

SIMON FRASER UNIVERSITY

MEMORANDUM

S76-13
(adjusted)

To Members of Senate

From Jon Wheatley

Dean of Graduate Studies

Subject Graduate Changes - Department of
History

Date December 9, 1975

MOTION: That Senate approve the attached Graduate
Calendar Changes in the Department of History.

These changes were approved by the Senate Graduate Studies Committee
on December 8, 1975.



Jon Wheatley
Dean of Graduate Studies.

mm/
attach.

(Registrar's Note: The changes include some changes in course title, deletion of courses, changes in degree requirements and in programs, and proposed new courses HIST 805, 820-5, 827-5, 828-5, 839-5, 840-5, 851-5, 852-5, 853-5, 866-5, 881-5, 882-5.)

F A C U L T Y O F A R T S

GRADUATE CALENDAR SUBMISSION

Department of History

p. 73 HIST 825-5 Change in Title

From: Modern Central Europe

to : Modern Central/^{and} South Eastern Europe.

p. 74 HIST 898 From: M.A. Thesis
M.A. Research Papers
to : M.A. Thesis
M.A. Extended Papers

P. 74

Deletion of Courses

HIST 861-5 Ottoman Empire
HIST 865-5 Afro-Asia

Rationale:

History 861-5 has been replaced by History 851-5 to broaden the opportunities to cover the 19th century. It was felt that the Ottoman Empire alone excluded Egypt and most of North Africa.

History 865-5 has been replaced by History 863-5 and History 866-5 in order to make more specific our African course offerings. History 863-5 offers the possibility of including all of colonial Africa. History 866-5 on the other hand will be more specifically directed towards those European-African territories which experienced intensive white settlement. The problems posed by this settlement in the broadest sense, sociological, psychological and cultural can be examined in this separate course.

DEPARTMENT OF HISTORY

p. 70 M.A. PROGRAM
& p. 71

Change in Description**From:**

Students may apply who wish to specialize in one of the following areas of study:

Europe: France since the French Revolution
Germany since the Eighteenth Century
Russia in the Nineteenth and Twentieth Centuries
Great Britain in the Nineteenth and Twentieth Centuries
European International Relations since the Early Nineteenth Century

The Americas: British North America to Confederation
Canada since Confederation
Early National United States
United States Thought and Culture
United States Foreign Policy
United States in the Industrial Era
Modern and Contemporary Latin America

Afro-Asia The Middle East and North Africa, Nineteenth and Twentieth Centuries
Imperialism and Diplomacy in the Middle East and North Africa, Nineteenth and Twentieth Centuries
Sub-Saharan Africa since 1800²³

to: Students may apply who wish to specialize in one of the following areas of study:

Canada: British North America to Confederation
Canada Since Confederation

The Americas: Colonial North America
Early National United States
United States Thought and Culture
United States Foreign Policy
United States in the Industrial Area
Latin America: The Colonial Period
Latin America: The National Period

Europe: France since 1789
Germany since the Eighteenth Century
Russia since Peter the Great
The British Isles since 1485
European International Relations since the Eighteenth Century
European Social History
European Cultural History

Afro-Asia: The Middle East and North Africa, Nineteenth and Twentieth Centuries
Imperialism and Diplomacy in the Middle East and North Africa, Nineteenth and Twentieth Centuries
Sub-Saharan Africa since ca. 1800
European Settlement in Africa
British India

Rationale: The department is not adding new areas of study, but emphasizing those areas to reflect the interests of the faculty presently in the department.

p. 71 Program of Study

Change in Requirements:

From:

* All candidates for the M.A. degree are encouraged to enrol in HIST 800-5, Historiography; it is not, however, a required course.

A candidate must satisfy the following minimum requirements:

1. 30 semester hours of work, of which 15 semester hours must be in graduate courses (or research seminars) in the Department.
2. The M.A. thesis, which carries a value of 10 semester hours.*

to:

* All candidates for the M.A. degree will normally enroll in History 800-5, Historiography.

An ongoing non-credit seminar on research in progress will be applicable each semester for all students enrolled in History 898.

A candidate must satisfy the following requirements:

1. 30 Semester hours of work, of which 15 semester hours must be in graduate courses in the Department,
- * 2. the M.A. thesis or three extended essays, which carry a value of 10 of the 30 required semester hours.*

Rationale:

The department has included in the calendar a statement that a thesis seminar course is available each semester in the department. We presently offer this non-credit course, and find most of our students engaged in thesis research attend. We do not wish to make attendance mandatory, but simply to indicate to incoming students that the department does not forget them when their course work is completed and they begin their thesis.

* The department has already states that student can use extended essays to fulfill the M.A. requirements, therefore this addition is editorial here.

