

**DEPARTMENT OF HISTORY
COLLEGE OF ARTS, LANGUAGES & LETTERS
UNIVERSITY OF HAWAI‘I AT MĀNOA**

*Course Descriptions
Spring Semester 2021*

FOCUS DESIGNATIONS

E = Contemporary Ethical Issues

O = Oral Communication

WI = Writing Intensive

H/HAP = Hawaiian, Asian, Pacific Issues

NOTE: All information contained herein is subject to change without advance notice.

UNDERGRADUATE COURSES

HIST 151

World History to 1500

Foundations: FGA

Henriksen, Margot

Content:

This course analyzes the historical development of human societies and their cultural traditions in all parts of the world, including Africa, the Americas, Asia, Europe, and Oceania, up to 1500 C.E. Lectures and readings offer integrated analyses of the political, social, economic, and cultural dimensions of human societies, as well as processes of cross-cultural interaction and exchange. In small weekly discussion groups, students engage in the study of writings, narratives, artifacts, or cultural practices of different peoples and societies. Overall, the course provides students with an intellectual foundation for responsible citizenship in the complex, interdependent, globalizing world of contemporary times.

Requirements:

To be announced.

Readings:

- Jerry Bentley, Herbert Ziegler, *Traditions and Encounters: A Global Perspective on the Past, Vol. 1*
- N. K. Sandars (trans.), *The Epic of Gilgamesh*
- R. K. Narayan, *The Ramayana*
- Sophocles, *Oedipus the King and Antigone*
- Sheri S. Tepper, *The Gate to Women's Country*
- Connie Willis, *Doomsday Book*

HIST 152

World History since 1500

Foundations: FGB

Fabio López Lázaro

Content:

Continuation of 151. Historical narratives and global perspectives on human societies and cross-cultural interactions from 1500 to present; includes ways to think about the past and ways to use primary sources.

Requirements:

To be announced.

Readings:

- To be announced.
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HIST 152**World History since 1500***Foundations: FGB*

Wang, Wensheng

Content:

HIST 152 deals with basic patterns of historical change across the early modern and modern world from approximately 1500AD to the present day, with a special focus on the 19th and 20th centuries. It takes a close look at five broad themes: first, the silver trade and the seventeenth century crisis; second, the effects of accelerated industrialization on work patterns, leisure, consumerism and culture, family life and political struggles; third, the rise of Nazism and other racist and totalitarian movements in various parts of the world; fourth, the break-up of colonial empires after World War II as well as the new states' attempts to cope with their colonial legacy; fifth, the varieties of consumerism, feminism and ecological problems that have emerged in both rich and poor societies in the last 50 years or so. Students will learn the development of the modern global order over the past five centuries and how it shaped the lives of ordinary people.

History 152 is designed to fulfill the requirement related to 'Global and Multicultural Perspectives' as part of UHM's Foundations in General Education (FG).

Requirements:

To be announced.

Readings:

- Jerry Bentley, Herbert Ziegler, and Heather Streets Salter, *Traditions and Encounters: A Global Perspective on the Past, Vol. 2*, 6th ed.

HIST 156**World History of Human Disease***Foundations: FGC*

Brown, Shana

Content:

This course examines the way that health and disease has affected global human history, and how politics, society, and culture can shape the spread and impact of disease. We focus on major episodes of disease from prehistory to the present. Specific issues include the importance of human social development and migrations, and the military, political, economic, and cultural factors that have led to outbreaks of disease. A long-term historical perspective can offer insight as to how current and emerging global diseases might be effectively addressed.

Requirements:

Weekly quizzes based on instructor lecture videos (asynchronous); short reflection assignments (not essays) on primary historical documents; finding and interpreting primary historical sources in online archives; peer responses; attendance and participation in synchronous online class meetings via Zoom.

Readings:

- Textbook \$0 course. All readings and other resources (films, etc.) will be available for free via Laulima.
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HIST 157 / SUST 157 Global Environmental History

Foundations: FGC

Zelko, Frank

Content:

The environment—and climate change in particular—is the great issue of our time. It seems clear that in the coming decades, the entire planet will be affected by the environmental changes caused, at least in part, by human activity. How did we get to this stage in our history as a species? This course will examine this question in a historical, scientific, and non-judgmental way. We will explore the influence of nature—climate, topography, plants, animals, and microorganisms—on human history and the way people, in turn, have influenced the natural world around them. The course will be global in scope and will examine how humans have interacted with their environment from the pre-agricultural era to modern times. In particular, it will focus on how some of the world’s civilizations changed their environment, how nature limited their development, and how they coped—or failed to cope—with the environmental problems that civilizations inevitably produce.

Requirements:

To be announced.

Readings:

- This is a “Textbook Cost Zero” course.
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HIST 161A

World Cultures in Perspective

Foundations: FGA

Davis, Ned

Content | Requirements | Readings:

This class, for new and intellectually curious undergraduates, will introduce the student to the ancient and medieval worlds. One of our books will consider the **cores** (Western and Eastern Asia,) **peripheries** (steppe empires,) **semi-peripheries** (Europe and North Africa,) and **out-of-spheres** (sub-Saharan Africa, the Americas, Pacific Islanders, Native Australians, Vikings) synchronically in the year 1000. The other will consider the entire history of human beings diachronically (over time) and particularly in relation to our ancestral environment in Africa and our biological inheritance.

HIST 232**Modern European Civilization, 1800-***Focus: WI*

Matteson, Kieko

Content:

This course surveys the major political, economic, social, and cultural developments that have shaped Europe from the French Revolution to the present, including industrialization, nationalism, imperialism, women's suffrage, labor movements, World War I and II, the Holocaust, the Cold War, and the European Union. Readings emphasize primary sources, from speeches, declarations, and diplomatic correspondence, to novels, poetry, and films. In recognition of the recent anniversaries of the end of World War I and World War II, respectively, as well as the growing challenges of economic inequality, immigration, environmental crisis, and political factionalism, this year's readings emphasize themes of war, displacement, unrest, and individual ethical choices in times of crisis.

Requirements:

Quizzes, primary source presentation, two short essays, final exam.

