
Department of History

University of Saskatchewan

Programs and Classes 2026-2027

Including Spring-Summer 2026 & 2027

Includes information about classes in Classical, Medieval and Renaissance Studies (CMRS), Classics (CLAS), Latin (LATN), Greek (GRK), and International Studies (IS)

Student Handbook

JUNE 2026

Subject to change

Course Delivery Modes: In-person and Remote

During the 2026-2027 academic year, most courses will be offered in person—that is, on campus in a classroom. Some courses will be offered remotely through Canvas, the University's Learning Platform. Some remote classes have an asynchronous component, meaning that lectures will be recorded, and you can view them at any time. These courses will not have a day or time indicated.

Some courses that are offered remotely require synchronous seminars in addition to the asynchronous content. You must register for these seminars, which will have a specific day and time.

Remote classes are in blue type. Courses offered in-person are in black.

Classes, instructors, mode of delivery, and schedules are *subject to change*. For the most up-to-date information, please search for classes ~~using the link below~~. The 2026-27 courses won't be posted here until just before registration begins.

https://pawns.usask.ca/ban/bwckschd.p_disp_dyn_sched

Contents:

History Advising, p. 2

History Program Requirements, pp. 3-4

Thematic lists of courses you might enjoy, pp. 5-6

History Courses, pp. 7-25

Applying for honours or double honours, p. 26

Classics, CMRS, and Latin Courses, pp. 27-34

International Studies Courses, pp. 34-35

Spring-Summer 2026 Courses, pp. 36-37

Spring-Summer 2027 Courses, p. 37

HISTORY ADVISING

Have you ever wanted to talk to a faculty member about whether to major or minor in history? Do you have questions about our honours program? Are you wondering what you might do with a history degree or about what history classes you should take this summer or next year? Maybe you have questions about how history classes might prepare you for a career in law, education, journalism, library science, or other fields.

We are here to help!

For advising related to History Programs: please book an in-person or virtual (zoom) appointment with Prof. Mark Meyers, Director of Undergraduate Studies at meyers.mark@usask.ca

You can also e-mail Prof. Meyers if you just have a quick question or concern. He can also put you in touch with other History faculty members whose academic interests might correspond to your own.

Questions to ask:

- Has my program suitable breadth and depth?
- Does it fit my educational and career goals?
- What are the opportunities for learning outside of the classroom?
- Honours: How should I select my courses?
- Honours and Double Honours: How do I meet the Honours colloquium requirement (HIST 494.0)?
- Will my course selection prepare me for graduate work in History? for Law? for Education?
- What can I do with a history degree?

Note: If you have questions about college distribution requirements, or about the specific number or type of courses you need to complete your degree, you should address those to a professional adviser in the Undergraduate Students Office (UGSO), Arts 265. Start Here: <https://teamdynamix.usask.ca/TDClient/33/Portal/Requests/ServiceDet?ID=129>

TABLE 1: Minimum History Program Requirements. These requirements (except for the minor) correspond to the “A4 Major Requirement” for History as presented in the official Course and Program Catalogue . Eligible language courses are listed under the “A3 Cognate Requirement” in the catalogue.	
	Degree Type

Level	Minor	3-Year BA	4-Year BA	Honours ⁶	Double Honours
100 ¹	6 cu	6 cu	6 cu	6 cu	6 cu
200 or above ²	18 cu	18 cu	24 cu	30 cu	18 cu
300	Advised ³	6cu ⁴	6 cu	12 cu	6 cu
400			6 cu	12 cu	6 cu
ILR ⁵	NA	3 cu	3 cu	3 cu	3 cu
TOTAL	24 cu	33 cu	45 cu	63 cu⁶	39 cu
Language other than English		3cu	3cu	6 cu	6 cu
HIST 397.3				Required as part of the 12 cu at the 300-level	Required as part the 6 cu at the 300-level
HIST 494.0 non-credit				Required	Required

IMPORTANT NOTES—READ CAREFULLY!

All students should be aware that the College does not allow more than 60cu to be in one subject.

¹History majors must take 6 cu of HIST at the 100-level to complete their program requirements. In addition, they may take an additional 3cu of History at the 100-level as an elective under requirement A5, or, in the case of HIST 195, to meet their Indigenous Learning Requirement (ILR). **No student is allowed to take more than 9cu of HIST at the 100-level.**

²Requirements on this line can be met with any combination of 200-, 300- and 400-level HIST courses presuming prerequisites are met. In addition, students may count up to a total of 12cu (9cu for 3-year BA) of senior CLAS courses, 400-level GRK, and 400-level LATN in to fulfill the requirement on this line. CMRS courses at **any** level can also be used here. See the section towards the end of this handbook for a list of CMRS, CLAS, and LATN courses. In addition, **IS 406.3** “Confronting Climate Change” and **NURS 410.3** “History of Health Systems: Public Health and Nursing in Canada” can be used to meet the requirement on this line. Ask Prof. Meyers or a UGSO Advisor for details.

³Students doing a minor are advised to take 6 cu of 300-level HIST (and thus only 12 cu at the 200-level) with a view to strengthening research and communication skills.

⁴ If they wish, 3-year BA students may take 3cu at the 300 level and then 3cu at the 400 level.