Ph.D. PROGRAM

Change of Program**From :**

"A student will ordinarily be admitted to the Ph.D. program after completion of an M.A. or its equivalent. Applicants with a B.A. applying directly to the Ph.D. program must have at least a 3.5 G.P.A., or its equivalent. *Students may apply who wish to do their theses in one of the following areas of specialization.*

- American Studies:** British North America to Confederation:
Social and Intellectual History
Canada since Confederation: Social and Intellectual; External Affairs; British Columbia
United States Political and Social History, 1890-1940
United States Foreign Policy
Argentine Immigration History
- Afro-Asian Studies:** Aspects of East African and Rhodesian History
British Colonial African Administrative History
West Africa
Modernization in the Middle East and North Africa, Nineteenth and Twentieth Centuries
Imperialism and Diplomacy in the Middle East and North Africa, Nineteenth and Twentieth Centuries
- European Studies:** European International Relations since the Early Nineteenth Century
Germany since the Eighteenth Century
Russia: Nineteenth Century Social; Late Imperial; Early Bolshevik Foreign Policy "

to:

"A student will ordinarily be admitted to the Ph.D. program after completion of an M.A. or its equivalent. Applicants with a B.A. degree applying directly to the Ph.D. program must have at least a 3.5 G.P.A., or its equivalent. Candidates for the M.A. degree at Simon Fraser after successful completion of two semesters and a G.P.A. of 3.5 in nine or more semester hours of course work in the Master's program may apply for admission into the Ph.D. program. Admission from the M.A. program will be contingent upon a distinguished level of performance, recommendation of directing faculty, scholarly potential, and the available resources of the Department.

Students may apply who wish to prepare theses in one of the following areas of specialization:

Colonial and Imperial Studies:

- European Background to Colonialism and Imperialism
European Expansion into the Americas, 1500-1800
European Expansion into the Near East and North Africa, 1798-1914
European Expansion into Sub-Saharan Africa to 1919
Colonialism and Imperialism in British Settlement Colonies, 1920-1950
Imperialism and Neo-Colonialism in Modern Latin America
Conceptions of Imperialism and Colonialism
Imperialism and Colonialism in International Relations
Imperialism in the 20th Century Middle East and North

~~Africa, Colonialism and Imperialism and the Problems of Development
The Mandates and Inter-War Imperialism.~~
Canadian Studies:

British North America to Confederation

Canada Since Confederation

Afro-Asian Studies:

Aspects of the Indigenous History of Sub-Saharan Africa

Modernization in the Middle East and North Africa, 19th

and 20th Centuries

European Studies:

European International Relations since the Early 19th
Century

Germany since the 18th Century

Russia: 19th Century Social; Later Imperial; Early "

p. 73 Program of Study Change in Program

From:

"Each student shall have a faculty supervisor in the Department who, in conjunction with the Departmental Graduate Studies Committee, forms his Supervisory Committee. The Supervisor and the student shall determine the four fields of study, of which the student must do at least three in the History Department. *These fields will be chosen among those listed under the M.A. Areas of Study.* The qualifying examinations in these fields will normally be successfully completed within three years of admission to doctoral work."

to:

Each student shall have a faculty supervisor in the Department who, in consultation with the Departmental Graduate Studies Committee, will form a supervisory committee. The Supervisory Committee and the student shall determine four fields of study, of which at least one should normally be outside the History Department. Qualifying examinations in these four fields should normally be successfully completed within two years of admission to doctoral work.

Students in Canadian Studies, Afro-Asian Studies and European Studies should in most cases be able to choose their departmental fields from those previously listed as M.A. courses. Students in Colonial and Imperial Studies will normally select their departmental fields from among those listed as thesis areas in Colonial and Imperial Studies.

No formal course work is required of students in Canadian Studies, Afro-Asian Studies, and European Studies. Students in Colonial and Imperial Studies will be required to complete History 881 and History 882.

An ongoing non-credit seminar on research in progress will be available each semester for all students enrolled in History 899.

Rationale:

On the Ph.D. level, we have revised our programme to emphasize Colonialism and Imperialism. This is really no new departure. Since its inception, the department has implicitly emphasized study in Colonialism and Imperialism at the Ph.D. level (as well as at the undergraduate and M.A. level), although it described its fields in terms of geographical region rather than conceptually. Virtually every member of the department has some interest in teaching in this programme, and nearly 2/3 of the department have important research interests in some subfield of Colonialism and Imperialism. By reorganizing the programme, we have indicated to potential students what it is that we do well and wish to continue to do well. We have dropped some (though not all) of our old regional fields and merged them into a conceptual programme, which will enable us to advertise more successfully for graduate students by focussing on our real interests. Heretofore we have attracted very few qualified Ph.D. candidates--no more than one or two a year. We hope that more candidates will be attracted by the more coherent description of our programme, which will make it possible to offer core seminars for those students in Colonialism and Imperialism. The major reason the department differentiates between students in Colonialism and Imperialism (who must enroll in seminars) and other Ph.D. students (who do not) is related to numbers of students. If we find enough students enrolling at the doctoral level outside the Colonialism and Imperialism programme, we will introduce seminars for them. In any case, although they are not required of other students, any Ph.D. candidates may enroll in them.

Change in Requirements

From: "The language requirement will be dependent on the student's chosen field of research and will be decided in consultation with his Supervisory Committee. Students proposing to study Canadian History must demonstrate their ability to read French before formal admission to candidacy is granted."

to: "The department will require a reading knowledge of any language relevant to the student's research. Students studying Canadian History must demonstrate an ability to read French."

The Department of Modern Languages offers courses to help Graduate Students to meet the language requirements."

Rationale:

On the Ph.D. level the department has tightened its language requirement. Previously we insisted on a foreign language when necessary (except in Canadian history); now we require a foreign language. The reason for this change is that we have found students without language background gravitating towards those fields and subfields in which a language was not essential, rather than learning a language in order to engage in the work which both they and their supervisors regarded as more intellectually rewarding. It is theoretically possible, for example, to write a thesis in German history without knowledge of German. But the lack of German severely restricts the sort of topic which can be chosen and the kind of work which can be pursued.

