

HISTORY

The history programme at HKU is a carefully designed curriculum that gives students a broad general knowledge of history with necessary skills of historical analysis, writing and research.

Courses in the Department of History are open both to B.A. students who wish to major in History and to other students in the Faculty of Arts who are not taking, or intending to take, History as a major. Students from the Faculty of Social Sciences and other faculties are also welcome in most courses offered by the Department of History, and a public examination result in History is **not** a prerequisite for any first-year course.

The programme is offered both as a major and minor. It consists of introductory and advanced courses. Introductory courses are normally taken in the first year while advanced courses are normally taken in subsequent years.

To obtain a major in History, students are required to complete:

- One 6-credit history course at the 1000-level;
- 12 credits of introductory courses from any Arts programme(s) (which may include additional credits in 1000-level History courses); and
- 54 credits of advanced history courses, including at least one 6 credit capstone course; of these 54 credits, at least 12 credits must be in “Asian history” and at least 12 credits must be in “Western history”; this requirement may be met by taking either survey or seminar courses.

Students must take at least 6 credits of capstone courses listed under Capstone Experience Courses, designed to allow students in their final year to apply disciplinary knowledge and principles learned in the previous years. In some cases, students in the sixth semester of study may be permitted to enrol in selected capstone courses.

Minor in History

Students from the Arts Faculty and other faculties are welcome to declare a minor in history. To obtain a minor in history, students are expected to take a total of 36 credits with the following components:

- One 6-credit history course at the 1000-level; and
- 30 credits of advanced history courses.

HISTORY COURSES

Students should consult the Department of History Office to find out which courses are to be offered in a given semester.

INTRODUCTORY COURSES

Students intending to major/minor in History must take at least one Introductory History course.

HIST1010. An introduction to European history and civilisation (6 credits)

This course introduces students to the development of European civilisation from its earliest beginnings in the Fertile Crescent through the classical age of Ancient Greece, and the Roman Empire, to the Middle Ages, the Renaissance, the Reformation, the Enlightenment and the French Revolution. Selected highlights from these topics will be treated in the lectures and seminars, and coursework assignments will seek to establish linkages between modern western civilisation and its historical foundations. This course is valuable for history students, but should also appeal to others studying literature, art, music or philosophy. It will be especially useful for European Studies Majors. All students are welcome.

Assessment: 100% coursework

HIST1014. The early modern world (6 credits)

This course offers a broad historical survey which aims at introducing students to the various interactions between the major civilisations of the world from the time of the European Renaissance until the early phase of the Industrial Revolution. The geographical coverage of the course will include Europe, Asia, the Middle East, Africa and the Americas. The course will adopt a comparative approach where possible and will be particularly concerned with the theme of globalisation. This course does not aim to be a comprehensive survey of all aspects of the history of the early modern world, but it does range widely in attempting to acquaint students with important developments in the areas of culture, religion, politics, society, and the world economy.

Assessment: 100% coursework

HIST1016. The modern world (6 credits)

This course offers a broad historical survey which aims at introducing students to the major developments in world history, in a period from the late eighteenth century to the present during which the world became increasingly interdependent. The course will adopt a comparative approach where possible and will be particularly concerned with the theme of globalisation. This course does not aim to be a comprehensive survey of all aspects of the history of the modern world, but its range allows students to acquaint themselves with important developments in the areas of culture, religion, politics, society and the world economy.

Assessment: 100% coursework

HIST1017. Modern Hong Kong (6 credits)

This course explores the history of Hong Kong since the early 1800s from several angles: British imperial history, Chinese history, world history, and as a place with its own identity. Topics include: the opium wars, law and the administration of justice, gender and colonialism, Hong Kong and Chinese nationalism, the Japanese occupation, the 1967 disturbances, Hong Kong identity, the fight against corruption, the Sino-British negotiations and the retrocession to Chinese sovereignty, and developments since 1997. The goals of the course are to familiarize students with the history of Hong Kong, introduce the ways in which historians have approached this history, explore how Hong Kong's past has shaped its present, and help students learn to read and write analytically. No previous knowledge of history or Hong Kong is required.

Assessment: 100% coursework

HIST1018. Europe in the long nineteenth century, 1789-1914 (6 credits)

This course introduces students to the development of European nation states from the French Revolution to the outbreak of the First World War. It focuses on political, economic and social structures, on important historical events, and on various ideologies and national identities of the European powers. It will also deal with the histories of smaller countries. The course will adopt a comparative approach where possible and will be particularly concerned with presenting similarities and differences in the historical development of European nation states in the long nineteenth century. Assessment: 100% coursework

HIST1019. Powering modern society: Energy, environment and politics (6 credits)

In our modern environment, lit up by electric lights, connected by combustion engines and produced by power stations, we often forget the extent to which society is ultimately powered by the sun. And yet the means through which societies gather and deploy sun power affects the very way in which we organize our social and political lives. This course will introduce students to the transformations societies underwent in garnering solar power from wood, water, wind, plants and human and animal muscle to solar power's more modern forms of coal, oil and gas. From the Great Divergence of the late 18th century that saw the rise to prominence of the West over other regions of the world, through the political changes that followed alterations in the energy regime from coal to oil, to the environmental challenges we face today, we will examine energy as a driving force in history. The class will make a global tour of technological, environmental, political, economic and social history in order to deepen our appreciation of the ways energy has structured and continues to organize the world we live in.

Assessment: 100% coursework

ADVANCED LEVEL COURSES**(A) Survey Courses**

All candidates for the degree of B.A. or from any faculty may enroll in the second- or third-year courses offered by the Department of History. Survey Courses are intended to introduce the history of a geographic area, a country, an event, a historical problem or theme in a specific period. These courses will normally involve two lectures per week.

HIST2003. Twentieth-century China (6 credits)

This course examines the political, social, economic, intellectual and diplomatic history of China from the last decade of Manchu rule to the Communist victory in 1949. Attention will be drawn to the historical forces of continuity and change, and to the themes of nationalism, modernization, militarism, democracy and revolution.

Assessment: 100% coursework

HIST2013. Twentieth-century Europe, Part I: The European Civil War, 1914-1945 (6 credits)

This period can be seen as a Thirty Years' War fought over the problem of Germany, beginning with the First World War, 1914-18, and climaxing with the total defeat of Germany at the end of the Second World War, 1939-45. Tensions between the Great Powers were exacerbated by new ideologies such as Fascism, Nazism and Communism, which appeared in Europe as part of a general

crisis in Western Civilisation after the First World War. An attempt will be made to evaluate the debate between different schools of historians on what Fascism, Nazism and Communism signified. Finally one of the main aims of the course is to describe, and explain, the mass murders involving the deaths of millions carried out by a new breed of leaders such as Adolf Hitler and Joseph Stalin.

Assessment: 100% coursework

HIST2014. Twentieth-century Europe, Part II: Europe divided and undivided, 1945-1991 (6 credits)

After the Second World War, Europe was divided into two camps, with Germany itself split into Western and Communist portions. The survey of the Western camp will focus on British, French and West German politics, social change, student revolts, and the growth of the consumer society and mass culture. In studying the 'Other Europe', the course will concentrate on the way Communism evolved and changed in the Soviet Union and its Eastern European empires, concluding with the dramatic popular revolutions that so suddenly toppled the Communist regimes in Eastern Europe in 1989 and the even more momentous collapse of Communism in the former Soviet Union in 1991. As the pace of change in the whole of Europe increased so dramatically in 1989, the course ends with a series of questions. What are the prospects for European unity, economically and politically? What role will the new unified Germany have in Europe? What are the prospects for Russia and the other republics that have emerged from the ruins of the Soviet Empire?

Assessment: 100% coursework

HIST2015. The United States before 1900 (6 credits)

This is a general survey history of the United States from the colonial era up to 1900. Emphasis will be primarily on the nineteenth century. Key areas of focus include: industrialization and economic growth, urbanization, frontier communities, immigration, slavery, the Civil War, socio-political reform movements, and the Spanish-American War. This course is continued by **The United States in the twentieth century**, though the two courses can be taken separately.

Assessment: 100% coursework

HIST2016. The United States since 1900 (6 credits)

This course continues the survey of United States history begun in **The United States before 1900**, though it can be taken separately. It traces the United States' response to its adjustment from an agrarian, small-scale society to a large-scale, urban, industrialized nation, characterized by large organizations. Concurrently, it covers the development into a global power with interests throughout the world.

Assessment: 100% coursework

HIST2018. The foreign relations of China since 1949 (6 credits)

This course studies developments in China's foreign relations after 1949, with reference to historical influences, ideological premises, and practical political, strategic, and economic considerations. Special attention is given to the interaction between theory and practice in China's foreign relations, the evolution of the impact of China's foreign policy on international politics and vice versa, and the assessment of major paradigms.

Assessment: 100% coursework

HIST2021. Nineteenth century Russia, 1800-1905 (6 credits)

This course surveys developments within the Russian Empire from the duel between Alexander I and Napoleon through the Revolution of 1905, the dress rehearsal for the Revolution of 1917 which destroyed Tsarism. This course focuses on internal developments, rather than on foreign policy; and thus includes topics such as Slavophilism vs. Westernizers, the tsarist reaction, and then reform under Nicholas I and Alexander II, the revolutionary movement from the Decembrists to the Bolsheviks, industrialisation, the Nationalities Question, and the peasantry before and after Emancipation. This course requires no prior knowledge of European history.

Assessment: 100% coursework

HIST2031. History through film (6 credits)

This course looks at the manner in which film has portrayed events in history, considering the degree to which film can enhance or be detrimental to our understanding of history. Students may expect to gain some appreciation, not just of the films themselves, but of the degree to which any movie is the product of a certain historical period and reflect its values and preoccupations. This course should be particularly enlightening to students who are taking other United States history courses and American Studies majors.

