

DRAFT**MEMORANDUM**

To.....SENATE.....

From.....SENATE COMMITTEE ON UNDERGRADUATE
STUDIES.....

Subject.....CURRICULUM CHANGES - HISTORY.....

Date.....SEPTEMBER 23, 1980.....

Actions undertaken by the Senate Committee on Undergraduate Studies at its meeting of September 23, 1980 give rise to the following motion:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.80-114, the proposed changes in History, including:

- i) New courses;
 - HIST 202-3 - B.C. and Confederation: Studies in Historical Method
 - HIST 326-3 - The History of Native People in Canada (discontinue HIST 434)
 - HIST 328-3 - The Province of Quebec: Confederation to the Present (discontinue HIST 429)
 - HIST 340-3 - United States Foreign Policy
 - HIST 348-3 - A History of South Africa (discontinue HIST 475)
 - HIST 379-3 - The Transformation of American Culture 1830-1900
 - HIST 435-3 - The Canadian Prairies (discontinue HIST 432)
 - HIST 436-3 - British Columbia (discontinue HIST 432)
 - HIST 473-3 - The Emergence of the Apartheid State 1902-1948 (discontinue HIST 475)
 - HIST 482-3 - Colonial Administration and Emergent African Nationalism
 - HIST 483-3 - The Penetration of Zimbabwe 1889-1899
- ii) Description Change - HIST 405-3 - Absolutism and Enlightenment in Europe."

These changes follow from the significant revisions made during the past year in offerings of courses in the Department of History and the assignment of semester hours credit to the various courses.

MEMORANDUM

To Mr. H.M. Evans, Secretary

S.C.U.S.

Subject Curriculum Changes - History

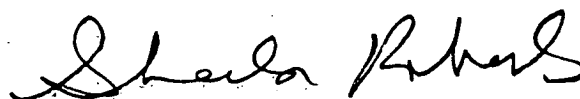
From Sheila Roberts, Secretary

Faculty of Arts Curriculum Committee

Date 1980-09-10

The attached submission from the Department of History was approved by the Faculty of Arts Curriculum Committee at its meeting of September 4, 1980. Would you please place this on the agenda of next SCUS meeting.

Thank you.



S. Roberts

Attachment

:n]

cc. D. Barnhill]

MEMORANDUM

To..... Chairman, Faculty of Arts
Curriculum Committee

From..... D. Cole, Chairman
History Department

Subject.....

Date.....

OFFICE OF THE DEAN

JUL 16 1980

FACULTY OF ARTS

Attached are the following new course proposals for the Department of
History:

Hist 202-3 B.C. and Confederation: Studies in Historical Method
Hist 326-3 The History of Native People in Canada
Hist 328-3 The Province of Quebec: Confederation to the Present
Hist 340-3 United States Foreign Policy
Hist 348-3 A History of South Africa
Hist 379-3 The Transformation of American Culture
Hist 435-8 The Canadian Prairies
Hist 436-3 British Columbia
Hist 473-3 The Emergence of the Apartheid State
Hist 482-3 Colonial Administration and Emergent African Nationalism
Hist 483-3 The Penetration of Zimbabwe 1889-1899

If these courses are approved, the following courses will be dropped:

Hist 434-3 A History of Native People in Canada (will never be taught)
Hist 429-3 French Canada
Hist 475-3 South Africa
Hist 432-3 Canadian West

In addition, a revised calendar description is attached for the following
course:

Hist 405-3 Absolutism and Enlightenment in Europe

Rationale:

Most of the changes are necessitated by the decision made last year to reduce credit in upper division history courses from five units to three. While, with most of our departmental offerings, the change has been effected by selectively eliminating elements from courses, in some cases the only answer is to split courses or to add courses to provide a depth of treatment that otherwise would be lost. Consequently, Hist 435 (The Canadian Prairies) and Hist 436 (British Columbia)

replace Hist 432 (Canadian West); Hist 348 and Hist 473 replace Hist 475; and Hist 482 and Hist 483 are added. For a similar reason, Hist 434 and Hist 429 (seminar courses) are replaced by Hist 326 and Hist 328 (lecture/tutorial courses). With these courses, we have come to the conclusion that, given a reduction in the amount of reading time that students will have, the lecture format is called for. The same reasoning has also led us to place our American Foreign Policy course at the 300 level as Hist 340. This course was previously taught as Hist 449 under the general rubric Problems in American History - a number and title that are to be retained.

History 379 is a new course developed by Professors Fellman, Aberbach and Kirschner and complementary to Hist 380: Culture and Counter-culture in Modern America which covers the later period. These courses are important innovations in our American history offerings.