⁵ILR = Indigenous Learning Requirement. Any one of these courses can meet this requirement:

[ANTH 202.3](#) Anthropology and Indigenous Peoples in Canada

[ANTH 480.3](#) Indigenous Peoples and Mental Health Anthropological and Related Perspectives

[ANTH 350.3](#) Introduction to Boreal Forest Archaeology

[DRAM 111.3](#) Practicum I Indigenous Performance Methods

[ENG 242.3](#) Indigenous Storytelling of the Prairies
[ENG 243.3](#) Introduction to Indigenous Literatures
[ENG 335.3](#) The Emergence of Indigenous Literatures in Canada
[ENG 338.3](#) Contemporary North American Indigenous Literatures
[GEOG 465.3](#) Environment and Health in Indigenous Communities
[HIST 195.3](#) History Matters Indigenous Perspectives on Canadian History
[HIST 257.3](#) The Canadian Prairie to 1905
[HIST 266.3](#) Historical Issues in Indigenous Settler Relations in North America
[HIST 316.3](#) History of the Metis in Twentieth Century Prairie Canada
[INDG 107.3](#) Introduction to Canadian Indigenous Studies
[LING 114.3](#) Indigenous Languages and Stories Introduction to the Structure of Language
[LING 253.3](#) Indigenous Languages of Canada
[PLAN 445.3](#) Planning with Indigenous Communities
[POLS 222.3](#) Indigenous Governance and Politics
[INDG — 200-Level, 300-Level, 400-Level](#)

List updated March 26, 2026

TO HONOURS PROGRAM STUDENTS!! The College cap on 60cu in any one subject means that **students in the single (not double) honours program** who choose to take 9 cu of HIST at the 100-level **should see an advisor** to discuss how to do this without exceeding 60 cu of HIST in total. Ditto for any honours student who wishes to take a senior-level (200-level or above) HIST course to meet the ILR.

Depending on the case, such students might be advised substitute 1-2 of their senior HIST electives with a CMRS course at the 100-level or above, a CLAS course at the 200-level or above, a 400-level LATN or GRK course, IS 406.3, or NURS 401.3. **Honours students who are following “catalogue years” prior to 2024-25, and who do not want to make such substitutions, should limit their 100-level HIST courses to 6cu and NOT take a history (HIST) course for their Indigenous Learning Requirement.**

IMPORTANT: Effective with the 2024-25 academic year, honours students will have the option of taking just 24 cu of HIST at the 200-level or above (as opposed to 30). This would allow them to take, without complications, up to 9 cu of 100-level HIST as well as a HIST course for their ILR. Exercising this option requires the student’s “catalogue year” to be changed to 2024-25 or later. See Prof. Meyers for details and advice. Changing catalogue years may not be advisable in some cases.

So, you enjoyed HIST *** how about taking HIST ***?

Consider these classes ... (organized by theme)

All course descriptions can be found in this handbook or by clicking here: <https://catalogue.usask.ca/>

Are You Looking to Take Classes about War, Conflict, Revolution, and Diplomacy? Consider:

- HIST 227 The Israeli-Palestinian Conflict
- HIST 239 The Age of Revolutions in the Atlantic World
- HIST 319 War in German History from Luther to Clausewitz

Is Environmental History Something You Are Interested In?

- HIST 243 Reverberations of The Industrial Revolution, 1750 to today
- IS 406 Confronting Climate Change

Are You Interested in Medicine, Health, and Society? Why Don't You Continue by Taking:

- CLAS 103 Medical Terminology
- CLAS 203 Advanced Medical Terminology
- HIST 165 Medicine, Health, and Society (multiple sections, each with a different focus)
- HIST 237 History of Infectious Diseases and Vaccines
- HIST 484 History of Madness

Interested Indigenous History? Think about taking these courses:

- HIST 195 Indigenous Perspectives on Canadian History
- HIST 257 The Canadian Prairies to 1905
- HIST 266 Historical Issues in Indigenous Settler Relations in North America
- HIST 316 History of the Métis in Twentieth-Century Prairie Canada

If You Would Like to Do More Classes About Gender and Sexuality, try:

- HIST 135 Gender, Sex, and Society (multiple sections, each with a different focus)
- HIST 214 History in Film: Representation of Modern Chinese History & Gender in Chinese Cinema
- HIST 259 Canadian Women's and Gender History from Pre-contact period to 1918
- HIST 260 Canadian Women's and Gender History from 1919 to the Present
- HIST 414 Gender Sexuality and Masculinity in the Middle Ages and Renaissance
- HIST 430 Gender and Sexuality in Western Canada
- HIST 498 Histories of 2SLGBTQ+ Activism and Politics

Wanting More Ancient Greek and Roman History? Register for:

- CLAS 104 Classical Myths
- CMRS 110 The Graeco-Roman Tradition: Evolution and Reception
- HIST 208 The Roman Republic: Growth of a Mediterranean State, 753 to 27 BCE
- HIST 209 The Roman Empire: Politics, Society, and Culture from Augustus to Constantine
- CLAS 225 Women in Antiquity
- CLAS 242 Ancient Art and Architecture II: Graeco-Roman World
- CMRS 305 The Poetry of Ovid: Literature Culture and Society in Ancient Rome
- CMRS 315 Curating Collections in Theory and Practice
- HIST 335 Spectacles of Death in the Roman World

Want To Learn More About the History of Medieval, Early Modern or Modern Europe?

CMRS 111	Medieval and Renaissance Civilization
HIST 222	Medieval England, 1000 to 1500
HIST 219	Witches Heretics and Stargazers: The Age of the Reformation
HIST 240	Reformation Britain and its Empire, 1500 to 1700
HIST 326	Healers, Cunning Folk, and Quacks in Pre-Modern England, 1300 to 1600
CMRS 333	Exploring Medieval and Early Modern Manuscripts
HIST 411	Topics in Medieval History 1000 to 1500
HIST 470	War and Religion in Early Modern Europe

Is Canadian History Your Passion? How Many of These Courses Have You Taken?