Readings:

- Mary Shelley, *Frankenstein* (1818)
- Erich Maria Remarque, *All Quiet on the Western Front* (1929)
- Jan T. Gross, *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland* (2001)

HIST 282**Introduction to American History**

Njoroge, Njoroge

Content:

This course is an introductory survey course of United States history from the end of the Civil War to the present. Focusing in particular on the interplay between economic and cultural transformations, we will examine the shifting, and often divergent, conceptions of an "American" national identity and the attendant political struggles over citizenship, the market economy and distinctions based on race, class, gender and national origin. The course seeks to broaden students' conception of US history through a rigorous engagement with primary documents and a particular attentiveness to interpretations and perspectives that challenge conventional wisdom and demonstrate the diversity of experiences in the nation's history.

Topics will include: Indian wars and imperial expansion, the transition from slave to free labor, corporate consolidation and the rise of consumer capitalism, the politics of immigration, and the interplay between domestic struggles for civil and economic rights and international relations.

Requirements:

To be announced.

Readings:

- Garofalo & Waksman, *Rockin' Out: Popular Music in America*
 - Nelson, *Steel Drivin' Man*
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HIST 288

Survey of Pacific Islands History

Focus: HAP, WI

LaBriola, Monica

Content:

This course offers a survey of the major events, themes, and issues that make up diverse histories of Oceania, including Hawai'i, while exploring the intersections between Pacific Islander and Native Hawaiian histories and historiographies. We will begin by considering island geographies, indigenous origins and origin stories, voyaging and navigation, and theories about the settlement of the islands. We will go on to explore the indigenous, colonial, and contemporary periods with a focus on Pacific Islander and Native Hawaiian experiences, interpretations, with special emphasis on indigenous historical agency. We will consider such themes as indigenous historiography, cultural encounter and change, colonialism, resistance, global conflict, sovereignty, migration, climate change, and contemporary neocolonial challenges, with each offering insights into the histories of the region. Throughout, we will draw on recent scholarship theorizing the ocean and its islands as a vast space of interconnection and movement.

Requirements:

To be announced.

Readings:

- TXT0 (course materials made available through the UHM Library and Laulima)
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HIST 296

Topics in History: WWII & Its Legacies in Asia/Pacific

Focus: WI

Totani, Yuma

Content:

World War II is a cataclysmic event in the history of modern Asia/Pacific, as it set in motion the irreversible trend of decolonization among the people of the region that had fallen under the control of Western and Japanese imperial powers. How exactly did the war, though, shape the Asian-Pacific paths to freedom and independence? The Japanese invaders claimed themselves to be the liberator of Asian brothers and sisters in the name of the "Greater East Asia Co-Prosperty Sphere," but they discredited themselves shortly after the initial invasion operations by committing mass atrocities against those Asian neighbors. The end of war brought about little relief, as many nascent Asian-Pacific countries plunged into internecine sectarian violence. Military intervention by the victorious Allied Powers further complicated the situation, and some morphed into major

international conflict as exemplified in the Vietnam War.

Using Ronald Spector's *In the Ruins of Empire: The Japanese Surrender and the Battle for Postwar Asia* (2007) as the primary course text, and incorporating also a selection of other primary and secondary sources, this course introduces students to key historical themes, topics, and controversies regarding WWII and its legacies on the national formation in Asia and the Pacific. The ultimate goal is for each student to produce a research paper on a course theme or topic, and to do so by making use of resources available at the Asia and Pacific Collections at UHM Library.

Requirements:

- Research paper (approx. 3,000 words in length)
- Mini writing assignments
- Regular attendance and participation in class discussions

Readings:

- Ronald Spector, *In the Ruins of Empire: The Japanese Surrender and the Battle for Postwar Asia* (2007)
- A selection of primary and secondary sources (to be posted on Laulima)

HIST 302

History of Modern India

Bertz, Ned

Content:

This lecture and discussion course will survey the history of India from the foundation of the mighty Mughal Empire in the sixteenth century to the new millennium's contentious contemporary issues in modern South Asia.

The class will pay attention to the dazzling diversity of communities and historical experiences in India, including the arrival of various European groups to the subcontinent and the creation of religious conflicts that persist to the present. We will examine the practices and consequences of British imperialism and the varied Indian responses of collaboration and resistance, some of which gave rise to splintered nationalist movements. Nationalism will be studied as a diverse force, encompassing more shades than the mainstream Gandhian narrative. The Partition of India and post-colonial South Asia will be approached in part through voices represented in an array of primary documents, including fiction and film.

We will read two novels during the semester, each representing a different turbulent era of Indian history: one set during the high imperialism of the British Raj, and one documenting sweeping changes during the modern age of globalization. Students will have the opportunity to research the historical context for social and political issues and debates in contemporary India, such as those surrounding poverty and development, gender and youth, war and democracy, and terrorism and religious tensions.

This course qualifies as an elective for the Undergraduate Certificate in Islamic Studies.

Requirements:

To be announced.

Readings:

- Metcalf & Metcalf, *A Concise History of Modern India*, 3rd Ed.
- Kipling, *Kim*
- Adiga, *The White Tiger: A Novel*

HIST 306

History of Modern Southeast Asia

Lanzona, Vina

Content:

Historians of the region “Southeast Asia” (which now comprises 11 nations) usually consider the eighteenth century as the beginning of the “modern period.” From this period, the different regions of Southeast Asia were linked by their common histories and shared experiences of social and economic imperialism, cultural transformation, nationalist struggles, wars, rebellions and revolutions, and postcolonial challenges. This course introduces students to the political, social and cultural history of the enormously diverse region of Southeast Asia from the eighteenth century to the present.

The course is organized around three broad chronological periods in the history of modern Southeast Asia: Early European Contacts, the Age of Colonialism and the Rise of the Nation-States. But within these contexts, we will explore several themes including social and economic colonial transformations; indigenous responses to colonial domination; race, class and gender; nationalism; rebellion and revolution and the nature of the postcolonial societies in Southeast Asia. Given the size and diversity of the region, the course will tend to concentrate on four Southeast Asian countries: Vietnam, Burma, Indonesia and the Philippines. Hopefully, students will gain a deeper understanding of an incredibly interesting and historically complex region of the world.

Requirements:

To be announced.

Readings:

- To be announced.

HIST 310

East Asian Civilizations

Xu, Mei

Content:

This course covers the national and transnational histories of China, Japan, and Korea, from the early seventeenth century to the present. We focus on a series of interrelated historical encounters and themes that shaped East Asian nations individually and together, including Neo-Confucianism, global trade, colonialism, the Modern Girl phenomenon of the early twentieth century, socialism, war, Cold War politics, democratization, and the environment. This is a fully online 16-week course, conducted through web conferencing sessions. The assignments and assessment of this course will be conducted online.

