N. Berkez. THE DEVELOPMENT OF TURKISH SECULARISM
 R. Davison. REFORM IN THE OTTOMAN EMPIRE
 R. Devereux. THE FIRST OTTOMAN CONSTITUTIONAL PERIOD
 F. Ahmad. THE YOUNG TURKS

Week IX - SOCIAL AND RELIGIOUS THOUGHT

An examination of the extent to which a traditional Islamic outlook was able to adapt to new challenges, particularly in terms of secularist ideas derived from Europe. Two related problems are 1) the modernisation of the political conceptions of government, and 2) the defense of the continuing viability of Islam in its larger socio-religious context.

N. Berkez. THE DEVELOPMENT OF SECULARISM IN TURKEY
 S. Mardin. YOUNG OTTOMAN THOUGHT
 E.E. Ramsaur. THE YOUNG TURKS
 M. Kerr. ISLAMIC REFORMERS
 K. al-Husri. THREE REFORMERS
 N. Keddie. SAYYID JAMAL AL-DIN 'AL-AFGHANI'. A POLITICAL
 BIOGRAPHY

Week X - BRITAIN AND THE MODERNISATION OF EGYPT

This topic has attracted a number of historians and it can be treated both in terms of 1) a critical assessment of the outstanding figure of the period, Lord Cromer, and 2) an assessment of the socio-economic changes in Egypt of the latter part of the nineteenth century.

- Lord Cromer. MODERN EGYPT
 J. Berque. EGYPT
 R. Tignor. MODERNIZATION AND BRITISH COLONIAL RULE IN EGYPT
 A. Lutfi al-Sayyid. EGYPT AND CROMER
 J. Marlowe. CROMER
 J.M. Ahmed. THE INTELLECTUAL ORIGINS OF EGYPTIAN NATIONALISM

Week XI - CHANGING ELITES

An investigation of the gradual displacement, often effacement, of traditional interest groups by more modernised elites. Of interest are problems surrounding, 1) the decline, if not disappearance, of the traditionally dominant social orders such as the sipahis, the ayan, the Janissaries, or the ulema, and 2) the growth of a modernising bureaucracy, and of a new military order, and the degree to which they achieved effective power. 3) A related problem is the changing situation, frequently under the aegis of European mentors, of the non-Muslim minorities (Armenian, Christian Arab or Coptic) in the Ottoman Empire.

- Gibb & Bowen. ISLAMIC SOCIETY AND THE WEST
 H. Reed. THE DESTRUCTION OF THE JANISSARIES
 S. Mardin. YOUNG OTTOMAN THOUGHT
 G. Baer (ed.). THE ULEMA IN MODERN HISTORY
 R. Davison. REFORM IN THE OTTOMAN EMPIRE
 F. Ahmad. THE YOUNG TURKS

Week XII - PROBLEMS OF SOCIAL IDENTIFICATION AND NATIONALISM

The relationships of Turkish and non-Turkish segments of Ottoman society were affected by political and ideological changes. In this context interesting issues arise from the study of the extent to which Islamic and Ottoman identifications were able to restrain the growth of particularist tendencies among 1) the Turks, and 2) the Arabs:

- E.E. Ramsaur. THE YOUNG TURKS
 Z. Gokalp. TURKISH NATIONALISM AND WESTERN CIVILISATION

- U. Eayd. FOUNDATIONS OF TURKISH NATIONALISM
 G. Antonius. THE ARAB AWAKENING
 J.M. Ahmed. THE INTELLECTUAL ORIGINS OF EGYPTIAN NATIONALISM
 Z.N. Zeine. THE EMERGENCE OF ARAB NATIONALISM

Week XIII - WORLD WAR I AND THE BREAK-UP OF THE OTTOMAN EMPIRE

Two topics suggest themselves in this final section, 1) the involvement of the Young Turks with Germany and their prosecution of the war, and 2) the effect of the resurgence of European imperialism on the creation of the Turkish Republic.

- U. Trumpener. GERMANY AND THE OTTOMAN EMPIRE
 F.G. Weber. EAGLES ON THE CRESCENT
 A. Emin. TURKEY IN THE WORLD WAR
 L. Evans. UNITED STATES POLICY AND THE PARTITION OF TURKEY
 H. Howard. THE PARTITION OF TURKEY
 H. Edib (Adivar). THE TURKISH ORdeal

Reserve Book List

Monographs on three day reserve, collections of essays on 4 hours reserve.

- Ahmed, Feroz. The Young Turks
 Baer, Gabriel. Studies in the Social History of Modern Egypt
 Bailey, Frank E. British Policy and the Turkish Reform Movement
 Berke, N. The Development of Turkish Secularism
 Berque, Jacques. Egypt
 Blaisdell, D.C. European Financial Control in the Ottoman Empire
 Cook, N.A. (ed.) Studies in the Economic History of the Middle East
 Davison, R. Reform in the Ottoman Empire
 Dawn, C.E. From Ottomanism to Arabism
 Devereux, R. The First Ottoman Constitutional Period
 Earle, E.M. Turkey, The Great Powers and the Baghdad Railway
 Gibb & Bowen. Islamic Society and the West
 Herschlag, Z.Y. Introduction to the Modern Economic History of the Middle East
 Holt, P.M. (ed.) Political and Social Change in Modern Egypt
 Hourani, A.H. (ed.) Middle Eastern Affairs, Vols. 1-4
 Hurewitz, J.C. Diplomacy in the Near and Middle East
 Issawi, C. (ed.) The Economic History of the Middle East

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- Itzkowitz, N. Ottoman Empire and Islamic Tradition
Kedourie, E. England and the Middle East
Lewis, B. The Emergence of Modern Turkey
Mardin, S. The Genesis of Young Ottoman Thought
Polk, W. & Chambers, R.L. (eds.) The Beginnings of Modernisation in the Middle East
Ramsaur, E. The Young Turks
Shaw, Stanford. Between the Old and the New: The Ottoman Empire under Sultan Selim III
Vatikiotis, P.J. The Modern History of Egypt
Ward, R.S. & Rustow, D. (eds.) Political Modernisation in Japan and Turkey

1. Calendar InformationDepartment: History
Abbreviation Code: HIST Course Number: 465 Credit Hours: 5 Vector: 0-3-0Title of Course: The Middle East in the 20th Century
Calendar Description of Course:

see attached

Nature of Course Seminar

Prerequisites (or special instructions):

Recommended at least one of the following: History 151, History 249, History 251.

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. SchedulingHow frequently will the course be offered? Every spring and some summersSemester in which the course will first be offered? 76-1Which of your present faculty would be available to make the proposed offering possible? J. P. Spagnolo, W. L. Cleveland, A. B. Cunningham3. Objectives of the Course

To examine in depth principal aspects of the histories of the Arab countries and Israel since the first world war. This course is designed to complement the the department's lower level offerings in Middle Eastern history. This course presents no significant overlap in content or objectives with other courses taught in the University.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974

[Signature]
Department Chairman[Signature]
Dean[Signature]
Chairman, SCUS

465-5 The Middle East in the 20th Century

A seminar on the development problems, independence movements, military conflicts, and social and intellectual ferment in the Arab countries and Israel since the First World War.

Recommended at least one of the following: History 151, History 249, History 251.

HISTORY 465-5

THE MIDDLE EAST IN THE TWENTIETH CENTURY

Aspects of Arab development and the emergence of Israel, both in the period of British and French hegemony and after their decline, will form the general subject of this seminar. Topics for discussion will be suggested from among a variety of problems in the realms of politics, ideology, social change, leadership patterns, economic policy and nationalism. The time span will be sufficiently flexible to allow for an appreciation of the historical roots of some of the developments, such as Zionism and Islamic modernism, evident in the contemporary Middle East. The region involved will, of course, be a function of the specific topics, but will focus on the countries bordering the Eastern Mediterranean, Egypt, Israel, Jordan, Syria and Lebanon. It is not the intention of this course to look at the Arab-Israeli Wars as such, but rather to look into the development problems the contending countries face.

Evaluation will be on the basis of essay preparation and seminar participation.

The following books are recommended for this course:

Berger, Morroe,
Elon, Amos,
Khadduri, Majid,

Vatikiotis, P.J.

THE ARAB WORLD TODAY
THE ISRAELIS: FOUNDERS AND SONS
POLITICAL TRENDS IN THE ARAB
WORLD
THE MODERN HISTORY OF EGYPT

Seminar Presentations:

The problems for this seminar have been grouped together under ten general topics. Some of them relate to more or less clearly defined time periods. Subdivided each problem provides the subject matter for at least two essays. Students are asked to write on two problems, treating one at greater length (c. 15 pages)

than the other (c. 10 pages). After selecting a topic students are expected to consult with the instructor. The manner in which the problems are stated may then be redefined to suit individual student interest.

Below each general problem is a select list of pertinent references. The lists are by no means exhaustive for essay preparation. Students are expected to search out source material on their own initiative. A useful reference for specialised articles is J.D. Pearson's Index Islamicus and its supplements. Because of the wider implications of developments in the Middle East many articles may be found in journals with an international range of interests. The most frequently used collections of articles are in:

The Middle East Journal
Middle Eastern Studies
The International Journal of Middle Eastern Studies
Muslim World
St. Antony's Papers: Middle Eastern Studies

For those who may want to consult a general textbook the following are available:

Armajani, Y.
 Fisher, S.N.
 Hottinger, A.
 Kirk, G.

