



The History Department at St. Thomas University guides students in critically studying the societies and peoples of the past, as well as the various ways that “the past” is explained in “the present.” Students learn historical content, and discuss the methodological and philosophical issues that inform the exploration of history today, including the difficulty in saying what exactly “history” is or should be.

Chronologically, we offer courses from the first complex societies more than 5,000 years

HIST 1413. Citizens and Citizenship in World History  
HIST 1763. Sport in World History  
HIST 1783. Screening History



**-1123.**

This course explores how food was made, consumed, and understood in the past. What did food and eating mean to different people at different times, in different places? How did everyday foods, like sugar or potatoes, travel around the world? What impacts did human-

**-1413.**

This course will explore the history of citizenship on a global scale since about 1800. How have ideas and practices related to citizenship changed over time? How did new nation-states try to define citizenship? How did people try to secure recognition, rights, and human rights? How do themes of age, gender, race, class, and ethnicity relate to the question of citizenship in the modern era? These are a few of the questions and themes that the class will investigate by looking at some interesting case studies. (formerly HIST 3413) Students who have taken HIST 3413 cannot take this course for credit.

**-1763.**

This discussion-based course explores the global impact of modern sport from c. 1850 to the present. It focuses upon the global spread of sports such as track and field, soccer, cricket, hockey, and baseball and the manner in which such sports were resisted or appropriated by communities throughout the world. Course content examines the political, social, and cultural significance of modern sport rather than the intricate details of individual athletes or teams. (formerly HIST 3763). Students who have taken HIST 3763 cannot take this course for credit.

**-17 3.**

Most of us get our most vivid impressions of history from images, video, and film. This course explores what's behind the screens we watch, so we can consider how visual media presents history in particular ways, and also how we can use visual media to analyze the past. You will get an introduction to some of the challenges and benefits of Screening History. (formerly TEMC / P Lang

**-2033.**

This course provides an introduction to early modern European history from the end of the so-called "Middle Ages" to the era of the French Revolution (more or less the 15th to the 18th centuries). Students will study social, cultural, political, economic and other developments in order to better understand how the societies we recognize today evolved from the rather different world of the late "Middle Ages." The course traces themes and topics such as religious belief, absolutist politics, interactions between majorities and minorities, the changing status of women, and Europe's place in an increasingly "global" setting.

**-2043.**

Beginning with industrialization and a wave of revolutions that started in the late 1700s, this course traces the history of Europe to today. Who governed and whose labour made economies run? Who held power and who did not? While studying how Europeans interacted with each other and the world, students will analyse historical changes and explore issues of inclusion, exclusion and diversity. The course follows History 2033 chronologically but has no prerequisite.

**-2053.**

This course examines developments in world history since the Second World War, such as the emergence of the Cold War, decolonization, the growth of American power and struggles for human rights. It also explores the consequences of urbanization, demographic growth, technological change, and environmental degradation.

**-2103.**

This course examines themes in world history through the use and study of material objects. Histories of everyday materials and objects allow us to examine diverse issues such as the environment, history, technology, and culture. In general, historians have relied primarily on text-based sources and this course will explore the role and use of material objects in doing history. We will examine theoretical approaches to material history as well as survey the historical literature of this branch of study.

**-2113.**

This is a course on the history of Northeastern Africa, with a focus on Ethiopia, the most



**-2623.**

This course surveys the history of Latin America from the early 1800s, when the Spanish and Portuguese colonies won their independence, to the present day. It focuses on how people have grappled with colonial legacies such as social and racial hierarchies, global economic inequality, and foreign domination. Major themes include the struggles of early nationhood, migration and urbanization, U. S. imperialism, social movements, revolutions, and human rights.

**-2733.**

An introductory survey that explores and examines some major developments in what becomes the United States, from early European colonization up to the Civil War of the mid-19th century. Major issues include relations with Native peoples, slavery, the African-American experience, revolution and independence, economic development, political and intellectual traditions, and social change.

**-2743.**

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The continuation of the introductory survey HIST 2733. This course explores and examines some major developments in the United States, from the conclusion of the Civil War up to the present. Major issues include the legacy of the end of slavery in the United States, the expanded economic and military role of the US in the world, the emergence of transforming social movements, the changing role of the state, and American popular culture.

**-2 13.**

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This course examines the historical roots of many of the key issues in contemporary Canadian society. In addition to providing students with a narrative framework of Canadian history, the course explores the historical dimensions of many of the most important issues facing Canada today, such as Truth and Reconciliation, anti-Black racism, Quebec nationalism, climate change, Western Alienation, and Canada-US relations.