HIST 255	Canadian History from the Pre-Contact Period to 1867
HIST 256	Post-Confederation Canada, 1867 to the Present
HIST 257	The Canadian Prairies to 1905
HIST 258	The Canadian Prairies since 1905
HIST 259	Canadian Women's and Gender History from the Pre-contact period to 1918
HIST 260	Canadian Women's and Gender History from 1919 to the Present
HIST 498	Histories of 2SLGBTQ+ Activism and Politics

Interested in the Middle East, Asia, the Global South, Development, and Global Inequality?

HIST 227	The Israeli-Palestinian Conflict
HIST 286	Modern China from the Qing Dynasty to the Present
HIST 292	The Menace of Progress I: Enlightenment Colonialism Dispossession
HIST 293	The Menace of Progress II: The Promise and Failure of Development
HIST 295	Japanese History to 1600
HIST 296	Japanese History from 1600 to Yesterday
HIST 387	Eugenics, Birth Control, and Venereal Disease in Republican China and the Global Context

Are You Intrigued by Historical Methodology? Consider these:

HIST 311	Mapping History
HIST 314	Intensive Historical Community Engaged Research Methods Workshop
HIST 397	Approaches to History
CMRS 315	Curating Collections in Theory and Practice
CMRS 333	Exploring Medieval and Early Modern Manuscripts

ALSO: MAKE SURE TO CHECK OUT OUR COURSES IN LATIN, GREEK, SCIENTIFIC & LEGAL TERMINOLOGY, AND THE CLASSICAL ROOTS OF ENGLISH (see the CMRS section for details, or ask an advisor).

HISTORY MATTERS (First-Year) COURSES

100-Level

100-Level “History Matters” courses are designed with three goals in mind: to introduce you to some of the most cutting-edge themes, topics, and historical methods in the discipline today; to connect the past with the present, showing you how to use historical analysis to grasp the complexity of today’s world; and to give you skills you can use in any career. Above all, you will learn how to develop arguments based on solid research and sound evidence and to communicate those arguments clearly and concisely.

These courses are generally taught by experienced, often award-winning, teachers and scholars who are doing research in the very topics they will cover in class. We think you will find their passion for the material contagious and invite you to join us in our exploration of why history matters!

Practical Notes

A limited number of History Matters courses will be offered remotely (**blue font**). Most will be offered in person on campus (**black font**). Most remote 100-level History Matters courses will have asynchronous lectures. That is, lectures will be recorded and available on Canvas to view. Such courses will also have remote but synchronous seminars. Students will need to choose a specific seminar day/time and register for the seminar when they register for the course.

When registering for a History Matters course, make sure to select the SECTION of the course that most interests you. The instructor and the content vary from section to section! For example, next year there are two versions of HIST 145: one focuses on the conquest of Latin America and another focuses on war and conflict in colonial America. Students may only take one version of each number for credit.

History majors must take 6 cu of HIST at the 100-level to complete their program. In addition, they may take an additional 3 cu of History at the 100-level as an elective (section A5 of the program requirements). **Students in the single (not double) honours program who wish to take 9 cu of HIST at the 100-level should see Prof. Meyers or a UGSO Advisor to discuss how to do this without exceeding the 60cu cap on the total number of HIST courses allowed (see footnote #6 on page 5).**

To take a 200-level history course, students need only 3 cu of HIST at the 100 level (or 30 cu of university-level courses). **This means, for example, that a first-year student could conceivably take a 200-level history course in their second term.**

All 100-level History courses except HIST 195 meet the English Language Writing Requirement
HIST 195 meets the Indigenous Learning Requirement

TERM 1

HIST 145.3 (T1)

The Conquest of Latin America

Tu/Th 9:00 – 9:50 AM (plus a one-hour, separately scheduled seminar)

Jim Handy

In a few decades during the 1500s, Spanish explorers, conquistadores, missionaries, and officials first conquered, then crafted colonial rule over, and then—often—converted millions of indigenous people from Mexico to Chile to Christianity. How was this possible? How did this period of intense conflict and horrible disease shape the history of the world in the centuries to come? And, what are we to understand conquest, colonial rule, and conversion to mean as the Spanish extended empire over the Americas?

This course takes shape around a series of fundamental historical questions, each one leading to many more questions, and occasionally a few answers: If Columbus thought he had landed in the Orient, why did he ‘claim’ anything? How were a couple of hundred Spanish under Cortez able to ‘conquer’ the mighty Aztec empire? What role did disease play in the conquest of the Americas and the nature of colonial rule? In the context of Spanish colonial rule, what did ‘conversion’ to Christianity mean? And many more. Addressing these questions allows us to examine the nature of the historical profession while exploring some fascinating history.

HIST 165.3 (T1)

A Global History of Medicine, Health, and Disease

T/Th 11:30 AM-12:20 PM (plus a one-hour, separately scheduled seminar)

Simonne Horwitz

This course introduces students to the history of health and medicine. We will look at both the development of biomedicine and indigenous healing systems to understand the history of medicine in a global context. By using ideas around health and medicine as a vehicle for understanding historical and cultural conditions, students are encouraged to develop an appreciation for historical thinking using health as an entry point. Tracing the evolution of ideas in western biomedicine from early anatomy through medical specialization, education, experimentation, and the development of scientific technology, we will examine how contemporary medical ideas have continued to shape cultural attitudes concerning issues of power, gender, and identity. These are the similar issues which shape the access (or lack thereof) to health care in the developing world. Race, power and gender dictate who has access to drugs, clean water and the food needed to live a healthy life. We will look at the ways in which these issues shape both historical and modern epidemics (from the Black Plague to AIDS, Ebola and Covid-19). We will end the course by looking at medicine in the popular media – TV shows, documentaries and in newspapers and magazines.