Overview and explanation of the changes in the History graduate calendar

The changes in the History calendar are basically for three purposes: (1) to bring the calendar entry into line with present interests of faculty members within the department. (2) To elaborate the programme, particularly on the M.A. level, so that needed courses are given as titled seminars rather than as untitled directed readings or directed research courses. (3) On the Ph.D. level, to bring greater order and direction into the programme.

The principal changes are the following:

1. On the M.A. level, the research fields in which students will be admitted have been revised to reflect present teaching and research interests within the department. Our previous entry was constructed basically in 1968, and has not appreciably changed with our faculty. For the most part, the revisions have involved a more detailed statement of fields already acceptable to the department under large rubrics.
2. Again on the M.A. level, we are introducing a number of new courses--which will be offered as seminars--to reflect the expanded and more carefully delineated list of fields acceptable as research fields. There are really no new departures here. We have added new courses only in those areas (Europe, Canada, the Americas, and Middle East/Africa) in which we have long accepted candidates. We have not moved into any new geographical areas (such as Southeast Asia or the Indian subcontinent) in which we previously did not accept students. The new courses in European history, for example, merely offer the student a chance to enroll in a titled seminar in fields previously taught occasionally in other courses. Those students interested

in social history could concentrate on that area in the old courses on France, England, &c., or in the catchall titles. Colonial North America and British Columbia were possible foci of the courses previously offered in American and Canadian history. They now merely receive recognition as distinct seminar possibilities.

3. On the *Ph.D.* level the department has tightened its language requirement. Previously we insisted on a foreign language when necessary (except in Canadian history); now we require a foreign language. The reason for this change is that we have found students without language background gravitating towards those fields and subfields in which a language was not essential, rather than learning a language in order to engage in the work which both they and their supervisors regarded as more intellectually rewarding. It is theoretically possible, for example, to write a thesis in German history without knowledge of German. But the lack of German severely restricts the sort of topic which can be chosen and the kind of work which can be pursued.
4. On the *Ph.D.* level, we have revised our programme to emphasize Colonialism and Imperialism. This is really no new departure. Since its inception, the department has implicitly emphasized study in Colonialism and Imperialism at the *Ph.D.* level (as well as at the undergraduate and *M.A.* level), although it described its fields in terms of geographical region rather than conceptually. Virtually every member of the department has some interest in teaching in this programme, and nearly 2/3 of the department have important research interests in some subfield of Colonialism and Imperialism. By reorganizing the programme, we have indicated to potential students what it

is that we do well and wish to continue to do well. We have dropped some (though not all) of our old regional fields and merged them into a conceptual programme, which will enable us to advertise more successfully for graduate students by focussing on our real interests. Heretofore we have attracted very few qualified Ph.D. candidates--no more than one or two a year. We hope that more candidates will be attracted by the more coherent description of our programme, which will make it possible to offer core seminars for those students in Colonialism and Imperialism. The major reason the department differentiates between students in Colonialism and Imperialism (who must enroll in seminars) and other Ph.D. students (who do not) is related to numbers of students. If we find enough students enrolling at the doctoral level outside the Colonialism and Imperialism programme, we will introduce seminars for them. In any case, although they are not required of other students, any Ph.D. candidates may enroll in them.

5. Finally, the department has included in the calendar a statement that a thesis seminar course is available each semester in the department. We presently offer this non-credit course, and find most of our students engaged in thesis research attend. We do not wish to make attendance mandatory, but simply to indicate to incoming students that the department does not forget them when their course work is completed and they begin their thesis.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: History Course Number: 805
Title: The Use of Archives
Description: An introduction to the use and function of archives in
historical research.
Credit Hours: 5 Vector: 5 Prerequisite(s) if any: ----

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-6 When will the course first be offered: Fall 1977
How often will the course be offered: One semester every two years.

JUSTIFICATION:

This course attempts to introduce graduate students to their
principal laboratory - the archives.

RESOURCES:

Which Faculty member will normally teach the course: Auty, Kup, Cook
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 3 Nov. 75
Faculty Graduate Studies Committee: [Signature] Date: 19 Nov 75
Faculty: _____ Date: _____
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

HISTORY 805
THE USE OF ARCHIVES

Outline:

An introduction to the use and function of archives in historical research. The course will be organized to cover varieties of history as well as special regional interests and periods, with particular regard to the research areas of the students concerned.

Practical experience in the local archives will form an essential element.

Recommended Reading:

Case, L.M. & Thomas, D.H., eds, Guide to the Diplomatic Archives of Western Europe, Philadelphia, 1959.

Grimsted, P.K., Archives and Manuscript Repositories in The USSR: Moscow and Leningrad, Princeton U. Press, 1972.

Galbraith, V.H., An Introduction to the Use of Public Records, Oxford, 1962.

Simmons, J.S.C., Russian Bibliography, Libraries and Archives, Anthony Hall, London, 1973

Public Archives of Canada, Calendars and General Inventory.

Library of Congress, National Union Catalog of Manuscripts. Archival Association Publication.

Public Record Office, Lists and Guides.

Course Outline:

1. Introduction
2. Preparatory Stages of Archival Research
3. Local and City Archives (held at City Archives)
4. Provincial or Regional Archives (held at Provincial Archives)
5. The Public Archives of Canada
6. Political and International History

...2

7. Social History
8. Economic History
9. Cultural History
- 10-12. Special Interests (e.g. India, Russia, Africa, Middle East)

APK/dap

29 October 1975

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: History Course Number: 820
Title: Tudor and Stuart England
Description: A study of the principal issues and developments in
England from the Reformation through the Civil War and Interegnum.
Credit Hours: 5 Vector: ----- Prerequisite(s) if any: None

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-10 When will the course first be offered: 1978
How often will the course be offered: one semester as needed.

