Degrees Offered

Bachelor of Arts

Majors Offered

History
History with Departmental Honors
Social Sciences
Social Sciences with Departmental Honors

Minors Offered

History
Public History and Museum Studies

The History Department is comprised of a team of internationally recognized scholars committed to providing students with knowledge and skills necessary for success in many professions. We believe that the study of history is exciting, vibrant and vitally relevant to understanding the world in which we live. Through intense classroom contact, innovative pedagogical methods and extensive student research projects, we instill in our students human values, critical thinking skills and an appreciation for the complexities of issues that have been of perennial importance. As professional historians we have been particularly successful in disseminating these values to a broader audience, by lecturing publicly and publishing works for both academic and popular audiences.

Recommended Progression of Study

Students should begin with the Chair’s Seminar HIST 001 and two foundation courses in sequence and proceed to take one course from each of the listed regional and thematic categories. Students must take HIST 070, Historical Imagination, their sophomore year or as soon as possible after transferring into the program and take HIST 160, Pacific History Seminar, the capstone class, as seniors. Students may take independent study courses or special topics courses at any time.

Teaching Credential Track

Teaching credential candidates wishing to teach history at the secondary level should complete the Single Subject Credential in the Social Sciences. Information on specific course requirements may be obtained from your adviser or the department chair. For other credential requirements, students should consult faculty in the School of Education.

Bachelor of Arts Major in History

Students must complete a minimum of 120 units with a cumulative and major/program grade point average of 2.0 in order to earn the bachelor of arts degree with a major in history.

I. General Education Requirements

For more details, see General Education (http://catalog.pacific.edu/stocktongeneral/generaleducationprogram/)

Minimum 28 units and 9 courses that include:

A. CORE Seminars (2 courses)
   CORE 001 Problem Solving & Oral Comm 3
   CORE 002 Writing and Critical Thinking 4

   Note: 1) CORE Seminars cannot be taken for Pass/No Credit. 2) Transfer students with 28 or more transfer credits taken after high school are exempt from both CORE seminars. Students participating in the First Year Honors Program should complete an honors section of CORE 001 regardless of the number of college transfer units completed.

B. Breadth Requirement (7 courses, at least 3 units each)

At least one course from each of the following areas:

Artistic Process & Creation
Civic & Global Responsibility
Language & Narratives
Quantitative Reasoning
Scientific Inquiry
Social Inquiry
World Perspectives & Ethics

Note: 1) No more than 2 courses from a single discipline can be used to meet the Breadth Requirement.
C. Diversity and Inclusion Requirement
All students must complete Diversity and Inclusion coursework (at least 3 units).

Note: 1) Diversity and Inclusion courses can also be used to meet the breadth category requirements, or major or minor requirements.

D. Fundamental Skills
Students must demonstrate competence in:
- Writing
- Quantitative Analysis (Math)

Note: 1) Failure to satisfy the fundamental skills requirements by the end of four semesters of full-time study at the University is grounds for academic disqualification.

II. College of the Pacific BA Requirement
Students must complete one year of college instruction or equivalent training in a language other than English.

Note: 1) Transfer students with sophomore standing are exempt from this requirement.

III. Breadth Requirement
Students must complete 60 units outside the primary discipline of the first major, regardless of the department who offers the course(s) in that discipline. (This includes general education courses, transfer courses, CPCE/EXTN units, internships, etc.).

IV. Major Requirements
Minimum 45 units and 12 courses that include:

Select one of the following groups: 8

Group A
- HIST 010 Western Civilization I
- HIST 011 Western Civilization II

Group B
- HIST 020 United States History I
- HIST 021 United States History II

Group C
- HIST 030 East Asian Civilization I
- HIST 031 East Asian Civilization II

Group D
- HIST 040 Colonialism in Latin America
- HIST 041 The Problem with Latin America

Group E
- HIST 050 World History I
- HIST 051 World History II

Select one of the following global and transnational courses: 4
- HIST 060 A History of Medicine
- HIST 061 Global History of Food
- HIST 062 History of Warfare
- HIST 065 Women and War
- HIST 103 Oceans and the Maritime World
- HIST 139 Borderlands

Select one of the following Environment and Science courses: 4
- HIST 052 John Muir's World: Origins of the Conservation Movement
- HIST 063 History of Science and Technology

Bachelor of Arts Major in History with Departmental Honors
Students must complete a minimum of 120 units with a cumulative grade point average of 3.3 and major/program grade point average of 3.5 in order to earn the bachelor of arts degree with a major in history with departmental honors.
I. General Education Requirements
For more details, see General Education (http://catalog.pacific.edu/stocktongeneral/generaleducationprogram/)

Minimum 28 units and 9 courses that include:

A. CORE Seminars (2 courses)

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<tr>
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<th>Units</th>
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<tr>
<td>CORE 001</td>
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<td>3</td>
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<tr>
<td>CORE 002</td>
<td>Writing and Critical Thinking</td>
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Note: 1) CORE Seminars cannot be taken for Pass/No Credit. 2) Transfer students with 28 or more transfer credits taken after high school are exempt from both CORE seminars. Students participating in the First Year Honors Program should complete an honors section of CORE 001 regardless of the number of college transfer units completed.

B. Breadth Requirement (7 courses, at least 3 units each)

At least one course from each of the following areas:

- Artistic Process & Creation
- Civic & Global Responsibility
- Language & Narratives
- Quantitative Reasoning
- Scientific Inquiry
- Social Inquiry
- World Perspectives & Ethics

Note: 1) No more than 2 courses from a single discipline can be used to meet the Breadth Requirement.

C. Diversity and Inclusion Requirement

All students must complete Diversity and Inclusion coursework (at least 3 units)

Note: 1) Diversity and Inclusion courses can also be used to meet the breadth category requirements, or major or minor requirements.

D. Fundamental Skills

Students must demonstrate competence in:

- Writing
- Quantitative Analysis (Math)

Note: 1) Failure to satisfy the fundamental skills requirements by the end of four semesters of full-time study at the University is grounds for academic disqualification.