Assessment: 100% coursework

HIST2034. A history of education in Hong Kong (6 credits)

The course will provide students with the opportunity to relate educational developments in Hong Kong to contemporary opinion and other socio-economic pressures. It has been designed to introduce students to the perspectives, methods, and resources of history as they can be applied to educational matters and not merely to present a set of non-dispute-worthy “facts” about past Hong Kong schools. As such, it is essentially a form of social history.

Assessment: 100% coursework

HIST2062. From empire to EU: Culture, politics and society in twentieth century Britain (6 credits)

The course explores British politics, culture and society from the eve of World War I to the dawn of the third millennium. We will analyze and seek to understand some of the fundamental transformations that have occurred over the last century examining a number of prominent themes, including party politics, Britain and Europe, empire and decolonization, and domestic social transformations. Additionally, we will look closely at how the fortunes of different social groups evolved across the period, focusing in particular on ethnic minorities, women and young people.

This will be an issues-based course, exploring themes of 20th century British history in relation to the wider European context and exploring how they have had an impact on the nature of British and European society today. The subject matter of the course will be shaped around the study of the evolving political system, the effect of industrial (and post-industrial) change on contemporary society, and the relationship of Britain to its former empire, to Europe, and the rest of the world.

Assessment: 100% coursework

HIST2063. Europe and modernity: Cultures and identities, 1890-1940 (6 credits)

In this course we look at key social and cultural aspects of European ‘modernity’ in the nineteenth and twentieth centuries, exploring in particular the way Europeans from all kinds of backgrounds were

defined and defined themselves in relation to work, leisure, race, gender, regions and cities. We look at the impact of new forms of cultural expression such as advertising, cinema, sport and leisure, as well as the identities (of age, class, gender, race and ethnicity) which Europeans adopted and rejected in their pursuit of ways of belonging within the cultural parameters of urban modernity. In relation to this we will consider expressions of enthusiasm for ‘the modern,’ as well as outbursts of dissatisfaction or irritation with modern civilisation, expressed not just in aesthetic forms but also in violence against those identified as ‘outsiders.’

Assessment: 100% coursework

HIST2068. The intellectual history of twentieth-century China (6 credits)

This course follows the thematic approach, with attention paid to both the intellectual leaders and the intellectual developments in China during the twentieth century. The leaders include Liang Qichao, Cai Yuanpei, Chen Duxiu, Hu Shi, Li Dazhao, Lu Xun, Gu Hongming, Lin Shu, Liang Shuming, Tao Xisheng, Chen Yinke, Chen Lifu, Xiong Shili, Zhang Wentian, Qian Mu, etc. The discussion of the intellectual waves focuses on such themes as traditionalism, cultural conservatism, liberalism, westernization, modernization, and Marxism.

Assessment: 100% coursework

HIST2069. History of American popular culture (6 credits)

From well before its inception as a nation, popular culture was an important part of American society. This course draws on recent work in cultural history and considers selected expressions of popular culture in the context of particular historical periods. We will move chronologically from the 18th century to the present drawing on diverse samples of historical documents and texts including newspapers, magazines, advertisements, photographs, music, cartoons, radio, television programs, films, websites, and blogs. Along the way we will examine difference and common ground between historical eras and modes of popular culture.

Assessment: 100% coursework

HIST2072. A history of modern European warfare (6 credits)

This course will survey the evolution of modern warfare through the study of selected episodes in European (and Europe’s two extensions – Russia/Soviet Union and the United States) military, naval, and aerial history from the dynastic and commercial wars of the eighteenth century, the French Revolutionary and Napoleonic Wars, the limited wars during the nineteenth century, the colonial wars, World War I, World War II, the proxy wars during the Cold War, Korea, Vietnam, through the war in Iraq. While emphasis will be given to the larger conflicts, such as the two World Wars, attention will be paid to less familiar but still important conflicts, such as the Crimean War, the Boer War, the Russian Civil War, the Spanish Civil War, Algeria and Palestine, and the Afghan Wars. The topics discussed will include causes of wars, technological changes, military strategies and tactics, social and economic changes, genocides, intelligence and espionage, and the use of ideology and propaganda in the conduct of warfare.

Assessment: 100% coursework

HIST2073. Prussia in the age of absolutism and reform, 1648-1815 (6 credits)

Brandenburg-Prussia and the Hohenzollern Dynasty dominated the period of German history between the end of the Thirty Years’ War and the French Revolution. Under the Great Elector and the Prussian Kings, Prussia became a military and political power within Europe, demonstrating its

strength in many European wars. It also practiced mercantilism, religious tolerance and an enlightened absolutism. The reign of King Frederick the Great (1740-1786) is marked by wars, economic initiative, and the promotion of Enlightenment ideas. Prussia's capital Berlin became a European centre of science and culture in those years. During the Napoleonic period, the country was able to start a reform movement that paved the way for a modern German nation state.

The course will be organized around such themes as: political rivalries and wars in the 17th and 18th centuries; economic, social and intellectual changes in early modern Europe and their effects on Brandenburg-Prussia; mercantilism; Enlightenment; absolutism and enlightened absolutism; religious toleration; promotion of sciences by academies; the development of Berlin and Potsdam as royal residences; the defeat of the Prussian army by Napoleon; the Prussian Reform Movement of Stein and Hardenberg; and the War of Liberation.

Assessment: 100% coursework

HIST2076. Germany and the Cold War (6 credits)

During the Cold War period, Germany was divided into two independent states for more than forty years: The western-oriented Federal Republic of Germany (FRG) and the eastern-oriented German Democratic Republic (GDR). Under the auspices of the respective superpowers, USA and USSR, the Bonn and the East Berlin governments developed their own political and economic systems but also a distinct way of life in society and culture. In the international scene, the FRG was a founding member of the European Communities and became one of their staunchest supporters, while the GDR found itself reduced to satellite status inside the Soviet-dominated Eastern Bloc. The 'German Question' remained open until the sudden downfall of the socialist-communist East Berlin regime in 1989 and the peaceful reunification in 1990, events, which also marked the end of the Cold War in Europe.

The course will not only treat Germany as a case study of the Cold War period but will also deal extensively with important phases, milestones and persons in the history of the divided country in a comparative approach.

Assessment: 100% coursework

Non-permissible combination: HIST2135

HIST2077. Eating history: Food culture from the 19th century to the present (6 credits)

This course is an introduction to cultural history with a specific focus on the relatively new and rapidly expanding academic field of food history/food studies. The approach will be thematic rather than chronological. In an effort to deepen interdisciplinary as well as disciplinary knowledge, we will engage texts and theoretical perspectives from other fields/disciplines in addition to history.

Assessment: 100% coursework

HIST2078. Renaissance Europe 1453-1648 (6 credits)

The Intellectual upheavals of the Renaissance and Reformation changed the cultural and religious outlook of the whole European continent and opened the way for the emergence of the modern European state. This course therefore begins by considering the classical background to the Renaissance in Europe and seeks to explain how the intellectual changes of the fifteenth and early-sixteenth centuries contributed to the awakening of religious dissent in the 1520s. These developments are placed in the context of the general political history of the period and the course traces their impact through to the end of the Thirty Years' War.

Assessment: 100% coursework

HIST2079. Early modern Europe 1648-1789 (6 credits)

This course examines a crucial period of European history in which the emergence of the modern state, the birth of capitalism, and the expansion of European influence into the American and Asian hemispheres laid the foundations of the modern world. While the course concentrates primarily on political changes in Europe between the Thirty Years' War and the French Revolution, considerable attention will also be paid to social, economic and cultural developments in this period. This course therefore provides a backdrop to the events of the nineteenth and twentieth centuries which have helped to shape modern Europe.

Assessment: 100% coursework

HIST2082. Europe and its others (6 credits)

This course is an interdisciplinary exploration of the evolution of European perceptions of non-European peoples and cultures from the 18th to the early 20th centuries. Students will learn to investigate how Western representations of non-Europeans were shaped by the various political debates, scientific theories and colonial ideology that dominated European societies of the time. The course uses the conceptual frameworks and methodologies of history and postcolonial studies to analyze a wide range of primary materials that include visual documents, travel narratives, fiction, scientific texts, philosophical treatises, and documentaries.

Assessment: 100% coursework

HIST2083. Gender, sexuality and empire (6 credits)

Colonial history has been traditionally dominated by narratives of military conquests, pacification, economic exploitation, and political administration, in which the dominant players were explorers, military commanders, soldiers, administrators, and settlers. This course introduces students to a new way of looking at colonial history through the lens of gender. Students will explore how gender and sexuality were used by the colonizing nations to construct the image of their imperial self and manage their relationships with the colonized peoples. Some of the topics we examine include the emergence of "imperial" manliness as a model for manhood, the deployment of sexual(ized) and gender categories in racial stereotyping of the colonized, the politics of interracial mixings, and the rhetoric of imperial motherhood and womanhood. The case studies of the course are based mainly on primary textual and visual materials related to the British and French empires, the two leading imperial powers of the late 19th and early 20th centuries.

Assessment: 100% coursework

HIST2085. The history of modern sexual identity and discourse (6 credits)

This course focuses on two 'new sciences' arising in the late nineteenth century that have shaped the modern understanding of sexual behavior -- sexology and psychoanalysis. It looks at key thinkers who pioneered sexology such as Havelock Ellis, Edward Carpenter, Richard von Krafft-Ebing, and Marie Stopes alongside the acknowledged founder of psychoanalysis Sigmund Freud. It will investigate primary sources in sexual science that have been subject to censorship and not generally available, until recently, for comparative study with Freudian psychosexual discourse. It will consider the historiographical debate (particularly among gay and feminist historians) as to whether these early investigators of sexology and psychoanalysis formulated progressive or repressive definitions of sexuality. It will explore the far-reaching consequences that these thinkers had on attitudes to the body and perceptions of gender and sexual difference.