Requirements:

- Online interactive discussions
- Weekly short written summaries of class material
- Group and collaborative writing / blogging
- Short quizzes

Readings:

- Patricia Ebrey, et al. *East Asia: A Cultural, Social, and Political History* (Houghton-Mifflin, 2005).
- Other readings, including primary sources and scholarly articles, will be made available online and / or in a course reader. These will be the basis for in-class discussions and your writing assignments. Video clips are available online.

HIST 323/ASAN 323

Way of Tea in Japanese History & Culture

Focus: OC

Stalker, Nancy

Content:

The tea ceremony is considered by many to be a metaphor for Japanese culture, a composite practice that requires wide-ranging knowledge of Japanese arts, religion, and literature. Skilled hosts demonstrate understandings of ceramics, calligraphy, flower arrangement, architecture and gardens, among other areas. Furthermore, tea ceremony served as an important forum for political and economic elites to form social connections and gain cultural capital, especially from the premodern period through today. This course traces the history of *chanoyu*, the tea ceremony: from its origins in the civil wars of the fifteenth century; to its practice under the Tokugawa shogunate; to rebirth during Meiji Japan's era of modernization, when it continued to be practiced among wealthy men but also rapidly disseminated among women when added to girl's schools' curriculums; to the practice of tea in contemporary Japan today, including creative new interpretations. We will read both primary and secondary sources, supplemented with videos and films, to question how and why has *chanoyu* remained the primary practice for expressing Japanese cultural identity across these centuries, in spite of momentous changes in state formation, society, economy, and technology.

Requirements:

To be announced.

Readings:

- To be announced.
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HIST 334**Ancient Rome: The Empire***Focus: WI*

Schwartz, Sandra

Content:

This course will focus on the period of Roman history from the rise of Augustus, the first Emperor of Rome, until the fourth century C.E., when Christianity became the state religion of the Empire. During this period, the lands of Europe and the Mediterranean basin enjoyed an unprecedented level of integration. We will use a variety of primary source readings in order to understand how the Romans accomplished this feat, and how the peoples who came under the imperial rule of Rome responded. Special attention will be given to the development of the legal, political, military, and administrative structures that sustained and were ultimately transformed by the needs of Rome's world empire.

Requirements:

To be announced.

Readings:

- Mathisen, *Ancient Roman Civilization: History and Sources: 753 BCE to 640 CE*
 - Tacitus, *Annals*
 - Tacitus, *Agricola and the Germania*
 - Suetonius, *The Twelve Caesars*
 - Aurelius, *Meditations*
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HIST 346**Modern France***Focus: OC*

Matteson, Kieko

Content:

This course surveys the major cultural, political, social, and intellectual developments in France from the Revolution of 1789 to the present day. Once the political and cultural pacesetter of the Western world, France today is grappling with domestic challenges, including rural depopulation, rising economic disparity, and multicultural discord. Even so, the nation continues to play a major role internationally as a leader in the theory and practice of democracy, diplomacy, popular political movements, urbanization, arts, design, environmental protection and many other sectors of influence. Drawing on a wide range of literary, visual, and documentary sources, from novels, film, and popular music to manuscripts, monuments, and manifestos, this course will explore critical elements in the emergence of the modern French nation. All assigned materials are in English, but fluent readers of French will have the option of reading the originals.

Requirements:

Quizzes, essay, individual and group presentations.

Readings:

- Emile Zola, *The Ladies Delight (Au Bonheur des Dames, 1883)* (Robin Buss transl., 2006)
 - Irène Némirovsky, *Storm in June* (Book 1 of *Suite Française*, 2004) (Sandra Smith transl., 2007)
 - Mehdi Charef, *Tea in the Harem (Thé au harem d'Archimedes, 1983)* (Ed Emery transl., 1989)
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HIST 347

Tudor-Stuart Britain

Hoffenberg, Peter

Content:

Welcome to History 347, the History of Britain during what is often called The Tudor-Stuart Period, recognizing the significance of the royal families, or dynasties, and sometimes in more general terms as Early-Modern Britain, as a way to distinguish it from the Middle Ages and from when Britain took off as a commercial society and imperial power during the early eighteenth century. You are free to use either or both titles, or one of your own, but we can agree that we will focus on the period from 1500 C.E. to 1700 C.E., give and take a little bit here and there. Our discussions start with some of the influential inheritances from Medieval Britain and we stop just short of 1700 with the Glorious Revolution and Constitutional Settlement of 1688-89.

In between those bookends, our topics will include, but not be limited to, high and low politics, law and society, culture and art, religion, the economy, war and peace, and much more. We will certainly meet and get to know monarchs and their advisors, religious reformers and religious traditionalists, aristocrats, merchants and common laborers, and many more, Shakespeare included. We cast our net fairly widely to include Ireland, England, Scotland and Wales, and also Early-Modern Britain's active roles in the wider world. Those roles included trade competition and outright war with Spain, colonization in the Americas, and overseas trade as far away as Mughal India. Our voyage is assisted by reading and studying different types of sources from the time and place, as we have the wonderful opportunity to read and think about how contemporaries saw, experienced and understood their own times and places.

Requirements:

No examinations. One final 5 page project; 3 pp thematic essays on *Utopia* and *Richard III*. Six periodic online group discussions and one class-wide discussion via Zoom of *The World Turned Upside Down*.

Readings:

- William Shakespeare, *Richard III*
- Thomas More, *Utopia*
- Christopher Hill, *The World Turned Upside Down*
- Lacey Baldwin Smith, *This Realm of England, 1399-1688*

HIST 352**France and Empire***Focus: WI*

Lauzon, Matthew

Content:

This course examines forms of imperialism and colonialism in French history from the Renaissance to the present. Topics include imperial rivalries, symbols, and fantasies, Enlightenment debates about the merits of colonialism, the relationship between empire and modernity, colonial and imperial violence, the importance of colonial empire to metropolitan economies, cultures, and politics, decolonization, and post-colonialism.

Requirements:

To be announced.

Readings:

- Aldrich, *Greater France: A History of French Overseas Expansion* [recommended]

HIST 362**Gender and Sexuality in the Classical World**

Schwartz, Sandra

Content:

The history of gender and sexuality in the ancient Greco-Roman world between 1000 BCE and 500 CE. Through a wide variety of primary sources, we will explore how social roles were defined for men and women, and how constructs of masculinity and femininity shaped the structure of ancient society, inflected political discourse, and influenced scientific debate.