II. College of the Pacific BA Requirement

Students must complete one year of college instruction or equivalent training in a language other than English.

Note: 1) Transfer students with sophomore standing are exempt from this requirement.

III. Breadth Requirement

Students must complete 60 units outside the primary discipline of the first major, regardless of the department who offers the course(s) in that discipline. (This includes general education courses, transfer courses, CPCE/EXTN units, internships, etc.).

IV. Major Requirements

Minimum 45 units and 12 courses that include:

Select one of the following groups:

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>A</td>
<td>HIST 010</td>
<td>Western Civilization I</td>
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<td>HIST 011</td>
<td>Western Civilization II</td>
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<td>B</td>
<td>HIST 020</td>
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<td>HIST 021</td>
<td>United States History II</td>
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<td>HIST 030</td>
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<td>HIST 031</td>
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<td>The Problem with Latin America</td>
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<td>E</td>
<td>HIST 050</td>
<td>World History I</td>
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<td></td>
<td>HIST 051</td>
<td>World History II</td>
</tr>
</tbody>
</table>

Select one of the following global and transnational courses:

- HIST 060 A History of Medicine
- HIST 061 Global History of Food
- HIST 062 History of Warfare
- HIST 065 Women and War
- HIST 103 Oceans and the Maritime World
- HIST 139 Borderlands

Select one of the following Environment and Science courses:

- HIST 052 John Muir’s World: Origins of the Conservation Movement
- HIST 063 History of Science and Technology
- HIST 136 American Environmental History
- HIST 167 Gender in the History of Science/Medicine/Technology

Select one of the following pre-modern Europe or classics courses:

- HIST 100 Renaissance and Reformation
- HIST 101 Tudor and Stuart England
- HIST 102 The Spanish Empire

Select one of the following 20th century Europe courses:

- HIST 111 Europe in Turmoil 1900-1945
- HIST 112 History of the Holocaust
- HIST 113 Europe Since 1945
- HIST 114 Modern Germany

Select one of the following Early North America courses:

- HIST 120 Native American History
- HIST 123 Civil War Era
- HIST 124 History of the American West
- HIST 125 Early America: From Settlement to New Nation

Select one of the following United States courses:

- HIST 119 History Goes to Hollywood
- HIST 130 History of California
- HIST 132 American Immigration
- HIST 133 Women in United States History
- HIST 135 Women in Time and Place
- HIST 137 His-panic USA

Select one of the following Asia courses:

- HIST 140 Southeast Asia and the West
- HIST 141 Pre-Modern China to 1840
Bachelor of Arts Major in Social Sciences With CSET-Social Sciences (California Subject Exams for Teachers)

This major appeals to students with a broad range of interests and those interested in pursuing a social science teaching credential. It requires a minimum of 45 semester units, distributed as follows: History: eight courses that include one introductory course, one course in California history, two courses in World History, two courses in U.S. history, one course in the history of a non-U.S. country or region, and one course with a world geography component. Political Science: two courses that include one course in U.S. national government and one course that deals with either a) comparative politics and government, b) politics and government of a foreign country or c) international relations. Sociology: two courses which include one course that deals with the basic concepts of Sociology and one course that deals with either a) structural analysis, b) social psychological analysis or c) cultural anthropology. Economics: one introductory course that includes microeconomics and macroeconomics. Quantitative methods: one course, selected with the approval of the Social Science advisor. Please see the College of the Pacific Social Science advisor for a list of specific course recommendations for all courses required for the major.

Students must complete a minimum of 120 units with a Pacific cumulative and major/program grade point average of 2.0 in order to earn the bachelor of arts degree with a major in social science.

Note: Transfer students who enter with sophomore standing or above, or students who declare the major after completion of their freshman year, are exempt from the HIST 001 requirement.

I. General Education Requirements

For more details, see General Education (http://catalog.pacific.edu/stockton/college/degrees/)

Minimum 28 units and 9 courses that include:

A. CORE Seminars (2 courses)

CORE 001 Problem Solving & Oral Comm
CORE 002 Writing and Critical Thinking

Note: 1) CORE Seminars cannot be taken for Pass/No Credit. 2) Transfer students with 28 or more transfer credits taken after high school are exempt from both CORE seminars. Students participating in the First Year Honors Program should complete an honors section of CORE 001 regardless of the number of college transfer units completed.

B. Breadth Requirement (7 courses, at least 3 units each)

At least one course from each of the following areas:

- Artistic Process & Creation
- Civic & Global Responsibility
- Language & Narratives
- Quantitative Reasoning
- Scientific Inquiry
- Social Inquiry
- World Perspectives & Ethics

Note: 1) No more than 2 courses from a single discipline can be used to meet the Breadth Requirement.

C. Diversity and Inclusion Requirement

All students must complete Diversity and Inclusion coursework (at least 3 units)

Note: 1) Diversity and Inclusion courses can also be used to meet the breadth category requirements, or major or minor requirements.

D. Fundamental Skills

Students must demonstrate competence in:

- Writing
- Quantitative Analysis (Math)

Note: 1) Failure to satisfy the fundamental skills requirements by the end of four semesters of full-time study at the University is grounds for academic disqualification.

II. College of the Pacific BA Requirement

Students must complete one year of college instruction or equivalent training in a language other than English.

Note: 1) Transfer students with sophomore standing are exempt from this requirement.

III. Breadth Requirement

Students must complete 60 units outside the primary discipline of the first major, regardless of the department who offers the course(s) in that discipline. (This includes general education courses, transfer courses, CPCE/EXTN units, internships, etc.)

IV. Major Requirements

- HIST 001 Chair’s Seminar
- HIST 020 United States History I
Bachelor of Arts Major in Social Sciences with Departmental Honors

Students must complete a minimum of 120 units with a Pacific cumulative grade point average of 3.3 and major/program grade point average of 3.5 in order to earn the bachelor of arts degree with a major in social science with departmental honors.