History 202 has been added to replace Hist 110 which was a core course in the B.C. Studies program and which was dropped in our 1979 curriculum revision.

The calendar entry for Hist 405 has been rewritten to more adequately describe the emphasis of the course.



D. Cole
Chairman
Department of History

/ww
Enclosures

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: Hist Course Number: 202 Credit Hours: 3 Vector: 2-1-0

Title of Course: B.C. and Confederation: Studies in Historical Method

Calendar Description of Course: This course is intended to teach students how to investigate historical problems. The subject - B.C. and Confederation - will be used as a vehicle to introduce various types of history: social, economic, ethnic, diplomatic and biographical. The emphasis will be on examining the documentary evidence of the period and the process by which historians made historical judgements.

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions): History 101 or 102 recommended

Students with credit for the former Hist 110 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? 82/1

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

R. Fisher, D. Cole, H. Johnston, J. Little

Objectives of the Course

To provide instruction in historical investigation using materials in B.C. and confederation

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: 29 July 80 Sept 12, 1980 23 / 9 / 80
[Signature] RCB [Signature]
Department Chairman Dean Chairman, SCUS

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

Studies in the Historical Method
British Columbia: The Confederation Era

This course is intended to teach the student how to do history. The subject - British Columbia: The Confederation Era - will be used as a vehicle to introduce various types of history; social, economic, ethnic, diplomatic, political, and biographical. The emphasis of the course will be on examining the documentary evidence for the period and attempting to understand the process whereby the historian uses that evidence to make and substantiate historical judgements. Considerations such as objectivity, determinism, cause and effect, historical 'facts', and interpretation will be central to this course, and the objective is to enable each student to become his own historian by learning to read critically and to evaluate evidence.

Through the semester the weekly lecture will be used to introduce some of the problems to be discussed in the tutorials. Occasionally this will be done by a guest lecturer or by screening a film. The core of the course will be the tutorial discussions, and these will be largely based on a collection of documents that each student will purchase at the first meeting.

As well as the work in class each student will be required to produce a piece of historical writing. The essays will deal with an aspect of British Columbia during the confederation era and will, to some extent at least, be based on primary sources. These essays will be written in close consultation on an individual basis with the tutorial leader. 50% of the grade will be based on the essay, 20% on a short final examination, and 30% on class participation.

Set Text:

Shelton, W. George, ed., British Columbia and Confederation

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information Department History
Abbreviation Code: Hist Course Number: 326 Credit Hours: 3 Vector: 2-1-0
Title of Course: The History of Native People in Canada
Calendar Description of Course: An examination of native history and the evolution of native policy in Canada with emphasis on a particular region or native group.

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions): History 101 or 102 recommended

What course (courses), if any, is being dropped from the calendar if this course is approved: History 434: The History of Native People in Canada

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 82/1

Which of your present faculty would be available to make the proposed offering possible?
R. Fisher, D. Cole, H. Johnston

Objectives of the Course

To instruct students in the historical problems and issues associated with the history of native people in Canada

Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual None

Space

Equipment

5. Approval

Date: 29 July 80

ASL
Department Chairman

R. C. Brown
Dean

23/9/80
J. W. Jones
Chairman, SCUS

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

THE HISTORY OF NATIVE PEOPLE IN CANADA

Having been neglected by historians until recently, the native peoples of Canada are now receiving considerable attention in historical literature. Whereas once they provided the "background for Canadian history" they have now stepped forward to become major players in the story of Canada's past.

This course will look at the nature of the indigenous cultures and the ways in which they changed after the coming of the European. It will examine the relationship between the Indian and European during the period of early contact and the fur trade in both eastern and western Canada and then at the way the fur trade was replaced by the settlement frontier. The attitudes and actions of settlers, the acculturative schemes of missionaries, and the policies formulated by governments will all receive attention, as will the response of the native peoples to these pressures.

Set Texts

- | | |
|-------------------|---|
| Upton, L.F.S. | <u>Micmacs and Colonists: Indian-White Relations in the Maritimes, 1713-1867</u> |
| Jaenen, Cornelius | <u>Friend and Foe: Aspects of French-Amerindian Cultural Contact in the Sixteenth and Seventeenth Centuries</u> |
| Ray, Arthur J. | <u>Indians in the Fur Trade: Their Role as Hunters, Trappers and Middlemen in the Lands Southwest of Hudson Bay 1660-1870</u> |
| Fisher, Robin | <u>Contact and Conflict: Indian-European Relations in British Columbia, 1774-1890</u> |

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: Hist Course Number: 328 Credit Hours: 3 Vector: 2-1-0

Title of Course: The Province of Quebec from Confederation

Calendar Description of Course:

The economic, social, political and cultural history of Quebec

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions): History 101 or 102 recommended