Requirements:

To be announced.

Readings:

- Aeschylus, *Oresteia*
- Aristophanes, *Lysistrata*
- Plato, *The Symposium*
- Longus, *Daphnis and Chloe*

HIST 366**Women in Oceania***Focus: WI*

LaBriola, Monica

Content:

This course uses research and writing to explore historical processes that have impacted indigenous women in Oceania and women's engagements with those processes over time, with an emphasis on women's voices, agency, and empowerment. Topics include historiography; gender and sex; matrilineality; genealogy, orality and oral traditions; land and power; divisions of labor; material production and exchange; third gender identities; exoticism and eroticism; domestic violence; women in leadership, protest, and resistance; women and the environment; and women in the arts; among others. We will consider these topics through primary and secondary source readings authored by and about Pacific Islander women, and through various writing assignments, including a research project and paper.

Requirements:

To be announced.

Readings:

- TXT0 (course materials made available through the UHM Library and Laulima)
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HIST 372

United States Foreign Relations from 1898

Reiss, Suzanna

Content:

The United States' presence in the world changed dramatically in the twentieth century. From the last decade of the 19th century to the present, the United States extended its political, cultural, and economic influence around the globe transforming both the world and the nature of American society in the process. The study of foreign relations is also the study of the ongoing formation and transformation of a U.S. national identity. This is an upper division survey course that focuses on specific case studies to illuminate broader patterns and events. Questions of historical interpretation, the meanings and lessons people draw from the past, will be central to our approach. The primary goals of this course are to examine how major domestic events were interwoven with political movements, cultural transformations, and economic circuits firmly rooted in the international sphere and to have students leave with a better understanding of the importance of historical context to contemporary events and ideas.

Requirements:

To be announced in class.

Readings:

- Paterson, Thomas, et al. *American Foreign Relations*, Volume 2: Since 1895
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HIST 386**Caribbean History**

Njoroge, Njoroge

Content:

This course surveys the history of the Caribbean region from 1500 to the present. Since Columbus' "discovery" in 1492 the Caribbean has been at the center of the making of the modern world. For over 500 years, this region has been the site of encounters, conflicts and clashes among Native Americans, Europeans, Africans, and Asians. As the modern world system began to emerge in the 17th century the Caribbean became the site of intensive imperial rivalry among the major European powers for the most valuable colonies in the Atlantic world. Within this framework we will examine aspects of the social history and economic development of the region, paying close attention to land and labor systems, gender relations, race and ethnicity, community and class formation, and state formation and nationalism. The goal of this class is to examine the emergence of the modern multi-ethnic Caribbean against the backdrop of this complicated colonial history. Although we will consider the region as a whole, our focus will be on Cuba, Haiti, and Jamaica.

Requirements:

To be announced.

Readings:

- Tony Martin, *Caribbean History*
- Jamaica Kincaid, *In a Small Place*

HIST 396B**Historical Theories and Methods***Focus: WI*

McNally, Mark

Content:

This class focuses on some of the major interpretive theories and methodologies currently in use in the discipline of history in the United States. While the scope of the course is relatively broad, the number of historical approaches is too vast to be adequately covered by it. The course will emphasize recent trends developed by European and American scholars since the 1950s. Because of the advent of interdisciplinary scholarship in the United States, most of the readings for the course do not come solely from the field of history itself. In addition to history, the readings in this course come from literary theory, cultural studies, and philosophy. While some of these theoretical approaches may seem controversial, the purpose of the course is to study and analyze them (not necessarily to agree with them). Critical responses to the approaches in this course are encouraged, but only after some degree of understanding them.

Requirements:

Three 2-page essays and one 10-page research paper.

Readings:

- To be announced.
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HIST 404**Rivers, Seas, & Society in SE Asia***Focus: WI, ETH*

Andaya, Leonard

Content:

Southeast Asia contains two of the largest archipelago nations in the world in Indonesia and the Philippines, as well as an extensive coastline in mainland Southeast Asia. In addition, it also has one of the longest rivers in the world, the Mekong, which flows from China into five Southeast Asian countries: Burma (Myanmar), Laos, Thailand, Cambodia, and Vietnam. Other important river systems in both mainland and island Southeast Asia make rivers and the connecting seas a very important factor in the lives of Southeast Asian societies. Their belief systems, literature, and socio-economic ideas have evolved through their interaction with water in its salt, fresh, and brackish forms. This course focuses on this dynamic resource as a way of understanding how it helped shape Southeast Asian society over the centuries.

Requirements:

1. Twelve quizzes each worth 5 points for a total of 60% of final grade
2. Eight ethical issues, each worth 2.5 points for a total of 20% of final grade
3. Essay worth 10 points for 10% of final grade
4. Final exam worth 10 points for 10% of final grade

Readings:

Students will be responsible for doing the assigned reading for each week. "Further readings" and "General References" are recommended for those with special interest in the topic and for those wishing to write their essays on the subject.

Electronic versions of all assigned readings will be shared with the class, and no books or articles are required for this course.

HIST 419**The Search for Modern China***Focus: WI*

Wang, Wensheng

Content:

This writing-intensive course aims to help students understand the making of modern China by tracing a long series of crises, reforms, and revolutions since 1800. These critical events and processes provide a prism through which to view how China has developed from a collapsing dynastic empire to one of the world's greatest powers. Students will examine how this dramatic transformation has shaped the lives of ordinary people as well as the ways they have understood their past. Students will also think about the enduring influence of Chinese tradition and its interplay with foreign impact which profoundly shape China's quest for modernization.

Requirements:

To be announced.

Readings:

- Spence, *The Search for Modern China*
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HIST 423

Okinawa

McNally, Mark

Content:

This course covers the major developments of Okinawan history from prehistoric to contemporary times. The focus is on the political, social, cultural, and religious aspects of change for the period. Since the course encompasses a long span of time, it will be useful to learn the following list of periods: 1) Prehistory, 2) Ancient Ryūkyū, 3) Early Modern Ryūkyū, and 4) Modern Ryūkyū/Okinawa.

Requirements:

32 discussion postings, fifteen 1-page essays, 1 midterm essay exam, and a final essay exam.