I. General Education Requirements
For more details, see General Education (http://catalog.pacific.edu/stocktongeneral/generaleducationprogram/)

Minimum 28 units and 9 courses that include:

A. CORE Seminars (2 courses)
CORE 001 Problem Solving & Oral Comm
CORE 002 Writing and Critical Thinking

Note: 1) CORE Seminars cannot be taken for Pass/No Credit. 2) Transfer students with 28 or more transfer credits taken after high school are exempt from both CORE seminars. Students participating in the First Year Honors Program should complete an honors section of CORE 001 regardless of the number of college transfer units completed.

B. Breadth Requirement (7 courses, at least 3 units each)
At least one course from each of the following areas:
Artistic Process & Creation
Civic & Global Responsibility
Language & Narratives
Quantitative Reasoning
Scientific Inquiry
Social Inquiry
World Perspectives & Ethics

Note: 1) No more than 2 courses from a single discipline can be used to meet the Breadth Requirement.

C. Diversity and Inclusion Requirement
All students must complete Diversity and Inclusion coursework (at least 3 units)

Note: 1) Diversity and Inclusion courses can also be used to meet the breadth category requirements, or major or minor requirements.

D. Fundamental Skills
Students must demonstrate competence in:
Writing
Quantitative Analysis (Math)

Note: 1) Failure to satisfy the fundamental skills requirements by the end of four semesters of full-time study at the University is grounds for academic disqualification.

II. College of the Pacific BA Requirement
Students must complete one year of college instruction or equivalent training in a language other than English.

Note: 1) Transfer students with sophomore standing are exempt from this requirement.

III. Breadth Requirement
Students must complete 60 units outside the primary discipline of the first major, regardless of the department who offers the course(s) in that discipline. (This includes general education courses, transfer courses, CPCE/EXTN units, internships, etc.)

IV. Major Requirements

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<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tr>
<td>HIST 001</td>
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<td>HIST 020</td>
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<td>HIST 021</td>
<td>United States History II</td>
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<tr>
<td>HIST 050</td>
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<td>HIST 103</td>
<td>Oceans and the Maritime World</td>
<td>4</td>
</tr>
<tr>
<td>HIST 130</td>
<td>History of California</td>
<td>4</td>
</tr>
</tbody>
</table>
POLS 041  U.S. Government and Politics  4
Select one of the following non-U.S., upper-level history courses:  4
  HIST 063  History of Science and Technology
  HIST 100  Renaissance and Reformation
  HIST 113  Europe Since 1945
  HIST 142  Modern Chinese History
  HIST 151  People’s History of Mexico
Select one of the following:  3
  ECON 051  Economic Principles and Problems
  ECON 053 Introductory Microeconomics
  & ECON 055 Introductory Macroeconomics: Theory and Policy
Select one of the following basic sociology courses:  4
  SOCI 021  Culture and Society
  SOCI 031  Deviant Behavior
  SOCI 051  Introduction to Sociology
Select one of the following analysis courses:  4
  ANTH 053  Cultural Anthropology
  SOCI 079  Self and Society
  SOCI 108  Food, Culture and Society
  SOCI 111  Environment and Society
  SOCI 123  Sex and Gender
  SOCI 125  Sociology of Health and Illness
  SOCI 141  Race and Ethnicity
Select one of the following:  4
  POLS 051  Introduction to International Relations
  POLS 160  Theories of International Politics
  POLS 164  International Political Economy
  POLS 166  Causes of War
  POLS 168  Comparative Foreign Policy
  POLS 170  U.S. Foreign Policy
  HIST 160  The Capstone (Pacific History Seminar)  4
  HIST 197  Independent Research  2
Recommended for CSET (Optional):  6
  EDUC 140  Transformational Teaching and Learning
  EDUC 141  Transformational Teaching and Learning Practicum

* Students should complete HIST 197 the semester after completing
  HIST 160, in order to revise and refine their senior capstone paper
  under the mentorship of a faculty advisor. Students must present
  their Senior Research Project at a conference approved by the
  History Department.

Bachelor of Arts Major in History, Political Science, Economics, or Sociology
With CSET-Social Sciences
Students are encouraged to take courses in World History and/or Western
Civilization, United States History, California History, and other courses,
as are possible in one’s bachelor’s degree program, in the courses listed
in option 1 listed above.

Students who do not major in social sciences, history, or political science
but wish to earn a California Social Sciences Single Subject Credential
may want to consider earning a minor in history to help prepare them for
the CSET exams. Above are minor coursework options recommended for
social sciences teacher preparation.

Students interested in getting a social science credential contact the
School of Education or the social science advisor to determine which
pre-professional education courses are required for the Single Subject
Credential (Department of Curriculum and Instruction):

Minor in History
Students must complete seven courses and a minimum of 25 units with
a Pacific minor grade point average of 2.0 in order to earn the minor in
history.

Minor Requirements:
Select two of the following pre-modern or 20th century Europe
courses:  8
  HIST 100  Renaissance and Reformation
  HIST 101 Tudor and Stuart England
  HIST 102  The Spanish Empire
  HIST 111  Europe in Turmoil 1900-1945
  HIST 112  History of the Holocaust
  HIST 113  Europe Since 1945
  HIST 114  Modern Germany
  HIST 119  History Goes to Hollywood
Select two of the following United States or early North America
courses:  8
  HIST 120  Native American History
  HIST 123  Civil War Era
  HIST 124  History of the American West
  HIST 125  Early America: From Settlement to New Nation
  HIST 130  History of California
  HIST 132  American Immigration
  HIST 133  Women in United States History
  HIST 135  Women in Time and Place
  HIST 137  Hispanic USA
Select two thematic or non-western courses:  8
  HIST 160  The Capstone (Pacific History Seminar)
  HIST 070  Historical Imagination
  HIST 080  Digital Narratives
  HIST 187  Internship
  EDUC 140  Transformational Teaching and Learning
  EDUC 141  Transformational Teaching and Learning Practicum

Note: 1) 10 units must be completed at Pacific. 2) of the 7 courses
  must be or higher. 3) Special Topics courses may satisfy areas with
departmental approval.