Students with credit for HIST 429 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 429: French Canada

2. Scheduling

How frequently will the course be offered? Once or twice a year

Semester in which the course will first be offered? 81/3

Which of your present faculty would be available to make the proposed offering possible? J. Little, D. Cole, H. Johnston

Objectives of the Course To provide instruction in the major themes in Québec history since Confederation

Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

None

Staff

Library

Audio Visual

Space

Equipment

3. Approval

Date: 29 July 80 Sept 15, 1980 23/9/80

Department Chairman

Dean

Chairman, SCUS

SC 3 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

The Province of Quebec. Confederation to the PresentA. Description

Quebec entered Confederation as a separate province in 1867 because its distinct cultural identity made it impossible to continue the legislative union with Upper Canada. Since that date Quebec has never been a province "comme les autres". Nonetheless its alienation from the federal system has been a slow and complex process. Many questions concerning that process are still open to debate. Did French Canadians originally look to their representatives in Ottawa as their principal national spokesmen, or did they identify primarily with the provincial level of government? Did the Québécois feel that Confederation would enable them to maintain their language and culture "from sea to sea", or were their horizons limited to the boundaries of their own province? Was the Catholic Church the crucial guardian of "la survivance" in a hostile Anglo-Protestant continent, or did it in fact facilitate the socio-economic subjugation of the French Canadians to English-speaking capitalists? Has the separatist movement been a genuine spokesman for the freedom of the Québécois people, or has it been a tool for the exclusive interests of a privileged bourgeois élite?

This course will also study many questions not directly related to the Confederation issue, but the impact of the nationalist ideologies will be a persistent theme throughout. Preceding our examination of the economic, social, political and cultural history of Quebec as a province, there will be a brief survey of the period between the Conquest and the B.N.A. Act.

We will meet for three consecutive hours each week, approximately half of this time being devoted to a lecture and half to seminar discussion. Required readings are in English.

B. Outline

1. Background Week 1 - Introduction. Space and Population. 1760-1980.
Week 2 - Economy and Society. 1760-1867.
Week 3 - Politics and Ideology. 1760-1867.
11. 1867-1896 Week 4 - Economy
Week 5 - Society and Culture
Week 6 - Politics
Week 7 - Mid-term test. Film.

111. 1896-1929 Week 8 - Economy
Week 9 - Society and Culture
Week 10- Politics

IV. 1929-1980 Week 11- Economy
Week 12- Society and Culture
Week 13- Politics

C. Assignments

- Class participation - 20%
- Mid term test (week 7) - 10%
- Essay (sources: approximate equivalent of 1 book and 5 articles) (week 11 - outline and descriptive bibliography are due week 9) - 40%
- Final examination - 30%

D. Purchase

Required: René Levesque, My Quebec

Optional: Dale Posgate and Kenneth McRoberts, Quebec
Social Change and Political Crisis

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: Hist Course Number: 340 Credit Hours: 3 Vector: 2-1-0

Title of Course: United States Foreign Policy

Calendar Description of Course: The development and aim of U.S. foreign policy, with special emphasis on the post 1890 period

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions): Hist 212 or 213 recommended

Students with credit for HIST 449- under the title "United States Foreign 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: None

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 82/1

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

3. Objectives of the Course

To provide instruction in the historical development of U.S. foreign policy

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: 29 July 80

Sept 15, 1980

23/9/80

[Signature]
Department Chairman

[Signature]
Dean

[Signature]
Chairman, SCUS

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

UNITED STATES FOREIGN POLICY

During the last twenty-five years and particularly during the last fifteen; a growing number of American scholars have attempted to provide new explanations for 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.

The radical historians, like any other such group, are by no means uniform in their approach or conclusions; but they have, also like other groups to which their interpretations have been opposed, a number of fundamental notions in common. Principal among these is the idea that the course of American foreign policy is defined largely according to the economic interests of the American ruling class and the institutions it controls - that is, according to the requirements of corporate capitalism.

This course will attempt to examine the radical critique of American foreign policy, both in general terms and in relation to particular series of events.

1. Course requirements -

Students will be encouraged to approach the problems posed by the course from two directions. The seminar topics, listed below, have been arranged largely episodically so that students will have an opportunity to examine, in some detail, the radical critique as it applies to particular areas of United States policy. In their term papers, on the other hand, students will attempt an examination of more general aspects of the radical critique as a school of historical interpretation.

Thus, the major course requirements will be two in number:

a. a seminar presentation, designed to introduce and examine the literature of the area under discussion.

b. a term paper, focussing on some general aspect of the radical critique rather than on a particular event or series of events. It is expected that both of these presentations will be substantial pieces of work, demonstrating familiarity with the literature of the topic selected and attempting to analyse it in some depth.