Assessment: 100% coursework

HIST2086. Bismarck: The Iron Chancellor (6 credits)

Otto von Bismarck, a member of the Prussian nobility, began his political career as a conservative deputy of the Prussian diet, became Minister-President and served as Chancellor of the new German Empire. He was regarded as one of the leading European statesmen of his time. During his life span from 1815 to 1898, dramatic upheavals in political, constitutional, economic and social history took place in Prussia and in other parts of Germany, which had a deep impact on European history in the 19th and early 20th centuries. Therefore, the course will not deal with Bismarck's personality and career stations alone but will also study the German Confederation and the German Empire, the Revolutions of 1848-49, the Unification Wars with Denmark, with Austria and with France, German domestic and foreign policies since 1871, and major developments that led into the First World War. Assessment: 100% coursework

HIST2091. The British Empire (6 credits)

This course examines the history of the British Empire from the late eighteenth century to the end of the twentieth century. The British Empire once spanned so much of the globe that it is impossible to understand the history of the modern world (including Hong Kong) without considering the role of British colonialism and imperialism. Topics include: the cultural and material foundations and the economic, political, and social consequences of empire; the relationship between metropole and periphery; collaboration and resistance; the dynamics of race, gender, and class; the relationship between empire and art; new national and local identities; decolonization, and independence; and the legacies of empire. The goals of the course are to familiarize students with the history of the British Empire; introduce them to the ways in which historians have approached this history; and help them learn to read and write analytically. Assessment: 100% coursework

HIST2092. The United States and Asia (6 credits)

This course is a survey course covering U.S. relations with Asia, focusing largely on the twentieth century, but reaching back earlier. Topics covered include: Principles of American foreign policy; the early U.S. China trade; the U.S. and the opening of Japan; the U.S. acquisition of Hawaii; the Spanish-American War, 1898; the Open Door Notes and the Boxer Rebellion; U.S. Policy, Asia, and World War I; the Washington Conference System; U.S. Policy in the Philippines; the Coming of World War II; World War II in Asia; the Occupation of Japan; the U.S. and the Chinese Civil War; the Korean War and U.S. Pacific Strategy; the U.S. and Decolonization in Asia; the Vietnam War and Its International Context; Japanese and Korean Economic Revival; Richard Nixon's Opening to China; U.S. Responses to Tiananmen Square; the Impact of the Ending of the Cold War; the Effect of 9/11 and the War on Terror; U.S. Pacific Strategies in the Late Twentieth and Early Twenty-First Centuries. Assessment: 100% coursework

HIST2093. International history in the era of two World Wars (6 credits)

The course explores the history of international relations from 1914 to 1945. It aims to equip students with a comprehensive understanding of the causative factors that drove international politics in this crucial period of the twentieth century; to offer a firm basis for more advanced work in history and international relations; and to provide the factual grounding and conceptual apparatus necessary to understand the contemporary world. Assessment: 100% coursework

HIST2096. The history of European business in China (6 credits)

The termination of the East India Company's monopoly on British trade with China in 1834 provoked a flow of European goods and capital into the Chinese market. Since then foreign enterprises of different forms were operating in various business sectors of China under the strong influence of political and economic factors that shaped European-Chinese relations from the 18th century until the beginning of the Communist era in 1949. In Hong Kong, an international merchant community including Chinese, Europeans, Americans, and Japanese, were active in developing this British colony into a flourishing entrepôt facilitating trading with and investment in China. This course intends to provide a long-term historical perspective and will examine the structure and organisation of European, particularly British, German, and French business in China including Hong Kong, explore the links between European business and European diplomacy, and look to the impact of European business on China and the response of China.

Assessment: 100% coursework

HIST2098. A history of modern Taiwan (6 credits)

This course examines the political and economic processes that have shaped Taiwan as a part of China until 1895, as Japan's first colony and as the Republic of China on Taiwan since 1949. In particular, the course surveys the evolution of Taiwanese political and economic development and scrutinises the conditions that allowed the process of democratisation to take place on the island and its geopolitical and social consequences. It examines Taiwan's relations with its two key partners, China and the United States, and accounts for the dynamics in this triangular partnership. Finally, the course looks at Taiwan's place in global economy and international relations.

Assessment: 100% coursework

HIST2103. Russian state and society in the 20th century (6 credits)

This course will analyze major themes and events shaping Russian history in the 20th century -- decline of the Russian empire, the October revolution, the Civil War, the rise of the Soviet Union and World War II, the Khrushchev era and the collapse of the Soviet state in 1991. The course will explore the role of individuals, institutions and trends behind radical transformation of Russian/Soviet society. Particular attention will be paid to the lives of ordinary people affected by state policies and socialist culture.

Assessment: 100% coursework

HIST2105. The rise of modern Japan, 1830s to 1950s (6 credits)

Japan's rapid and remarkable transformation from a semi-feudal, isolated island nation to that of a centralized nation state, empire, and eventual global power has had a profound impact on its people, its Asian and Pacific neighbors, and indeed world history. This course explores that extraordinary evolution and in doing so will not only help students understand Japan's past, but also this nation today. By introducing the history of Japan from the mid 19th century to the mid 20th century, this course explores what the 'rise of modern Japan' has meant to its own people and that of others in Asia and the Pacific. Throughout, students will use Japan's modern emergence as a window into its political, social, cultural, environmental, economic, ideological, and military history. This course will focus considerable attention on how Japan's natural environment and this country's emergence as a nation state during a period of global industrialization and military expansion shaped the nature and trajectory of Japan's domestic transformations and its foreign relations. Finally, this course will help students understand more fully how Japan's modern emergence has changed its people, the nation, and the world in fundamental and sometimes profound ways.

Assessment: 100% coursework

HIST2106. Imperial Japan: Its modern wars and colonial empire (6 credits)

In the one hundred years following its birth as a nation state in 1868, Japan became directly involved in four major wars and countless military skirmishes. It also found itself indirectly involved in larger coalition-based conflicts in Korea and Vietnam. Between the 1870s and 1945, moreover, Japan amassed one of the largest colonial empires in history. This course explores both phenomena. Specifically, we will examine the causes behind the wars Japan fought, how these conflicts were waged, and what role they played in the rise, fall, and rebirth of Japan as a modern nation state. Rather than focus on warfare in a strictly military sense, however, this course will emphasize the broader political, ideological, diplomatic, economic, social and cultural aspects of Japan's wars. This course will also explore how and why Japan emerged as a major colonial power, how it ruled over and collaborated with its colonial subjects, and how it dealt with resistance to its empire from within and from the international community. Finally, this course will help students understand how and why Japan's military and colonial past has shaped Japan's history and how they continue to influence this country's relations with virtually every country in the Asia and Pacific region today.

Assessment: 100% coursework

HIST2107. The Second World War in Asia and the Pacific, 1931-1952 (6 credits)

Few events in the modern history of Asia and the Pacific have been as important or as transformative as the Second World War. This course explores the far-reaching effects that this conflict had on the state, society, and individuals in, and between Japan, China, the United States, the Soviet Union, and the British and French Empires. Importantly, this course will examine how this conflict helped change war—conceptually and in real terms—from a narrowly defined engagement between military forces to one that encompassed a 'total experience' involving the mobilization of virtually all segments of society. In this course we will also trace the interconnectedness between the transformation of war and the development of new technology, changed concepts of morality, 'just war,' and altered perceptions concerning the relationship between the state and society, the soldier and the civilian. Finally, this course will help students understand more fully how and why this war, and the numerous acts of barbarism that defined it, still influence relations today on personal, national, and international levels in Asia and the Pacific.

Assessment: 100% coursework

HIST2108. Empire and the making of modern France (6 credits)

This course examines the history of the French empire and its links with the making of identity in modern France. It focuses primarily upon modern French history as lived experience rather than on 'high politics' while also providing students with knowledge of key events, debates, theories and concepts relating to theories of postcolonialism. The starting point for the course is an understanding of metropolitan France as the centre of an imperial nation-state the 'civilizing' cultural influence of which was understood to radiate out from Paris and large provincial cities to metropolitan France and overseas colonies beyond the *hexagone*, transforming the peoples and societies with which it came into contact.

This course examines the multiple interrelationships developed between centre and periphery in the modern era. It foregrounds the dual influence of metropole and colonies upon imperialism. In doing so it engages with theories of race, identity, governance and culture. It traces the ways in which European identity was reconceptualised in the colonies and how the European presence contributed to the transformation of colonised societies. Examining the decolonisation process, the course also takes

up the controversial issues of how the history of the French empire has been written, and the French contribution to the development of postcolonial theory.

Assessment: 100% coursework

HIST2109. Modern France: Society, politics and culture (6 credits)

The course discusses key events in modern French history, from the revolution to the present day. It examines crucial moments in the evolution of French politics, culture and society, and the actors involved, explaining their meaning and significance for France, Europe and the World. The course examines the French contribution to modern culture, critical scholarly debates on the course of French history and the experiences of different sections of French society as they engaged with the dramatic changes of the modern era.

Assessment: 100% coursework

HIST2110. China and the West (6 credits)

This course analyses China's political, economic, and cultural relations with the Western Powers from the seventeenth century to 1949. Students will consider the changing structure of Chinese society in order to understand how Imperial China perceived the West. Additionally, this course addresses different strategies employed by the Western Powers to gain influence in China, ranging from missionary work and the opium trade to military invasion. In the twentieth century, Chinese people borrowed such foreign concepts as republican government, revolution, and nationalism to overthrow the Qing dynasty and to launch political, economic, and social reforms that were unprecedented in scale and human cost. This course aims to help students reflect on the perceived and real impact of Chinese and Western civilizations on each other.