Minor in Public History and Museum Studies
(Also open to History majors)
Students must complete 6 courses and a minimum of 20 units, with a
Pacific minor grade point average of 2.0 in order to earn the minor in
public history and museum studies.

Minor Requirements:
HIST 070  Historical Imagination  4
HIST 160  The Capstone (Pacific History Seminar)  4
HIST 080  Digital Narratives  4
HIST 187  Internship  2-4
Electives
Select two of the following:  6-8
HIST 191 Independent Study (of an approved public history field)

An approved HIST course from existing listings and that includes a public history project such as:

- HIST 112 History of the Holocaust
- HIST 123 Civil War Era
- HIST 132 American Immigration
- HIST 133 Women in United States History
- HIST 135 Women in Time and Place
- HIST 136 American Environmental History
- HIST 137 His-panic USA
- HIST 140 Southeast Asia and the West
- HIST 144 Contemporary China
- HIST 151 People’s History of Mexico
- HIST 167 Gender in the History of Science/Medicine/Technology

COMM 133 Documentary Film as Persuasive Communication

Notes: 1) 10 units must be completed at Pacific. 2) Special Topics courses may satisfy elective requirements with departmental approval.

History Courses

HIST 001. Chair’s Seminar. 1 Unit.
This course provides freshmen with some essential skills for success in either the History or Social Science major at Pacific. Topics include study, research and writing skills, internships and career planning. Along the way, freshmen are introduced to department faculty, staff, librarians, (who they come to know and love) and their fellow students.

HIST 010. Western Civilization I. 4 Units.
This course is an introductory survey of the history of Western Civilization that begins with the emergence of classical Greek culture and ending with the Reformation in the sixteenth century. The political, social and religious ideas of ancient Rome and Greece have shaped European culture and formed an enduring legacy for our societies until today. The course examines the life and interactions of men and women throughout the centuries and traces the development of political and social institutions in a geographic area that we know as Europe. Studying this fascinating history of war and peace, destruction and great achievements helps understand what our present life has to do with the past. (GE2B)

HIST 011. Western Civilization II. 4 Units.
This course is an introductory survey of the history of Western Civilization from the sixteenth century to the present. The class explores some of the great political, social and economic transformations that led to the Western world as we know it today. The Scientific Revolution and the Enlightenment permanently changed humans’ view of the world. Modern states and new forms of governments emerged as the French and Industrial Revolutions undermined the political and economic order. The rise of nationalism and totalitarianism led to catastrophes in the twentieth century. After the Cold War, we faced new problems that pushed us to take stock of where we are at the beginning of the new millennium. (GE2B)

HIST 020. United States History I. 4 Units.
This is an introductory level course in U.S. history. It begins with Native American societies at the time of European contact and examines major social, political, and cultural issues in U.S. history through colonial settlement, the American Revolution, the early national period, the antebellum era, the Civil War, and Reconstruction. The course considers dominant cultural traditions and perspectives as well as a minority cultures and dissent. (DVSY, GE1B)

HIST 021. United States History II. 4 Units.
This is an introductory level course in U.S. history that considers the major social, economic, and cultural forces in American society from the Civil War to the present. It examines dominant cultural traditions and perspectives as well as minority cultures and dissent. Topics include the closing of the frontier, progressive reform, industrialization and urban life, the Great Depression, World War II, the Cold War, Civil Rights and social justice movements, the Vietnam War, and the Reagan years. Central themes are the U.S.’s increasing role in international affairs, political realignments, reform movements, race and racism, diversity, mass culture, and the historical legacies of the American past. (DVSY, GE1B)

HIST 030. East Asian Civilization I. 4 Units.
A broad overview of the rich histories and cultures of East Asia is the focus of this class. Students study the timeless writings of Confucius, take a dusty journey down the Silk Road and follow Prince Genji’s adventures in medieval Japan. The course focuses primarily on China and Japan, but also nomadic peoples such as Tibetans, Mongols and others in Southeast Asia. Students will discover that East Asian civilizations were at the center of world history in terms of technology, wealth, cultural sophistication, political organization and quality of life. (GE1C)

HIST 031. East Asian Civilization II. 4 Units.
This course surveys East Asian Civilizations from the 19th century to the present. The course covers China and Japan as well as Korea, Singapore and Vietnam and the class focuses on East Asian transformation from traditional societies to modern ones as a result of confrontation with the West. The course examines East Asian political, economic and cultural histories and traditions, providing a model of modernization different from that of the West. (GE1C)

HIST 040. Colonialism in Latin America. 4 Units.
Tracing the gruesome experiences of members of a Maya village at the hands of their colonizers, the film Apocalito aptly ends at the first sight of Spanish arrival, but not without leaving the viewer with the sense that things will never be the same again. Indeed, colonial rule forever changed the lives of Indians, Africans and Spaniards in the Americas. This course covers the history of Mesoamerica and colonial Latin America from pre-Columbian times to Independence in the 1820s. Students consider the political, economic, religious, and cultural history of the Viceroyalty of New Spain (present-day Mexico, Central America and the Caribbean) and the Viceroyalty of Peru (the Andes), with a limited discussion of Portuguese colonies. The class focuses on the social relationships between the three dominant racial groups, Indigenous, African and European. (GE1C)