Lenczowski, G.

Peretz, D.
 Yale, W.

MIDDLE EAST, PAST AND PRESENT
 THE MIDDLE EAST
 THE ARABS
 A SHORT HISTORY OF THE MIDDLE EAST
 THE MIDDLE EAST IN WORLD AFFAIRS
 THE MIDDLE EAST TODAY
 THE NEAR EAST

Seminar Topics:

Presentation of these topics will begin in the 4th. Week for which papers must be ready one week in advance to be placed on reserve.

Week IV - THE PROBLEMS AND CONSEQUENCES OF WORLD WAR I SETTLEMENTS

The political negotiations which preceded and followed

the end of the fighting in the Middle East left a legacy of problems which may be examined in regard to either: 1) Palestine or 2) Syria.

C.E. Dawn. FROM OTTOMANISM TO ARABISM
 Harry Howard. THE KING-CRANE COMMISSION
 Z.N. Zeine. THE ARAB STRUGGLE FOR INDEPENDENCE
 E. Kedourie. ENGLAND AND THE MIDDLE EAST
 George Antonius. THE ARAB AWAKENING
 Doreen Ingrams (ed.). THE PALESTINE PAPERS
 Leonard Stein. THE BALFOUR DECLARATION
 Aaron Klicman. FOUNDATIONS OF BRITISH POLICY IN THE ARAB WORLD
 J. Nevakivi. BRITAIN, FRANCE AND THE MIDDLE EAST

Week V - ARAB INDEPENDENCE MOVEMENTS AND THE LEGACY OF DISCREDIT FOR THEIR ARCHITECTS

The character of a whole generation of Arab politics, that of the '20's, '30's and '40's, was defined by the interaction with the imperial powers of Britain and France. What were the elements of this interaction, and why did that generation of Arab leadership ultimately fall from authority, can be discussed with reference to 1) Egypt and 2) Palestine.

Z.M. Quraishi. LIBERAL NATIONALISM IN EGYPT
 M. Zayid. EGYPT'S STRUGGLE FOR INDEPENDENCE
 P.J. Vatikiotis. THE MODERN HISTORY OF EGYPT
 J. Berque. EGYPT
 C. Furlonge (ed.). PALESTINE IS MY COUNTRY. THE STORY OF MUSA ALAMI
 W. Quandt, et al. THE POLITICS OF PALESTINIAN NATIONALISM
 W. Khalidi (ed.). FROM HAVEN TO CONQUEST
 C. Sykes. CROSSROADS TO ISRAEL

Weeks VI and VII - CASE STUDIES OF ARAB POLITICAL AND SOCIAL LIFE

Some studies of wide-ranging interest are 1) The Lebanese political system; 2) the role of the military; 3) rural change in Egypt; 4) urbanization; 5) the role of the political party.

M. Hudson. THE PRECARIOUS REPUBLIC
 L. Binder. POLITICS IN LEBANON

- M. Suleiman. POLITICAL PARTIES IN LEBANON
 J.C. Hurewitz. MIDDLE EAST POLITICS: THE MILITARY DIMENSION
 E. BE'ERI. ARMY OFFICERS IN ARAB POLITICS AND SOCIETY
 P.J. Vatikiotis. THE EGYPTIAN ARMY IN POLITICS
 L. Sweet. PEOPLES AND CULTURES OF THE MIDDLE EAST
 R. Antoun & E. Harik (eds.). RURAL POLITICS AND SOCIAL CHANGE IN THE MIDDLE EAST
 H. Ayrout. THE EGYPTIAN PEASANT
 J. Abu-Lughod. CITY VICTORIOUS: THE GROWTH AND STRUCTURE OF MODERN CAIRO
 G. Baer. SOCIAL CHANGE IN MODERN EGYPT
 R.P. Mitchell. THE SOCIETY OF THE MUSLIM BROTHERS
 K. Abu-Jaber. THE ARAB BA'ATH SOCIALIST PARTY
 L.Z. Yamik. THE SYRIAN SOCIAL NATIONALIST PARTY

Week VIII - ISRAEL

Two topics suggest themselves with reference to Israel.
 1) The problems encountered in the creation of the state as reflected in policy differences between Weizmann, Ben-Gurion and Begin. 2) The problem of integration in a mixed society.

- B. Halpern. THE IDEA OF THE JEWISH STATE
 C. Weizmann. TRIAL AND ERROR
 M. Bar-Zohar. BEN-GURION, THE ARMED PROPHET
 M. Begin. THE REVOLT
 S.N. Eisenstadt. ISRAELI SOCIETY
 D. Willner. NATION-BUILDING AND COMMUNITY IN ISRAEL
 J. Matras. SOCIAL CHANGE IN ISRAEL
 J. Landau. THE ARABS IN ISRAEL

Week IX - RELIGIOUS MODERNISM AND SECULAR IDEOLOGY

The interaction of traditional religious and social identifications with European political and philosophic conceptions can be studied in the formulation of 1) Arab Nationalism; 2) Zionism; 3) Islamic Modernism.

- A. Hourani. ARABIC THOUGHT IN THE LIBERAL AGE
 H. Safran. EGYPT IN SEARCH OF POLITICAL COMMUNITY
 W. Cleveland. THE MAKING OF AN ARAB NATIONALIST
 H.Z. Nuseibeh. THE IDEAS OF ARAB NATIONALISM
 W.C. Smith. ISLAM IN MODERN HISTORY
 G.E. von GRUNERBAUM. MODERN ISLAM

E.I.J. Rosenthal. ISLAM IN THE MODERN NATIONAL STATE
H.A.R. Gibb. MODERN TRENDS IN ISLAM
A. Herzberg (ed.). THE ZIONIST IDEA
B. Halpern. THE IDEA OF THE JEWISH STATE
E. Marmorstein. HEAVEN AT BAY: THE JEWISH KULTURKAMPF
U. Avnery. ISRAEL WITHOUT ZIONISTS

Week X - THE 'REVOLUTION' IN NASSER'S EGYPT

This eventful period in the recent history of a pivotal country in the Arab world may be viewed in the light of the personal stamp Nasser placed on it, or in the perspective of more impersonal forces of change operating during the two decades. Three possible topics are 1) An assessment of Nasser as a 'hero in history'. 2) An interpretation of socio-economic changes of the period. 3) An analysis of the political life of the country.

A. Abdel-Malek. EGYPT: MILITARY SOCIETY
E. Saab. THE EGYPTIAN AGRARIAN REFORM
J. & S. Lacouture. EGYPT IN TRANSITION
P. O'Brien. THE REVOLUTION IN EGYPT'S ECONOMIC SYSTEM
R. Dekmejian. EGYPT IN REVOLUTION
P.J. Vatikiotis (ed.). EGYPT SINCE THE REVOLUTION
R. Stephens. NASSER: A POLITICAL BIOGRAPHY
P. Mansfield. NASSER'S EGYPT

Week XI - UNITY AND COLD WAR AMONG THE ARABS

The apparent inability of the Arabs to coordinate their undertakings, while repeatedly asserting and sometimes demonstrating a common front is one of the most paradoxical aspects of the contemporary Middle East. An appreciation of this paradox may be gained 1) through a study of Nasser's Arab policies and his experience with efforts at Arab union or 2) through an analysis of the relations of the Arab states with the European imperial powers and their successors in the Middle East, the super-powers.

G. Abd el-Nasser. THE PHILOSOPHY OF THE REVOLUTION
M. Kerr. THE ARAB COLD WAR
B.W. MacDonald. THE LEAGUE OF ARAB STATES
P. Scale. THE STRUGGLE FOR SYRIA
C. Cremeans. THE ARAB WORLD
K. Love. SUEZ: THE TWICE FOUGHT WAR
E. Monroe. BRITAIN'S MOMENT IN THE MIDDLE EAST
J.C. Hurowitz. SOVIET-AMERICAN RIVALRY IN THE MIDDLE EAST

Week XII - ECONOMIC PROBLEMS AND DEVELOPMENTS

Two topics with obvious contemporary relevance are 1) the development of the extractive oil industry in the Middle East and 2) the problems in the development of a viable Israeli economy.

S.H. Longrigg. OIL IN THE MIDDLE EAST

D. Hurst. OIL AND PUBLIC OPINION IN THE MIDDLE EAST

H. St. J. Philby. ARABIAN OIL VENTURES

D. Horowitz. THE ECONOMICS OF ISRAEL

E. Kanovsky. THE ECONOMIC IMPACT OF THE SIX DAY WAR

H. Pack. STRUCTURAL CHANGE AND ECONOMIC POLICY IN ISRAEL

Week XIII - THE ARAB-ISRAELI CONFLICT

Two in a number of aspects of this conflict are 1) the development of the Palestinian nationalist organisations and 2) Israel's military and strategic problems.