Readings:

Readings will be drawn from the following texts:

- *Islands of Discontent*
- *Okinawa: A History of an Island People*
- *The Okinawa Diaspora in Japan*
- *The Samurai Capture a King*
- *A Survey of the History and Culture of Okinawa*
- *Threshold of a Closed Empire*
- *Visions of Ryūkyū*

NOTE: Course readings will be available through Laulima – no books for purchase.

HIST 426

History of Japanese Cuisine and Foodways

Focus: WI

Stalker, Nancy

Content:

This upper division course is a reading and writing intensive course that explores the history of Japanese cuisine and investigates the cultural, economic, and geopolitical aspects of foodways in Japanese domestic and international identity. Food is common to all humankind, but different varieties of foods or cuisines also serve to identify nations, religious groups, classes/castes and other communities, marking boundaries between ourselves and “Others.” Through examining various aspects of Japan’s culinary products

and practices such as ramen, the tea ceremony, sushi, and food media, we uncover the aesthetics, religious beliefs, politics, environmental issues, and intercultural exchanges that characterize different eras in Japanese history. Topics for readings and discussions include: the relationships between food and national identity, imperialism/colonialism, gender and class; representative Japanese foods; culinary travel, tourism and memoir; and globalization/glocalization of Japanese foods.

Requirements:

Reading responses and quizzes, final research paper, discussion leadership.

Readings:

- To be announced.

HIST 429

War Crimes Trials in Asia

Focus: WI

Totani, Yuma

Content:

Seven decades ago at the courtroom of the International Military Tribunal for the Far East (IMTFE, 1946-8) in Tokyo, Japan, some two dozen wartime political and military leaders of Japan were convicted of the planning and waging of aggressive war against China and other neighboring countries, in the period between 1931 and 1945. Of these who were convicted, ten of them were also found guilty of ordering the commission of war crimes or, alternatively, for the culpable failure to prevent the commission of such acts by the Japanese armed forces. Seven of them were sentenced to death. How successful was IMTFE, one may ask, in establishing justice and accountability? Can the conviction of mere ten individuals for war crimes be construed as sufficient? Aside from the IMTFE proceedings, the Allied authorities concurrently held more than 2,240 trials involving 5,700 suspected war criminals at 51 separate locations across Asia and the Pacific. Who were tried at these trials, and what were their findings and outcomes?

The purpose of this course is threefold: (1) to take an in-depth look at the Japanese conduct of war during WWII in Asia and the Pacific as documented in the trial records; (2) to explore aspects of the postwar Allied justice initiatives as manifested at the IMTFE proceedings and other Far Eastern trials (1945-1952); and (3) to assess the accomplishments and shortcomings of the Allied trials in the establishment of accountability. In pursuit of these course purposes, students will read a selection of primary and secondary sources that include the IMTFE judgment. Furthermore, students will be introduced to innovative digital research tools on the trials that are being developed in recent years, including those by the War Crimes Documentation Initiative (WCDDI) at the University of Hawai'i at Mānoa. The ultimate goal of the course is for each student to produce a research paper on a course theme or topic.

Requirements:

- Research paper (approx. 6,000 words in length)

- Regular attendance and participation in class discussions

Readings:

- Yoshimi Yoshiaki, *Comfort Women*
 - Gavan Daws, *Prisoners of the Japanese: POWs of World War II in the Pacific*
 - A selection of primary and secondary sources (to be posted on Laulima)
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HIST 439

Darwinian Revolution

Focus: WI

Hoffenberg, Peter

Content:

Welcome to *History 439 The Darwinian Revolution*, which traces the origins, development and contemporary examples of evolution and Darwinism. We begin with an exploration in general terms of how to think and write about Darwinism and evolution, spend most of our time with Charles Darwin, his texts, and both his supporters and opponents during the nineteenth century, and end up considering how evolutionary theory influenced 20th- and 21st-century politics, society and culture. In between, we will participate in an historical simulation game, which provides students with the opportunity to learn more deeply about the players in the Darwinian controversies of the later 1850s and early 1860s. From the first to the final day, students will be encouraged to make connections among History, Science, Literature, Public Policy and Philosophy. We will do so by exploring both primary and secondary sources.

Requirements:

No examinations. Participation in “Charles Darwin, the Copley Medal, and the Rise of Naturalism, 1862-1864,” a historical simulation game with two 5 pp papers; six online group discussions with written responses for each assignment; and one final 5 pp essay.

Readings:

- James A. Secord, ed., *Charles Darwin: Evolutionary Writings, Including the Autobiographies*
 - Edmund Gosse, *Father and Son*
 - M. Driscoll, E. E. Dunn, D. Siems and B. K. Swanson, *Charles Darwin, the Copley Medal, and the Rise of Naturalism, 1862-1864* (Reacting to the Past Series)
 - Jerome Lawrence, *Inherit the Wind*
-

HIST 451E

History & Literature: World/Comp – History of the Future

Focus: WI

Zelko, Frank

Content:

According to geologists, our current epoch is the Holocene. But over the past decade, an increasing number of scientists and historians have argued that the epoch should be more accurately called the Anthropocene—the epoch of humans. We are now the major

geological force on the planet, and our activities have impacted its entire structure, from the atmosphere and the oceans, to its soils, freshwater systems, and all biological life forms. This course will examine how writers—primarily historians, scientists, journalists, and novelists—have tried to understand this development and how they have helped to shape a new “Anthropocene discourse.” What are the historical forces that got us here? What is it about the nature of humans that enabled them to so thoroughly dominate the planet? And based on historical developments and current trends, where are we heading over the next few decades, centuries, and millennia?

Requirements:

Weekly reading and discussion, book reviews, final essay.

Readings:

- Alan Weisman, *The World Without Us*
 - Yuval Noah Harari, *Homo Deus: A Brief History of Tomorrow*
 - Margaret Atwood, *Oryx and Crake*
 - Paulo Bacigalupi, *The Water Knife*
-

HIST 452B

History & Film: U.S. (Focus on Hawai‘i)

Rosa, John

Content:

This course explores the history of American-made films about Hawai‘i and Pacific Islands from the early 20th century to the present. More than just debunking mythical views of the “South Pacific”, it examines how films have shaped mainstream U.S. public opinion – especially during World War II and the Cold War. The course concludes by highlighting how contemporary independent and indigenous filmmakers articulate their views of the past in works that address tourism, militarism, sustainability, and sovereignty.

Requirements:

Weekly reading journals submitted online.