HIST 041. The Problem with Latin America. 4 Units.
Since independence from Spain in the early nineteenth century Latin America has been plagued with struggles to achieve political stability, social justice, and economic development. Though an analysis of social movements, this course focuses on salient issues in the history of the independent nations of Latin America from the 1820s to the present and emphasizes the development of diverse societies and cultures. Students examine issues of state building, labor movements, inter-regional conflicts, and interethnic relations. The course uses a variety of sources - films, lectures, readings, and discussions - in an attempt to understand how social movements shaped and were shaped by economic and political forces. Finally, the class studies how colonial legacies, neocolonial ties and globalization have affected Latin America and its people. (GE1C, GEND)
HIST 050. World History I. 4 Units.
This course is a broad survey of ancient civilizations (i.e. Mesopotamian, Egyptian, Hebrew, Greek, Indian, Chinese, Roman), social and economic structures and patterns of trade, cultural and religious traditions and intellectual contributions. The second half of the course covers the development of medieval and early modern civilizations to the 1500s. Particular emphasis is placed on the decline of the Roman Empire, the role and impact of Christianity and Islam, the European Expansion and global markets, and the European Scientific Revolution. (DVSY, GE2B)

HIST 051. World History II. 4 Units.
This course is a survey of World civilization from 1500 to the present which focuses on patterns of colonization, globalization and the impact of such forces as science and technology, consumerism, and intellectual movements on world history. Other topics include war, the impact of religious movements and the environmental impact of modernity. (GE2B)

John Muir (1838-1914) is considered by most the "father" of the modern Conversation Movement. This course traces his life, his conversation crusades, and his global legacy. Home of the John Muir Papers, University of the Pacific's Library is used by all students in the course for research on an aspect of John Muir's contributions to conservation. Field trips to the John Muir National Historic Site in Martinez and to Yosemite National Park are often a part of this course. (ENST, GE2B)

HIST 060. A History of Medicine. 4 Units.
This course begins by objectively examining ancient medical systems across the globe: Chinese, Ayurvedic, Native American, and comes to focus on the Greek tradition in the West. Class discussions include the transmission of medical knowledge through Arab, Jewish, and medieval Christian authorities, and the impact of the discovery of the New World. The second half of the course traces the influence of the scientific revolution and the development of modern medicine in the 19th century and 20th centuries. Particular emphasis is placed on the subfields of physiology, nutrition and herbal lore; in the second half of the course emphasis is on anatomy, pathology and surgery. Biology, Pre-med. and Pharmacy students are encouraged to enroll, as well as non-science majors. No prerequisites or specialized knowledge are required. (GE2B)

HIST 061. Global History of Food. 4 Units.
The scope of the course is global, covering civilizations of Asia, America, Africa and Europe and how these cultures domesticated unique staples, which literally enabled these civilizations to expand and flourish. The course covers history of the interaction of humans with food resources from earliest hunting and gathering societies to the present. The major theme of the course is the process of globalization, imperialism and the growth of capitalist enterprise and the cost to indigenous cultures and traditional farming practices and how these processes were shaped by trade in food. (GE1C)

HIST 062. History of Warfare. 4 Units.
Taking a global approach, this course examines the history of warfare from ancient times through the present. It looks at how warfare was shaped, and shaped by, social, political and technological changes. After briefly looking at warfare in ancient, traditional and medieval societies, the class turns to the era of modern war beginning in the seventeenth century. From then on, technological and social changes transformed the conduct of war in many parts of the world. The course ends with a consideration of nuclear capability and terrorism. In class assignments, students have an opportunity to pursue their own interests on a variety of military related themes, events, or issues. (GE2B)

HIST 063. History of Science and Technology. 4 Units.
Almost every aspect of society, from the automobile to the Internet, from racial and class inequality to gender relations, from AIDS to global warming, includes an important scientific component and has deep historical roots. This course examines the global history of science and technology form antiquity through the present. It seeks to understand how science and technology shape human lives and how society and culture, in turn, shape the development of science and technology. (GE3C)

HIST 064. A History of Alcohol and Intoxicants. 4 Units.
A survey of how humans have used alcohol and intoxicants from ancient times to the present and how and why they have been central to religion, art, social interaction and many other endeavors. Discussion of the cultural and legal ramifications of intoxication and why standards differ greatly from society to society. (GE1A)

HIST 065. Women and War. 4 Units.
This course takes an international approach to studying the history of women and war. The objective is to better understand how women's experience during war has changed over time and differed for women in a variety of countries. The class begins by studying the mythology of women and war, connecting ancient Greek war goddess Athena with present-day Hollywood depictions of women warriors. Lectures then focus on the theories positioning women in war history, and proceeds with a survey of women's participation in several modern wars, comparing women's experience in the U.S. with women in other parts of the world. Finally, the course ends with an in-depth discussion of several key themes in the histories of women and war: domestic ideology, prostitution, nursing, soldiering, war work, and protest/peace politics. (GEND)

HIST 066. Ancient Arithmetic. 4 Units.
This course traces mathematical and historical developments throughout the ancient world, ending with the Scientific Revolution. Students will gain mathematical knowledge through the analysis of historical problems and solution methods, while contextualizing these endeavors into a larger historical context. Students will read mathematical primary sources, and will learn to think about the development of mathematical primary sources, and will learn to think about the development of mathematics as an intellectual pursuit over time. This course is cross-listed with MATH 064. Prerequisite: Fundamental Skills. (GE3B)

HIST 070. Historical Imagination. 4 Units.
This course explores some of the ways people have thought about, represented, and used the part across time and space. It introduces students to modern historical practices and debates through examination and discussion of texts and archives that range from scholarly monographs and documents to monuments, oral traditions, and media. This course is required for history majors and minors and recommended at the sophomore level. It is open to others interested in the practice of the historical craft.