Cont/.....

Cont/.....

Topics for the term paper will be selected, in consultation with the instructor, early in the semester. Term papers will be submitted by the Friday of the last week of classes.

Readings for the course have been assigned as listed below. Three major works form the bulk of the required readings. These are as follows:

William A. Williams, The Tragedy of American Diplomacy
The Roots of the Modern American Empire

David Horowitz, Free World Colossus

Other readings, which are also required, have been placed on reserve in the library and are listed under each seminar topic. A further bibliography of suggested readings is also appended.

2. Seminar topics -

Week

2. Theories of American Society: I
3. Theories of American Society: II

Gabriel Kolko, The Triumph of Conservatism
C. Wright Mills, The Power Elite
Martin Weinstein, The Corporate Elite in the Liberal State.

4. The Spanish-American War

Philip Foner, Why the U.S. went to war with Spain in 1898
Gerald A. Markowitz, Progressive Idealism
H. Wayne Morgan, America's Road to Empire

5. The Open Door Policy

Lloyd B. Young, American Foreign Policy, 1900-1921
Marilyn B. Young, American Expansion, 1870-1900

Along with the above readings for weeks 2-5, students will also read Williams, Roots, and Williams, Tragedy, chapters 1-3.

Cont/.....

Cont/.....

6. Isolationism

Selig Adler, The War-Guilt Question and American Disillusionment, 1918-1928

Robert F. Smith, American Foreign Relations, 1920-1942

7. New Deal Diplomacy

Barton J. Bernstein, The New Deal

America in War and Peace

Lloyd C. Gardner, Economic Aspects of New Deal Diplomacy

Along with the above readings for weeks 6 and 7, students will also read Williams, Tragedy, chapters 4, 5 and 6(I).

- 8. The Cold War Background
- 9. The Truman period
- 10. The Eisenhower period
- 11. Cuba
- 12. Vietnam
- 13. Vietnam

The readings in this section have been arranged as a single group. Students will find it helpful to refer extensively to -
Walter Cohen, U.S. Foreign Policy: a radical study guide.

Other readings are -

Isaac Deutscher, Vietnam in Perspective
Richard Duboff and E.S. Herman, Corporate Dollars and Foreign Policy
Lloyd C. Gardner, The Cold War in History
J.L. Granatstein, Looking Back at the Cold War
David Horowitz, Sinews of Empire
Michael Klare, The Great South Asian War
Walter LaFeber, America, Russia and the Cold War
R. Merbaym, Rand: Technocrats and Power
N. Piloui and Tom Hayden, Is there a military-industrial complex which prevents peace?
Robert Stover, Responsibility for the Cold War
U.S. House of Representatives: Committee on Foreign Relations, The Cold War: Origins and Developments
James Weinstein, The Ultra-Right and Cold War Liberalism
William A. Williams, The Cold War Revisionists.

Cont/.....

See also -

Horowitz, Free World Colossus

Oglesby and Shaul, Containment and Change, part I

Williams, Tragedy, chapter 6 (II,III,IV), 7 and Conclusion

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: Hist Course Number: 348

Credit Hours: 3 Vector: 2-1-0

Title of Course: A History of South Africa

Calendar Description of Course: An examination of the economic, social and political history of South Africa from the 17th to the 20th century

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions): At least one of the following is recommended:

Students with credit for HIST 475 Hist 146, Hist 231 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 475

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 81/3

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

D. Ross

Objectives of the Course

To provide instruction in the main themes in South African history from the 17th to the 20th century

Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

None

Library

Audio Visual

Space

Equipment

3. Approval

Date: 29 July 80 Sept 15, 1980 23/9/80

ASG
Department Chairman

RC Burin
Dean

[Signature]
Chairman, SCUS

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

A HISTORY OF SOUTH AFRICA

In this course students will examine the economic, social and political history of South Africa under colonial rule from the 17th to the early 20th century, providing a foundation for further study of modern South Africa.

The requirements include a final examination (with 40% of the marks awarded) and one or two written papers (also worth 40%)

Weekly reading lists will be provided by the instructor.

Introductory Book

Leo Marquard, The Story of South Africa

Text Books

J.S. Marais, The Cape Coloured People

L.M. Thompson, African Societies in Southern Africa

C.W. De Kiewiet, A History of South Africa

R. Robinson and J. Gallagher, Africa and the Victorians

C.W.F. Muller, Five Hundred Years

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: Hist Course Number: 379 Credit Hours: 3 Vector: 2-1-0

Title of Course: The Transformation of American Culture 1830-1900

Calendar Description of Course: In 1830 most Americans lived on farms or in small towns, worked on the land, and dreamt of salvation. By 1900 cities, industry, the railroad, electricity, consumerism had transformed material lives. Ideals and fears had also shifted. This course discusses elements of this change, particularly in popular ideology, everyday life, and literary, political, and artistic movements.