Readings:

- Delia Malia Caparoso Konzett, *Hollywood’s Hawai‘i: Race, Nation, and War*
 - Christina Klein, *Cold War Orientalism: Asia in the Middlebrow Imagination, 1945-1961*
 - Ed Rampell and Luis I. Reyes, *The Hawai‘i Movie and Television Book: Celebrating 100 Years of Film Production Throughout the Hawaiian Islands*
-

HIST 452D

History and Film: Asia/Pacific (Bollywood and Indian Popular Cinema, from Independence to the New Millennium)

Focus: ETH

Bertz, Ned

Content:

Every year the wildly popular dream factory of Bombay's Hindi cinema industry entertains hundreds of millions of people in the Indian subcontinent and beyond its borders. Since its inception, Indian popular cinema – of which the largest regional industry is affectionately and controversially known as Bollywood – has woven magical tapestries full of riveting stories, colorfully animating (often through iconic song and dance numbers) Indian culture and society while illustrating the present and the past.

This course revolves around a central idea: what can the historian make of Bollywood? For example, how can we study the history of India through the economics of film production, distribution, and consumption? How do historical films create or complicate the construction of Indian national memory?

This class will be taught with a Contemporary Ethical Issues focus, involving, for example, the analysis of ethical dilemmas faced by Indians and Indian cinema in negotiating cultural encounters with globalization, and the ethical responsibilities of filmmakers in presenting sensitive historical issues – not to mention the ever present threads of morality stitched into each narrative of larger-than-life villains, loyal-to-the-death friends and family, pure and sacrificial mothers, and righteously vengeful (in addition to dashing) heroes.

Students will watch one assigned film per week on their own time (hooting and hollering still encouraged), and in one weekly synchronous online class meeting we will hold class discussions (hooting and hollering discouraged, unless deserved) to situate and analyze the films and readings.

Requirements:

To be announced in class.

Readings:

- Readings will be made available on Laulima.
- A subscription to Netflix is required to access the films.

HIST 458

The American Revolution

Daniel, Marcus

Content:

This course explores the origins, development and consequences of the American Revolution. By the middle of the eighteenth century, a complex, polyglot, creole society had emerged along the eastern seaboard of colonial British North America. In the thriving

port cities of Boston, New York, Philadelphia and Charleston, wealthy merchants and artisans worked in a vigorous and highly commercialized urban economy with increasingly sharp divisions of wealth and status. In the rural north and mid-Atlantic, small commercial farmers produced for a rapidly expanding home market, while in the South planters used slave labor to produce commercial crops for a dynamic overseas market. All sectors of the economy were closely tied to the rhythms and cycles of the broader Atlantic economy, the slave trade and the plantation complex of the Caribbean and the South. In each region, capitalist economic transformation precipitated serious social and political tensions, and by the 1760's a serious confrontation with British imperial power. The inability of the British imperial state to resolve this growing conflict paved the way for colonial political revolution and, eventually, political independence. The creation of a new North American nation: the United States of America, transformed a loosely governed, heterogeneous and ramshackle imperial order into an economically dynamic, expansionist and racially exclusive nation state with profound consequences for white settlers, black slaves and the indigenous inhabitants whom they displaced. Over the course of this semester we will explore the complex currents of change that shaped and reshaped American society during the eighteenth century, paying close attention to the relationship between slavery, empire, expansion and citizenship in both the American Revolution and the new American Republic.

Requirements:

To be announced.

Readings:

- This is a "Textbook Cost Zero" course.
-

HIST 464

Transformation of America: 1877-1920

Kraft, James

Content:

This course offers an in-depth study of several interrelated patterns and processes that reshaped American society during the late-nineteenth and early-twentieth centuries. The course is organized around selected topics and themes, such as industrialization, urbanization, class conflict, race relations, and World War I. Students are expected to play an active role in the course by making weekly contributions to class discussions and projects.

Requirements:

To be announced in class.

Readings:

- This is a "Textbook Cost Zero" course.
-

HIST 466**The United States, 1948 - Present**

Henriksen, Margot

Content:

This course focuses on American history since World War II, and it is organized around the concept of “American Crimes and Misdemeanors.” The themes of murder, passion, and terror inform the approaches to understanding the recent history of the United States; famous or infamous murder cases, crimes of passion, political scandals, and the terrors—and terrorism—of warfare provide the means for investigating the often radical changes in gender and race, foreign relations, and political culture that evolved in the latter half of the twentieth century and in the early twenty-first century. Students are exposed to a general overview of the major social, cultural, political, economic, and technological influences that shaped America after World War II, from the impact of the atomic bomb and the cold war to the rebelliousness and violence of the 1960s, from the turmoil of Vietnam and Watergate to the trauma of September 11th and the resulting “war on terror” in Afghanistan and Iraq. The resurgence of Black Power and white supremacy before and during the contrasting presidencies of Barack Obama and Donald Trump is also investigated. Readings and films that evoke conflicts between criminality and law enforcement are featured given their ability to highlight the sorts of cultural and political polarization that have gained prominence in this era. Along with films, television shows, and historical texts, a variety of literary styles—including fiction, true crime, new journalism, autobiography, and legal analysis—are employed to demonstrate the pervasive and often subversive tensions affecting life in modern American society.

Requirements:

Students are expected to complete extensive reading assignments and to view and analyze several significant and relevant television shows and films (e.g., *The Twilight Zone*, *Taxi Driver*, *Get Out*, and *Joker*). Short reading assignments and an in-class, open-note final examination constitute the written requirements for the course.

Readings:

- Truman Capote, *In Cold Blood*
- Gillian Flynn, *Gone Girl*
- John Gilmore, *Severed: The True Story of the Black Dahlia Murder*
- Malcolm X, *The Autobiography of Malcolm X*
- James T. Patterson, *Restless Giants: The United States from Watergate to Bush vs. Gore*

HIST 477/AMST 431**History of American Workers***Focus: ETH*

Kraft, James

Content:

American workers have had many faces: the skilled artisan, the plantation slave, the female domestic, the “white collar” employee and more. What have these workers had in common? What kind of work did they perform and how has it changed over time? How

have they responded to changes in the work environment? What role has government played in shaping that environment? What problems do American workers face today? This course explores these and similar questions.

Requirements:

To be announced.