Gerard Chaliand. THE PALESTINIAN RESISTANCE

W.B. Quandt et al. THE POLITICS OF PALESTINIAN NATIONALISM

S. Hadawi. BITTER HARVEST

I. Abu-Lughod. THE TRANSFORMATION OF PALESTINE

N. Safran. FROM WAR TO WAR

Y. Allon. THE MAKING OF ISRAEL'S ARMY

E. O'Ballance. THE ARAB-ISRAELI WAR 1948 (and sequels).

THE PARTITION OF AFRICA - A CASE STUDY IN IMPERIALISM

Students who enroll in this course will be invited to consider why, in the last three decades of the 19th century, the major European powers became involved in a scramble to acquire 'vast estates' in Africa. They will also be asked to consider why each power was interested primarily in certain parts of the continent. Although the course is designed to permit students to familiarize themselves with the way in which historians have viewed the scramble an attempt will also be made to estimate the extent to which the works of various theorists contribute to an understanding of the partition.

The course will be conducted as a seminar course. A list of the required readings for each seminar can be obtained from the instructor.

During the semester each student will be required to produce one major paper. This paper will be worth 50% of the marks awarded. The remaining 50% of the students' marks will depend on seminar performance. If the performance is inadequate an examination will be held.

Text Books

R. Robinson & J. Gallagher, Africa and the Victorians

D.K. Fieldhouse, The Theory of Capitalist Imperialism.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

New title and
Description added

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 466 Credit Hours: 5 Vector: 0-3-0

Title of Course: North Africa in the 19th and 20th Centuries

Calendar Description of Course:

see attached

Nature of Course Seminar

Prerequisites (or special instructions):

Recommended at least one of the following: History 151, History 249, History 251.
Students with credit under the former title "North Africa" may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? At least once a year

Semester in which the course will first be offered: 75-3

Which of your present faculty would be available to make the proposed offering possible? J. P. Spagnolo, W. L. Cleveland, A. B. Cunningham

3. Objectives of the Course

To examine the modern history of Tunisia, Algeria and Morocco.
This courses is designed to complement the lower level offerings in the history of the Arab World. It presents no significant overlap in content or objectives with courses taught in other departmntts

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date:

OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

466-5 North Africa in the 19th and 20th
 Centuries

A seminar on the modern history of Tunisia, Algeria and Morocco. Antecedents to the French occupation of these regions will be studied as well as the nature and effects of the French presence, and the political and social ferment in the independent Magrib.

Recommended at least one of the following: History 151, History 249, History 251. Students with credit under the former title "North Africa" may not take this course for further credit.

**COLONS, SHAYKHS, REVOLUTIONARIES AND OTHERS:
ASPECTS OF MODERN NORTH AFRICAN HISTORY**

The course will study the modern history of the three countries of the Maghrib-Morocco, Algeria, and Tunisia. In addition, Libya, which provides an uneasy bridge between the Arab Middle East and North Africa, will also be included in the study.

Although North Africa has been subjected to centuries of foreign invasions, the region has managed to absorb and mould its conquerors while simultaneously being influenced by them. In the course of this interaction, the Maghrib has produced its own original contributions both to Arab-Islamic civilization and to more secular legacies such as guerrilla warfare and the literature of Alienation. The course will be directed toward uncovering the essence of this synthesis in order to provide students with a broad understanding of the forces which have contributed to the shaping of modern North Africa. While political history will be unavoidably prominent, it will serve only as a framework for a more intensive exploration of the complexities of this region through literary, sociological, anthropological, and religious sources. Three broad themes will form the organizational divisions of the course:

- 1) The characteristics of the French 'civilizing mission' and the problems of identity faced by those Muslim Arabs who experienced its impact;
- 2) The comparative study of the objectives and methods of North African independence movements;
- 3) The nature and objectives of revolutionary one-party states in independent North Africa.

Each student will be asked to submit two 8-10 page discussion papers during the semester and to provide a brief written critique of the papers presented to the seminar each week. There will be no final examination.

Students are urged to purchase the following books:

Jamil Abun-Nasr.	<u>A History of the Maghrib</u>
Driss Chreïbi.	<u>Heirs to the Past</u>
Jean Duvignaud.	<u>Change at Shebika</u>
Frantz Fanon	<u>Studies in a Dying Colonialism</u>
C.H. Moore	<u>Politics in North Africa</u>
Driss Ben Hamed Charhadi	<u>A Life Full of Holes</u>

Also recommended is:

David Gordon. The Passing of French Algeria

Weekly Readings and Discussion Topics

XR indicates xerox reserve

PART I - ESTABLISHMENT AND OPERATION OF THE FRENCH COLONIAL SYSTEM

I. Introductory

II. In Search of North Africa

Required Reading: Abun-Nasr, History, Chapt. 1, 4, 7, 8; Moore, Politics, Chapt. 1; Burke, "Morocco and the Near East" (XR)

Additional Reading: C. Coon, Caravan; Cambridge History of Islam, Vol. II, Part VII; C. Gallagher, The United States and North Africa; C. Geertz, Islam Observed; C.A. Julien, History of North Africa.

III. Responses to the West: The Nineteenth Century

Required Reading: Abun-Nasr, History, Chapt. 9; Burke, "The Moroccan Ulema, 1860-1912" (XR) and in N. Keddie (ed), Scholars, Saints, and Sufis.

Additional Reading: L.C. Brown, The Surest Path, "Introduction;" R. Salliot, "Abd el-Kader et la nationalité algérienne," Rev. Historique (1965); A. Laroui, L'Histoire du Maghreb, Chapt. 13.

IV. The Patterns of Colonialism in North Africa (student reports begin)

1. Algeria: Exploitation
2. Tunisia: Protectorate
3. Morocco: 'Pacification'

Required Reading: Moore, North Africa, Chapt. 2, Gordon, Passing, Chapt. I; E. Monroe, Chapt. 14 "The Colonial Imprint" in State and Society.

Additional Reading: Appropriate chapters in H. Brunschwig, French Colonialism, 1870-1914 or S.H. Roberts, History of French Colonial Policy.

R. Ageron, Les Algériens Musulman et la France (1871-1919).

V. Confer, France and Algeria: Civil & Political Reform, 1870-1920.

T.F. Power, Jules Ferry and the Renaissance of French Imperialism.

J.D. Ruedy, Land Policy in Colonial Algeria.

A. Scham, Marshal Lyautey's Administration of Morocco, 1912-1925.

PART II - ORIGIN AND DEVELOPMENT OF NORTH AFRICA RESISTANCE MOVEMENTS

V. Responses to the Colonial System: Islam as the Basis of Resistance

1. The Sanusiya in Libya
2. Old Turbans in Tunisia
3. Association of Ulema in Algeria
4. Sultans and Marabouts in Morocco

Required Reading:

L.C. Brown, Chapt. 5, "The Role of Islam in Modern North Africa" in State and Society.

L.C. Brown, Part I, in C. Micaud (ed.), Tunisia

J. Halstead, "The Changing Character of Moroccan Reformism, 1921-1934" (XR)

J. Waterbury, "Islam and Hadj Brahimi's World" (XR) and in Waterbury's book, North for the Trade.

Recommended Reading:

J. Abun-Nasr, "The Salafiyya Movement in Morocco" in St. Anthony's Papers No. 16.

_____, The Tijaniyyah

E. Evans-Pritchard, The Sanusi of Cyrenaica.

R. Furneaux, Abdel Krim

J. Halstead, Rebirth of a Nation

M. Lings, A Muslim Saint in the Twentieth Century

Allal Fasi, Independence Movements of Arab North Africa.

C. Micaud et. al. Tunisia (first part).

P. Shinar, "Abd al-Qadir and Abd al-Krim" (XR)

D.S. Woolman, Rebels in the Rif: Abd al-Krim and the Rif Rebellion

N. Ziaiech, The Origins of Nationalism in Tunisia

_____, Sanusiya - A Study of a Revivalist Movement in Islam.

VI. Responses to the Colonial System: Patterns of Revolt in Tunisia and Morocco

1. The Neo-Destour in Tunisia - Independence through 'rationality'
2. The Istiqlal in Morocco - The monarch as symbol

Required Reading:

Abun-Nasr, History, pp. 341-377; J. Halstead, Rebirth of a Nation, Chaps. 10 and 11; Moore, Politics, Chaps. 3 and 4; Either C. Micaud et. al., Tunisia, part 2, or C.H. Moore, Tunisia since Independence (first 2 chaps).

Additional Reading:

- S. Bernard, The Franco-Moroccan Conflict, 1943-1956
- Ashford, Political Change in Morocco
- B. Berque, French North Africa
- M. Cohen and L. Hahn, Morocco: Old Land, New Nation
- Allal Fasi, Independence Movements
- R. Landau, Moroccan Drama
- J. Waterbury, Commander of the Faithful
- D. Ling, Tunisia: From Protectorate to Republic

VII. Responses to the Colonial System: Catharsis of Violence in Algeria

Required Reading: Abun-Nasr, History, pp. 313-341; D. Gordon, Passing of French Algeria, Chaps. 3, 4, 5.