HIST 175.3 (T1)

Magic, Enchantment, and Rationality in Western History

M 6:00 – 7:50 PM (plus a one-hour, separately scheduled seminar)

Frank Klaassen

Conventional histories of western civilization since the Middle Ages tend to assume a process of disenchantment: the triumph of rational and scientific thinking over superstition. Instead, the west has passed through successive waves of 're-enchantment' in which magic has been refashioned according to the fascinations and sensibilities of each age. The course will examine various and changing examples of the practice of magic and how these were understood in successive periods. It will also examine the way in which the concept of magic has been used as an intellectual tool for criticism and exclusion but also as an emancipatory mythology.

TERM 2

HIST 135.3 (T2)

Gender, Sex & Social Justice in North America: From Settlement to Queer Marriage

T/Th 10:00 – 10:50 AM (plus a one-hour, separately scheduled seminar)

Valerie Korinek

This course introduces students to the history of gender and sexuality with an emphasis on social justice and activism. It is a class grounded in attention to gender, class, race, ethnicity, and region. Beginning with a theoretical and historical overview of major historical writing and thinking about sexualities in the western tradition this class proceeds thematically and chronologically, from the settlement era to the present to demonstrate how society, sexuality, and issues of what we might now call gendered "social justice" have been at the heart of American and Canadian experience. Far from a "universal" or timeless experience sexuality is a product of specific times, places, societies, and contexts. The key question this class attempts to explore is how have we moved from the settlement era norms of procreative marriages to the quest for and realization of gay marriages? History offers us a way to understand these changing practices, laws, and societal debates. The history of gender, sexuality and social justice offer us a fascinating vehicle to learn how historians work—historical thinking and questions, utilizing primary source documents, interpreting evidence, and ultimately communicating (in written and oral formats) your own historical analysis. There will be two lectures and one seminar per week.

HIST 145.3 (T2)

War and Conflict in Colonial America

M/W 9:30-10:20 AM (plus a one-hour, separately scheduled seminar)

Robert Englebert

This course explores colonial North American history through an examination of select wars and conflicts. By investigating key events from the 17th to the 19th century such as the Iroquois Wars, the Fox Wars, the Seven Years' War, Pontiac's War, and the American Revolution, students will gain insight into the nature of colonialism in North America. The course provides a unique perspective for understanding issues such as Native-Newcomer relations, European imperial expansion and rivalry, pan-Native movements, colonial and imperial governance, military strategies, and the social

repercussions of war and conflict. Students will develop tools to analyze sources related to war and conflict in North America, allowing them to question and reinterpret our colonial past.

HIST 195.3 (T2)

Indigenous Perspectives on Canadian History

2 Asynchronous lectures, plus a one-hour weekly synchronous seminar.

Ashleigh Androsoff

****Meets the Indigenous Learning Requirement****

This course addresses and challenges settler-colonialism from Indigenous perspectives. It examines Indigenous societies, with specific focus on Plains communities in what became Canada. We focus on a broad historical span from the distant past to the early twentieth century. Drawing on Indigenous voices and perspectives, the course focuses on how historic events have forced change and re-enforced continuity for Indigenous peoples, while simultaneously highlighting the way Indigenous peoples have shaped those events.

NOTE: HIST 195 will also be offered as a remote synchronous course by Prof. Katie Labelle in Spring Term 2027.

SENIOR HISTORY COURSES

200-Level Lecture Courses

200-level lecture courses normally consist of three lecture hours per week and are designed to expose students in more detail to a geographic, temporal, or thematic subfield of history. Students will examine in greater detail the evidence, historical debates, and interpretations associated with the subject area, and will refine their practice of historical research and writing in a variety of written assignments, including essays. Students in 200-level lecture courses may also engage in informal class discussions or group work. In-person courses are in **black font**, remote courses are in **blue**.

Prerequisites: To register for a 200-level history class, students must have completed 3 credit units of history at the 100 level, or 30 credit units of university-level courses.

TERM 1

HIST 208.3 (T1) St. Thomas More College

The Roman Republic Growth of Mediterranean State, 753 to 27 BCE

T/Th 8:30- 9:50AM

Instructor TBA

This course examines the early history of ancient Rome and its domination of the ancient Mediterranean world, chronologically spanning the foundation of Rome in 753 BCE to the end of the Republic at the Battle of Actium in 30BCE. Two overarching questions will shape our investigation: what internal and external factors allowed Rome to extend its empire first over Italy

and then over the Mediterranean basin? Why did the government of Rome by the SPQR - the senate and people of Rome - the system called the Republic- ultimately fail and fall to civil war and a monarchy established by Julius Caesar and his successors? Seeking answers to these questions will entail the exploration not only of events and actors in Roman history but also the underlying political and social factors that shaped Rome: Rome's political system; its ideas about family; aristocratic competition; economy, agriculture, and slavery; the Roman army and society; the city of Rome and urban violence; the nature of Roman imperialism.

HIST 214.3 (T1) St. Thomas More College (STM)

History in Film

M 6:00- 8:50PM

Instructor TBA

A survey of various film portrayals of historical individuals and culture. Popular ideas about the past are largely a creation of fiction writers' and film directors' depictions of the past. This course focuses on historical figures and their representation in primary sources, literature, and film. In this context, students consider several broad themes, including historicity and authenticity, contemporary appropriations of past ideals or ideologies. Through the study of primary source texts and related films, the student will explore the many interpretations of past culture and the ways in which historical ideas, figures and events have been used as commentaries on modern issues.