**-3033.**

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Europe's early modern period (c. 1450-1800) was a time of political tumult, religious conflict, and seismic shifts in centuries-old institutions. The resulting social changes were profound.

public realm, and how the use of the past is put to work for entertainment, protest, shaping identity, and diverse political purposes. Prerequisites: 3 ch in History (HIST 2003 preferred)

**-3113.**

This is a survey of the final century of dynastic rule in China, until China's latest efforts to retrieve its status of world power. It examines the rise to power of the Nationalist and Communist parties, examining social and cultural developments, the impact of Western imperialism, and the evolution of revolutionary ideologies.

**-3123.**

This course will delve into the world of the student movements in Korea, Japan and China during the twentieth century, examining the social, economic and political environment in which student rebellion flourished, and how it affected student dissidence. It will address the key issues student activists struggled with, such as democracy, nationalism, colonialism, human rights, and corruption, within their distinct contexts. It will also discuss the accomplishments of these student movements: to what extent have they had an impact - positive or negative - on China, Korea and Japan?

**-3133. 1 45**

This course will examine the political, social, and economic developments that have shaped Latin America since 1945. While paying attention to the continent's diversity, it will examine common themes such as the Cold War, revolutionary twentieth century (with US) and



Merovingian and Carolingian Church and the role of such leaders as Charlemagne, the Gregorian Reform Movement and the clash with the Emperor, the development and contribution to medieval society, the emergence of the pilgrimage and the crusade, the religious unrest of the later Middle Ages, and the growth of the medieval papacy.

**-3263.**

Widows, orphans, veterans and prostitutes were among the first groups to be recognized as needing help from their fellow citizens. This course traces how individuals and states began to develop social policies to help people in need. Focusing on Europe and North America since the late 19th century, it examines growing government involvement not only in assuring citizens' defense and freedom, but also their overall well-being through programs such as maternity and child benefits, unemployment insurance and old-age pensions.

**-32 3.**

This experiential learning course introduces students to archives as repositories of knowledge, and to critiques of those institutions. Students learn how historians use archives with



**-353.**

What is an empire? This course focuses on imperialism and empires from 1800 to the present. Using examples from a variety of historical empires across the world, we explore imperial societies, trade and exchange between peripheries and metropolises, imperial cultures, issues of race, gender and violence in imperial contexts. We also discuss the difficult beginnings and complex ends of empires, and their on-going legacies today.

**-3603.**

Focusing primarily upon Disney's theme parks and films, this course explores issues of representation, selectivity, and appropriation, and a wide range of topics including colonialism, gender, race, class, urban utopias, educational initiatives, and Orientalism. The course examines one of the world's most powerful entertainment companies and - more generally - the complex, controversial, and contested relationship between history and entertainment.

**-3613. & ( )**

Latin American gender relations have often been shrouded in stereotypes about "macho men" and "exotic women." However, ordinary Latin Americans have defied stereotypes and challenged gender norms for centuries, and the continent is currently experiencing a powerful feminist revolution and explosion of LGBTQ organizing. This course traces the evolution of gender relations and gender identities in the continent, with a focus on the modern era.

**-3643.**

Differences in skin color and physical characteristics took on a new significance in modern times. The newly invented concept of race classified human beings into several distinct categories with corresponding intellectual and behavioral traits. Race and Racism in Modern History studies the evolution of race thinking during the eighteenth and nineteenth centuries, as well as the extent to which such thoughts have since shaped the trajectory of world history.

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**-3723.**

This course examines the development of New York City from its establishment by the Dutch as New Amsterdam in the 1600s through its development as one of the "world cities" whose influence extends around the globe today. It is designed to use New York City itself as a workshop. The course will consider such historical themes as urban form and architecture, city people and populations, culture and recreation, city politics and social movements, the environment, and economies of cities.

**-3743.**

This course explores some of the paradoxes of recent American history using such themes as power, race, gender, and identity. Sometimes we are presented with current events in the United States that baffle media and audiences alike. Yet with some careful historical contextualization we will begin to make sense of Contemporary US History. You will develop your own analyses of American history based on course materials and some guided research work.

**-3773.**

Addresses developments within and among North American cities and explores changes in the conception of cities in North American thought and culture. We will study the lives of urban dwellers and chart shifts in the way people organized their lives in cities. Major themes for this course include the changing physical structure and form of cities over time, processes of urbanization and suburbanization, city planning and reform movements, the economics of cities, urban institutions, urban populations, and city politics. In our investigation of Urban North America, we will ask: does the border make a difference?

**-3 63.**

This course explores the global impact of modern tourism by focusing on a number of key questions: How, when, and why did tourism emerge? What motivates tourists to travel? Why do local communities embrace tourism? And how are the benefits and costs of this industry distributed? Planned case studies include: Beaches, Zoos, Theme Parks, Museums, Ecotourism, Shopping, Gambling, and Sex Tourism.