Additional Reading:

- P. Bordieu, The Algerians
- E. Behr, The Algerian Problem
- A. Heggoy, Insurgency and Counter-Insurgency in Algeria (1972)
- E. Wolf, Peasant Wars of the Twentieth Century (Chapt. 5)
- G. Kelly, Lost Soldiers

VIII The Colonial and Revolutionary Legacy

- Frantz Fanon as historian of the Algerian Revolution

Required Reading: F. Fanon, A Dying Colonialism; I. Gendzier, "Frantz Fanon: In Search of Justice." (XR)

Additional Reading:

- D. Gordon, Women of Algeria
- D. Caute, Frantz Fanon
- A. Memmi, The Colonizer and the Colonized

PART III - INDEPENDENT NORTH AFRICA

IX. The Search for Identity: The Evolve and the Arabophone

Required Reading:

- D. Chraïbi, Heirs to the Past
- D. Ben Hamed Charhadi, A Life Full of Holes
- C. Gallagher, Chapt. 4, "Language and Identity" in Brown, State and Society.

Strongly recommended is D. Gordon, North Africa's French Legacy, 1954-1962.

Additional Reading:

- C. Brown, "Changing Cultures and New Loyalties in North Africa" in W.H. Lewis, ed., French Speaking Africa.
M. Mammeri, The Sleep of the Just
A. Memmi, Pillar of Salt
A. Memmi, Portrait of a Jew
A. Memmi, Strangers
L. Ortzen, North African Writing
R. Letourneau, "Rigorism & Bewilderment" in G.E. Von Grunebaum (ed) Unity & Variety in Muslim Civilization.
X. "The Tail of the Fish:" Rural and Tribal Regionalism

Required Reading:

- J. Duvignaud, Change at Shebika
J. Berque, "The Rural System of the Maghrib" in Brown, State and Society

Recommended Reading:

- E. Gellner, "Tribalism and Social Change in North Africa" in "Lewis, French Speaking Africa; or Gellner's Saints of the Atlas.
*P. Bordieu, The Algerians
Maxwell, Lords of the Atlas
*J. Berque, French North Africa

XI. Aspects of Independent North Africa: Single and Multi-Party Systems

1. Tunisia and 'Bourguibism'
2. Morocco and Modernization through monarchy
3. Libya and Islamic monarchy - the Libyan revolution: puritannical and militant Islam

Required Reading:

- C. Moore, "Political Parties in Independent North Africa" in State and Society; C. Moore, North Africa, Chaps. 6 and 7: J. Berque, "Modernization of the Maghrib" in State and Society

Additional Reading: Works by *Micaud, *Moore, and *Rudebeck for Tunisia; *Ashford, *Cohen, *Landau, *Waterbury, and *Zartman for Morocco; *Khadduri and *Wright for Libya.

Also:

- D. Ashford, "Neo-Destour Leadership and the 'Confiscated Revolution'" in Lewis, French Speaking Africa.
C. F. Gallagher, "Tunisia" in G. Carter ed., One Party African States
C. A. Micaud, "Leadership & Development: The Case of Tunisia: (XR)

(II. Aspects of Independent North Africa: Algeria and the 'ongoing revolution'

Required Reading: W. H. Lewis, "The Decline of Algeria's FLN" (XR);
D. Gordon, Passing of French Algeria, Chaps. 7 & 8,
W. Quandt, "Algeria: The Revolution Turns Inwards" (XR)

Additional Reading:

A. Humbaraci, Algeria: A Revolution that Failed
D. M. Ottaway, Algeria: The Politics of a Socialist Revolution
W. Quandt, Revolution and Political Leadership: Algeria, 1954-68.

XIII. Themes in Independent North African History: Weakening of the Old Regimes.

Required Reading: Moore, Politics, Chaps. 8 and 9; L. Hahn;
"Tunisian Political Reform" (XR); J. Waterbury; "The Coup Manqué" (XR);
J. Berque, "Tradition and Innovation in the Maghrib" (XR)

Additional Reading:

D. Gordon, Women of Algeria
D. Gordon, Self-Determination in History
S. Amin, Maghreb, Part 2
C. F. Stewart, The Economy of Morocco, 1912-1962
W. A. Beling, Modernization and African Labor: A Tunisian Case Study
D. Ashford, "Succession and Social Change in Tunisia." Int. J. Mid-East Studies, Jan. 1973.

NEW COURSE PROPOSAL FORM

Description added

1. Calendar InformationDepartment: HistoryAbbreviation Code: HIST Course Number: 474 Credit Hours: 5 Vector: 0-3-0Title of Course: West Africa

Calendar Description of Course:

see attached

Nature of Course Seminar

Prerequisites (or special instructions):

Recommended at least one of the following: History 146, History 246.What course (courses), if any, is being dropped from the calendar if this course is approved: None2. SchedulingHow frequently will the course be offered? Once a year:Semester in which the course will first be offered? 75-3Which of your present faculty would be available to make the proposed offering possible? A. P. Kup: D. A. Ross3. Objectives of the Course

To study the patterns of economic, political, social and religious change in West Africa from 1700 to 1950. This course is designed to complement the departments lower level offerings in African history. This course presents no significant overlap in content or objectives with other courses taught in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

None

5. Approval

Date:

OCT 24 1974[Signature]
Department Chairman[Signature]
Dean[Signature]
Chairman, SCUS

474-5 West Africa

A study of the patterns of economic, political, social and religious change from about 700 to 1950.

Recommended at least one of the following: History 146, History 246.

1. Some Historiography

- Read: 1. Hansard Soc. What are the Problems of Parliamentary Government in West Africa? 1958, pp. 38-50.
2. Boston Univ. Papers in African History, I, pp. 17-34.
3. D. T. Niane, Sundiata, Longmans 1965, pp. 1-3.

2. Ghana, Mali, Songhai

- Read: 1. M. Shinnie, Ancient African Kingdoms, Arnold, 1965 chap. 4.
2. B. Davidson, The African Past, Longmans, 1964, pp. 79-83.
3. A. Boahen, Topics in West African History, Longmans 1966, pp. 3-38.

3. Ahir & Kanem

- Read: 1. Boston Univ. Papers II, pp. 86-105

4. Trans-Saharan Trade

- Read: 1. ed. P. Bohanen & G. Dalton, Markets in Africa Doubleday 1965, pp. 130-158
2. Journal of African History II '1' (1961), I. Wilks, The Northern Factor in Ashante History
3. ed. R. D. Collins, Problems in African History, Prentice-Hall, 1968, pp. 304-315.

5. Kingdoms of the Forest

- Read: 1. A. Boahen, Topics in West Africa History, pp. 53-99
2. J. Ajaye & R. Smith, Yoruba Warfare in the 19th Century, C.U.P., 1964, pp. 63-75; 123-8.

6. The City States

- Read: 1. G. I. Jones, Trading States of the Oil Rivers, O.U.P., pp. 51-71.
2. K. Dike, Trade & Politics in the Niger Delta, Oxford 1959 pp. 19-46.

7. Early Nationalism

- Read: ed. H. Wilson, Origins of W. African Nationalism, Macmillan, 1969.

RECOMMENDED READING

SECTION A.

- *A. Boahen, Topics in West African History, Longman 1965
- *E.W. Bovill, Golden Trade of the Moors, London 1958
- *B. Davidson, The African Past, Penguin
- J. Fage, Introduction to West African History, Cup: Atlas of West African History, CUP.
- *Ghana Historical Society, vii, pp. 42-59
- *R. Mauny, Tableau Geographique, Ifan Memoire No. 61
- *L. Mair, Primitive Government, Penguin 1967
- E. G. Parrinder, The Story of Ketu, Ibadan Univ., 1956
- J. Rouch, Contributions A L'Histoire Du Songhai, Ifan Memoire No. 29
- M. Shinnie, Ancient African Kingdoms, 1965
- *Urvoy, Histoire Du Population Du Soudan Central, 1936
- *Urvoy, Histoire De Bornu, Ifan Memoire

SECTION B.

- *R. Adloff, West Africa, The French-Speaking Nations, Holt Reinhardt 1965.
- *Ajaye and Smith, Yoruba Warfare in the 19th Century, Cup 1964
- *A. Anene, Southern Nigeria in Transition, Cup 1966
- J. W. Blake, Europeans in West Africa, Hakluyt Soc., 2 Vols. 1942.
- P. Curtin, The Image of Africa, Wisconsin 1965.
- *K. Dike, Trade and Politics in the Niger Delta, OUP 1957
- *J. Fage, Ghana, an Historical Interpretation, 1959
- *J. Flint, Nigeria and Ghana, Prentice Hall 1966.
- J. Flint, Sir Geo. Goldie and the Making of Nigeria, OUP 1960.
- *D. Forde and P. Kaberry, West African Kingdoms in the 19th Century, International African Inst., 1967.
- *J. Hargreaves, The Prelude to Partition
- M. J. Hershovitz, Dahomey, 2 vols., NY 1938
- *T. Hodgkin, Nigerian Perspectives, OUP 1962
- *J. Hogben, Mohammedan Emirates of Northern Nigeria, OUP 1938 (reprint)
- *D. Kimble, The Political History of Ghana 1850-1920, OUP 1963
- P. Kup, History of Sierra Leone 1400-1787, CUP 1961

- C. Lloyd, The Navy and the Slave Trade, Longman
E. C. Martin, British West African Settlements, 1750-1821,
Longman 1927
G. E. Metcalfe, Maclean of the Gold Coast, OUP 1962
E.L.K. Meyerowitz, Akan Traditions of Origin, Faber, 1952
R. Morgenthau, Political Parties in French-Speaking West Africa
*T. da Mota, Guine Portuguesa, Lisbon 1954
G. P. Murdoch, Africa, Its People and Their Culture History,
N.Y. 1959.
*C. Newbury, Select Documents, Oxford 1965
*Oliver and Atmore, Africa Since 1800, CUP, 1966
J. S. Trimingham, History of Islam in West Africa, Oxford 1962
*B. Webster and A. Boahen, West Africa Since 1800, Longmans
*F. Wolfson, Pageant of Ghana, OUP, 1961