HIST 080. Digital Narratives. 4 Units.
This course is an introductory seminar in telling stories about the past through digital mediums and other public spaces that make history accessible. It places special emphasis on emerging digital technologies and new media for communicating narratives about the past while also providing background in the debates and theories of preserving and displaying local history in archives and museums. Local history is studied as a tool for community engagement and for educators wanting to bring primary sources into the classroom. The course's experiential learning component gives students the opportunity to design and publish their research on the history of the Delta region, including Stockton, San Francisco and Sacramento, in virtual galleries. (GE3C)
HIST 089. Public History Practicum. 1 Unit.
Students wishing to gain credit toward the Public History and Museum Studies Minor through selected upper-level history classes (HIST 112, 121, 122, 123, 132, 133, 134, 135, 136, 137, 140, 144, 151, 167) may enroll in the Public History Practicum. Working under close faculty supervision, students gain valuable practical experience in applying public history and museum studies methods to the materials covered in the linked history course. (Notes: A student may not take more than 2 units of practicum credit toward the Public History and Museum Studies Minor; additional HIST courses may be combined with the HIST 093- Special Topics as History Practicum to satisfy the elective requirements with departmental approval.) Prerequisite: None.

HIST 093. Special Topics. 4 Units.

HIST 100. Renaissance and Reformation. 4 Units.
An in-depth examination of the cultural, intellectual and artistic forces which shaped Europe from 1300-1600. The first half of the course focuses on Renaissance Italy, the second on the various Reformations: German, Swiss, English, Radical and Catholic. (GE2B)

HIST 101. Tudor and Stuart England. 4 Units.
A multi-disciplinary approach to the history of England from 1485-1688 which examines the social, economic, political and religious forces which shaped this brilliant and barbaric era. The course focuses on the personalities, noble and base, which have shaped English history, and it traces the development of institutions (Crown Parliament, Church) and long-term trends in society and economy, intellectual and cultural history.

HIST 102. The Spanish Empire. 4 Units.
The course covers the late Middle Ages to the 18th century. This course attempts to objectively assess the emergence of the first world empire, its triumphs and tragedies, and its motivations for conquest: glory, greed and God. Social and economic forces are examined as well as disease, warfare, slavery and statecraft in Spanish possession throughout Europe, the Americas and Asia.

HIST 103. Oceans and the Maritime World. 4 Units.
This course explores how oceanic exchanges shaped the early-modern and modern era from the 1400 BCE to the present. Beginning with the Mediterranean Sea and continuing with units on the Indian, Atlantic, and Pacific Oceans, the course examines various political, religious, technological, cultural, economic, artistic, and military aspects of the maritime world connecting the Americas, Europe, Africa, the Middle East, and Asia. We will pay particular attention to individuals—sailors, smugglers, slaves, etc.—to unravel how large bodies of water affected the lives of historical actors. Recognizing oceans as vibrant living spaces will challenge our conceptions of borders, empires, and the nation-state and help us define what we mean by the terms global and transnational history.

HIST 111. Europe in Turmoil 1900-1945. 4 Units.
This first fifty years of the twentieth century were years of turmoil for Europe. Two world wars left the countries in ashes and devastated the political, social and political order of Europe. A communist revolution took place in Russia that shook other places in the world. The rise of Nazism in Germany led to the Holocaust. In between these enormous crises, there were years where people hoped for a new era of peace, growth and democracy. This course examines the origins of the conflicts, the course of events and their legacy for our societies today. (GE1C)

HIST 112. History of the Holocaust. 4 Units.
The Holocaust remains a unique and ultimately incomprehensible event in human history. Nevertheless, or perhaps because of this dilemma, it teaches us many profound ideas that we should never forget. This course examines the role of the perpetrators, the attitudes of the bystanders, and the reaction of the victims. The class looks at the emergence of Nazism, the life and career of Adolf Hitler and his helpers, and the implementation and execution of mass murder. How did other countries respond to the Holocaust? How did survivors live with the memory of the horrific events? How do we remember the Holocaust today? The course also analyzes the portrayal of the Holocaust in popular film and media today. (DV SY)

HIST 113. Europe Since 1945. 4 Units.
Since the end of World War II, Europe experienced a period of peace and stability unprecedented in its history. This course examines the emergence of Europe out of the rubble, the new postwar order, the division of Europe during the cold war, and the political, economic and social changes in modern Europe. The class looks at the building and the collapse of the Berlin Wall, life behind the Iron Curtain, the break-up of European empires and the end of colonialism. European life and societies changed dramatically with the establishment of the European Union, the students’ revolt in the 1960s and the women’s movement. Since the collapse of the Soviet Union, new hopes and problems have replaced Cold War fears. The class also examines these changes and look at Europe at the beginning of a new millennium. (GE1C, GEND)

HIST 114. Modern Germany. 4 Units.
This course addresses politics and the social and cultural movements that shaped German history. In the last one hundred years, Germany has decisively shaped the world we live in. The country’s history is framed by two unifications; Bismarck’s unification in 1871 and the reunification of Germany in 1989 after the forty year-long Cold War split. The time between these dates was like a terrible roller coaster. Twice Germany tried to become a world leader and dominate large areas of land and people, both times it failed but not without first bringing war and destruction to tens of millions of people. Good times included the rapid industrialization in the last decades of the nineteenth century, the “roaring twenties” in the metropolis Berlin, the miraculous economic recovery after 1945, and the euphoric atmosphere after the fall of the Berlin Wall. How can we explain these events and developments? Who are the Germans?

HIST 119. History Goes to Hollywood. 4 Units.
This course examines how films shape our understanding of certain historical events. It provides students with the tools to watch films critically and to place them in the context of a broader historical time period. The films selected cover different time periods from the ancient to the modern world and portray a variety of national and cultural contexts. (FILM, GE2C, GEND)

HIST 120. Native American History. 4 Units.
Taking an international interdisciplinary approach, this course examines the history of native peoples of different regions of North America from contact to the present. This course looks at how environmental change, disease, and biological vulnerability interacted with racial ideologies, economic, and social factors to facilitate European conquest. While this course is primarily concerned with the United States, considering the whole of North America enables students to see the similarities and differences between Indian experiences in a variety of regions. (DV SY, ETHC, GE1B)
HIST 123. Civil War Era. 4 Units.
This course begins with an analysis of events and factors leading up to the Civil War. It then examines in depth the war years covering the development of technology, leadership, military medicine, and the social experience of war for men and women, free and slave. The course concludes with a study of the immediate post-war years of Reconstruction across the nation. (DVISY, ETHC, GEND)