JUSTIFICATION:

This is a seminar in an area in which the department intends to
offer M.A. work.

RESOURCES:

Which Faculty member will normally teach the course: Hamilton
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 3 Nov. 75

Faculty Graduate Studies Committee: [Signature] Date: 19 Nov 75

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

HISTORY 820 - Tudor and Stuart England

A study of the principal issues and developments in England from the Reformation through the Civil War and Interregnum. The course will be conducted on a seminar basis.

Requirements: Substantial term essay and an examination

Brief Reading List:

A.G. Dickens	The English Reformation
David Knowles,	The Religious Orders in England, vol. IV
G.W.O Woodward,	The Dissolution of the Monasteries
G.R. Elton,	The Tudor Constitution
W.U. Jordan,	The Reign of Edward VI
H.D.M. Prescott,	Queen Mary
Wallace McCaffrey	The Shaping of the Elizabethan Regime
J.E. Neale,	Elizabeth I and Her Parliaments
Patrick McGrath,	Papists and Puritans in the reign of Elizabeth I
Claire Cross,	Royal Supremacy in the Elizabethan Church
Patrick Collinson	Elizabethan Puritanism
Lawrence Stone	The Crisis of the Aristocracy, 1558-1840
Robert Ashton,	The Crown and the Money Market
Charles Wilson,	England Apprenticeship
Eric Kenidge,	The Agricultural Revolution
R.H. Tawney,	Business and Politics under James I
Menna Prestwick,	Crawfield
D.H. Wilson,	James VI and I
G. Aylmer,	The King's Servants
T.G. Barnes, Summerset,	A Study in County Government in Caroline England
Lindsay Boyntos,	The Elizabethan Militia
H.R. Truor-Ryan,	Archibishop Lassal
Puez Zagorin,	Count vs County
Anrod Russell, ed.,	The Origins of the English Civil War
G. Aylmer, ed.	The Interregnum
C. Hill,	God's Englishman
D. Andudowz,	Pride's Purge
C. Hill,	Puritanism and Revolution
C. Hill,	Society and Puritanism in Pre-Revolutionary England
C. Hill,	The Intellectual Origins of the English Civil War

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: History Course Number: 827
Title: European Social History
Description: A seminar devoted to reading and discussion of classic works and recent contributions in European social history.
Credit Hours: 5 Vector: ----- Prerequisite(s) if any: --

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-10 When will the course first be offered: 1977
How often will the course be offered: As needed

JUSTIFICATION:

This provides a seminar in a field on which the Department plans to admit M.A. candidates.

RESOURCES:

Which Faculty member will normally teach the course: Day, Hutchinson, Kitchen
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 3 Nov. 75

Faculty Graduate Studies Committee: [Signature] Date: 17 Nov 75

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

A graduate seminar devoted to reading and discussion of classic works in European social history, and of recent contributions to the field, for instance in the areas of demographic, urban and family history, education, technology, and social class:

A suggested reading list might include:

- Peter Laslett, The World We Have Left.
Paul Slack, ed., Crisis and Order in the English Town.
E.A. Wrigley, Population and History.
Fernand Braudel, Capitalism and Material Life, 1400-1800.
J.F. Beshar, ed., French Government and Society, 1500-1850.
Pierre Goubert, The Ancien Regime.
W.H. Bruford, Germany in the 18th Century.
Roger Hart, English Life in the 18th Century.
Jerome Blum, Lord and Peasant in Russia.
E.P. Thompson, The Making of the English Working Class.
Louis Chevalier, Labouring Classes and Dangerous Classes.
Philippe Ariès, Centuries of Childhood.
David Hunt, Parents and Children in History.

In addition to the core reading, members of the seminar will be expected to study a particular subject in depth, using both primary and secondary sources. For example, one such subject could be the history of social welfare in Europe.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: History Course Number: 828
Title: European Cultural History
Description: A study of the relationships between social conditions
and the culture in which society expresses itself.
Credit Hours: 5 Vector: --- Prerequisite(s) if any: none

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-10 When will the course first be offered: 1977
How often will the course be offered: As needed

JUSTIFICATION:

This provides the department with a seminar course in an area
on which we will accept M.A. candidates.

RESOURCES:

Which Faculty member will normally teach the course: Koepke, Hamilton, Hutchinson & Day

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 3 Nov 75

Faculty Graduate Studies Committee: [Signature] Date: 17 Nov 75

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Cultural history is the study of the relationships between social conditions and the culture in which society expresses itself. Culture, although in many ways an inward and individual experience is also constituted and confirmed by social institutions, prevailing ideologies, habits, traditions and the work of outstanding individuals. What can be seen as culture to the individual may be seen as civilisation in groups. However, culture in the sense of religion, literature, philosophy, art, music and literature may be distinguished from civilisation in the form of cooking (though not perhaps haute cuisine) drainage, housing or medicine. Culture in this sense is the province of the yogi, civilisation of the commissar. The historian sees culture not in the isolated examination of individual artifacts, but in terms of the complex interplay of social and intellectual forces, of environment and of genius. Culture is not simply the sum of all spiritual and material values that serve the development of mankind, but rather a system of reciprocal relationships, processes and behavioural patterns in which the socially and ideologically determined effects of these factors form the culture of a given society.