SECTIONS C AND D

- *D. Apter, The Gold Coast In Transition, Oxford 1956
*O. Awolowo, Awo, CUP
*A. Bello, My Life, CUP
L. Buell, Liberia, A Century of Survival, Penns, 1948
*G. Carter (ed.), African One Party States, Cornell 1962.
*J. Coleman, Nigeria, Prelude to Independence, Berkeley 1960
D. Dodge, African Politics in Perspective, Nostrand 1966
*Emerson and Kilson, Political Awakening in Africa, Prentice
Hall 1965
*W.J. Foltz, From French West Africa to the Mali Federation,
Yale 1965.
*W. H. Friedland & C. Rosberg, ed., African Socialism,
Stan
*T. Hodgkin, Nationalism in Colonial Africa, 1965
*T. Hodgkin, African Political Parties, Penguin 1961
Kirk-Green, The Principles of Native Administration in Nigeria,
Oxford 1965.
A. W. Lawrence, Trade Forts and Castles in West Africa,
*C. Legum, Pan-Africanism, Pall Mall, 1965
*Le Vine, The Cameroons, UCLA 1964
*W. A. Lewis, Politics in West Africa, Allen and Unwin 1965
W. A. Lewis (3d.), French Speaking Africa, NY 1965.
*L. Mair, The New Africa, Watts, 1967
*V. McKay, Africa in World Politics, Harper 1963
*K. Nkrumah, New-Colonialism, Nelson, 1965

- *P. Neres, French Speaking West Africa, Inst. Race Relations 1962
- *M. Perham, Lugard, (2 vols.), Collins, 1960
- *K. Post, The New States of West Africa, Penguin
- *E. P. Skinner, The Mossi of the Upper Volta, Stanford 1964
- *I. Wallenstein (ed.), Social Change, the Colonial Situation, J. Wiley 1966.

PERIODICALS.

African Contemporary Affairs
Africa Digest, London
Africa Report, African American Inst.
Africa Today, American Committee on Africa
Afrique Nouvelle, Dakar
Chronique d'Outre-mer, Paris
Commonwealth Summary, COI, London
Journal of African History, Cambridge Press, England
Journal of Modern African Studies, Cambridge Press
Les Echos d'Afrique Noir, Dakar
Semaine en Afrique Occidentale, Dakar
Presence Africaine, Paris
West Africa, London

Attention is drawn to the selective bibliography of periodical literature: Politics in Black Africa, by W. J. and J. L. Hanna, Michigan State University, 1964, and to Camp

REQUIRED READING:

Boahen, N. C. R., Topics in West African History, Longmans
Fage, J., Atlas of African History, MacMillan of Canada
(Arnold)
Flint, J. Nigeria and Ghana, Prentice Hall
Post, K., The New States of West Africa, Penguin
W. Cartey & M. Kilson, The African Reader-Independent Africa

One essay of 5,000 words is required during the semester. Only a limited number will be accepted for any one essay.

1. Assess critically our sources for a West African chronology and evaluate Heinrich Barth's contribution to it.
2. Describe the main attributes of 'medieval' Western Sudanic states, explaining why in the end they failed to bring stability.
3. "The African Middle Ages, the 'Mature Iron Age,'... came to an end around 1600" --B. Davidson, 1966. Discuss.
4. Compare and contrast the work of Dyula traders in the Western part of the Western Sudan with that of Hausa or Yoruba traders in the eastern part, in forming and influencing permanent settlements and/or states.
5. Assess the significance of the Kingdom of Shehu Amadu of Massina amongst the 18th century theocratic empires of the Western Sudan.
6. Assess the importance of state organization in the rise of either Asante or Dahomey.
7. Taking your example from one modern W. African state, show how modernism, since the beginning of the colonial era, has clashed with and disrupted traditionalism.
8. "Essentially, W. African political parties are institutions which have been constructed by the peoples of W. Africa to enable them to resolve actual problems. They are as much African institutions as lineages, age sets or secret societies"
--T. Hodgkin, 1958. Discuss.

A. MEDIEVAL EMPIRES OF THE WESTERN SUDAN.

1. A West African chronology.
2. How West African kingdoms and empires, and their governments, were formed.
3. The trans-Saharan trade - exports of gold, slaves, cola nuts, ivory; imports of salt, cloth, metal-work, beads, horses; the development of cities.
4. The Kanem and Hausa states.
5. Tekrur, (ancient) Ghana, Mali, Songhai.
6. The Berber Almoravids - Yusuf ibn Tashfin and Morocco, Abu Bakr ibn Umar and Ghana.
7. The minor kingdoms of the Guinea Coast.

B. MODERN WEST AFRICAN KINGDOMS AND EMPIRES.

1. Futa, Kaarta, Segou, Massina, the Fula Kindoms.
2. Ashante and Fante Kingdoms; kingdoms of northern Ghana - e.g. Mamprussi, Dagomba, Gonja etc.
3. Oyo, Dahomey, Benin, Niger Delta states.
4. Europeans on the Coast.

C. THE RISE OF NATIONALISM

e.g. The Fante Confederacy, the Egba United Board of Management; modern nationalism in Ghana; self-government in Nigeria; the rejection of colonialism in French West Africa.

D. SOME CURRENT WEST AFRICAN PROBLEMS.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

~~NEW COURSE PROPOSAL FORM~~

Description added

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 475 Credit Hours: 5 Vector: 0-3-0

Title of Course: South Africa

Calendar Description of Course:

see attached

Nature of Course Seminar

Prerequisites (or special instructions):

Recommended at least one of the following: History 146, History 246.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 76-3

Which of your present faculty would be available to make the proposed offering possible? D. A. Ross

3. Objectives of the Course

To study the patterns of economic, political, social and religious change in Southern Africa from 1651 to 1948. This course is designed to complement the Department's lower level offerings in African history. This course will present no significant overlap in objectives or content with courses being taught in other departments

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date:

OCT 24 1974

L. H. Johnston
Department Chairman

W. G. S. Burt
Dean

262
Chairman, SCES

475-5 South Africa

A study of the patterns of economic, political, social and religious change in South Africa from 1651 to 1948.

Recommended at least one of the following:--History 146, History 246.

South AFRICA

This course will be conducted partly as a seminar and partly as a reading course. During the semester the student will be required to produce one major paper for presentation to the seminar. This paper will discuss at least one aspect of a topic (see list of topics below); it will, hopefully, act as an introduction to a general discussion of the topic. The student is also required, during the course of the semester to produce a book report. The essay will be worth 50% of the final grade. The report will be worth 5%. The remainder will be awarded on the basis of the students performance in class.

A general bibliography will be issued at the beginning of the semester. Guidance as to the reading will be issued weekly.

Introductory Text Books

Leo Marquand - The Story of South Africa (very elementary)
 C.W. DeKiewiet - A History of South Africa; Social & Economic.
 L. N. Thompson - Politics in the Republic of South Africa.

Reference Works

Monica Wilson and Leonard Thompson, edit. Volumes (I) and (II).
Oxford History of South Africa.
 E. A. Walker - A History of Southern Africa.

Topics for Study Each Week

- 1) The non-white peoples of South Africa before 1750.
- 2) The Development of the Boer Race 1651-1800.
- 3) The Mfecane.
- 4) Boer Britain and Bantu 1800-1850.
- 5) Economic Development & Anglo-Boer Clark, 1850-1890.
- 6) The Anglo-Boer Conflict 1890-1910.
- 7) The position of the African in South Africa 1850-1910.
- 8) The Rise of Afrikaner Nationalism 1880-1931.
- 9) The experience of the economy 1931-48 and the growth of the Nationalist Party.
- 10) The Nationalists in power 1948. The Modern System.
- 11) The opposition movement.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM Description added

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 476 Credit Hours: 5 Vector: 0-3-0

Title of Course: East Africa

Calendar Description of Course:

see attached

Nature of Course Seminar

Prerequisites (or special instructions):

Recommended at least one of the following: History 146, History 246.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? P. Stigger

3. Objectives of the Course

To study the history of Kenya, Uganda and Tanzania from the period of European and Arab penetration. This courses is designed to complement the department's lower level offerings in African history. This course will present no significant overlap in content or objectives with other courses taught in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date: _____

OCT 24 1974

H. H. J. J. J.
Department Chairman

W. G. J. J.
Dean

Chairman, Senate

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476-5 East Africa

A regional study from Arab and European penetration in the 19th century to the emergence of Kenya, Uganda and Tanzania as independent states with emphasis on the patterns of economic, political, social and religious change.

Recommended at least one of the following: History 146, History 246.

Tribes into Nations (?)

2. African Interior to c. 1850

Communications. Climate. Population concentrations. Diets. Trade. Political organizations. Religious beliefs. Rainfall, religion and political structures. The Ganda v. the Masai. Effective ranges for political structures?