Assessment: 100% coursework

HIST2111. War and medicine in Europe, 1800-1950 (6 credits)

Warfare played a crucial role in shaping European modernity in the nineteenth and twentieth centuries. If the experience of military conflict prompted medical innovation, reciprocally, scientific medicine was central to the rationalization of the military. In 'War and Medicine in Europe, 1800-1950', students will explore interconnected developments in warfare and medicine, and consider how these developments contributed to the rise of the modern state and to the modernization of European societies. Particular attention will be paid to the relationship between war and infectious diseases. Topics covered will include the rise of pathogenic theories of medicine in the 1860s and 1870s, sanitary discipline, antiseptics and the discovery of penicillin. The course will begin with an account of the Napoleonic Wars and the reorganization of French medicine. It will end with the establishment of public healthcare provisions, notably the creation of the National Health Service in Britain, following World War II. Although the principal focus will be on Western Europe, there will be some discussion of colonial warfare and medicine. Throughout, emphasis will be placed on the ways in which military technologies and the drive for efficient management determined medical practice, as well as the manner in which changes in medical organization, together with shifting conceptions of health and disease prevention, impacted upon military policy.

Assessment: 100% coursework

HIST2112. Technologies of empire: Science, medicine and colonialism (6 credits)

This course explores the emergence of bioscience and Western medicine as modern technologies that underpinned Europe's colonial expansion from the late eighteenth century to the twentieth century.

Employing specific case studies, the course investigates the changing role of professionals involved in researching, developing, implementing and managing such medical technologies in a number of colonial contexts from Africa, to the Subcontinent, the Pacific and Southeast Asia, including Hong Kong. A key focus of the course is on the ways in which such technologies were integral to governmental rationalities and served to legitimate colonial rule.

Students will examine this topic through three overarching themes. First, the course considers the ‘colonies’ as sites of experimentation, where ‘progressive’ scientific and medical knowledge was tested in the field. Second, it examines the role of colonial encounters in the formation of Western technologies and traces the complex dynamics between indigenous knowledge and colonial authority, and between centre and periphery. Third, the course investigates the interrelationship between colonising processes and the body, in particular the ways that biomedical technologies were deployed to regulate populations through specific colonial institutions, namely hospitals, schools, prisons, workplaces and the military.

Assessment: 100% coursework

HIST2113. New worlds: Exploring the history of Latin America (6 credits)

This course introduces students to the history of Latin America from its earliest settlement to the present day. Stretching from California to Patagonia, this region – which has also been eloquently called ‘the first America’ – encompasses former Spanish and Portuguese colonies, hundreds of native cultures, and its societies have resulted from an intermingling of Amerindian, European, African, and Asian cultures that began half a millennium ago. We will explore the indigenous civilisations of the Mayas, Incas and Aztecs, Iberian colonisation and the varied responses of indigenous peoples, the emergence of multi-racial societies and hybrid cultures as the region became an early site of ‘globalisation’, and the economic relations, revolutions, and frustrated dreams that have shaped the region’s (under)development over the past century. Drawing on a wide array of media, including primary sources, novels, art, and film, this course will give students the tools to understand how this dynamic region has shaped world history. This course is also valuable to students of Spanish and Portuguese languages, literature, fine arts, and political science.

Assessment: 100% coursework.

HIST2114. China and the wider world since 1600 (6 credits)

China has experienced remarkable transformation from the seventeenth century to the twentieth-first century. What has happened in China since 1600 has had a profound impact on both its own people and indeed the world. This course explores development of modern China from a perspective of international history and emphasises the shared experiences the Chinese have had with the rest of the world.

Assessment: 100% coursework

HIST2115. Sports and Chinese society (6 credits)

This course deals with sports and its impact on Chinese society. Through an in-depth exploration of the roles of sports in defining the relationship between physical culture and Confucian culture, between men and women, between physical education and national identity, between gold medals and national pride, between politics and political legitimacy and international recognition, this course will highlight the roles of sports in Chinese national development, nationalism, and internationalism.

Assessment: 100% coursework

HIST2117. Nanyang: The Chinese experience in Southeast Asia (6 credits)

This course provides a broad survey of Chinese settlement and society in Southeast Asia from the 15th century until the late 1970s. Through a comparative and transnational approach it introduces key themes of migration, diaspora, entrepreneurship and network. The social, economic and cultural aspects closely associated with the history of the Chinese overseas, such as early Chinese migration, dialect organizations, guilds, occupational structure, and Chinese merchant culture will be discussed. Students will also be encouraged to consider new and important questions still relevant to the Chinese in Southeast today. Was the Chinese story in this region as much about exploitation as entrepreneurship? Why did postcolonial governments across the region come to regard the Chinese as such a 'problem'? And ultimately, what has it meant to be Chinese in a rapidly changing cultural and political landscape?

Assessment: 100% coursework

HIST2120. International trade and finance in the early-modern world (6 credits)

The modern economic world of international trade and finance is the result of developments which took place in Europe from the early Renaissance through to the Industrial Revolution. This course will examine the foundations of these developments focusing particularly on the pre-modern industrial base of Europe, the change in European trading patterns from a Mediterranean to an Atlantic dominance during the Renaissance, the growth of banking and other financial institutions in the early modern period, and the role of urbanisation as a background to the major economic advances which took place during the Industrial Revolution. This course is open to students from all faculties.

Assessment: 75% coursework, 25% examination

Non-permissible combination: HIST1014

HIST2122. The history of sport in modern Europe (6 credits)

The course will focus on the development of modern sport in Europe (with a strong British focus), and develop historical themes of class, gender, age, 'race' and locality. Particular emphasis will be given to the history of sport in relation to themes such as nationalism, empire and public health, in addition to the role of the state, the media and business in shaping and controlling the nature of contemporary sport. In brief, the course examines how and why sport has been located at the interstices of gender, race and class and has produced, and been generated by, multiple and contested social identities.

Assessment: 100% coursework

Non-permissible combination: HIST2042

HIST2125. Hitler's Germany (6 credits)

Adolf Hitler was an extreme nationalist who wanted a reawakened, racially united Germany to expand eastward at the expense of the Slavs. After finally seizing power in 1933, he installed a totalitarian state wiping out all democratic institutions. The Nazi persecution of the Jews and occupation, exploitation and domination of much of continental Europe in World War II became one of the blackest chapters in the history of Europe. In our course we will not concentrate on Hitler alone but study the outcome of World War I and the revolution of 1918-19 on the mentality of the German people, consider the problems of the fledgling Weimar Republic, and discuss the era of fascism in Germany and Italy, the nazification of culture and society, the Holocaust, and German aggression against Europe in World War II.

Assessment: 100% coursework

Non-permissible combination: HIST2134

HIST2126. The American family: Histories, myths, and realities (6 credits)

This course is an introduction to topics and themes within the broad domain of the history of the American family. It engages an archive of material that illuminates various aspects of family life in the US via speeches and documents, sociological surveys, popular culture, and life narratives. Lectures will touch upon pivotal events and demographic shifts over the course of three centuries with particular emphasis on the period from 1900 to the present. Drawing heavily on works and theoretical approaches within the fields of social and cultural history, the course considers diverse accounts of family life as well as stereotypes and generalizations about “America” and “American families” that circulate inside and outside of the US. Students will consider their own family history in relation to lectures, readings, and insights gleaned throughout the term.

Assessment: 100% coursework

HIST2127. Qing China in the world: 1644-1912 (6 credits)

This course examines Qing China’s frontier and foreign relations from the beginning to the end of the dynasty, addressing specific administrative policies, their ideological and ritual background, and their wider political, military, and economic context. Particular attention is paid to local variations on individual Qing frontiers in response to differences in economic and trade conditions, terrain, and prevailing religious and cultural norms.

Assessment: 100% coursework

HIST2130. The civilizing mission and modern European imperialism (6 credits)

This course introduces students to the history of the formation and dissemination of the discourse of civilizing mission, one of the master narratives European powers deployed to justify and legitimate their domination and exploitation of vast regions of the world during the heyday of high imperialism from the late 19th century to the interwar years. The course is divided into three modules. In the first part of the course, we engage in a critical study of the political, cultural, and scientific tenets underpinning the discourse of the civilizing mission through a close analysis of some of the core texts European politicians and thinkers had written on the subject. In module 2, we are going to examine how the idea of the civilizing mission was sold to the general public of the metropolises through a vast array of media ranging from textual and iconographic materials to state-sponsored propagandistic apparatuses such as colonial exhibitions, museums, and monuments. In the last module, we will look at the responses developed by both the colonized peoples as well as anti-colonial Europeans to challenge the claims that European colonization would help to bring progress to the underdeveloped nations and improve the lives of the subject peoples. The case studies of the course are based mainly on primary textual and visual materials related to the British and French empires, the two leading imperial powers of the time.

Assessment: 100% coursework

HIST2136. The Graeco-Roman world: From Homer to Augustus (6 credits)

This course covers the history of the Graeco-Roman world from the Greek Archaic period to the rise of the Roman Empire. The main topics which will be explored include the Greek city-states, Persian Wars, tyranny and democracy, Athenian imperialism, Alexander the Great and his successors, Hellenistic kingdoms, the Roman Republic, and the emergence of Rome as an imperial power. While the focus is on Greece and Rome, attention will also be paid to their interaction with neighbouring cultures such as Persia and Asia Minor.

Assessment: 100% coursework

HIST2137. Pandemic!: Contagious histories (6 credits)

This course considers the social, cultural and political impact of catastrophic infectious disease outbreaks from the nineteenth to the twenty-first centuries. Focusing on specific case studies, including cholera in Europe, The Third Plague Pandemic in Asia, the ‘Spanish Flu,’ and HIV/AIDS, which to-date has claimed over 25 million lives, the course adopts a comparative approach to address four interrelated questions: to what extent were these crises the consequence of the globalisation of infectious disease? How have pandemics shaped development? In what ways have human societies produced the conditions for disease to flourish? And, finally, what can past pandemics teach us about the future?