The specific content of the course will be determined by the professor teaching the course and in response to the needs of students. General discussion of cultural history will be based on the study of the following texts:

Raymond Williams, Culture and Society
T.S. Eliot, Notes Towards the Definition of Culture
H.L. Shapiro (ed.), Man, Culture and Society
Marx and Engels, The German Ideology

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: History Course Number: 839
 Title: Colonial North America
 Description: A study of the history of North America from discovery to the War of American Independence.
 Credit Hours: 5 Vector: ----- Prerequisite(s) if any: -----

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-10 When will the course first be offered: 1978
 How often will the course be offered: As needed.

JUSTIFICATION:

This provides a seminar course in an area in which the department intends to admit M.A. candidates.

RESOURCES:

Which Faculty member will normally teach the course: Bumsted, Mugridge
 What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 3 Nov 75
 Faculty Graduate Studies Committee: [Signature] Date: 19 Nov 75
 Faculty: _____ Date: _____
 Senate Graduate Studies Committee: _____ Date: _____
 Senate: _____ Date: _____

This course will deal with the history of North America in the 16th, 17th, and 18th centuries, from the early voyages of discovery and exploration to the development of a society of sufficient maturity to fight a successful war of political liberation against its mother country. The course will terminate with an analysis of readjustments - political, social, economic, and cultural - to American independence.

Early American history has long been regarded as a separate field of specialization. It has its own organization - the Institute of Early American History and Culture - and its own journal - The William and Mary Quarterly. Despite the best efforts of the Institute and the Quarterly, however, the field has remained curiously ethnocentric, with most specialists anticipating the American Revolution by dealing with the pre-revolutionary history of the thirteen rebellious colonies. Colonial North America was far more complicated than what usually passed for "American Colonial History." Until 1763 its history was characterized by a continual struggle between British, French, Indians (and occasionally Spaniards) for dominance on the continent. The victory of the British produced a single empire, however short-lived, on the continent, and Canada is the direct descendant of that empire. The course operates on the basic premise, therefore, that the American Revolution, while obviously the climax of a distinct historical period, cannot be anticipated.

The following topics will be treated in the course:-

The European background of exploration and colonization.
The creation of colonial societies in British and French America. Some special attention might be given to New England Puritanism since so much of the finest literature in the field has been devoted to that topic. New France has also produced a rich literature.
The relationship between colonies and metropolis.
The great wars for Empire.
The causes and consequences of the American Revolution.

Specific emphasis within these outlines will vary from semester to semester, depending on the interests of those enrolled in the course and those teaching it.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: History Course Number: 840
Title: British Columbia
Description: A study of aspects of British Columbia history from
discovery to Modern Times.
Credit Hours: 5 Vector: ---- Prerequisite(s) if any: 1977

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-10 When will the course first be offered: 1977
How often will the course be offered: As needed

JUSTIFICATION:

This provides a seminar on an area in which the department admits
graduate students.

RESOURCES:

Which Faculty member will normally teach the course: Cook, Cole, Fisher
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 3 Nov 75

Faculty Graduate Studies Committee: [Signature] Date: 19 Nov 75

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Depending upon faculty and student interest, the course may be organized either as an individual reading course or as a seminar, and will be oriented towards both typical and thematic as well as historiographical aspects of the history of British Columbia, from discovery to modern times. Topics and themes might include some of the following: fur trade; patterns of settlement; immigration; Indians; race relations; communications; economic development; social change; political affairs; federal-provincial relations. A major research paper reflecting the topical, thematic and historiographical orientations of the course will be a normal requirement of the course in addition to the regular seminar or tutorial sessions.

Basic Reading List:

- H.H. Bancroft, History of the Northwest Coast, 2 vols. (1884).
H.H. Bancroft, History of British Columbia, (1887).
A. Begg, History of British Columbia from its Earliest Discovery to the Present Time (1894).
R.E. Gosnell, History of British Columbia, (1906).
A. Metin, La Colombie Britannique, (1908).
R.E. Gosnell, - E.O.S. Schdefield, A History of British Columbia. Sixty Years of Progress, 2 vols. (1913).
F.W. Howay and E.O.S. Schdfield, British Columbia, From the Earliest Times to the Present, 4 vols, (1914).
A. Short and A.G. Doughty, Canada and the Provinces, vols. 22 and 23 (1914).
F.W. Howay, British Columbia, The Making of a Province (1928).
A.S. Martin, A History of the Canadian West to 1870-71, (1939).
F.W. Howay, W.N. Sage and H.F. Angus, British Columbia and the United States, (1942).
M.A. Ormsby, British Columbia A History (1958, 1971).
H. Griffin, British Columbia, The People's Early History, (1958).
M. Robin, The Rush for Spoils, 2 vols. (1972, 1973).

Basic Bibliographical Aids

- G.M. Strathern, Navigations, Traffiques and Discoveries, 1774-1848.
B.J. Lowther, Laying the Foundations, 1849-1899, Dictionary Catalogue of the Library of the Provincial Archives of British Columbia.
W. Duff, Indians of British Columbia: A Selected Bibliography.
M. Holmes, Publications of the Government of British Columbia, 1871-1947.
F. Woodward, Theses on B.C. History and Related Subjects in the Library of the University of British Columbia.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: History Course Number: 851

Title: Nineteenth Century Middle East and North Africa

Description: A study of significant historical trends in the different regions of the Ottoman Empire in the period from Salim III to the eve of the 1st World War.