3. Alien Intrusion to c. 1884:

The Arabs at Zanzibar, Tabora, Ujiji, Manyema, Kampala, The slave trade: Khartoumers. Exploration. Missions: Effective Arab control? European Influence? African "states"? Buganda? Chagga/Kilimangaro? Unyamwezi/Mirambo?

4. The Scramble in E. Africa

Participants? Leopold, the French, British and Germans. The Nile Question. Bunyoro. Dependence on allies: Germany and Uganda, British and the Baganda. Punitive Expeditions. The British and the Kikuyu, the Germans and Misiri. Association and Force. Method and Imperial needs.

5. Tanganyika under the Germans

First Protectorate: Mpuapwa bottle neck: Arab 10 mile strip. Imperial Control. Trade routes. Colonization. Communications. Finance. Exports. Areas of economic development. Cotton. Maji Maji. The validity of the "peanut policy".

6. The British in Uganda to 1920

Anglo-Baganda relations. The Ganda Civil Wars. The Uganda Agreement. Cotton and Coffee. Communications. Christianity and Literacy: King's College, Budo. Bunyoro, Toro and Teso. The outlying districts: Ganda agents. Ganda vested interests: offices, lands and land area.

7. The British in Kenya to 1923:

Trade c. 1880-90. British interest? The Railway. Path of expansion. Indian origins and trading role. European settlement and its traditional political implementations. Indians and politics. Africans, Missions and Education. Pressure on the Kikuyu. The Devonshire Declaration.

Cont/.....

Cont/.....

8. The 1920s and 1930s:

Treasury Control Communications. Native Administration. The Relationship between local government, communications and economic development. The monetary question and slumps. Legco and Buganda; the Bunyoro agreement. Legco and African Councils in Kenya.

9. Closer Union to 1948

Legal status of territories. Political problems in each territory. Racial status. Settlers' Conferences. Governors' Conferences. Commissions and the Select Committee. African reactions. Railways and Harbours. Posts and Telegraphs. Currency. The parity issue: races and territories. The E.A. High Commission. Emphasis on Economics and Health.

10. Post-War Tanganyika.

The Trusteeship Council and U.N. visiting missions. British strategic and economic interests. Tanganyika's exports. The European and Asian "communities". The educational consequences of British rule: the role of Swahili. The Tribal pattern. The unity of opposition. Racial parity and the 1958/59 elections; the 1960 Elections. The Westminster model and its relevance to the one-party state. The 1961 "solution". The advantages of relative poverty (TANU and its motto). Post-Independence Nation building.

11. Post-War Uganda.

The problem of constitutional development and District Nationalism. Non-Agreement Districts; Agreement Districts and Buganda Province. Local levels of Economic development. Educational opportunities. Traditional values and their relevance. Tiered constitutional development: District-Province-Centre. The Language problem. "Nationalist" parties. The Kabaka crisis. The "final" solution of 1962.

12. Post-War Kenya. Kikuyu age-grades. Legco representation when Traditional Chiefs do not exist. Traditional groupings and their power. Mitchell: Social and economic development. The member system. responsibility for intelligence. Mau Mau. District Parties. Luo, Kikuyu and the rest. The 1963 Federal "Solution".

13. General Discussion.

Socialism. Tribalism. Nationalism. Democracy. Pre-Colonial Stresses - Social Structures, traditional law and marriage, inheritance, divorce, land-holding, cattle. Conflicts on

urbanization; education, especially of girls. Relevance of legal, administrative and constitutional structures. Africanization, Indians and Europeans. The Elite: its changing role and position. Leadership: possibility of change and dumping the Old Guard.

NB: In 11, 12 and 13, it is important to consider whether African consent had been lost and to what extent the British imposed solutions which were accepted by Africans merely to accelerate British withdrawal.

HISTORY 476 - READING LIST

N. B. - You are not expected to read all the books mentioned.
The reading list is a guide which you may find useful.

EAST AFRICA AND GENERAL

Anstey, R. T.
DT655A7

Brunschwig, Henri
JV1817 B7413

X Cairns, H. A. C.
DT351 C2

Coupland, Reginald
DT365 C58

Coupland, Reginald
DT365 C6

Davidson, Basil (ed.)
DT 20 D3

Diamond, Stanley &
Burke, Fred G.
DT 365 D5

Farson, Negley
DT 12 F3

Farson, Negley
DT 434 E2 F35

Chai, Dharam P.
DT 429 G5

Gifford, Prosser and
Louis, Roger, (ed.)
DT 31 G63

BRITAIN AND THE CONGO IN THE
19th CENTURY.

FRENCH COLONIALISM 1871-1914

PRELUDE TO IMPERIALISM: London.
Routledge & Kegan Paul, London.
1965.

a) East Africa and Its Invaders.

b) The Exploitation of East Africa.

THE AFRICAN PAST: London, Longmans,
1964.

THE TRANSFORMATION OF EAST AFRICA -
STUDIES IN POLITICAL ANTHROPOLOGY,
New York Basic Books, 1966.

a) Behind God's Back 1940

b) Last Chance in Africa 1949

PORTRAIT OF A MINORITY - ASIANS IN
EAST AFRICA. New York, Oxford U. P.
1965.

BRITAIN AND GERMANY IN AFRICA,
Yale, New Haven, 1967.

Gregory, Robert G.
DT 434 E2 G77

Hardinge, Sir Arthur H.

Harlow, Vincent, Chilver,
E. M. and Smith, Alison.

Henderson, W. O.
JV 2027 H54

Hill, Richard L.
DT 108.2 H5

Hughes, A. J.
DT 431 H8

Huxley, Elspeth
DT 365 H89

Leys, C. and Robson, P.
HC 517 E2 L4

Marlowe, John
DT82.5 G7 M3

Mitchell, Sir Philip
DT 432 M55

Moyse-Bartlett, H.
DT 351 M6

O'Connor, A. M.
HC 517 E2 028

Oliver, Roland
BV 3530 04

Oliver, Roland and
Mathow, Gervase
DT 365 04

SIDNEY WEBB AND EAST AFRICA.
Berkeley, University of
California Press. 1962.
Volume 72, University of California
Pubs. in History.

A DIPLOMATIST IN THE EAST.

HISTORY OF EAST AFRICA, VOLUME II.
Oxford, Clarendon Press, 1965. (26 pms)

STUDIES IN GERMAN COLONIAL HISTORY.
Cass, London, 1962.

EGYPT IN THE SUDAN 1820-1821.

EAST AFRICA - THE SEARCH FOR
UNITY.

THE SORCERER'S APPRENTICE.

FEDERATION IN EAST AFRICA.
New York, Oxford U. P., 1965.

(ANGLO-EGYPTIAN RELATIONS 1800-1956)
A HISTORY OF MODERN EGYPT AND
ANGLO-EGYPTIAN RELATIONS 1800-1956,
Cass, London, Edition.

AFRICAN AFTERTHOUGHTS.

THE KING'S AFRICAN RIFLES:
Gale & Polden, Aldershot, 1956.

AN ECONOMIC GEOGRAPHY OF EAST
AFRICA, London, Bell, 1966.

THE MISSIONARY FACTOR IN EAST AFRICA,
London, Longmans, 1965.

HISTORY OF EAST AFRICA, VOLUME I
Oxford, Clarendon Press, 1963. (26 pms)

Posnansky, Merrick (ed.)
DT 25 E15

Sanderson, G. N.
DT 117 S3

Taylor, A. J. P.
DV 2017 T3

KENYA

Bennett, George
DT 434 E27 B4

Corfield Report

Huxley, Elspeth

Huxley, Elspeth

Huxloy, Elspeth
DT 434 E 2 H 8 1967

Itote, Waruhiu
(alias General China)

Kenyatta, Jomo
DT434 E2 K45

Kenyatta, Jomo
DT 434 E26 K4

Kitson, Frank
DT 434 E2 K54

Koinange, Mbiyu
DT 434 E2 K64

Mboya, Tom
DT 434 E27 M35

M.P.K. Sorrenson
Harry Thuku

PICTURE TO EAST AFRICAN HISTORY,
London, O. U. P. 1966.

ENGLAND, EUROPE AND THE UPPER NILE.

GERMANY'S FIRST BID FOR COLONIES.

KENYA - A POLITICAL HISTORY - THE
COLONIAL PERIOD, London, O.U.P.
1963 (The Student's Library)

THE CORFIELD REPORT - COMMAND 1030:
HISTORICAL SURVEY OF THE ORIGIN
AND GROWTH OF MAU MAU.

b) THE MOTTLED LIZARD

c) THE FLAME TREES OF THIKA

WHITE MAN'S COUNTRY. VOLUMES I AND
II.

MAU MAU GENERAL: Nairobi, E.A.P.H.,
1967.

a) FACING MOUNT KENYA

b) HARAMBEE!

GANGS AND COUNTER-GANGS.

THE PEOPLE OF KENYA SPEAK FOR
THEMSELVES: Detroit, Kenya
Publications Fund, 1955.

FREEDOM AND AFTER, London, Deutsch,
1963.

ORIGINS OF EUROPEAN SETTLEMENT IN KENYA
AN AUTOBIOGRAPHY

Hockerie, Parmenas Githendu
DT 434 E2 M57

Hungeam, G. H.
JQ2947 A5 M85

F Odinga, Oginga
DT 434 E26:03

Rosberg, Carl G. &
Nottingham, John
DT 434 E27 R6

Ross, William McGregor
DT 434 E2 R6

Sorrenson, M. P. K.
HD 985 S6

Were, Gideon S.