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions): Hist 212 or Hist 213

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? Once or twice a year

Semester in which the course will first be offered? 81/3

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

Objectives of the Course

To instruct students in the issue associated with the transformation of American culture in the period 1830-1900

Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

None

Library

Audio Visual

Space

Equipment

Approval

Date: 29 July 80

Sept 15, 1980

23/9/80

H. M. ...
Department Chairman

RC Buren
Dean

... D. Webster
Chairman, SCUS

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

History 379: THE TRANSFORMATION OF AMERICAN CULTURE, 1830-1900

In 1830 almost all Americans lived on farms or in small towns, worked the land and dreamt of salvation. By 1900, capitalism, cities, industry, the railroad, electricity, consumerism had transformed material lives, and ideals and fears had shifted as well. In this course we will discuss elements of this change, particularly in popular ideology, everyday life, literary, political and artistic movements.

The course will meet for two one hour lectures and one one hour discussion group each week. Students will be graded on informed discussion participation, a mid-term, in-class exam, an analysis of one of three social novels (noted below), and a take-home final exam.

Weekly Schedule:

- 1) Introduction: Concepts of Cultural History
- 2) Ante-Bellum Social Structure and Ideology
Reading: David Brion Davis, American Culture; An Interpretive Anthology, 99-208
- 3) Perfectionism: Religious and Secular
Reading: Davis, 345-409
- 4) Abolitionism and Utopianism
Reading: Davis, 411-68
- 5) 'Slaves and Other Outsiders
Reading: Davis, 209-343
- 6) The New Self: Education, Self-Culture and the Roots of Feminism
Reading: Davis, 1-97
- 7) Mid-Term Exam
- 8) The Cultural Dissolution of the Civil War
Reading: Michael Fellman, "Theodore Parker and the Abolitionist Role in the 1850s"; Fellman, "Rehearsal for the Civil War"; George Fredrickson, The Inner Civil War, Ch. IV
- 9) From Slavery to Segregation
Reading: Booker T. Washington, Up From Slavery
- 10) New Women, New Families, New Self
Reading: Anita Clair Fellman & Michael Fellman, "Making Sense of Sex in Late Nineteenth-Century America"; Selections from Gail T. Parker, The Oven Birds

Papers due: A concise analysis of one of the following three books, viewed as social documents: Harriet Beecher Stowe, Uncle Tom's Cabin, Henry Thoreau, Walden, Robert Herrick, The Web of Life

11) Fading Churches; Distant Utopias

Reading: Edward Bellamy, Looking Backward

12) Economic and Urban Consolidation

Reading: Two Horatio Alger Stories

Take Home Finals Distributed

13) Protests Against Moloch

Reading: Kate Chopin, The Awakening

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: Hist Course Number: 435 Credit Hours: 3 Vector: 0-3-0

Title of Course: The Canadian Prairies

Calendar Description of Course:

Selected problems in the social, economic, and
political development of the Canadian Prairies

Nature of Course Seminar

Prerequisites (or special instructions): Hist 101 and 102 recommended

Students with credit for Hist 432 may not take this course for further credit.

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

This course and Hist 436 British Columbia replaces the old
Hist 432: Canadian West.

2. Scheduling

How frequently will the course be offered? once or twice a year

Semester in which the course will first be offered? 81/3

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

R. Fisher

3. Objectives of the Course

To instruct students on the main themes of Canadian
Prairie history

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

None

Library

Audio Visual

Space

Equipment

5. Approval

Date: 29 July 80 Sept 15, 1980 3/9/80

JSW
Department Chairman

RC Bruner
Dean

J. D. Webster
Chairman, SCUS

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

THE CANADIAN PRAIRIES

Topic: - The Prairie Identity

Regionalism has been a central fact of Canadian life since the time of the Conquest, and is of growing importance in Canada in the 1970's. The vast expanse of the country in the post-Confederation period and the varied physical environment of the different parts of the country have promoted inter-regional tensions which have often worked against the creation of a national consensus about economic and political policy. The pervasive force of regionalism has also worked against the creation of a strong national personality, and has promoted in its stead a series of distinctive regional identities. Nowhere has regionalism been stronger than in the three prairie provinces. The present course is based on these assumptions about the importance of regionalism in Canada, and will try to define the extent to which life in the prairie provinces since the beginning of European settlement has promoted an identity among its citizens which is both regional, and hence unique, and which is national, and shared by others across the country.