Credit Hours: 5 Vector: ----- Prerequisite(s) if any: ----

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-10 When will the course first be offered: 1977

How often will the course be offered: As needed

JUSTIFICATION:

This course is part of a revision of the departmental M.A. seminars in Middle East and North African history to provide a more comprehensive coverage of the field.

RESOURCES:

Which Faculty member will normally teach the course: Spagnolo, Cleveland, Cunningham

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 19 Nov 75

Faculty Graduate Studies Committee: [Signature] Date: 19 Nov 75

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

History 851-5

Nineteenth Century Middle East and North Africa

The proposal for History 851 is to renumber and retitile History 861-5 - The Ottoman Empire to provide a clearer description of the area and the period covered in this graduate course.

The general objective of History 851 will be to develop the graduate student's knowledge of significant historical trends in the different regions of the Ottoman Empire in the period from Salim III to the eve of the First World War. Students of this course, which may be offered either as a seminar or as a directed study course, will be expected to demonstrate a critical appreciation of the selection of basic works listed below.

M.S. Anderson, The Eastern Question.
L. Carl Brown, The Tunisia of Ahmad Bey.
E.R.J. Owen, Cotton and the Egyptian Economy.
A.H. Hourani, Arabic Thought in the Liberal Age.
B. Lewis, The Emergence of Modern Turkey.
H. Safran, Egypt in search of political Community.
M. Salibi, The Modern History of Lebanon.

Students will also be expected to research and interpret a specific topic selected from such themes as

- 1) the emergence of Balkan independence movements;
- 2) the redefinitions of the sense of community in the Muslim regions of the Empire;
- 3) the political and economic involvement of European imperial diplomacy in the Ottoman Empire;
- 4) the character of modernisation and European imperial intervention in Egypt and Tunisia
- 5) the French occupation and colonisation of Algeria.

Current faculty, notably professors W.L. Cleveland, A.B. Cunningham and J.P. Spagnolo will be available to teach this course.

Students who have already taken History 861 will not be allowed to take History 851.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: History Course Number: 852
Title: Twentieth Century Middle East
Description: A study of significant historical trends in Southwest
Asia and Egypt from the breakup of the Ottoman Empire to the end
of the Nasserite Era.
Credit Hours: 5 Vector: ----- Prerequisite(s) if any: --

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-10 When will the course first be offered: 1976
How often will the course be offered: As needed

JUSTIFICATION:

This course is part of a revision of the departmental M.A. seminars
in Middle East and North African history to provide a more comprehen-
sive coverage of this field.

RESOURCES:

Which Faculty member will normally teach the course: Spagnolo, Cleveland Cunningham
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 3 Nov 75

Faculty Graduate Studies Committee: [Signature] Date: 19 Nov 75

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

TWENTIETH CENTURY MIDDLE EAST

The proposal for History 852 is to remember and retitlle History 862-5 Modern Middle East, to provide a clearer description of the area and the period to be covered in this course, and to distinguish it from a new course being proposed, History 852: Twentieth Century North Africa which will cover the Manhrobi countries of Tunisia, Algeria and Morocco.

The general objective of History 852 will be to develop the graduate student's knowledge of significant historical trends in Southwest Asia and Egypt from the break-up of the Ottoman Empire to the end of the Masserite era. Students of this course, which may be offered either as a seminar or as a directed study course, will be expected to demonstrate their familiarity with the general topics of the partition of the Ottoman Empire, the the character of British and French domination in the period up to the Suez Crisis, the characteristics of and tensions in the Arab social, political and ideological development, and the emergence of the Arab-Israeli conflict. They will also be expected to demonstrate a critical appreciation of the selection of basic works listed below.

- A.E. Hourani, Arabic Thought in the Liberal Age.
B. Monroe, Britain's Moment in the Middle East.
M. Marr, The Arab Cold War.
C. Sykes, Cross Roads to Israel.
M. Halpern, Politics and Social Change in the Middle East and North Africa.
R.H. Delanejian, Egypt Under Nasir.

Students will also be expected to research and interpret a specific topic from such themes as:

- 1) the Diplomacy and the partition of the Middle East;
- 2) French and British rule in the mandated areas;
- 3) the struggles for independence;
- 4) the rise and fall of Arab 'liberal' politics;
- 5) the evolution of nationalist ideology;
- 6) the evolution of party ideology
- 7) the leadership and charismatic influence of Gamai avd-al-Nasir;
- 8) the military in the Middle East;
- 9) the special character of the Lebanese question;

.....over.....

- 10) the special character of Israeli politics;
- 11) the emergence of Israel;
- 12) the emergence of Palestinian nationalism;
- 13) the Arab-Israeli conflicts in their local or international dimensions.

Current faculty, notably professors W.L. Cleveland, A.B. Cunningham and J.P. Spagnolo, will be available to teach this course.

Students who have already taken History 862 will not be allowed to take History 852.

Twentieth Century North Africa

This new course, which may be offered either as a seminar or as a directed reading course, will develop the student's knowledge of significant historical trends in Modern North Africa and provide special research training in a special topic. A reading knowledge of French may be required in certain topics.

General Requirements:-

- I. All students will be expected to demonstrate a critical familiarity with the following works:

Charles-André Julien, History of North Africa.

Jacques Barque, French North Africa.

David Gordon, The Passing of French Algeria.

Charles Micand, L. Brown and H.C. Moore, Tunisia, the Politics of Modernisation.