TANGANYIKA

Chidzero, B. T. G.
JQ3513/1961/C47

Cliffe, Lionel (ed.)

Listowel, Judith
DT444 L5

Mustafa, Sophia
DT447 M8

Nyerere, Julius
DT 446 N9A5

Taylor, J. Clagett.
DT444 T3

Bates, Darrell

*Cameron, Sir Donald

*Nyerere, Julius K.

AN AFRICAN SPEAKS FOR HIS PEOPLE:
London, Hogarth Press, 1934.
(held in special collections)

BRITISH RULE IN KENYA 1895-1912.

NOT YET UHURU: London, Heinemann,
1967.

THE MYTH OF MAU MAU.

KENYA FROM WITHIN.

LAND REFORM IN THE KIKUYU COUNTRY,
London, Oxford, 1967.

A HISTORY OF THE ABALUYIA: East
African Publishing House (i.e.
E. A. P. H.) Nairobi, Kenya, 1967.

TANGANYIKA AND INTERNATIONAL
TRUSTEESHIP.

ONE PARTY DEMOCRACY, Nairobi,
E.A.P.H., 1967.

THE MAKING OF TANGANYIKA.

THE TANGANYIKA WAY.

FREEDOM AND UNITY.

THE POLITICAL DEVELOPMENT OF
TANGANYIKA.

A GUST OF PHOENIXES
London, Hodder & Stoughton 1972

MY TANGANYIKA SERVICE & SOME NIGER
London, George Allen & Unwin, 1939

FREEDOM AND SOCIALISM

UGANDA

Apter, David E.
DT434 U25 A6

Burke, Fred G.
JS7649 U5B8

Cohen, Sir Andrew
JV246 C6

Dunbar, A. R.
DT434 V29 B33

Fallers, Lloyd A.
DT434 V242 F3

King Freddie

Hattersley, C. W.
DT434 U2 H3

Ingham, K.
DT434 V2 15

Iow, D. A. and Pratt, R.
Cyanford JQ2951 B8 L6

Roscoe, John
DT 434 U2 R7
*M.S.M. Kiwanuka
ZANZIBAR

Ingrams, W. G.
DT 43515

Iofchie, Michael F.
DT 435.5 L6

Middleton, John & Campbell,
Jane DT 435 M5

Okello, John

Remore Ingrams,
Middleton O. Campbell

THE POLITICAL KINGDOM IN UGANDA.

LOCAL GOVERNMENT AND POLITICS IN
UGANDA.

BRITISH POLICY IN CHANGING AFRICA.

A HISTORY OF BUNYORO - KITARA:
Nairobi, Oxford U. P., 1965.

BANTU BUREAUCRACY.

KABAKA OF BUGANDA: DESECRATION OF
MY KINGDOM: London, Constable,
1967.

THE BAGANDA AT HOME: London, Cass,
1963.

THE MAKING OF MODERN UGANDA.

BUGANDA AND BRITISH OVERRULE,

THE BAGANDA: London, Cass, 1965

HISTORY OF BUGANDA TO 1900

ZANZIBAR, ITS HISTORY AND ITS PEOPLE

ZANZIBAR: BACKGROUND TO REVOLUTION.

ZANZIBAR - ITS PEOPLE AND ITS
POLITICS.

REVOLUTION IN ZANZIBAR,
E. A. P. H., Nairobi, 1967.

Ommaney and Peace

27468

- 9 -

Ommanney, F. D.
DT 434 Z3/05

ISLE OF CLOVES.

Pearce, F. B.
DT 435 P4

ZANZIBAR, THE ISLAND METROPOLIS
OF EASTERN AFRICA.

The items marked * are on 24 hrs' reserve.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES
NEW COURSE PROPOSAL FORM

1. Calendar Information

Abbreviation Code: HIST Course Number: 477 Department: History
Title of Course: Central Africa Credit Hours: 5 Vector: 0-3-0

Calendar Description of Course:
see attached

Nature of Course Seminar

Prerequisites (or special instructions):

Recommended at least one of the following: History 146, History 246.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible? P. Stigger

Objectives of the Course

To study the history of Central Africa from the period of Arab and European penetration. This course is designed to complement the department's lower level offerings in African history and to extend its regional treatment of Africa at the 400 level. This course presents no significant overlap in objectives or content with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date: OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCGS

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477-5 Central Africa

A regional study from the African, Arab and European incursions in the 19th century to the emergence of Zambia, Malawi and Rhodesia with emphasis on the patterns of economic, political, social and religious change.

Recommended at least one of the following: History 146, History 246.

A regional study from the African, Arab and European incursions in the 19th century to the emergence of Zambia, Malawi and Rhodesia with emphasis on the patterns of economic, political, social and religious change.

Objectives of the Course

a) Central Africa, which may be variously described, was regarded by Europeans in the mid-19th century as forming part of 'darkest Africa' although the region was already responding to the consequences of economic penetration by the Arabs of the Tanzian Coast and Africans in Anglola and the Southern Congo. As the 19th century advanced, economic penetration was augmented by missionary activity, European political control and European and Asian settlement. All four pressures on Africans increased in the 20th century and provoked a united African reaction in the 1920s and 1930s. Effective African response, however, did not gather momentum until after World War II, when legal structures existed which conditioned the nature of the African response and shaped the positions adopted by independent governments.

The purpose of the course is to study historically the process of social change in an area where 'development' has centred on mineral production in the 20th century: in this, the area is inique in Africa. By the end of the course, students will have a working knowledge of the history of the region and an increased awareness of the relationship between social, political, economic, legal and religious factors against a unique African background.

These factors will be studied with particular reference to Malawi, Rhodesia and Zambia, but to do so required attention to be directed towards the Congo/Zaire and, to a lesser degree, South Africa, throughout and reference to Tanzania, Angola and Mozambique in the early and late stages of the course.

Provisional seminar topics are:-

1. The Pre-colonial background
2. The European intrusion: The Congo and East Africa.
The acquisition of Malawi - 'the imperial slum'.
3. The European intrusion: Southern Africa and the B.S.A.C.
4. The settlement of Rhodesia. 1890-97.
5. The railway era c.1895-1914
6. Minerals, land settlement, agriculture and labour. 1896-1914
7. The displacement of the B.S.A.C.

8. The emergence of parallel development and the slump.
9. World War II: the shift of development emphasis.
10. The emergence of the Federation of Rhodesia and Nyasaland.
11. The rise of African Nationalism in Malawi, Rhodesia and Zambia.
12. The Congo crisis and the collapse of Federation.
13. Independence in Central Africa.

The reading list will include:-

Walker: A History of Southern Africa
 Anstey: a) Britain and the Congo in the 19th century
 b) King Leopold's Legacy

Gann: a) A History of Southern Rhodesia to 1934
 b) A History of Northern Rhodesia to 1934

Mason: The Birth of a Dilemma
 Gray: The Two Nations
 Birmingham: The Orimbundu under two kingdoms
 Vansina: Kingdoms of the Savanna
 Barber: The Road to Independence
 Mulford: Politics in Zambia 1957-1964
 Keatley: The Politics of Partnership
 Shanvyarira: Crisis in Rhodesia
 Sithole: African Nationalism

- b) The course bridges the gap between H. 474-West Africa, H. 476-East Africa and H. 475 Southern Africa and is concerned with similar issues to those examined in the courses referred to.
- c) There is no overlap with other courses within the University
4. Library resources have been built up in this area over the last nine years in support of general African history course and more especially since History 246 was mounted: this latter course has been concerned partially with Rhodesia since being mounted in the Fall 1972.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM Description added

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 480 Credit Hours: 5 Vector: 0-3-0

Title of Course: Studies in History I

Calendar Description of Course: Themes in cultural and intellectual hist.

Nature of Course Seminar

Prerequisites (or special instructions):

At least two upper division courses in History recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered? At least once a year

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible?

R. L. Koepke, J. M. Kitchen, E. R. Ingram Ellis, D. Cole

3. Objectives of the Course

To enable students to develop their interest in themes in cultural and intellectual history at an advanced level. This course is one of a series of thematic courses designed to complement the department's national and regional courses. This course will present no significant overlap in content or objectives with other courses taught in the university.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date: OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

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EDUCATION AND SOCIETY IN EUROPE SINCE 1815

This new course will not be a simple history of European education since 1815; rather, it will discuss educational changes during the past two centuries in relation to social and economic change and to industrial and technological development. Thus, the following subjects will be examined:

- 1) Education and the social structure
 - a. education as a means of (or barrier to) social advancement
 - b. compulsory education movements, child labor laws, etc. and their relation to the development of the Industrial Revolution.
- 2) School curricula and economic change
 - a. the struggle in secondary education between the classics and the sciences, the introduction of the applied sciences.
 - b. the question of technical and vocational instruction
- 3) Higher education and the recruitment of elites.
 - a. Reform and extension of higher education
 - b. Debate over the kind of elites for an industrial and democratic society.