HIST 124. History of the American West. 4 Units.
This course studies the causes and consequences of America's westward expansion and along with the beginnings of Spanish and French settlements to modern times, with emphasis on the people, the myths, and the technologies that have shaped western development and culture. (ETHC)

HIST 125. Early America: From Settlement to New Nation. 4 Units.
This class focuses on the period from the arrival of Europeans and Africans in British North America at the beginning of the seventeenth century through the establishment of the new United States. In a combination of lecture and seminar format, we explore the social, political, cultural, and environmental changes that occurred as the new arrivals and native peoples learned about each other. They created a new world and ultimately, formed a new nation born in blood and fire. But exactly what kind of nation that would be was something that still needed to be resolved. (ETHC)

HIST 130. History of California. 4 Units.
This course is a survey of the Golden State from its first description as a mythical island in the sixteenth century to the state's economic and political prominence in our own times. Native American beginnings, Spanish Mission Period, Mexican California, the Gold Rush and its consequences, and Modern California from World War II to the present are emphasized. Class participants select famous "California History Makers" and present their own research with presentations on notable figures in the State's unique history from Spanish friars and explorers to politicians, inventors, scientists, Hollywood's most influential, and others in California's Hall of Fame. This class is especially recommended for future educators, but it is open to all. (ETHC)

HIST 132. American Immigration. 4 Units.
This course focuses on immigration in the 19th and 20th centuries exploring the experiences of the diverse immigrant communities in the United States. It also explores causes of immigration; experiences within the U.S.; effects of class, race and gender; and issues of identity. America's changing understandings of race and ethnicity over time are also central themes covered. Immigration and ethnicity are pressing social concerns in contemporary America. Congress debates "reform" bills while ordinary Americans protest current policy. While immigration policy issues impress us with their urgency, they are by no means new. (DVISY, ETHC, GE1C)

HIST 133. Women in United States History. 4 Units.
The course examines the history of women in the United States from the colonial era to the present. In addition to examining political reform, it offers insights into the day-to-day lives of diverse American women at various points in the female life cycle. The course is organized chronologically and thematically to promote the study of women in relation to major historical events and to explore women's roles in families, communities, the nation, and the world. It examines cultural models of American womanhood, including maternal, domestic, sexual, and social models, their development and recent changes. The course uses various primary and secondary sources to evaluate both current and historical arguments regarding the status, roles, and experiences of American women. (DVISY, GE1B, GEND)

HIST 135. Women in Time and Place. 4 Units.
In the early twenty-first century news reports have covered the first mainstream woman presidential candidate, the Supreme Court's upholding of the Congressional "partial birth" abortion ban, mothers protesting the war in Iraq and young women fighting there, and how women in the US still make only 77 cents for every dollar men make. This course uses historical analysis to understand several current "women's issues:" such as reproductive rights, women's roles in wartime, political participation, sports and body image, and work. The course considers the perspectives and experiences of women from various social and cultural groups and sets US women's experience in an international context. (DVISY, GE2B, GEND)

HIST 136. American Environmental History. 4 Units.
This course is a topical survey of historical roots of environmental crises in contemporary North America beginning with Western concepts of natural history. The course mainly focuses on three centuries of changing American attitudes and policies and activities that led to the rise of the Conservation Movement by the late nineteenth century. With includes tensions between users and preservers, and the development of an ecological school of environmentalism beginning in the 1940's. (ENST)

HIST 137. His-panic USA. 4 Units.
When writer Oscar Hijuelos first set eyes on the word "Hispanic" he read it as "His-Panic," believing that this group of people caused alarm to Anglo society. Why do Hispanics cause so much panic? Hispanics have replaced African Americans as the largest minority group in the United States. Major news sources have written about the US government’s preoccupation and concern with what "Hispanics"/Latinos do, eat, say, wear, and watch. Yet, and perhaps what is at the root of the "panic", the "largest minority" continues to be seen as "foreign." As a group, Hispanics represent all racial groups, while at the same time, they continue to identify with their country of origin rather than with a particular racial group, making it difficult to fit them into the United States' system of racial categorization. (ETHC)

HIST 138. United States Since 1945. 4 Units.
This course focuses on immigration in the 19th and 20th centuries exploring the experiences of the diverse immigrant communities in the United States. It also explores causes of immigration; experiences within the U.S.; effects of class, race and gender; and issues of identity. America's changing understandings of race and ethnicity over time are also central themes covered. Immigration and ethnicity are pressing social concerns in contemporary America. Congress debates "reform" bills while ordinary Americans protest current policy. While immigration policy issues impress us with their urgency, they are by no means new. (DVISY, ETHC, GE1C)

HIST 139. Borderlands. 4 Units.
This course takes a unique approach by combining historical inquiry with analysis of contemporary issues in teaching this course. The relationship between Mexico and the United States has been one of conflict and codependency, constantly changing with the shifts in domestic politics and economics on each side of the border. The Mexican and U.S. communities located on or near the border frequently feel the strongest and most immediate impact of this (dis)union. The borderlands are the areas of intersections between cultures, nations, histories. The borderlands, straddling the periphery of two nations, are fundamentally different from either country. Moreover, the border and its culture have many implications that reach far beyond that region, affecting the lives of migrants, laborers, and, on a larger scale, governments and the environment. (ETHC)
HIST 140. Southeast Asia and the West. 4 Units.
This course examines the history of the "lands below the winds" - maritime and mainland southeast Asia - from their epochs of pre-modern greatness to the present as well as the lands of Southeast Asia as both a regional and global crossroads. Southeast Asians were connected with other civilizations through trade and religion early and consistently. Topics include the glories of Angkor and Khmer civilization, the spice trade and the world economy, and the spread of Islam. The course also focus on the European and U.S. colonization of the region's states and their subsequent independence struggles, with in-depth consideration of the Philippines, the Indo-Chinese wars and the events leading to the world's most destructive genocide under the Pol Pot regime in Cambodia.