Readings:

- Dubofsky & McCartin, *Labor in America: A History*
-

HIST 482

Pacific Islands II

Focus: HAP, ETH

Foukona, Joseph

Content:

This course examines the history of protest movements during the colonial and “post-colonial” eras as responses to empire expansion in Oceania. The course will pay attention to ethical issues that arise in relation to resistance to colonialism, decolonization, sovereignty struggles and nation building challenges, with emphasis on Hawaiian experiences and how this intersects across Oceania. Lectures, reading materials, archival documents and films will be used as resources to prepare students to address key questions such as: how the protest movements were formed, what did they do, what did they accomplish, how were they perceived, how were they documented, how they were written about and who wrote about them. By addressing these questions, students will be exposed to Pacific historiography that raise ethical issues around politics, race, socio-cultural construction and bias. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments.

Requirements:

To be announced.

Readings:

- To be announced.
-

HIST 485

History of 20th Century Hawai‘i

Focus: HAP

Rosa, John

Content:

This course necessarily starts with the turbulent political events of the late 19th-century – namely, the overthrow of Queen Lili‘uokalani and the annexation of the islands to the U.S. by a joint resolution of Congress. In covering the territorial period (1898-1959), it examines labor immigration, the continued development of a plantation society, and the impact of World War II in the islands. The last third of the course examines the statehood

period (1959-present) when military and federal spending along with the visitor industry replaced agriculture as the main sectors of Hawai‘i’s economy. The course also covers social and cultural movements in history by examining social protests and the Hawaiian Renaissance of the late 20th century.

Requirements:

To be announced.

Readings:

- Hokulani K. Aikau & Vernadette Vicuña Gonzalez, eds., *Detours: A Decolonial Guide to Hawai‘i*
- Isaiah Helekunihi Walker, *Waves of Resistance: Surfing and History in Twentieth-Century Hawai‘i*
- Tom Coffman, *The Island Edge of America: A Political History of Hawai‘i*
- Dean Itsuji Saranillio, *Unsustainable Empire: Alternative Histories of Hawai‘i Statehood*

HIST 489 / AMST 489 World Maritime History

López Lázaro, Fabio

Content:

This course introduces students to historians' understanding of maritime enterprises, including the evolution of maritime exploration, transoceanic colonization, and shipping trade networks. It emphasizes introducing students to current scholarly investigations of the interactions between ocean-going colonists, merchants, imperialists, and pirates at key moments in time (the ancient and medieval Indian Ocean, Pacific, and Mediterranean contexts; the early modern Americas and the Caribbean; and the modern international law pertaining to maritime disputes). The key historical question of the over-all course, however, focuses on how the Americas have been shaped by maritime networks and maritime predation (piracy and privateering) since the 1400s. We read original narratives, including eyewitness accounts, and place them within the context examined by a selection of recent scholarship drawn from archaeology, history, and law.

Requirements:

There are two modalities for completing course assignments:

<i>Research essay mode</i>		<i>Annotated bibliography mode</i>	
Class Participation (in-class and LAULIMA discussion board posts)	10 %	Class Participation (in-class and LAULIMA discussion board posts)	10 %
Research Essay (min. eight pages)	20 %	Annotated Bibliography (oral presentation and written report)	20 %
Pop quizzes (4)	20 %	Pop quizzes (4)	20 %
First Half-Semester Exam	30 %	First Half-Semester Exam	20 %
Second Half-Semester	20 %	Second Half-Semester Exam	30 %

Exam			
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Detailed study guides for exams and specific suggestions for the essay or annotated bibliography research projects will be distributed.

Readings:

Most of the readings are scholarly journal articles that will be made available in digital copies on LAULIMA. In addition students will be reading selections from the following:

Primary sources:

- Alexander Exquemelin, *The Buccaneers of America* (1684; Dover, 2000 edition)
- Captain Johnson (D. Defoe), *A General History of the Pyrates* (1725) (FREE for UH students, online at our library's Eighteenth Century Collection)

Secondary sources:

- Bruce Elleman et al., eds., *Piracy and Maritime Crime: Historical and Modern Case Studies* (Naval War College Press) [FREE online at <http://www.virginia.edu>]
- C. R. Pennell, *Bandits at Sea: A Pirates Reader* (New York University Press)

HIST/WS/ASAN 492 Women and Revolution

Lanzona, Vina

Content:

This course examines the intersection of gender and revolutionary mobilization by answering three general questions: (1) why and how were women mobilized in revolutions; (2) what roles do they assume in these movements and why; and (3) what happens to these women during and after their involvement? The approach we'll adopt will be both theoretical and historical--through a review of themes that link gender, sexuality and revolution in a broad range of revolutionary contexts and through specific, cross-cultural comparisons of women's roles in various revolutions and revolutionary movements, focusing on the Americas, Europe and Asia. In our search for explanations, we will explore the relationship between gender and class, gender and nationalism, gender and colonialism, and gender and socialism.

Requirements:

To be announced.

Readings:

- To be announced.
-

HIST 496**Senior Tutorial in History***Focus: WI*

Daniel, Marcus

Content:

Analysis of sources and evaluation of methods of historical writing. Students undertake a major research and writing project in field of special interest.

Requirements:

To be announced.

Readings:

- This is a “Textbook Cost Zero” course.
-

HIST 496**Senior Tutorial in History***Focus: WI*

Andaya, Leonard

Content:

Analysis of sources and evaluation of methods of historical writing. Students undertake a major research and writing project in field of special interest.

Requirements:

- To be announced.

Readings:

- To be announced.

GRADUATE COURSES

HIST 602

Seminar in Historiography

Lauzon, Matthew

Content:

In this seminar students will reflect upon, discuss, and write about their own and others' historiographical priorities and practices by exploring and analyzing some outstanding examples of approaches to a variety of historical subjects.

Requirements:

To be announced.