Films in this section of HIST 214.3 will feature the history of the ancient world.

Specific topic and description TBA.

Students may take HIST 214.3 more than once for credit, provided the topic covered in each offering differs substantially. Students must consult the Department to ensure that the topics covered are different.

HIST 222.3 (T1) St. Thomas More College (STM)

Medieval England 1000 to 1500

T/Th 2:30 – 3:50 PM

Sharon Wright

Beginning in the long twelfth century with the Norman Conquest of England, through to the early fifteenth century, this course provides a social and cultural history of England in the medieval period. Although a temporal overview will be provided in the first lectures of each section, the course will focus on themes rather than an events-based narrative. Examining in detail the issues of community and social binds, economic change, population change, disease, political structures, ecclesiastical structure and political upheaval, students will gain a foundational understanding of the process of conquest, the expansion of art and of a written culture, the impact of warfare; also the relationships between lords and labourers; development of trade and urbanization, the spread of written culture, the development of the common law and parliament.

HIST 240.3 (T1)

Reformation Britain and its Empire 1500 to 1700

T/Th 11:30 AM – 12:50 PM

Matthew Neufeld

This course is an introduction to the history of Britain and Ireland, the British Empire and the early modern period. The course will largely attend to the major political, religious and economic transformations that were the hallmarks of early modernity and the first British Empire. Along the way, we will consider important aspects of everyday life for ordinary people, some of which endured throughout the period. Suitable for students interested in violence, sex, religious conflict, and outrageous clothes.

HIST 243.3 (T1)

The Reverberations of the Industrial Revolution, 1750 to today

M/W/F 10:30 AM – 11:20 AM

Jim Clifford

Was there an Industrial Revolution? This seems like an odd question given the importance of industrialization in the modern world, but when historians searched the evidence many concluded the Industrial Revolution was “neither very industrial nor very revolutionary”. We’ll work to understand why industrialization started in Britain and debate whether it needs to be renamed. We will then explore the economic, social, political and environmental consequences of industrialization in England, Scotland and Wales; including how urbanization and industrialization changed social and gender relations, creating new demands for democratic reform, unionization and women's rights. We will look at the global history of industrialization, from the cotton plantations, wheat fields, sheep stations, palm groves and copper mines that supplied raw materials to British factories, to the spread of industrial economies to Germany, North America, Japan and China. While exploring these interconnected histories, we will learn about different methods and approaches to history such as economic, social, political and environmental history. The history of the first modern industrial society; urbanization, democratization and class conflict; the rise of the labour movement, the triumph of middle-class values, the decline of the aristocracy; the changing religious and moral climate; the domestic consequences of world power; the social and economic impact of two world wars, the loss of world power.

HIST 255.3 (T1)

Canadian History from the Pre-contact Period to 1867

T/Th 10:00 – 11:20 AM

Robert Englebert

This course is an introduction to the history of Canada up until Confederation in 1867. The bi-weekly lectures will examine major events, issues, and themes in pre- Confederation history, with a specific focus on key historical debates and our understandings of Canada's colonial past. A few of the topics for this course include native-newcomer relations, European empires and conquest, colonial cultures, and rebellion and nationhood.

HIST 258.3 (T1)

The Canadian Prairies since 1905

Asynchronous lecture plus weekly seminar (W 11:30 AM – 12:20 PM)

Ashleigh Androsoff

An examination of the three prairie provinces, including the impact of the two World Wars and the Depression, protest movements and parties, urban growth and the modernization of rural life, environmental disasters and new resource developments, Aboriginal renewal, and western alienation.

HIST 259.3 (T1)

Canadian Women's and Gender History from Pre-Contact Period to 1918

T/Th 1:00 – 2:20 PM

Instructor TBA

Examines Canadian women's and gender history from the pre-contact period until the end of World War I, emphasizing the complexities of women's and men's experiences and the interplay of such factors as gender, class, race, ethnicity, and sexuality. Employs chronological and thematic approaches while also referring to historical debates and historiographical developments.

HIST 286.3 (T1)

Modern China from the Qing Dynasty to the Present

M/W/F 12:30 PM – 1:20 PM

Mirela David

We consider how the different expansions and decline of the Qing Empire affected the movement of people, as well as the Qing's dramatic clash with European Imperialism. We explore the socio-political structures and conception of imperial power during the Qing and patterns of semi-colonialism. Simultaneously we pay attention to the formation of influential social movements in China such as nationalist, Marxist and feminist movements. Students familiarize themselves with Chinese intellectuals at the turn of the century and during the New Culture Movement, and in particular with the woman problem. We examine Maoist China, both in its particularities but also embedded in a global context, by considering the global relationship between revolution and modernization in China. We take into account global forces such as Japanese, European Imperialism, Soviet Socialism that have shaped Chinese history, but also the meaning of culture during the Cultural Revolution and post-Mao politics and social life.

HIST 292.3 (T1)

The Menace of Progress I: Enlightenment Colonialism Dispossession

T/Th 2:30 – 3:50 PM

Jim Handy

This course explores the process of, reasons for, and arguments about European colonialism from the 16th to the mid-20th centuries. It links European colonialism to changes in Europe itself, most especially ideas of progress linked to the Enlightenment and capitalist relations of production. The dispossession of marginalized populations in Europe, and the rationales used for such dispossession, are compared to rationales for colonialism and colonial dispossession. The violence of colonial dispossession in various locales in Latin America, Africa and Asia, and heightened racism are explored as is the trend towards a focus on colonial 'development' in the 20th century.