Assessment: 100% coursework

HIST2138. Humanity in crisis: Humanitarianism in the modern world (6 credits)

This course charts the rise of humanitarianism from the formation of antislavery and missionary movements in the nineteenth century to the establishment of the Red Cross, the Geneva Convention, and peacebuilding interventions in the contemporary world. The course considers the relationship between humanitarianism, diplomacy and the military, exploring the forces that have shaped modern humanitarianism, including the development of the modern nation-state, warfare, terrorism, the media, NGOs, and global governance. Finally, it explores the ways in which humanitarian interventions have been justified in the name of justice, human rights, compassion, and expediency.

Assessment: 100% coursework

HIST2142. The German Empire, 1871-1918 (6 credits)

This course traces the rise and fall of the German Empire from its inception after the Franco-German War of 1870/71 to its demise, in defeat and revolution, in 1918. It examines crucial moments in the evolution of high politics, economy and society, and the actors explaining their meaning and significance for Germany, Europe, and the world. Figures such as the Empire’s founder Bismarck, the three emperors Wilhelm I, Friedrich III, and Wilhelm II, the imperial chancellors, and the militaries will be studied, and major ideologies such as conservatism, liberalism, nationalism, socialism, and imperialism will be examined. A global and transnational perspective will be employed when studying the forces of unification, industrialisation, colonisation, and militarisation as they combined to propel the German Empire from new nation to European major power which found itself militarily defeated at the end of the First World War.

Assessment: 100% coursework

HIST2143. Love and Loyalty: Women and Gender in Chinese History (6 credits)

This course discusses two concepts – love and loyalty – in Chinese history through the perspective of women’s history and gender studies. The purpose of this course is to provide students with a base of knowledge regarding the changing historical experiences and contexts of women and gender in Chinese history from ancient times to the present.

Assessment: 100% coursework

HIST2144. History of the Second World War in the West, 1939-1945 (6 credits)

This course will examine the Second World War in Europe and the Mediterranean. In exploring its significance the focus will be on international relations and military affairs.

Assessment: 100% coursework

HIST2145. Tokugawa Japan, 1600–1850 (6 credits)

The establishment of the Tokugawa shogunate marked a turning point in Japanese history, bringing peace to a country that had experienced centuries of civil and international warfare. The Japanese economy flourished at first, but later periods were marked by successive crises and attempts at reform by samurai rulers who saw an increasing gap between their ideal vision of Japanese society and the emergent social realities around them. This course will examine the political, economic, social and cultural life of the Tokugawa period, ranging from the intimate realm of the domestic sphere to Japanese relations with other countries in the region. We will consider the development of popular education, the structure and dynamics of the Tokugawa economy, the ways gender and social status shaped the daily lives of individuals, and the impact of interactions with China, Korea, and Europe. No prior knowledge of Japanese history is assumed, and students will be encouraged to think critically and comparatively about parallels between Tokugawa Japan and other early modern societies.

Assessment: 100% coursework

HIST2147. Germany's Weimar Republic, 1918-1933 (6 credits)

The course surveys the history of Germany's first republic named after the national assembly that convened in Weimar in 1919 and drew up a new constitution after the German Empire had been defeated at the end of the First World War. The Weimar Republic was influenced by changing parliamentary majorities but democracy was working. Ensuing economic recovery led to political pacification. With regard to the arts, science and culture some sections of the German people were for a short time able to refer to the "golden Twenties". It was a period characterised by an intense but brief flowering, since the fall of the Republic could already be foreseen in the great global economic crisis of 1929. As a result of the crisis, Hitler's national-socialist movement became the strongest political force in Germany. However, the turbulent fourteen years of the Weimar Republic were not only a desperate and grudging experiment in democracy but also offered a panoply of world-wide recognised political, economic, social, and cultural models, some of which blended imperceptibly into the Nazi ideology while others survived until nowadays.

Assessment: 100% coursework

Non-permissible combination: HIST2133

HIST2148. Sino-Southeast Asian connections in the age of maritime exploration (6 credits)

This course explores the historical connections between China and Southeast Asia that are often blurred by the established geographical divisions of East Asia, Southeast Asia, and South Asia. We will look at the circulation of people, goods, ideas, and institutions that foster Sino-Southeast Asian connectivity and examine how these exchanges further engendered societal, economic, and political changes. This course is broadly divided into two periods. In the first half of the course we will examine Sino-Southeast Asian connectivity before the arrival of Europeans by looking at, for example, the forging of overland and maritime trade routes, tributary relations, networks of diasporas, and the spread of religion. The second half of the course looks at how, due to enhanced maritime technology and Western presence, these connections are further expanded within a wider and global context.

Assessment: 100% coursework

HIST2149. Contemporary China (6 credits)

This is a multi-disciplinary history course that aims to provide a comprehensive introduction to contemporary developments in China using an analytical and forward-looking approach. The major areas of investigation include China's unique political system and the nation's dynamics of reform,

growth strategy and its potential impacts on the world economy and global finance, social and cultural dimensions of recent change, and external relations especially in regard to Asia, the United States and the European Union. An introduction to China's different geographical regions will help students to understand and explore China's complex environment as a vast country with a very long history. There will be a two-day trip to Guangzhou and Shenzhen, the two major cities of southern China, while Hong Kong's position and relations with the Chinese mainland will also be considered. This course will be offered in the Summer Semester only.

Assessment: 100% coursework

HIST2150. Soviet communism in a capitalist world: A global history of the USSR (6 credits)

This course will survey the interactions of the Soviet Union with the world around them, starting from the 1920s but with an emphasis on the period after World War II. From the very beginning, global affairs played a primary role in the mindset and actions of Soviet leaders. Soviet communism developed in tandem with the capitalist world that surrounded them, and as the capitalist world developed and changed throughout the 20th century, so did the Soviet Union. These changes in capitalism included the Great Depression, the construction of the postwar financial and commercial regime known as Bretton Woods, the Cold War, decolonization and the financialization of the world economy that began in the 1970s. The course will explore Soviet connections and involvement in all these changes. Besides offering an alternate look at the Cold War that differs from the more US-centered history of that struggle, a study of the global history of the USSR will serve to provide a lens for understanding these crucial structural changes in the international history of the 20th century and in the nature of capitalism.

Assessment: 100% coursework

HIST2154. American capitalism in the long nineteenth century (6 credits)

This course will examine the development of American capitalism, with a particular focus on the period from American independence in the 1780s until the First World War. In this period, the United States grew from an Atlantic outpost to a major figure in a globalizing economy. This period saw the rise of wage labor, the development of a market society, the emergence of corporations, the construction of railroad networks, and the innovation of new financial and legal instruments. We will examine the reasons for and effects of these developments, examining the culture as well as the economy of capitalism. Writers ranging from popular pamphleteers to prominent novelists registered and commented on these changes, and we will look at how the development of capitalism changed family structures and ideas about the self. Finally, we will consider capitalism as a historiographical as well as a historical phenomenon, and consider why historians today are drawn to this field.

Assessment: 100% coursework

HIST2155. Slavery and democracy in the United States (6 credits)

One of the enduring questions of American history is how professed ideals of liberty and self-governance could, for so long, coexist with a brutal system of slavery. From the American War of Independence (1775-1783) to the American Civil War (1861-1865), the role of slavery in the American republic was the focus of near constant political debate. This course will look at the history of slavery in the United States, in its social, economic, and political dimensions. We will first consider how slavery functioned as a social system and what life was like for enslaved persons. The work they performed was critical to the growth of American capitalism, and we will consider next the place of slavery in a rapidly developing economy. The profitability of slave labor made its abolition a particularly controversial topic, and we will consider finally how debates over the future of slavery were central to American ideas of democracy and ultimately precipitated the Civil War. This course

will help students think critically about race as a category of analysis, and ask them to consider the ways in which political ideology and economic practices are interrelated.

Assessment: 100% coursework

HIST2156. American urban history (6 credits)

This course examines the development of American cities from the early nineteenth century to the present, considering the governmental, infrastructural, and social challenges posed by urban growth. The history of the city provides a critical lens into American culture and society. As the United States urbanized in the nineteenth and twentieth centuries, cities became the subjects of political debate, engines of economic growth, and centers of cultural change. This course will trace the development of urban spaces from the compact walking city to the dense industrial metropolis and finally to the sprawling suburb of the late twentieth century. Using the United States as a case study, we will examine the ways in which social inequality manifests in the urban landscape, and consider how infrastructure created long ago continues to shape our lives. In order to do so, we will engage with a variety of primary texts, including urban newspapers, maps, and the built environment itself.

Assessment: 100% coursework

HIST2157. Globalisation and Asia (6 credits)

This is a course designed for students who wish to acquire a better understanding of the major world trends of development with special reference to Asian perspectives and experiences. The focus of inquiry is Globalization from past to present together with its many promises, problems and challenges, especially in the context of Asia's regeneration since the 1980's and its interactions with other parts of the world. Particular attention will be given to China's rise as a major economic power and its impacts. The course will also look into the cultural aspects of change and address the issues of political and social governance in a globalizing world.

Assessment: 100% coursework.

The following courses are classified as 'survey courses' and are counted towards the major and minor in History: AMER2053, CHIN2225 and CHIN2226, EUST2017-2019, EUST3015, EUST3018, EUST3020 and JAPN2089-2093. Please refer to the American Studies, Chinese, European Studies and Japanese Studies syllabuses for details.

(B) Seminar Courses

Seminar Courses involve more advanced study of special topics in History and a higher level of training in the use of primary documents or historiography. These courses will normally offer no more than one lecture per week, but will also include one hour of seminar, tutorial or workshop classes each week.

The seminar courses listed may not be offered every year. Students should consult the Department of History Office to find out which Seminars are to be offered each year.

HIST2046. The Modern European city: Urban living and open spaces (6 credits)

Over the past century and a half, the majority of Europeans have become urban dwellers. On an individual, civic, national and international level, every aspect of social life has been influenced by this evolution. Consequently, the study of cities provides a powerful perspective upon European history. An essential part of the process of urbanisation involved the allocation of urban open spaces

to specific social and cultural functions. A key focus for public and private life, the city's open spaces – parks, gardens, streets and squares – had a fundamental influence upon the nature of urban living. As those in positions of power influenced the provision and purpose of these areas, important developments in European social, economic, cultural and political life were linked closely to the evolution of open spaces in cities.