- E. Hermassi, Leadership and National Development in North Africa.

*

- II. All students will be expected to demonstrate their familiarity with the following general topics:

- 1) the special features of French colonial rule in each of the three countries of the Mashrib;
- 2) a comparative analysis of the political organisation and social composition of the independence movements in the three countries;
- 3) the relationship between the independence movements and the post-independence of times in the three countries.

- III. In addition to the general themes above, several special topics present themselves for individual student research papers. The topics are listed nationally, but may be researched for cross-national comparisons when the situation warrants.

- 1) the role of Islam in the Moroccan independence movement;
- 2) the 'native policy' of Maréchal Lyautey;
- 3) the role of the monarchy in the Moroccan political system;
- 4) Islamic reformism in Algeria; its relationship to the independence movement;

- I * J. Halsted, Morocco, or J. Waterbury, Commander of the Faithful.over..

SIMON FRASER UNIVERSITY

New Graduate Course Proposal FormCALENDAR INFORMATION:

Department: History Course Number: 853
Title: Twentieth Century North Africa
Description: Study of significant historical trends in modern
North Africa.
Credit Hours: 5 Vector: ----- Prerequisite(s) if any: -----

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-10 When will the course first be offered: 1977
How often will the course be offered: As needed

JUSTIFICATION:

This course is part of a revision of the departmental M.A. seminars
in Middle East and North African history to provide a more
comprehensive coverage of this field.

RESOURCES:

Which Faculty member will normally teach the course: Spagnolo, Cleveland, Cunningham & Ross
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 3 Nov 75

Faculty Graduate Studies Committee: [Signature] Date: 19 Nov 75

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

- 5) political modernisation in independent Algeria: the role of elites;
- 6) the theory and practice of autogestion;
- 7) the young Tunisians as proto-nationalists;
- 8) Habib Bourguiba - a study in charismatic leadership and nation building;
- 9) the effect of urbanisation on the political culture of modern North Africa;
- 10) the north African one-party state: a comparison.

Current faculty, notably Professors W.L. Cleveland and J.P. Spagnolo will be available to teach this course.

SINON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: History Course Number: 866
Title: European Settlement in Africa
Description: A study of the patterns of settlement in Kenya and Rhodesia.
Credit Hours: 5 Vector: ---- Prerequisite(s) if any: --

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-10 When will the course first be offered: 1978
How often will the course be offered: As needed

JUSTIFICATION:

This provides a seminar in an area in which the department admits graduate students.

RESOURCES:

Which Faculty member will normally teach the course: Ross, Spagnolo, Stigger & Cleveland
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 3 Nov 75
Faculty Graduate Studies Committee: [Signature] Date: 19 Nov 75
Faculty: _____ Date: _____
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

European settlement in Africa has taken place in a variety of settings against various backgrounds. The purpose of this presentation is to compare and contrast the patterns in Kenya and Rhodesia while being aware of the Algerian and South African alternatives - without being concerned directly with them.

The course will involve the writing of a term paper on an agreed topic; active participation in weekly seminars and a three hours' written examination.

Seminar topics will be:-

The origins of settlement in Kenya
The origins of settlement in Rhodesia
The immediate consequences of settlement in Kenya
The immediate consequences of settlement in Rhodesia
The development of the economy in Kenya
The development of the economy in Rhodesia
The political problem and its resolution in Kenya to 1939
The political problem and its resolution in Rhodesia to 1939
The rise of African nationalism c. 1920 to c. 1952
Settler responses to African nationalism c. 1945 to 1963 in Kenya
Settler responses to African nationalism in Rhodesia c. 1952 to 1965
Settlers in Black independent Kenya
Settlers in white "independent" Rhodesia

Book List

The volumes cited are intended to provide general background reading: specific topics will have to be pursued in the wide library holdings.

Philip Mason, The Birth of a Dilemma: The Conquest and Settlement of Rhodesia.
Richard Gray, The Two Nations: Aspects of the Development of Race Relations in the Rhodesias and Nyasaland.
L.H. Gann, A History of Southern Rhodesia: Early Days to 1934.
C. Leys, European Politics in Southern Rhodesia.
T.O. Ranger, The African Voice in Rhodesia.
N. Shamuyarira, Crisis in Rhodesia.
J. Barber, Rhodesia: The Road to Rebellion.
R. Oliver and G. Mathew, History of East Africa, Vol. I.
V. Harlow and E.M. Chilver, History of East Africa, Vol. II.

- M.P.K. Sorrenson, Origins of European Settlement in Kenya.
G. Mangeam, British Rule in Kenya 1895-1912.
G. Bennett, Kenya: A Political History: The Colonial Period.
V. Confer, France and Algeria: The Problem of Civil and
Political Reform 1870-1920.
D.C. Gordon, The passing of French Algeria.
E.A. Walker, A History of Southern Africa.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: History Course Number: 881
Title: European Background of Colonialism and Imperialism
Description: A study of the socio-economic process in the metropolitan states to discover the origins and causes of imperialism.
Credit Hours: 5 Vector: ---- Prerequisite(s) if any: --

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-10 When will the course first be offered: 1976-3
How often will the course be offered: Annually

JUSTIFICATION:

This provides a Ph.D. seminar for our revised programme in Colonialism and Imperialism.