HIST 295.3 (T1)

Japanese History to 1600

T/Th 4:00 – 5:20 PM

George Keyworth

This course introduces students to the history of Japanese civilization from prehistory to the beginning of the 17th century. Using written records, archaeological relics or objects of material culture and works of art from the Paleolithic period to the beginning of the Edo era in 1603, we will investigate several key topics, issues, and moments in time that significantly affected the lives of the people who lived on the Japanese archipelago. These topics include, technology (metallurgy, wet rice cultivation, paper making), governance (indigenous versus continental East Asian models), religion (Buddhism, Shintō, Christianity), systems of thought, food, language, daily life, social forms, identity, gender, the state, art, literature, architecture, and historiography. Some of the questions include: Where can we find connections or discontinuities? How can—and cannot—textual and archaeological sources help us understand people and their lives? How did Japanese thinkers, leaders, religious professionals, and ordinary people understand the past?

TERM 2

HIST 209.3 (T2) St. Thomas More College

The Roman Empire Politics Society and Culture from Augustus to Constantine

T/Th 8:30-9:50AM

Instructor TBA

This course examines Rome under the rule of emperors, its chronological frame extending from circa 27 BCE to the time of Constantine in the 4th century CE. The first part of the course focuses on the establishment of monarchy—the rule of emperors—in Rome during the age of Augustus and the Julio-Claudians, since many features of imperial rule were fixed in this time, such as the emperor's relations with the senate, the role of the members of the imperial household in the management of power, the nature of imperial patronage, and the diffusion of the imperial image. We will then turn to examine the effects of empire on the ruled, both in Rome and in the provinces, focusing on issues such Roman military and administrative presence in the provinces, economic exploitation, and the diffusion of Roman style spectacles and religious cult.

HIST 214.3 (T2)

History in Film: The Representation of Modern Chinese History and Gender in Chinese Cinema

F 10:30 AM – 1:20 PM

Mirela David

This course examines the portrayal of Modern Chinese History (Republican China, PRC and Postsocialist Period) starting with Chinese cinema of the 1990's and in the New Chinese independent film documentary movement with China's modernization as background. We employ gender to analyze Chinese filmmakers' portrayal of Chinese historical events such as the Cultural Revolution.

We problematize authenticity in film and the representation of Chinese traditional practices as ethnic fetishism in the work of internationally acclaimed directors of the fifth generation like Zhang Yimou. 5th Generation directors returned to semicolonial Republican China, the time before communism to signify Chinese modernity and criticize the revolutionary period as an aberration. We explore the post socialist New documentary movement that includes critical assessments of the Cultural revolution and of social problems associated with China's modernization such as migrant workers, demolition of old structures, labor protests, environmental concerns, the One Child Policy, feminist activism, and queer experiences.

We examine the portrayal of Chinese women's everyday life experiences but also conceptions of masculinity in Chinese cinema in relation to the tumultuous historical changes of the 20th century from capitalism, socialism to postsocialism. Readings will provide the historical background on issues such as concubinage, prostitution, sexual violence and women's laboring conditions in Republican and Maoist China as well as introduce Chinese female writers like Ding Ling. We explore the formation of Chinese Gay and Lesbian Cinema in relation to a history of Queer activism in China.

Students may take HIST 214.3 more than once for credit, provided the topic covered in each offering differs substantially. Students must consult the Department to ensure that the topics covered are different.

HIST 219.3 (T2)

Witches Heretics and Stargazers: The Age of the Reformation

T/Th 10:00 – 11:20 AM

Frank Klaassen

Western Christendom, once unified under a single church, was fractured permanently in the sixteenth century giving rise to religious wars and the widespread action against heresy. In the same period, the earth-centered model of the universe was demonstrated to be false and new scientific epistemologies emerged. Seemingly in contradiction to these scientific developments, this was also the main period of witch trials. While Europe remained profoundly misogynist and hetero-normative, we also find startling cases of feminist ideas, radical gender expression, and queer sexualities. Focusing on original texts, this course explores the relationship of tradition and dissent, rebellion and authority in this tumultuous period.

HIST 227.3 (T2)

The Israeli-Palestinian Conflict

T/Th 11:30 AM – 12:50 PM

Maurice Labelle

Can also count towards elective requirements for the International Studies (IS) major

This course introduces students to the Israeli-Palestinian conflict. Lectures, readings, and in-class conversations will explore the distinct, yet interconnected, histories of Palestine and Israel at various times since the dawn of Zionism and Palestinian nationalism. Particular attention will be given to inter-cultural relations, religion, and the idea of coexistence; violence, identity (re)formations, and respective national myth-making; settler colonialism, imperial culture, and decolonization; gender and sexuality; globalization, capitalism, and world affairs; racial difference, exclusion, and segregation; the so-called peace process; social justice and the tensions within human rights imaginations; as well as the politics of history and memory.

HIST 233.3 (T2)**War and Medicine from Paracelsus to Penicillin**

T/Th 8:30 – 9:50 AM

Matthew Neufeld

The practice of warfare has consistently demanded the skills, resources and labour of healers. This course aims to explore some of the key aspects of the relationship between medicine and warfare in Europe and North America since 1500. Particular attention is paid to the role of medicine in the rise of modern forms of warfare, especially the contribution that medicine played in both disciplining bodies and maintaining the morale of armed forces personnel. The course's key themes situate military-medical developments within historical debates about the processes of modernization, state formation, and the global pre-eminence of European empires to 1945. The course also explores the connections between war and medical innovation, as well as between warfare and welfare, in the early modern and modern eras. As we go about addressing these and other questions, students will work through a series of assignments designed not only to help them master the course material, but to develop and enhance their academic and lifetime skills of writing, research, analysis, and discussion.