In this course the changing use and allocation of urban open spaces and the evolution of meanings of public and private space will provide a lens through which the development of modern European cities will be analysed. The importance of open spaces will be addressed with recourse to a number of key themes, including the 'greening' of cities of the nineteenth century, the construction of ideal Fascist and Socialist cities in the 1930s, functionalism and post-war reconstruction, and the 'sustainable city' of the 1990s. By the end of the course the students will not only be more familiar with historical approaches to urban 'space' but will also have received an introduction to the evolution of European cities and the changing cultural importance of public and private open spaces.

Assessment: 100% coursework

HIST2048. The history of childhood and youth (6 credits)

Responses to and representations of young people provide a valuable insight into the values of the societies and cultures that generated them. The aim of this course will be to compare changing experiences of growing up with evolving representations of the life-stages used to identify the young (childhood, adolescence and youth) in the nineteenth- and twentieth century world. It therefore considers what it has meant to be young in different times and places. Through comparison of experiences and representations the course will reconsider the validity of terms used to describe the young, highlight the social, political and cultural motives for advancing different roles and representations of young people and generate a broad insight into regional patterns of similarity and difference in the history of this group. This course aims to teach students the importance of the historical context in shaping young people's lives by addressing variables such as class, gender and race. It will also introduce students to a variety of different methodological and theoretical approaches to the topic.

Assessment: 100% coursework

HIST2053. The Cold War (6 credits)

This course focuses upon the emergence and development of the Cold War in the 1940s and 1950s. It takes into account the new scholarship based on evidence from former Soviet, Eastern European, and Chinese archives since the early 1990s. Students are expected to make extensive use of documentary sources.

Assessment: 100% coursework

HIST2070. Stories of self: History through autobiography (6 credits)

Who has felt authorised to narrate their life history and what has compelled them to tell explanatory stories that make sense of their lives? How accurate is it to call autobiography the history of the self? Do we encounter other histories or selves in autobiography? What is the history of autobiography and how do we read it? Historians reading autobiography for documentary evidence of the past and endeavouring to write about it objectively will find that their task is complicated by the autobiographer's subjective and often highly creative engagement with memory, experience, identity, embodiment, and agency. This course is intended for students who wish to explore the interdisciplinary links between autobiography, history, literature, and personal narrative, and to acquire strategic theories and cultural understanding for reading these texts.

Assessment: 100% coursework

HIST2081. Gender and history: Beauty, fashion and sex (6 credits)

How do societies define what it means to be a man and a woman? Everyone, whatever their age, sex or social status, has an opinion on this issue, even if this is not always articulated consciously. Often, in fact, ideas about gender - the relations between the two sexes - are assumed to be 'natural' and timeless. However, by analysing the question of what being a 'man' and being a 'woman' means at different times and in different places this course sets out to illustrate how these identities are socially constructed. HIST2081 aims to introduce students to the various ways through which scholars have sought to understand gender over time. Beginning with the earliest efforts to write 'women's history,' selections from the recent deluge of historical writing and new research on gender will be highlighted.

The topics to be covered will include beauty norms, dress reform, prostitution, women's suffrage, the impact of War on constructions of manhood and womanhood, permissiveness in the 'swinging' sixties and so on, down to the present day. A comparative geographical focus will be used, and the course will draw on a wide variety of material from the Early Modern period to the 21st Century, to facilitate the study of changing gender norms.

Assessment: 100% coursework

HIST2089. History's closet: Clothing in context (6 credits)

Fashion has been called the mirror of history, and this seminar course will examine how the growth of the fashion industry, the democratization and mass production of clothing, and changing dress styles in outer as well as underwear reflect new understandings of women, their bodies, sexuality, and roles in society from the mid-nineteenth century through to the present day. HIST2089 will introduce students to a large, complex and vibrant field of study and suggest how the relationship of women to fashion constitutes a complicated pattern of conformity, self-expression, resistance, and subversion in which issues of identity, ideology, nationality, race, ethnicity, religion, class, and socioeconomic aspirations compete for influence.

Assessment: 100% coursework

HIST2090. The Great Famine (1959-61) (6 credits)

The aim of this course is to introduce students to the history of famine through a sustained investigation of the Great Famine in China from 1959 to 1961. From a comparative perspective, the student will be introduced to a series of historical debates on the definition, causation and nature of famines with specific reference to some of the major famines of the nineteenth and twentieth century, including the Great Irish Famine of 1845-8, the Great Bengal Famine of 1943-4 and the Great Ukrainian Famine of 1932-33. From a methodological perspective, the student will work with a wide range of primary and secondary sources on the Great Famine in China (1959-61) in order to develop specific skills of documentary analysis and historical interpretation. While the seminar will look in detail at the nature of the famine and its political, economic, social and demographic dimensions, we will try to get closer to an understanding of the famine as it was experienced from the bottom up: how did ordinary people cope with hunger and death on such a large scale? A grassroots approach will lead us to consider not only a variety of experiences among victims and survivors across the social spectrum, but also a number of methodological issues on the use of primary sources, the nature of memory and the making of official historiography.

Assessment: 100% coursework

HIST2094. Museums and history (6 credits)

Museums have become one of the most popular ways of telling history. Many scholars argue that museums are not neutral places; rather, they are often used for a wide range of strategic purposes: regulating social behavior, building citizenship and national identity, and expanding state power. But museums also face a variety of constraints and challenges: culture, money, politics, physical space, locating and selecting appropriate artifacts, and forming narratives. This course considers these issues by looking at history museums and heritage preservation in Hong Kong. The goals of the course are to familiarize students with a range of theoretical approaches to museum studies; explore the ways in which museums and heritage preservation can be used to further certain political, cultural, and commercial agendas; and help students learn to write an analytical research essay based on readings and museum fieldwork.

Assessment: 100% coursework

HIST2095. The World Wars through documents (6 credits)

This course focuses upon the two world wars. It aims at helping students to assess and analyze critically different types of documents generated in the process of war, and to enhance their ability to handle original sources. It is taught as a seminar course, with students required to attend one lecture and one seminar per week. The course focuses upon a variety of documentary materials, including: official reports; public statements; speeches; newspaper and media reports; propaganda; letters; diaries; memoirs; and oral histories.

Assessment: 100% coursework

HIST2097. Mao (6 credits)

The aim of this seminar is to critically examine existing accounts of the life of Mao Zedong, whether he is portrayed as a great revolutionary, a paranoid tyrant or a mass murderer. We will do so by exploring not only a variety of secondary sources, including texts, images and films produced by historians, but also by looking at some of the primary sources which have been used in biographies of Mao Zedong, for instance his own writings, interviews with journalists, reminiscences by contemporaries and key documents from the campaigns he instigated.

Assessment: 100% coursework

HIST2099. Themes in the history of the post-Cold War world (6 credits)

This seminar course introduces students to the major developments in the post-Cold War history of the world. It breaks down the historical period around the Cold War, post-Cold War and post-9/11 eras and considers specific issues, themes and case studies to broaden students' understanding. The lectures and seminars will present information on the patterns of change in the major policy domains that have dominated recent history and influenced contemporary decision-makers and societies. The course places an emphasis on historical events between the first and third worlds, as these events often led to dramatic shifts and changes in contemporary international relations. Moreover, the course looks at various historiographical debates over the nature of historical interpretation of socio-political trends and does not treat history as a series of discrete 'facts' but seeks to contextualize the theoretical basis of different historical viewpoints and how these contribute to our understanding of post-Cold War diplomatic history, war and society. The course covers a broad range of areas that include the 'causes' of the end of the Cold War, the Middle East and international oil wars, East Asia's economic miracle, the rise of China, European unification, ethnic strife in post-communist Europe, the third wave of democratization and post-9/11 political and military developments.

Assessment: 100% coursework

HIST2116. Oceans in History (6 credits)

This seminar explores the historical role of oceans as spaces of human interconnection and global transformation. Oceans have long been studied as linear conduits of exploration, imperialism, piracy, etc. Beneath these currents, historians have also taken new soundings in the depths, revealing stories of voluntary and forced migrations, of resistance and empowerment, of sudden fluctuations and centuries-long patterns, and of loss and gain. Focusing on the ‘Age of Exploration’ (1450~1800), we will read noteworthy historical scholarship that has made the ocean its unit of analysis, its transformational element. As our point of departure, we begin with Fernand Braudel’s vision of the Mediterranean as a coherent region unified by its internal sea. We shall then navigate the new history of the Atlantic, with its emerging stories of transatlantic slavery, radicalism, changing ecologies, and diasporas. We conclude on the latest frontiers of Pacific history, and in humanity’s first ocean, the Indian Ocean.

Assessment: 100% coursework

HIST2118. Chinese and Americans: A cultural and international history (6 credits)

China and the United States are two very important nations in the world today. Their interactions and relations have had deep impact on both Chinese and American lives and the rest of the world. This course will explore Sino-American relations in the last several hundred years with special focus on their shared values and experiences and emphasize both diplomatic and people-people relations from cultural and international history perspectives.

Assessment: 100% coursework

HIST2119. Changing lives: Women’s history from Fin-de-Siècle to the interwar years (6 credits)

The decades of late 19th and early 20th centuries had witnessed the emergence of new identities for women variously described as “Eve nouvelle,” “the New Woman,” “xin nuxing,” or “la garçonne.” In this course students will be introduced to the historical formation of these new images of women through a critical reading of a diverse range of primary sources such as advice literature, women’s self-writings, fiction, visual arts, and periodicals. A comparative cross-cultural perspective which draws on case studies from different national and cultural contexts will be adopted in this course.