HIST 141. Pre-Modern China to 1840. 4 Units.
For much of its history, China was the most powerful empire in the world. It had the grandest cities, the most formidable armies, the best technology and the biggest economy. At the dawn of the twenty first century, China is poised to retake its position as the world's superpower. What lessons does history teach us about China as world hegemon? This course surveys Chinese dynastic history since its founding in 221 BC by the Qin Shihuang and ends with the last dynasty, the Qing. Topics include the dynastic cycle, politics and policies, noted statesmen and rebels, and borderlands history, including Tibet, Mongolia and the oases of Turkestan. (GE1C)

HIST 142. Modern Chinese History. 4 Units.
China's modern history is dramatic. Civil wars, foreign invasions, revolutions, high hopes, heroism, betrayal and bitterness marked what some called China's century of humiliation (ca. 1842-1950). The Chinese monarchy that collapsed in 1911 was replaced with a constitutional republic that never managed to achieve the heroic modernity imagined by its fervent patriots. The People's Republic of China sought to re-invent Chinese society from top to bottom and create a rich and powerful nation. The grimly spectacular failures to achieve this goal left many disappointed. Today, China is still run by a communist party but the newly assertive nation is now heralded by many as the next superpower. In this course, students gain specialized knowledge of events, individuals and ideas that shaped this tumultuous period. The focus is especially on the tension between westernization and modernization.

HIST 143. Japan in War and Peace. 4 Units.
In this course, you gain a broad overview of the processes, events and individuals in Japan's history since 1800, a period of terrible war and uncertain peace. The historical vulnerabilities of its Pacific Rim location -- including both natural disasters and international political rivalries -- have been a constant throughout its history. Although life got better for most as the country raced from its feudal past to become an industrial and military giant, the nation could not escape the geopolitical rivalries that brought total war and foreign occupation to its lands for the first time in history. Its 1946 "Peace Constitution" helped lay the foundation for Japan's global economic clout but did not extend Japan's political interests in the same way. In 2011, its natural vulnerabilities were brought into focus again by the tsunami and nuclear accident that shook the nation's confidence. The course concludes with a survey of contemporary East Asian international relations in which South Korea and China have become partners and rivals to Japan. As a seminar for History majors, the course is designed to focus especially on conceptual and theoretical consideration of the facts of Japanese history. This course satisfies the Asia requirement for History majors. This course also counts towards the Asian Studies major.

HIST 144. Contemporary China. 4 Units.
Since about 1990, China has been racing into the future: hundreds of millions of farmers have been lifted out of poverty as the country has grown to be a colossus of the world economy. Its government has a growing "hard power" reach as well as a sophisticated array of "soft power" initiatives. It is sweatshop to the world but also a leader in high-tech fields such as solar panels and mobile devices. Farmers in remote areas struggle to survive, while globe-trotting nouveau riches party the night away in chic nightclubs. This course surveys contemporary issues in China since about 1990, and focuses on the environment and population issues; foreign policy and grand strategy; and society and culture at the street and village level.

HIST 150. Women in Latin America. 4 Units.
The history of Latin America is still, in many ways, the history of male leaders and heroes. This course analyzes gender as both a field of resistance and of the creation and internalization of social norms. Students explore the gendered roles of women and men in Latin America but focus primarily on the lives of women. The course also examines the institutions and ideas that have expanded and limited their place in history and society. Through the use of art, literature, film, and religious forms, students study the cultural attitudes that have affected Latin American women since pre-Columbian times to the present. Topics include: Indian women and the conquest of Latin America, the Virgin Mary, women and Revolution, and icons such as Eva Peron and Frida Kahlo.

HIST 151. People's History of Mexico. 4 Units.
This course surveys the history of Mexico from its origins in pre-Columbian civilizations to the present day. In the process, students examine major historical themes and developments - the society and culture of the Aztecs and Mayas, the distinctive features of the colonial empire, the eras of Independence and of Revolution, modernization and post-modernity - as experienced by or as expressions of the actions and aspirations of Mexico's people. The course focuses on the historical experiences and struggles of Mexico's diverse ethnic and social groups and foregrounds their roles in the development of a uniquely Mexican nation. (GE1C, GEND)

HIST 160. The Capstone (Pacific History Seminar). 4 Units.
The Pacific History Seminar is the capstone experience of the history program. Students take this course the fall of their senior year or, with permission, as juniors. In this course, students write a research paper based on primary documents from our own and local libraries. The course culminates with the department's capstone conference at which the students present their research orally and submit their final research paper. Interested and qualified students can later submit these research projects at campus and regional undergraduate research conferences and use them as writing samples for professional or graduate school applications.
HIST 167. Gender in the History of Science/Medicine/Technology. 4 Units.
This course introduces students to the literature on gender in the history of science, technology, and medicine. Students learn how to use gender to analyze scientific practice and examine how it intersects with other historical categories such as race, ethnicity, sexuality, class, and nationality. The course explores five interrelated topics: (1) The historical participation of women and men in scientific work, (2) the scientific and historical construction of sex and sexuality, (3) the influence of ideologies of gender on the methodology of science, medicine, and engineering, (4) the gendering of technologies and artifacts, (5) the relation between ideas of gender, science, and politics. Based on their increased historical understanding, students reflect upon their own gendered experiences and expectations in encountering science as students, as laboratory workers, patients, and consumers. This course is open to both science and non-science majors. (DVSY, ETHC, GE3C, GEND)

HIST 187. Internship. 2-4 Units.
This is an experiential learning opportunity. This may not be substituted for an upper level course.

HIST 189. Practicum. 2-4 Units.

HIST 191. Independent Study. 2-4 Units.
This is a reading tutorial or research tutorial as well as an experiential learning opportunity.

HIST 193. Special Topics. 4 Units.

HIST 197. Independent Research. 1-4 Units.