The course will be organized around class discussions of a number of major themes in the history of the prairie west. Readings will be made available in the library, or will be drawn from the material each student is required to purchase; all students will be expected to complete the fairly extensive quantity of reading required for the course and to participate actively in class discussions. Students will be asked to complete two written assignments, a critical analysis of the use of the concepts 'melting pot', 'anglo-conformity' and 'mosaic' in John Marlyn's Under The Ribs of Death and Fredelle Maynard's Raisins and Almonds, and an examination of some additional aspect of the 'Prairie Identity' as revealed in historical or literary sources. Students will also be asked to complete a 1500 word take-home examination at the end of the course to present their definition, based on the readings, class discussions and written work throughout the course, of the 'Prairie Identity'.

REQUIRED READING (available in the University Bookstore)

1. Wallace Stegner, Wolf Willow (1967)
2. Sinclair Ross, As For Me and My House (1957)
3. F. P. Grove, Settlers of the Marsh (1965) OR R.J.C. Stead, Grain (1963)
4. John Marlyn, Under the Ribs of Death (1957)
5. Fredelle Maynard, Raisins and Almonds (1973)

SEMINAR TOPICS

1. Introduction
2. Interpretations of the Prairie Identity
3. Interpretations of Prairie Development: The Frontier and Metropolitan Themes
4. The National Policy and The West
5. Ethnicity and Class in Manitoba Politics
6. The Reform Movement in the Prairie West
7. Ethnic Minorities and the Host Society (Marlyn and Maynard)
8. The Progressive Movement: Radical or Conservative?
9. The Prairie Farmer: Socialist or Capitalist?
10. Images of the Early West (Stegner)
11. The Pioneer Experience: Two Interpretations (Grove and Stead)
12. The Prairie Town (Ross)

- Week 6. Student Papers (continued)
- a) The Colony of Vancouver Island in the 1850's
 - b) The Gold Rushes
- Week 7. a) British Columbia in the 1860's
- b) Confederation
- Week 8. a) Indian-European Relations in the Colonial Period
- b) Indian-European relations after confederation
- Week 9. a) The development of the 'Company Province' to 1903
- b) The McBride era
- Week 10. a) The origins of socialism in British Columbia
- b) The impact of the first World War
- Week 11. a) The Depression
- b) The treatment of orientals
- Week 12. a) The rise of Social Credit

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: Hist Course Number: 436 Credit Hours: 3 Vector: 0-3-0

Title of Course: British Columbia

Calendar Description of Course:

Selected problems in the social, cultural, economic,
and political development of British Columbia

Nature of Course Seminar

Prerequisites (or special instructions):

History 101 and 102 recommended

Students with credit for HIST 432 may not take this course for further credit

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

This course and History 435

2. Scheduling The Canadian Prairies, replace the old Hist 432: Canadian West

How frequently will the course be offered? Once or twice a year

Semester in which the course will first be offered?

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

R. Fisher, A. Seager

• Objectives of the Course

To instruct students on the main themes of British
Columbian History

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: 29 July 80

[Signature]
Department Chairman

Sgt 15, 1980
ICC Brown
Dean

23/9/80
[Signature]
Chairman, SCUS

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

BRITISH COLUMBIA

This course will be divided into two segments.

1. During the first four weeks we will look at general approaches to the history of British Columbia. Readings will be assigned and discussed in class. During this period students will also be expected to select a research topic and prepare a bibliography of sources available for the study of the subject.
2. The final eight weeks will be devoted to the preparation and discussion of student's research papers. Three copies of the essay should be presented to the instructor a week before they are due to be discussed in class. Two copies will be placed on two hour reserve in the library and all members of the class will be expected to read the paper before the week's class. Each student will also be responsible for criticizing the paper of one other student.

REQUIRED TEXTS

Ormsby, Margaret A., British Columbia: A History, Vancouver 1971

Robin Martin, The Rush for Spoils. The Company Province, 1871-1933, Toronto, 1974

This course is not a survey, but will be topical in approach, and it is based on the assumption that students have read both these books before the first week of classes.

PROGRAMME

- Week 1. Organization and selection of topics
- Week 2. Discussion of Readings
 The Overviews
- Week 3. The frontier thesis. The metropolitan thesis
- Week 4 The Hartzian thesis
- Week 5. Student Papers
 a) The maritime fur trade
 b) The land based fur trade

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: Hist Course Number: 473 Credit Hours: 3 Vector: 0-3-0

Title of Course: The Emergence of the Apartheid State, 1902-1958

Calendar Description of Course:

An examination of the way in which the South African social system evolved, 1902-1959. Particular attention will be paid to the pressures that brought into evidence the apartheid state.