Assessment: 100% coursework

HIST2123. Meiji Japan, challenges and transformations, 1853-1912 (6 credits)

This course examines the transformation of Japan from a decentralized semi-feudal society to that of a highly centralized nation state and burgeoning regional power from 1853 to 1912. In essence, this seminar course explores the challenges, successes, and failures of nation building in Japan at a time of heightened international imperialism in East Asia and the Pacific and upheaval at home. It explores how Japan’s governing elites attempted to create a stable state and society that balanced oligarchic rule with participatory democracy, economic authoritarianism with international capitalism, cosmopolitanism and internationalism with traditional cultural values, beliefs, and practices, and local and regional identities with those of the emerging Japanese nation state. Moreover, this course focuses on the writings, ideas, hopes and fears of people, elites and non-elite actors, who helped forge and maintain the institutions that helped make Japan a modern state and society.

Assessment: 100% coursework

Non-permissible combination: HIST2008

HIST2124. Taishō and Shōwa Japan: Perfecting state, society and nation, 1912 to 1989 (6 credits)

This course examines efforts undertaken by elites, institutions and citizen groups to overcome problems—perceived and real—that many believed modern Japan faced in both the domestic sphere as well as internationally. At home, these problems included: urbanization and poverty, exploitative industrialization, pollution, and labor unrest, socialism and ideological threats, moral degeneracy, crime and juvenile delinquency, agrarian decline and economic depression. Abroad, these threats included international diplomatic and economic isolation, racial inequality and discrimination, and foreign imperialism. Apart from exploring the perceived problems of Japan, this seminar also examines the various prescriptions advocated by officials and non-governing elites to ameliorate the afflictions that many believed threatened state, society, and the Japanese nation and empire. In doing so, this course will examine how and why concepts of reform, reconstruction, restoration, and even radical revolt and warfare influenced politics, economics, society, and Japan's relations with foreign powers during much of the twentieth century.

Assessment: 100% coursework

Non-permissible combination: HIST2009

HIST2131. Growing up 'girl': Histories, novels, and American culture (6 credits)

This course focuses on novels about girlhood/womanhood, with a particular emphasis on growing up in the US. Accompanying films will be considered as will the ways in which these texts concurrently "teach" history and are themselves historical documents. Noting various critical responses to (and public debates surrounding) these novels, lectures will explore diverse types of cultural/historical work the novels do as they tell stories about particular times, places, people, and episodes in US history. Supplementary reading/discussion considers author biography/autobiography, conduct literature, myths, visual art, and recent theoretical works on youth and gender. The course considers the ways in which novels reflect and influence historical changes and will underscore connections between "real" and imagined girls, and how both have helped to shape and are shaped by notions of race, nation, gender, sexuality, and consumption in both the US and Hong Kong.

Assessment: 100% coursework

HIST2133. The Weimar Republic through documents (1918-1933) (6 credits)

In this seminar course students learn to assess and analyse critically different types of documents generated in the period of Germany's Weimar Republic (1918-1933). Students' ability to handle original sources will be enhanced by identifying documents clearly, set them in their historical context, comment on specific points, and sum up the documents' historical significance. A variety of documentary materials is used, including: official reports; public statements; speeches; newspaper and media reports; letters; diaries; and memoirs. Students' presentations in a weekly seminar are combined with one lecture per week.

Assessment: 100% coursework

Non-permissible combination: HIST2147

HIST2134. The Third Reich through documents (1933-1945) (6 credits)

In this seminar course students learn to assess and analyse critically different types of documents generated in the period of Germany's Third Reich (1933-1945). Students' ability to handle original sources will be enhanced by identifying documents clearly, set them in their historical context, comment on specific points, and sum up the documents' historical significance. A variety of documentary materials is used, including: official reports; public statements; speeches; newspaper and

media reports; letters; diaries; and memoirs. Students' presentations in a weekly seminar are combined with one lecture per week.

Assessment: 100% coursework

Non-permissible combination: HIST2125

HIST2135. Cold War Germany through documents (1945-1990) (6 credits)

In this seminar course students learn to assess and analyse critically different types of documents generated in West Germany and East Germany during the Cold War (1945/49-1990). Students' ability to handle original sources will be enhanced by identifying documents clearly, set them in their historical context, comment on specific points, and sum up the documents' historical significance. A variety of documentary materials is used, including: official reports; public statements; speeches; newspaper and media reports; letters; diaries; and memoirs. Students' presentations in a weekly seminar are combined with one lecture per week.

Assessment: 100% coursework

Non-permissible combination: HIST2076

HIST2139. Greek religion, society and culture in the Classical Age (6 credits)

This seminar course focuses on the social, cultural and religious life in ancient Greece in the fifth century B.C., a period also known as the 'Golden Age of Athens'. It will approach Classical Greece from its political, social and cultural contexts, paying particular attention to the interaction between religion and politics and other categories in the historical process. Major themes that will be discussed include ethnicity and identity, gender relations, the Athenian invention of democracy, mythology and religion, Greek drama, archaeology of sacred space, Greek art and architecture, and the monumentalization of the Greek past. Students will encounter a range of evidence from literary texts to Greek poetry and drama, archaeology of cult, Greek art and iconography. Classical Athens will be the focus because of the preponderance of surviving evidence from Athens, but other Greek cities will also be considered.

Assessment: 100% coursework

HIST2140. Health, medicine and society in late imperial and modern China (6 credits)

This course will first examine the historiography of the history of health, medicine and society in the West and in China. It will then look at the changing meaning of disease, health, and the body in traditional and modern Chinese society. The course will be composed of lectures and discussions based on English publications in the history of medicine, with occasional reference to Chinese primary sources. Students are required to read assigned materials and participate in discussions.

Assessment: 100% coursework

HIST2141. Reproduction and culture in the modern world (6 credits)

This seminar course explores the history of human reproduction from the early nineteenth century to the late twentieth century. Over time, human ability to reproduce and control fertility led to the rise and fall of civilisations across the globe. Using case studies from various national contexts, the course inspects how the state, medical professionals and social activists strove to encourage births and regulate fertility. It demonstrates the interactive influence of political, social and cultural factors on pregnancy, childbirth and birth control practices. Through small group discussion, it also provides an opportunity for students to explore different ways of tackling existing and future population problems.

Assessment: 100% coursework

HIST2146. The Cultural Revolution (1966-76) (6 credits)

Over the past decade or so, a whole diversity of new sources have changed the ways in which historians approach the Cultural Revolution. We will work very closely with these sources, which range from archival evidence to oral history, in order to develop specific skills of documentary analysis and historical interpretation. The student will also be introduced to a series of historical debates about the Cultural Revolution. What was the Cultural Revolution? Why did Mao launch it? What did it achieve? Why did so many students respond to his call? What role did the army play? Historians are divided over these issues, and many other historiographical problems as well. One way to making these questions more interesting will be to move beyond the narrow confines of elite politics in Zhongnanhai, the headquarters of the party in Beijing, and take into account the many ways in which the Cultural Revolution was experienced by people of all walks of life. The skills to be acquired during the seminar are not specific to the Cultural Revolution, but are part of the baggage of the historian that can be used in other fields of the arts and humanities, from a critical reflection about the nature of one-party states to an awareness of the huge diversity of human behaviour in times of extreme terror and violence.

Assessment: 100% coursework

HIST2151. God, guns, sex: Religion, revolution, and gender in late imperial and modern China (6 credits)

This course discusses the interrelationship between religion, revolution, and gender in Chinese local society from the late imperial to modern times. The purpose of this course is to provide students with a base of knowledge regarding the changing historical experiences and contexts in Chinese history in the past three centuries. It aims to help students better understand how politics and revolutions constructed, challenged and transformed religious identity and gender relations in local communities. The course will be organized chronologically with specific thematic focus on different regions of China. We pay particular attention to analyze how power relations in local society are shaped by the negotiation between the state and local discourses of gender and religion.

Assessment: 100% coursework.

HIST2152. Late socialism and the 1989 revolutions (6 credits)

This course covers the history of late socialism from the late 1960s to the collapse of communism around the world in the 1980s. Despite its origins in the Russian Revolution and in Stalinism, the Communist world underwent important changes in this period that more immediately explain the political and social reality today of Russia, Eastern Europe, Central Asia and other countries that adopted Communism. The course will explore these changes—from the rise of mafia networks in Eastern Europe to the ideological and cultural changes toward individualism and the free market,—as well as the historical currents that flowed into the revolutions of 1989. We will look at the different interpretations scholars have developed to explain these revolutions, examine witness accounts, and consider their ongoing influence and changing meaning in post-socialist societies as well as their significance to us today.

Assessment: 100% coursework

HIST2153. Stalin (6 credits)

Stalin looms large in the imagination of people everywhere. In the West, he came to be a part of a democratic identity that often understood itself in contrast to that ruthless, totalitarian dictator. In Russia itself, Stalin is increasingly seen as a ruthless, but historically necessary leader. The one issue everyone agrees on is that his will changed the fate of a vast Eurasian landmass stretching from

Central Europe to the Pacific, encompassing what are today dozens of countries. Since the collapse of the Soviet Union in 1991, a wealth of archival documents has come to light that have reshaped our understanding of both Stalin and Stalinism. This seminar will look at the different, contentious accounts of both his life and the society and system of rule that bear his name. We will examine these debates among historians, and consider the different methodologies and primary source bases that have served to analyze this Georgian of humble origins who so decisively shaped the 20th century.

Assessment: 100% coursework

HIST3022. History by numbers: Quantitative methods in History (6 credits)

This course seeks to introduce students to the various quantitative approaches used by historians in research and to provide an opportunity for students to learn to use some of these methodologies in a workshop environment. Its focus is therefore both theoretical and practical, and students will learn skills which will be readily transferable to the workplace. This course is available only for History majors in their final year of study.

Note: For third-year and fourth-year History majors and minors only.