Readings:

- Walter Prevenier and Martha C. Howell, *From Reliable Sources: An Introduction to Historical Methods*
- Jeremy D. Popkin, *From Herodotus to H-Net: The Story of Historiography*
- Dominick LaCapra, *Understanding Others: Peoples, Animals, Pasts*
- Noelani Arista, *The Kingdom and the Republic: Sovereign Hawai'i and the Early United States*
- Arlette Farge, *The Allure of the Archives*
- Timothy J. Lecain, *The Matter of History: How Things Create the Past*
- Greg Dening, *The Death of William Gooch: A History's Anthropology*
- Giora Sternberg, *Status Interaction During The Reign Of Louis XIV*

HIST 611E

Advanced Readings in European History: Modern

Hoffenberg, Peter

Content:

Welcome to History 611E, our graduate readings seminar in Modern Europe. There are no prerequisites other than an interest in learning about the politics, society and culture of Europe since around 1750, or so, and a commitment to curiosity, engagement, wit and civility. We will be reading some of the foundational primary and secondary sources to prepare you for your field examinations, perhaps your thesis or dissertation and your future lectures and seminars as professors or teachers. The goal is also to better understand the history and historiography of Europe since the Enlightenment in ways which invite further questions and encourage you to read further in the field. With only 15 weeks, we will explore some, but certainly not all, of the major highlights, starting with the Enlightenment and ending with decolonization in French Algeria after World War II. Weekly readings are noted below and copies have been placed on "Reserve" at Hamilton Library. We will be reading what many consider "the classics," so you will also find copies in the public library, for sale online and perhaps even at the PAT book sale. Any

edition is fine, new or used.

Requirements:

Presentations on readings, discussions, two 5 pp essays, and one 10-12 page final project on a topic of the student's own choosing.

Texts:

- Berman, *All That is Solid Melts Into Air*
- Rousseau, *The Social Contract*
- Dunn, *Western Political Theory in the Face of the Future*
- Lefebvre, *The Coming of the French Revolution*
- Balzac, *Old Goriot*
- Hobsbawm, *Nations and Nationalism*
- Marx and Engels, *The Communist Manifesto*
- Ecksteins, *Rites of Spring*
- Fitzpatrick, *The Russian Revolution*
- Freud, *Civilization and its Discontents*
- Levi, *Survival in Auschwitz*
- Fanon, *The Wretched of the Earth*

HIST 639C

Advanced Topics in American History: Foreign Relations

Reiss, Suzanna

Content:

This is a reading intensive survey of major historical monographs relating to United States foreign relations. We will consider the evolving parameters of “foreign relations” in history and historiography, different research and writing methodologies, and debates about national origins and historical synthesis. Themes will include the relationship between peoples, empires and nations; slavery, freedom, and the Atlantic World; labor, migrations, and global capital; and Cold War narratives of development and domesticity.

Requirements:

- To be announced.

Readings:

- Warren, *New England Bound: Slavery and Colonization in Early America*
- Blackhawk, *Violence Over the Land: Indians and Empires in the Early American West*
- Saunt, *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory*
- Torget, *Seeds of Empire: Cotton, Slavery, and the Transformation of the Texas Borderlands, 1800-1850*
- Scott & Hébrard, *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*
- Miles, *The Dawn of Detroit: A Chronicle of Slavery and Freedom in the City of the Straits*

- Lew-Williams, *The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America*.
 - Enstad, *Cigarettes, Inc.: An Intimate History of Corporate Imperialism*
 - Lasso, *Erased: The Untold Story of the Panama Canal*
 - Polk, *Contagions of Empire: Scientific Racism, Sexuality, and Black Military Workers Abroad, 1898–1948*.
 - Seigel, *Violence Work: State Power and the Limits of Police*
 - Engelhardt, *The End of Victory Culture: Cold War America and the Disillusioning of a Generation*
 - Borstelmann, *Just Like Us: The American Struggle to Understand Foreigners*
-

HIST 661D

Seminar in Chinese History: Modern

Brown, Shana

Content:

This seminar focuses on modern China from the late nineteenth century to the present day. The goal is to become familiar with innovative scholarship on the major events and themes of the period, including culture, gender, race and ethnicity, war and revolution, economic development, and colonialism, as well as to gain experience in historical research, especially using online sources. The final assignment is a c. 20 pp research paper or bibliographic essay that could comprise a chapter of an MA thesis or similar project. An alternative project is possible with my approval, for example a Wiki.

Requirements:

- Weekly, one-page reading summaries
- Two in-class presentations
- Two 5-7 pp. review articles
- Research paper / historiographical essay (approx. 20 pp.)

Readings:

This is a textbook \$0 course and all readings will be available via Hamilton Library or other online sources. Books can of course be purchased individually.

Partial reading list:

- Par Cassel, *Grounds of Judgment: Extraterritoriality and Imperial Power in Nineteenth-Century China and Japan* (Oxford, 2012)
- Louise Edwards, *Gender, Politics, and Democracy: Women's Suffrage in China* (Stanford, 2008)
- Rebecca E. Karl, *The Magic of Concepts: History and the Economic in Twentieth-Century China* (Duke, 2017)
- Lydia H. Liu, *Translingual Practice: Literature, National Culture, and Translated Modernity—China, 1900-1937* (Stanford, 1995)
- Barbara Mittler, *A Continuous Revolution: Making Sense of Cultural Revolution Culture* (Harvard 2016)

- Thomas Mullaney, *Coming to Terms with the Nation: Ethnic Classification in Modern China* (California 2011)
- Suzanne Pepper, *Civil War in China: The Political Struggle, 1945-1949* (Rowman & Littlefield, 1999)
- Ruth Rogaski, *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China* (Berkeley: University of California Press, 2004).
- Yunxiang Yan, *Private Life under Socialism: Love, Intimacy, and Family Change in a Chinese Village, 1949-1999* (Stanford University Press, 2003)
- Zheng, Xiaowei. *The Politics of Rights and the 1911 Revolution in China* (Stanford University Press, 2017)

HIST 667B

Seminar in Korean History: Reading

Kim, Cheehyung Harrison

Content:

This seminar engages with Korean history from various themes and methods. Historiography of Korea is explored in terms of premodern history, colonial history, postwar history, South Korean political economy, North Korean studies, and transnational history. Themes of nationalism, capitalism, socialism, and democracy are historically contextualized to reveal both local and transnational elements.

Requirements:

Weekly response papers and a final review paper.

Readings:

The instructor will communicate about the reading list.

HIST 675B

Seminar in Pacific History: South Pacific

Foukona, Joseph

Content:

This seminar focuses on the history of the South Pacific region. It is highly interactive with an emphasis on inquiry-based learning in which students explore major themes and issues of the region through in-depth readings, analysis, presentations and discussions of select literature. Themes and issues to explore include: historiography, legal systems, political systems, land debate, natural resource extraction, colonialism and decolonization, displacement and relocation, disease and depopulation, democracy and traditional leadership, *Kastom* and customary law, cultural heritage, militarism and nuclear testing, sovereignty and self-determination.

Requirements:

To be announced.

Readings:

- To be announced.