**-3 73.**

This course examines the experiences of migrant groups in Canada from the early colonial period to the present day, as well as the public response to these new arrivals. The course also attempts to understand changing sentiments toward immigrants by charting the shifting relationships between ethnicity, nationality, race, class, gender, and political radicalism.

**-3 3.**

This discussion-based course examines gender and women's history in Canada from c. 1850 to c. 1980. It addresses traditional historical topics in the field (industrialization, the Great Depression, World War Two, etc.) as well as emerging topics such as sport, consumerism, and student culture. Our approach will be both chronological and thematic.

**-3 43.**

The twentieth century remains the most violent period in history. Its global ramifications notwithstanding, genocide research continues to focus on the experience of particular nations and nationalities. By juxtaposing and examining such disjointed narratives across continents, this course hopes to bolster a critical understanding of what is no doubt the crudest aspect of human nature.

**-3 53.**

This course considers the diverse ways in which modern global audiences have come to understand histories of religious violence. Our focus will be on academic and popular interpretations of so-called jihad or crusade conflicts from the Middle Ages to the present. Print, electronic, artistic, and film sources will be examined, reflecting a wide range of often conflicting viewpoints as they have evolved over time.

**-3 3.**

This course will explore specific topics in pre-modern world history. For information regarding course content students should contact the Chair of the History Department. Pre-requisite: 9 credit hours in History, or permission of the instructor.

**-3 3.**

This course will examine specific topics in world history. The topics will change from year to year. For information regarding course content students should contact the Chair of the History Department.

**-4006.**

The History Honours thesis is a scholarly essay or research paper. The topic of the thesis is determined by the student in consultation with a faculty committee. The committee is composed of the Thesis Supervisor (or supervisors) and another faculty member, typically from the History Department, who acts as the Second Reader. Students normally must submit a thesis proposal to the members of their faculty committee by 30 September of the academic year in which the thesis shall be written.

**-4026.**

Food keeps us alive, serves as a marker of social status, a stimulator of exploration and trade, and a cause of conflict and war. This seminar is about the history of food production, consumption and culture worldwide. Participants explore the roles food plays in human societies, the social and cultural meanings of food and the ways foods travel from place to place. Equally, we consider food's presence, its absence and the impact of man-made and natural disasters on eating habits and food supplies.

**-4106.**

This research seminar course examines the practices and products of doing history through things in a comparative and global perspective. Until recently, historians have relied heavily on written documents for evidence, and this course challenges that approach. This course will consider some of the methods used to write history using physical things, as well as the varied literature produced by the study of material culture. Participants will produce a historical research paper based on significant use of material objects.

**-4123.**

This course will examine specific themes in global history. The topics will change from year to year, but might include issues such as the role of cities in history, the rise and fall of empires, patterns of migration, the emergence of global institutions, cultural and material exchanges, and the possibilities of global environmental history.

**-4126.**

This course will examine specific themes in global history. The topics will change from year to year, but might include issues such as the role of cities in history, the rise and fall of empires, patterns of migration, the emergence of global institutions, cultural and material exchanges, and the possibilities of a global environmental history.

**-4136.**

This seminar course examines the writing of world history. It considers the growth of the field, some of the main scholars who have written world histories, and the conceptualizations which have informed their writing.

**-4146.**

This seminar course focuses on Mohandas K. "Mahatma" Gandhi (1869-1948). Gandhi was an important figure in the history of modern India and South Asia, but he was also a significant global or "world history" figure who lived in India, Britain and South Africa. Moreover, Gandhi drew on ideas from around the world, and since about 1920 movements and ideas associated with Gandhi have had considerable global influence. Studying Gandhi's life and legend will allow the class to investigate themes of nationalism, colonialism and imperialism in India and the British empire, but it is also possible to look at topics such as Gandhi's connections to global peace networks, social movements, environmental movements and the American civil rights movement.

**-416.**

This seminar proposes an in-depth study of the modern history of Korea from the perspective of its least acknowledged, yet determinant, agent: the people. It examines major social movements which shaped Korean history and democratisation, e.g. the college student and labour movements. It also addresses Korea's geopolitical predicament from the viewpoint of some of its victims, such as the Korean sex slaves under Japanese colonial rule and Korea's political and economic prisoners of the Cold War.

**-4206.**

This advanced seminar deals with important aspects of social, religious, intellectual and institutional history in the so-called Middle Ages. Specific topics will change from year to year but generally focus on relationships between the different sorts of medieval communities. The

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## Upper-Level History Courses

St. Thomas students are advised that upper-level history courses offered at UNB, which are not offered at St. Thomas, may, with the permission of the Chair of the St. Thomas History Department and the registrar, be taken for credit. Please see the UNB calendar for course descriptions.

*NOTE: Not all courses listed are offered each year. Please consult with the Department Chair for more information about current and planned course offerings.*