Assessment: 100% coursework

HIST3025. Hitler and the National Socialist ideology (6 credits)

Adolf Hitler's books *Mein Kampf* (My Struggle) and *Zweites Buch* (Second Book), both written in the 1920s, offer a clear and succinct statement of his views on the world. Preaching a message of hatred, violence and destruction the books reveal both the presence of a genocidal mentality and the statement of an implicitly genocidal message. Much of the interpretative challenge lies in appreciating the significance of the simple but extensive sets of synonyms and antonyms that Hitler uses throughout his writing. However, if we wish to understand how the National Socialist genocide of the Jews occurred it is with Hitler's books that we must start. In the course we will concentrate on those writings and evaluate their intellectual and philosophical roots in a 19th and early 20th century tradition, and their background and motivation in Hitler's own biography.

Note: For third-year and fourth-year students only.

Assessment: 100% coursework

HIST3027. Natural disasters in history, 1700 to present (6 credits)

Natural disasters have had a destructive and often transformative impact on cities and rural landscapes, cultures and societies, and nation states for much of history. This course is designed to encourage students to look differently at natural disasters and their role in shaping the histories of peoples and nations across time and space from 1700 to the present. Using natural disasters as revealers or windows into the past this course will compel participants to think critically and creatively about fundamental relationships in society: What makes a natural phenomenon such as an earthquake, a cyclone, or a volcanic eruption a natural disaster; how have people interpreted disasters and what does this tell us about our relationships with religion, science and technology; how have disasters been portrayed or represented in art, literature, and the media and for what interpretative ends; and how have disasters and the reconstruction processes that followed been used by opportunistic leaders or non-governmental agencies to redevelop landscapes and remake societies? By focusing on case studies from around the globe from 1700 to the present, this course will cross cultures, disciplines, and time, and demonstrate how disasters and catastrophes are cultural constructions that reflect and reinforce, yet sometimes overturn our understanding of nature, science, society, and the cosmos.

Note: For third-year and fourth-year students only.

Assessment: 100% coursework

HIST3029. Transnational history: a new perspective on the past (6 credits)

How can we move beyond ethnocentric approaches to history focusing upon the nation? What is the significance of the movement of individuals and institutions through networks spanning places, spaces, regions and political units to processes of historical transformation? Recently, calls have been heard for historians to respond to critiques of the national and comparative paradigm by adopting what has been referred to as a “transnational” or “entangled” perspective on the past. This involves the study of the flow of ideas, people and commercial goods across the networks and institutions that linked and overlay particular political units, rather than the units themselves. This course allows students to become familiar with this new perspective. Through small group discussion it provides an opportunity to discuss the problems and possibilities of transnational history and to critically evaluate recent works advancing attempts to move “beyond the nation” from fields as diverse as the history of empire, migration, politics, and youth.

Note: For third-year and fourth-year students only.

Assessment: 100% coursework

HIST3065. Workshop in historical research (6 credits)

The research skills and methodologies used by historians are based on the critical analysis of primary and secondary sources. Competency in these skills and an acquaintance with the various methodologies of the historian are central to advanced studies in the historical discipline, but these skills and methodologies are also highly transferable to the workplace. In this course, students will work in small groups on a research project. Learning will be through directed group discussions and coordinated individual research tasks. The course will introduce students to a wide range of historical sources, equip them with the skills to analyze and interpret those sources, and will also encourage students to develop leadership and team-work roles in solving real historical problems.

Note: For third-year and fourth-year students only.

Assessment: 100% coursework

HIST3075. Directed reading (6 credits)

The aim of this intensive reading course is to provide an opportunity for students to pursue a specialized topic of study with a faculty member. Throughout the semester, the student and teacher will consult regularly on the direction of the readings and on the paper or papers (not to exceed 5,000 words) that will demonstrate the student’s understanding of the material. This course cannot normally be taken before the fifth semester of candidature and is subject to approval. Students wishing to take this course should consult with a teacher who is willing to supervise the reading project before enrolling.

Note: For third-year and fourth-year students only.

Assessment: 100% coursework

The following courses are classified as seminar courses and are counted towards the major and minor in History: CHIN2235, CLIT2076 and CLIT2093. Please refer to the Chinese and Comparative Literature syllabuses for details.

(C) Capstone Experience Courses**HIST4015. The theory and practice of history (capstone experience) (6 credits)**

This course aims to acquaint students with some of the theoretical and practical considerations which underlie the study and writing of history by considering the development of the discipline of history

from its beginnings in the ancient world through to the postmodernist critique. The course is especially recommended to those who wish to pursue history at the postgraduate level. All students taking **HIST4017. Dissertation elective (capstone experience)** are required to take **The theory and practice of history (capstone experience)**.

Note: For fourth-year students only.

Assessment: 100% coursework

HIST4017. Dissertation elective (capstone experience) (12 credits)

This is a research course which requires submission of an extended written dissertation. All students taking the **Dissertation elective** are required to take **HIST4015. The theory and practice of history (capstone experience)**.

Co-requisite/Prerequisite: HIST4015

Note: For fourth-year History majors only; a whole-year course.

Assessment: 100% coursework

HIST4023. History research project (capstone experience) (6 credits)

Students who wish to undertake a research project on a specialized historical topic in either semester of their final year of study may enroll in this course with the approval of the Head of the School of Humanities on the recommendation of the departmental Undergraduate Coordinator. The course aims at providing an opportunity for intensive research leading to the production of a long essay (not exceeding 7,000 words) which will be supervised by a faculty member with expertise in the chosen area of study.

Note: For fourth-year History majors and minors only.

Assessment: 100% coursework

HIST4024. Writing Hong Kong history (capstone experience) (6 credits)

This course looks at various themes, problems, and issues in Hong Kong's history since the 1800s. Rather than focusing on historical events, we will look at the ways in which certain themes have been studied. Thus we will be less concerned with dates and facts than with analysis and interpretation. Topics include: general approaches to Hong Kong history, the Opium War and the British occupation of Hong Kong, colonial education, regulation of prostitution and the mui tsai system, colonial medicine, colonialism and nationalism, WWII and the Japanese occupation, industrialization and economic development, history and identity, legacies and artifices of colonial rule, and history and memory. The goals of the course are to introduce students to the ways in which scholars have approached Hong Kong history, assess how theories based on other historical experiences can be used to understand Hong Kong history, and help students learn to argue effectively in written and oral presentations.

Note: For fourth-year students only.

Assessment: 100% coursework

HIST4026. History publishing (capstone experience) (12 credits)

This course expects students to draw together the various strands in their undergraduate history training in a project which aims to (1) allow individual students to produce a professional piece of historical writing suitable for publication, and (2) bringing several of these written outputs together in a volume designed and produced by the course participants. The course will enable students to learn all the stages and methods of book production through practical involvement in creating a published

volume of historical essays as a group project. Publishing professionals will be involved in teaching the course and professional standards will be encouraged throughout the project work. This course will be of particular interest to students who are interested in pursuing careers in any area of publishing, but it will also be valuable to those who intend to pursue postgraduate studies or careers in writing.

Note: For fourth-year History majors only; a whole-year course.

Assessment: 100% coursework

HIST4028. History without borders: Special field project (capstone experience) (6 credits)

Enrolment in this special course is extended to students majoring in History by invitation, and on a performance-related basis. For those students invited to apply for enrolment this exclusive capstone course will provide an opportunity to design their own field project in a subject related to the History discipline. It will also provide funding to support field work undertaken across geographical, political and cultural borders, in Hong Kong and/or overseas. The course thus provides History majors with a unique, funded opportunity to design, plan and make their own creative contribution to historical knowledge.

Students invited to submit a project proposal must do so by the specified deadline. The department panel will then notify applicants of approval or non-approval within the period specified. Those students eligible to enroll in the course who are interested in taking up the Department's invitation and whose project proposals are successful will be provided with financial support to be used for the purpose agreed. A range of innovative activities may be designed by students, including, for example, travel overseas to conduct field research, the editing and publication of a special online journal, attendance or organisation of a conference, workshop, or specialist history summer course. Each student will be supervised by a staff member working in a related field.

Note: For fourth-year students only, and by invitation.

Assessment: 100% coursework

HIST4030. Europe fieldtrip (capstone experience) (6 credits)

This course will engage students in a particular historical theme or period of history, in one or more geographical areas of Europe through a field trip to examine historical sites and historical remains in the field or in museums and archives. The nature of the field trip will vary from year to year depending upon the expertise of the teacher and the needs of students.

Note: This course may be taken as a Summer Semester course before the commencement of the final year of studies.

Note: For fourth-year History majors and minors only.

Assessment: 100% coursework

HIST4031. East Asia fieldtrip (capstone experience) (6 credits)

This course will engage students in a particular historical theme or period of history, in one or more geographical areas of East Asia through a field trip to examine historical sites and historical remains in the field or in museums and archives. The nature of the field trip will vary from year to year depending upon the expertise of the teacher and the needs of students.

Note: For fourth-year majors and minors only.

Assessment: 100% coursework

**HIST4032. Great Kanto earthquake and the reconstruction of Tokyo (capstone experience)
(6 credits)**

This course explores the most deadly and destructive natural disaster in Japan's history, the Great Kantō Earthquake of 1923 and the reconstruction of Tokyo. In a general sense, this course will encourage students to reflect on the interconnections between nature, science, religion, the media, arts, politics, economics, the built environment, and society that large-scale disasters reveal. In a specific manner, this course will challenge students to explore questions such as: what did this catastrophic earthquake mean to the residents of Tokyo, how did they and others interpret this calamity, how was this localized or regional disaster constructed as 'Japan's greatest tragedy,' why did grandiose plans for a reconstruction imperial capital fall victim to contentious political debates, how was the city rebuilt and what influences shaped its design, and how did people mourn and remember the dead and commemorate this catastrophe?

Assessment will focus on students developing an extended research essay drawn from a large collection of translated primary sources, images, and art.

Note: For fourth-year students only.

Assessment: 100% coursework