Nature of Course Seminar

Prerequisites (or special instructions): Hist 146, Hist 231, Hist 348 recommended.

Students with credit for HIST 475 may not take this course for further credit

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

Hist 475

2. Scheduling

How frequently will the course be offered? Once a year

Semester in which the course will first be offered? 82/1

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

D. Ross

Objectives of the Course

To instruct students on the historical basis of apartheid in South Africa

Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff None

Library

Audio Visual

Space

Equipment

3. Approval

Date: 29/1/82 Sept 12, 1980 23/9/80

[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).

THE EMERGENCE OF THE APARTHEID STATE, 1902-1958

Although racial discrimination is practised in many states only in South Africa is the whole social economic and political structure based on such discrimination. During this course an attempt will be made to discover how this unique state evolved.

The course will be conducted as a seminar course. At the end of the semester an examination will be held. During this semester a student will be required to produce one major paper. This paper will be worth 40% of the marks awarded. The exam will also be worth 40% of the marks awarded. A copy of the weekly reading list can be obtained from the instructor.

History 348 is a recommended prerequisite.

Text Books:

C.W. De Kiewiet, A History of South Africa; Social and Economic

Oxford History of South Africa, vol II

W.K. Hancock, Smuts, vol I and II

L.M. Thompson, Politics in the Republic of South Africa

Peter Walsh, The Rise of African Nationalism

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: Hist Course Number: 482 Credit Hours: 3 Vector: 0-3-0

Title of Course: Colonial Administration and Emergent African Nationalism

Calendar Description of Course:

An examination of myths and realities in the emergence of mass movements in Kenya and mainland Tanzania between World War II and independence.

Nature of Course

Seminar

Prerequisites (or special instructions): Hist 344, Hist 477 or permission of the department

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? 82/1

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

P. Stigger

Objectives of the Course

To provide instruction on post World War II colonial history in Kenya and Tanganyika to re-evaluate the meaning of nationalism in those states.

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: 29 July 80 Sept 15, 1980 12/3/80
ASHA ICC Brown AD. W. 1st
Department Chairman Dean Chairman, SCUS

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

COLONIAL ADMINISTRATION AND EMERGENT AFRICAN NATIONALISM

Current academic interpretations suggest that African states achieved independence because of the pressure generated by mass movements, which are supposed to have reflected various forms of African consciousness in the period from c. 1945.

The sources on which such interpretations are based, in respect of British territories, contain one serious flaw: they make no reference to official Colonial Office papers, since the relevant documents only began to become available in 1978. Since Secretariat papers are embargoed in former colonial territories, and since Colonial Office papers have not been available until recently, much use has been made of African participants' recollections and very little of official publications. The results are therefore not surprising: when "people power" has proven inadequate, undue credit has been given to the charismatic leader — Nyerere in Tanganyika, Kenyatta in Kenya — or else events have been perverted to fill a perceived need, notably by converting the Kenya Emergency into 'the National Liberation War.'

Current interpretations thus amount to convenient myth and are far removed from historical reality.

The objective of this course is to review the evidence used by commentators on the post-World War II colonial history of Kenya and Tanganyika, to augment that evidence by reference to official publications and then to re-evaluate all the evidence in light of the Caine Memorandum, which can be described as the Colonial Office's 1947 ground-plan for decolonisation.

The seminars thus break down into four parts: the existing evidence on nationalism in Kenya and Tanganyika; a re-evaluation of nationalism in Tanganyika; a re-evaluation of Kenyan nationalism in light of the Tanganyikan "norm"; and, finally, a re-evaluation of the Kenya Emergency in light of the conclusions reached on Kenyan nationalism.

Students will be expected to analyse material for the benefit of their peers and otherwise actively participate in seminars; to submit a term paper; and to write a final examination involving two essay-type questions out of a choice of eight.

The final grade will be arrived at on the basis of 20% for participation in the seminar, 40% for the essay and 40% for the examination.

Recommended texts are:

- G. Bennett, Kenya - A Political History - The Colonial Period; and
J. Iliffe, A Modern History of Tanganyika

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department History

Abbreviation Code: Hist Course Number: 483 Credit Hours: 3 Vector: 0-3-0

Title of Course: The Penetration of Zimbabwe 1889-1899

Calendar Description of Course:

An examination of myths and their impact on the interpretation of historical events in colonial Rhodesia.

Nature of Course Seminar

Prerequisites (or special instructions): Hist 346, Hist 477 or permission of the department

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 or twice a year

Semester in which the course will first be offered? 82/1

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

Objectives of the Course

To provide instruction on the European penetration of Zimbabwe by examining the myths and evaluating the historical evidence on the subject.