The course will examine these problems from the European rather than the national point of view, though national differences will be taken into account. Since there are no books on the topic dealing with the European point of view, we will use mostly (xeroxed) copies of articles and chapters in books. There are three books which are of interest, however, which may be purchased as the student wishes:

Cipolla, Carlo M., Literacy and Development in the West (Penguin Books, 1969). Paperback - inexpensive.

Landes, David, The Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present (Cambridge University Press, 1969). Paperback, moderately expensive.

Musgrave, P.W., Technical Change, the Labour Force, and Education: A Study of the British and German Iron and Steel Industries, 1860-1964 (Oxford, Pergamon Press, 1967). Not ordered for the Bookstore; on reserve in the Library.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

~~NEW COURSE PROPOSAL FORM~~

Added description

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 481 Credit Hours: 5 Vector: 0-3-0

Title of Course: Studies in History II

Calendar Description of Course:

Themes in political and administrative history

Nature of Course Seminar

Prerequisites (or special instructions):

At least two upper division courses in History recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? At least once a year

Semester in which the course will first be offered? 76-1

Which of your present faculty would be available to make the proposed offering possible? J. P. Spagnolo

3. Objectives of the Course

To enable students to develop their interests in themes in political, and administrative history at an advanced level. This course is one of a series of thematic courses designed to complement the department's national and regional courses. This course will present no significant overlap in content or objectives with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date:

OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

HISTORY 481-5 STUDIES IN HISTORY II

COMPARATIVE STUDIES OF MODERNIZATION

This is one of the new courses offered by the department. The theme is drawn from the history of the breakdown of traditional societies in the Third World, and of the related changes in their structure and outlook. The changes, induced initially by the cultural innovations and imperial expansion associated with the modernity of the industrialized nations, are frequently summed up in the convenient term modernization.

The seminar will undertake to use the comparative approach to examine some of the problems encountered in studying and interpreting the history of modernization. Specific instances of change will be selected to further study the applicability of some of the prevailing interpretations. Organizationally, the first weeks of the seminar will be devoted to a discussion of some current general observations on modernization in the light of some of its facets such as changes in economy, bureaucracy, education, the military, social identity and social order. The subsequent weeks will be devoted to a comparison and discussion of specific instances of modernization in selected societies.

The selection of the aspects of modernization, and the areas to be compared will be a function of student interest, and of the feasibility of the study in practical terms. The emphasis will be on Asia and the Middle East, but comparisons with parts of Africa and Latin America will also be encouraged. For example interesting points for comparison can be found in the changes that affected Turkey and Japan, or Egypt and Cuba. Students who wish to compare modernization in the Third World country with one in Europe may also do so, subject to the above qualification. Students will be expected to participate in discussion, to make oral presentations and to prepare one term paper.

The following books will be available for recommended reading. They will be useful for the purpose of background to the discussion. Other titles will be placed on reserve.

Cont/.....

Cont/.....

C.E. Black, THE DYNAMICS OF MODERNIZATION: A STUDY IN
COMPARATIVE HISTORY

Rupert Emerson, FROM EMPIRE TO NATION: THE RISE TO
SELF-ASSERTION OF ASIAN AND AFRICAN PEOPLE

Samuel P. Huntington, POLITICAL ORDER IN CHANGING
SOCIETIES

Elie Kedourie, NATIONALISM IN ASIA AND AFRICA

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM Added description

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 482 Credit Hours: 5 Vector: 0-3-0

Title of Course: Studies in History III

Calendar Description of Course: Themes in Social and Economic History

Nature of Course Seminar

Prerequisites (or special instructions):

At least two upper division courses in History recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? at least once a year

Semester in which the course will first be offered? 75-3

Which of your present faculty would be available to make the proposed offering possible? J. F. Hutchinson: C. L. Hamilton

3. Objectives of the Course

To enable students to develop their interests in themes in social and economic history at an advanced level. This course is one of a series of thematic courses designed to complement the department's national and regional courses. This course will present no significant overlap in content or objectives with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date: _____

OCT 24 1974

J. F. Hutchinson
Department Chairman

W. G. O. Burt
Dean

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Chairman, SCUS

STUDIES IN THE SOCIAL HISTORY OF HEALTH AND WELFARE

A new course established under the Thematic Studies rubric of the revised curriculum, History 480 will introduce students to a relatively new branch of historical study: The social history of public health and welfare. For many years, these subjects have been monopolized by medical doctors and social workers, who have confined their efforts to chronologies and narrative works. Now, however, public health and welfare and their relationships to society are being subjected to interpretation and analysis by a growing number of social historians, with results which are exciting and often surprising.

There will be a weekly three-hour seminar, to which participants will present reports on their research. A major term paper should be submitted by the end of the semester. It is hoped that faculty members with a variety of interests and viewpoints will be able to participate in the seminar discussions.

Required Reading:

Ziegler, P., The Black Death.
Chamberlain, E.R. (ed). The Black Death.
Rosen, G., A History of Public Health.
Taylor, G., The Problem of Poverty, 1660-1834.
Langdon-Davies, J. (ed), The Plague and The Fire of London.
Langdon-Davies, J. (ed), Shaftesbury and The Working Children.
Johnson, D. (ed.), Elizabeth Fry and Prison Reform.

Recommended:

Inglis, B., Poverty and The Industrial Revolution.
Owen, D., English Philanthropy, 1660-1960.
Rosen, G., Madness in Society: Chapters in The Historical Sociology of Mental Illness.

.../2

AREAS FOR RESEARCH

- History of Charity, Philanthropy, Social Welfare, Social Work (including child welfare, prison reform, etc.)
- Epidemics and Society (The Black Death, Plague, Cholera, Smallpox, etc.)
- Social History of Medicine, especially Preventive and Industrial Medicine.
- History of Public Health, Hospitals, and of the Medical and Nursing Professions.
- Social History of the Care of the Insane, of Asylums, and of Psychiatry.
- Poverty and Poor Law History.
- Social History of Pharmacy and Drugs.
- Quackery, Folk Medicine; Witchcrafts and Sorcery.
- Social History of Prostitution, Venereal Diseases, and Contraception.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Added description

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 483 Credit Hours: 5 Vector: 0-3-0

Title of Course: Studies in History IV

Calendar Description of Course:

Themes in International Relations

Nature of Course Seminar

Prerequisites (or special instructions):

At least two upper division courses in History recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? at least once a year

Semester in which the course will first be offered? 76-3

Which of your present faculty would be available to make the proposed offering possible? R. K. Debo, W. E. Williams, E. R. Ingram Ellis, D. A. Ross

3. Objectives of the Course

To enable students to develop their interests in themes in international relations at an advanced level. This course is one of a series of thematic courses designed to complement the department's national and regional courses. This course will present no significant overlap in content or objectives with courses taught in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date:

OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

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SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Description
Added

1. Calendar Information

Department: History

Abbreviation Code: HIST Course Number: 484 Credit Hours: 5 Vector: 0-3-0

Title of Course: Studies in History V

Calendar Description of Course: Special Topics

Nature of Course Seminar

Prerequisites (or special instructions):

At least two upper division courses in History recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved:
None

2. Scheduling

How frequently will the course be offered? at least once a year

Semester in which the course will first be offered? 76-2

Which of your present faculty would be available to make the proposed offering possible? All faculty

3. Objectives of the Course

To present special historical subjects which cannot be treated adequately in the department's other national and regional or thematic courses. This course is designed to permit specialization but not to allow overlap in content or objectives with courses in other departments.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

} None

5. Approval

Date: _____

OCT 24 1974

[Signature]
Department Chairman

[Signature]
Dean

Chairman, SCUS

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Modern Spain and the Civil War

Description: On the assumption that Modern Spanish History is a relatively arcane subject for even advanced students of general European History or Spanish Literature, the first part of the course will consist of a rapid general survey of events in Spain from the Napoleonic Period onward. The approach is analytical rather than strictly chronological, for we will be seeking an understanding of the underlying causes of the devastating Civil War of 1936-1939. We will thus examine the decline of monarchical authority; regionalism; the 19th century Church; economic development of the periphery versus the political centralism of Madrid; militarism; the rise of republican, socialist, and anarchist movements; and the revival of Spanish intellectual life after 1898. The second half of the course will consist of a closer examination of the Second Republic and the Civil War, 1931-1939. International aspects of the war will be considered but not emphasized. Readings will draw heavily on excellent recent writings by such authors as Brennan, Thomas, Jackson, Carr, and Payne. Literary materials and memoirs will also be used. Students with a reading knowledge of Spanish will be asked to utilize Spanish literary + historical sources as well.

Mechanics: There will be one three-hour seminar per week. It will typically combine a short lecture, discussion of general readings and irregularly, presentation of individual reports. Each student is required to present one report in class: topics will be assigned + a bibliography suggested. Reports should be approximately 4 typewritten pages in length. They are to be written out beforehand and read from a prepared manuscript. A critic will be assigned to each report: his job is to read up on the subject and to deliver a commentary, from rough notes, following the presentation of the report. He is to seek points for further discussion - especially points on which he disagrees with the principal. A term paper is required: the topic is to be developed in collaboration with the instructor; it will be due at the beginning of the last week of classes. There are no exams.

REQUIRED TEXTS (To be purchased)

- G. Brennan, The Spanish Labyrinth
H. Thomas, The Spanish Civil War