HIST 237.3 (T2)**History of Infectious Diseases and Vaccines**

T/Th 11:30 AM – 12:50 PM

Simonne Horwitz and Scott Napper

This course introduces students to the history of infectious disease and the various attempts to manage disease outbreaks over time. It uses interdisciplinary perspectives to engage students in a research-intensive course about disease management, science communication, ethical considerations, and above all, historical thinking about health and public policy. The course is jointly taught by faculty in History and in Biochemistry, Microbiology, and Immunology. Grounding this course in historical approaches, History instructors lead students through a history of infectious disease in Canada and in the Global South to illustrate the different kinds of ethical and resource-based concerns that have shaped disease narratives over time. Faculty from BMI provide scientific information about infectious diseases and vaccines, and we jointly provide material about science communication and how public information about diseases has changed over time.

HIST 239.3 (T2)**The Age of Revolutions in the Atlantic World****T/Th 10:00 - 11:20 AM****Robert Englebert**

This course examines three of the Atlantic World's influential revolutions – the American, French, and Haitian Revolution. Students will examine both intellectual traditions and on the ground realities, from the emergence of Lockean liberalism, the rights of man, and republicanism to the violence and the horrors war, slavery, and revolutionary terror. In doing so we will begin to unpack deeply entrenched national myths and develop a deeper understanding of the lasting legacies of the Age of Revolutions in the Atlantic World.

HIST 256.3 (T2)**Post-Confederation Canada 1867 to the Present****T/Th 4:00 – 5:20 PM****Andrew Watson**

This course is an introductory Canadian history lecture course that covers Canadian history from 1867, the year of Confederation, to the present day. It combines political, social, cultural and gender history approaches to the study of Canada's past. This course surveys the development of the Canadian nation-state and its people. Topics include: First Nations people; federal politics; society and gender; war; activism; regional politics and economy and Canadian culture.

HIST 257.3 (T2)**The Canadian Prairie to 1905****M/W/F 12:30 – 01:20 PM****Instructor TBA******Meets the Indigenous Learning Requirement****

A study of Rupert's Land and the North-West to the early 20th century, including early contact between European and Aboriginal societies, the development, expansion, and decline of the fur trade, early western communities, environmental changes, Canadian expansionism and national development policies, regional responses, and developments leading to provincehood.

HIST 260.3 (T2)**Canadian Women's and Gender History from 1919 to the Present****T/Th 1:00 – 2:20 PM****Instructor TBA**

Examines Canadian women's and gender history from the end of World War I to the present, emphasizing the complexities of women and men's experiences and the interplay of such factors as gender, class, race, ethnicity, and sexuality. Employs chronological and thematic approaches while also referring to historical debates and historiographical developments.

HIST 266.3 (T2)**Historical Issues in Indigenous-Settler Relations in North America**

W 9:30 AM – 12:20 PM

Kathryn Labelle

This course considers how relations between Indigenous peoples and Settlers have been shaped by divergent and sometimes contentious interpretations of pivotal historical events, processes, and contexts. By examining how Indigenous peoples and Settlers have addressed topics such as Indigenous identity, political rights, spirituality, education, fisheries, self-government, casinos, research ethics, and oral history, this course will shed light on crucial issues that have conditioned the shifting relationship between these groups in the past and present.

HIST 293.3 (T2)

The Menace of Progress II: The Promise and Failure of Development

T/Th 2:30 – 3:50 PM

Simonne Horwitz

This course examines the promise and ultimate failure of development. Stemming from the dismantling of colonial empires and the creation of an infrastructure to manage the international economy near the end of Second World War, 'development' promised to end or dramatically reduce poverty around the world. Development policies ultimately failed to meet those goals and were replaced by neo-liberalism and arguments about good governance by the end of the 20th century. This course explores the idea of development and suggests the difficulties encountered in living up to its promises lie in its basic premises; reliant as they are on the continued desire to impose specific types of economic and social relations around the world---the continuation of what might be called the Menace of Progress. The course explores this history through an examination of post-independent economic policy in Africa, Asia and Latin America and an exploration of the history behind various ideas important to the concept of development: poverty, population and the expanded role of the market.

HIST 296.3 (T2)

Japanese History from 1600 to Yesterday

T/Th 1:00 – 2:20 PM

George Keyworth

This course explores the history of Japanese civilization during the early modern and modern periods. Using written records, archaeological relics, objects of material culture and art from roughly 1603 to the present, we will investigate topics including: technology (from swords and guns to cameras, microchips and robots), governance (generals, restoration of the emperor, constitutional monarchy), religion (Buddhism, Shintō, Christianity, and New Religions), systems of thought, food (sushi and western food like tempura), language, daily life, social forms, identity, gender, the state, art, literature, architecture, and historiography. Some questions include: Where can we find connections or discontinuities? How can—and cannot—textual and archaeological sources help us understand people's lives? How have Japanese thinkers, leaders, religious professionals, political leaders, and ordinary people understood the past?