RESOURCES:

Which Faculty member will normally teach the course: Staff
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 3 Nov 75
Faculty Graduate Studies Committee: [Signature] Date: 19 Nov 75
Faculty: _____ Date: _____
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

EUROPEAN BACKGROUND OF COLONIALISM AND IMPERIALISM

A study of the socio-economic and political processes in the metropolitan states to discover the origins and causes of imperialism. In this course imperialism will be seen in terms of the development of industrial social systems which became involved in the oligopolistic struggle between states. Imperialism will not be discussed simply as a modern form of an ancient and enduring type of domination, nor as part of the continual struggle between states, nor as the result of technological superiority, nor as a perverted form of nationalism, nor as the result of atavistic drives in a fossilised social structure, nor as the supremacy of the political over the economic in a new form of the struggle for power. Imperialism will be seen as resulting from the qualitatively and quantitatively new distinctions between the industrial states and the economically backward areas of the world, and from the new world economic rivalry caused by industrial developments in the advanced countries. The roots of imperialism will be seen in terms of the relationships between foreign and domestic markets, crises of over-production, problems of the distribution of wealth, the formation of cartels and monopolies, the interventionist role of the state in the economy and the problem of "social imperialism" - imperialism as a deliberate attempt to disguise domestic tensions. The following are some of the more significant books that will be discussed:

- P. Duignan, L.H. Gann, Burden of Empire.
H. Feis, Europe the World's Banker.
C.A. Bodelsen, Studies in Mid-Victorian Imperialism.
H.A.C. Cairns, Prelude to Imperialism 1840-1890.
G.K. Clark, An Expanding Society: Britain 1830-1900.
R. Faber, The Vision and the Need. Late Victorian Imperialist Aims.
E. Halevy, Imperialism and the Rise of Labour 1895-1905.
A.H. Imlah, Economic Elements in the Pax Britannica.
C.J. Lowe, The Reluctant Imperialists 1878-1902.
D.C.M. Platt, Finance, Trade and Politics in British Foreign Policy 1815-1914.
R. Robinson, J. Gallagher, Africa and the Victorians.
S.B. Saul, Studies in the Overseas Trade 1870-1914.
B. Semmel, Imperialism and Social Reform 1885-1914.
E. Stokes, The Political Ideas of English Imperialism.
W.J. Strauss, Joseph Chamberlain and the Theory of Imperialism.
A.P. Thornton, The Imperial Idea and its Enemies.
D.N. Winch, Classical Political Economy and Colonies.
Fritz Fischer, War of Illusions.
E. Kehr, The Battle Fleet and Party Politics.

- A.S. Jerussalimski, German Imperialism.
P. Gifford (ed.), Britain and Germany in Africa.
M.S. Wertheimer, The Pan-German League 1890-1914.
D.J. Dallin, The Rise of Russia in Asia.
S. Becker, Russia's Protectorates in Central Asia.
C. Jelavich, Tsarist Russia and Balkan Nationalism 1869-1886.
G.A. Lensen (ed.), Russia's Eastward Expansion.
A. Malozenoff, Russia's Eastward Expansion.
R. Seton Watson, The Russian Empire 1804-1917.
N. Acheson, The King Incorporated. Leopold II in the Age of Trusts.
J.F. Cady, The Roots of French Imperialism in Eastern Asia.
A. Murphy, The Ideology of French Imperialism.
T.F. Power, Ferry and the Renaissance of French Imperialism.
S.H. Roberts, A History of French Colonial Policy 1870-1925.
A.W. Salomone, Italy in the Giollitian Era.
J.A. Thayer, Italy and the Great War. Politics and Culture 1870-1915.
H. Gollwitzer, The Age of European Imperialism 1880-1918.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Faculty of Arts
NOV 4 1975

CALENDAR INFORMATION:

Department: History Course Number: 882
Title: Conceptions of Imperialism and Colonialism
Description: An introduction to the principal theories of imperialism.

Credit Hours: 5 Vector: ---- Prerequisite(s) if any: --

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-10 When will the course first be offered: 1976-3
How often will the course be offered: Annually

JUSTIFICATION:

This provides a Ph.D. seminar for our revised programme in
Colonialism and Imperialism.

RESOURCES:

Which Faculty member will normally teach the course: Staff
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 3 Nov 75
Faculty Graduate Studies Committee: [Signature] Date: 19 Nov 75
Faculty: _____ Date: _____
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

CONCEPTIONS OF IMPERIALISM AND COLONIALISM

This course is designed as an introduction to the principal theories of imperialism and as a detailed discussion of certain key texts by critics and apologists of imperialism. In addition to the required texts the following groups of writers will be examined: literary treatments of the imperialist themes by writers such as Kipling, Charles Kingsley, Tennyson, Swinburne, Alfred Noyes and Conrad; the imperialist apologists such as Houston Stewart Chamberlain, Charles Dilke, R.A. Fadeyev, Gobineau, Gumpłowicz, Haushofer, Carl Peters, Paul Rohrbach, J.R. Seeley, Spengler, and S. Wilkinson; the writings of those who suffered from imperialism will also be discussed. The required texts are:

Bucharin, Imperialism.

Schumpeter, Imperialism.

Hobson, Imperialism.

Tom Kemp, Theories of Imperialism.

Rosa Luxemburg, The Accumulation of Capital.

Lenin, Imperialism the Highest Stage of Capitalism.

S. Avineri, Marx on Modernisation and Imperialism.

M. Barratt Brown, After Imperialism.

R. Strausz-Hupe, H.W. Hazard, The Idea of Colonialisation.

Franz Fanon, The Wretched of the Earth.

A.P. Thornton, Doctrines of Imperialism.