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: 29 July 80 Sept 15, 80 2-3/9/80
[Signature] [Signature] [Signature]
Department Chairman Dean Chairman, SCUS

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

THE PENETRATION OF ZIMBABWE 1889-1899

In the course of the armed struggle for the liberation of Zimbabwe in the 1970s, the Patriotic Front and the Rhodesian security forces spent much time and effort attempting to secure control of the M'limo oracles — and failed to do so, because they did not exist. Both sides engaged in this futile activity because historians have claimed that these same oracles played a major role in both the Ndebele and Shona Risings of 1896, which is a myth.

The Rhodesian period of Zimbabwean history (1890-1980) is in practice riddled with myths, ranging from the nature of European settlement through the causes of the Risings to some roots of segregation and the nature of imperial authority, all of which stem from perceptions of the 1890s which themselves can be traced to Chartered Company propaganda.

Since the myths created in the 1890s influenced African and European actions in the 1970s, it is essential to account for the circumstances in which the myths were first generated. To achieve this end, it is necessary first of all to identify the myths and then to establish reality, which can be achieved by careful analysis of British South Africa Company reports and Colonial Office correspondence, available on microfilm, and published contemporary journals and monographs, augmented by recent published research articles.

The seminars thus fall into two unequal parts:

- (a) the initial identification of myths; and
- (b) detailed examination of the reality which any specific myth was to disguise or pervert.

Participants will be expected to present book reviews and contribute generally to seminar discussions, to submit a term paper and to write a final examination involving two essay-type questions out of a choice of six.

The final grade will be arrived at on the basis of 20% for seminar participation, 40% for the term essay and 40% for the examination.

The required text is T.O. Ranger's Revolt in Southern Rhodesia, 1896-7.

SENATE COMMITTEE ON UNDERGRADUATE STUDIESNEW COURSE PROPOSAL FORM1. Calendar InformationDepartment HistoryAbbreviation Code: Hist Course Number: 405 Credit Hours: 3 Vector: 0-3-0Title of Course: Absolutism and Enlightenment in Europe

Calendar Description of Course: An examination of the economic, social, political and intellectual developments in 17th and 18th century continental Europe, with emphasis either on the period of Absolutism or on the Enlightenment. Students will read excerpts from important contemporary sources, such as Locke, Voltaire, Rousseau, and Kant.

Nature of Course Seminar

Prerequisites (or special instructions):

Hist 223 or 224 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?

Semester in which the course will first be offered?

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

Objectives of the CourseBudgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date:

11 Sept 80Sept 15, 8023/9/80[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).

ABSOLUTISM AND ENLIGHTENMENT IN EUROPE

This advanced seminar will analyze the theory of royal absolutism formulated by Bodin, Bossuet, Hobbes and Louis XIV as well as critiques of absolutism by the philosophes Montesquieu, Voltaire and Rousseau. We will consider concepts about the king's absolute authority in the context of the breakdown of the political and economic order in the seventeenth century (the crisis of the seventeenth century) and look at the political thought of the enlightenment in light of the evolving state, notably the increasing independent royal bureaucracies, and social developments, particularly the resurgence of the aristocracies. Finally, we will assess how closely monarchs, particularly in France and Prussia, approached the successive ideals of absolutism and enlightened despotism.

Students will be expected to make two oral reports, be responsible for leading discussion of a topic on occasion, and participate knowledgeably in all seminars. Written assignments will include a paper proposal, first draft and term paper of approximately 5000 words. An optional take-home examination distributed in the final seminar session. The final grade will be determined as follows:

Oral reports	20%
Seminar participation	30%
Paper proposal	10%
First draft of term paper	20%
Final draft of term paper	20%

Books to Purchase: (all in paperback)

- Church, William F., The Impact of Absolutism in France (Wiley)
- Kierstead, R.F. (ed.), State and Society in Seventeenth Century France (New Viewpoints)
- Krieger, Leonard, Kings and Philosophers, 1689-1789, vol. 3 The Norton History of Modern Europe
- Richter, Melvin, The Political Theory of Montesquieu (Cambridge University Press)
- de Voltaire, F.M. (tr. H.N. Dilworth) Philosophical Letters (Bobbs, 1961)
- Rousseau, J.J., The Social Contract and Discourse on the Origin of Inequality (Washington Square Press)

Calendar Description revised.

Hist 405-3

0-3-0

Title: Absolutism and Enlightenment in Europe

Calendar Description: An examination of the economic, social, political
 and intellectual developments in 17th and 18th
 century continental Europe, with emphasis either
 on the period of Absolutism or on the Enlightenment
 Students will read excerpts from important contemporary
 sources, such as Locke, Voltaire, Rousseau, and Kant.