300-Level Lecture-Seminar Courses

300-level courses combine lecture and seminar discussion. Students will continue to refine their skills in the practice of historical research and interpretation and writing. Students are also required to come to class prepared to discuss assigned readings with their classmates. Students may also be required to do short oral presentations. The practice of historical research and writing will be demonstrated in a major essay. The subject areas on offer are more specialized than 200-level lectures. In-person courses are in **black font**, remote courses are in **blue**.

Prerequisites: To register for 300-level history courses, students must have completed 3 credit units of 200-level history. History majors, honours, and double-honours students are advised to register on the first day of their assigned registration period.

TERM 1

HIST 316.3 (T1)

History of the Metis in Twentieth Century Prairie Canada

F 9:30 AM – 12:20 PM

Cheryl Troupe

****Meets the Indigenous Learning Requirement****

This lecture/seminar course provides a comparative analysis of the diversity of Métis communities across the Canadian Prairies in the Twentieth Century. It is organized around historical social, cultural, and economic themes. It includes examination of concepts of resistance, resilience, mobility, dispossession, displacement and relocation as they relate to Métis experience. A significant focus of this course is a critical review of Indigenous narratives of life on the “road allowance” as presented through Métis stories and personal reminiscences as they complement existing historical scholarship.

HIST 319.3 (T1)

War in German History from Luther to Clausewitz

T 6:00 – 8:50 PM

Matthew Neufeld

Warfare was a force for incredible creative destruction on the German lands between 1500 and 1800. It accompanied and catalysed confessional division, political fragmentation, demographic catastrophe, state formation, and national revitalization. The German peoples’ particular entry into and exit from early modernity are inseparable from their experiences of war. This course introduces students to key themes in the military, social, economic, political, and intellectual history of the German lands between the careers of the theologian Martin Luther and the military theorist Carl von Clausewitz. It highlights the complex ways early modern warfare shaped and was shaped by structural and contingent factors, often with profound consequences for broader German societies and subsequent generations.

HIST 326.3 (T1) St. Thomas More College (STM)
Healers Cunning Folk and Quacks in Pre Modern England 1300 to 1600
T 10:00 AM – 12:50 PM
Sharon Wright

No present-day term adequately captures the dynamic marketplace for curing what ailed you in pre-modern England. "Helping-Care" services were provided by a wide variety of healers and helpers: cunning folk, diviners, empirics, midwives, apothecaries, barber surgeons, and physicians all provided treatments focused on client physical, mental, and sometimes spiritual well-being. Practitioners, both formally and informally educated, often served clients from every rank of society, and were frequently well known in their communities for specialized treatments and cures. This course examines the wide range of standard magical and medical helping and healing practices that were in everyday use in pre-modern England. It also studies the charlatans who hoped to take advantage of people in such a dynamic setting.

HIST 397.3 (T1)
Approaches to History
Th 1:00 – 3:50 PM
Benjamin Hoy

Required for students in the honours or double honours program (but open to anyone who has already taken 3 cu of 200-level HIST).

How should (and how do) historians approach their scholarship, and how has this changed in recent generations? This course engages a range of methodological, philosophical, and historiographical readings drawn from a comprehensive survey of topical, thematic, and theoretical fields, collectively aimed at encouraging students to think about the process and methods of doing history.

TERM 2

HIST 311.3 (T2)
Mapping History
Remote Synchronous, M 1:30 – 4:20 PM
Benjamin Hoy

This course focuses on the methods, approaches, and research of scholars who merge a historian's interest in time with geographer's interest in place and space. It will provide students with an overview of the potential and challenges this kind of research poses and provide them with the technical expertise necessary to conduct research of their own in this field of study. The course is organized in a series of thematic topics aimed at demonstrating the applicability of Historical GIS and other spatial history approaches at the local, regional, national, and transnational scales.

HIST 314.3 (T2)
Intensive Historical Community Engaged Research Methods Workshop
F 9:30 AM – 12:20 PM

Cheryl Troupe

The course will take shape around intensive workshops organized into modules representing distinct aspects of community-engaged historical research. Students will attend discussions, engage in workshop related events and do assigned readings. Some days classes will be broken up by visits to specific sites in Saskatoon and elsewhere. Students will be expected to read for each class, engage in discussions, work effectively in methods workshops, and prepare a proposal for a community-engaged research project. A sub-set of the students taking HIST 314.3 each year will be subsequently employed through the History Department's "Collaboratorium" to conduct historical community-engaged research. For these students, research project proposals will necessarily be explored with the project partners in mind. For other students, the project proposals will be developed in close consultation with the course supervisor and instructors of modules.

HIST 335 (T2) St. Thomas More College
Spectacles of Death in the Roman World
M 8:30 AM- 11:20AM
Instructor TBA

Ridley Scott's film *Gladiator* (2000) brought the bloodlust of the Roman arena to a 21st century audience. The film appears to confirm that the Romans, especially emperors and the plebeian masses, were a cruel and bloodthirsty lot. Trained killers- gladiators- slaughtered innocent victims, or savage lions mauled and devoured them, all for the pleasure of the Roman people. This course takes a critical look at the varied deadly activities (munera, venationes, damnatio ad bestias), held in the Roman arena by examining ancient textual and visual sources, and modern scholarship. We will examine these spectacles in the broader context of Roman performance culture, religion and politics. Were these spectacles merely the product of a debased and declining culture? How has modern scholarship understood the apparent madness of the Roman arena?

HIST 387.3 (T2)
Eugenics Birth Control and Venereal Disease in Republican China and the Global Context
M 10:30 AM – 1:20 PM
Mirela David

This course traces the merging of eugenics with birth control in Republican China and globally, such as in the arguments of birth control activist Margaret Sanger, and the intersection between eugenics, hygiene and nation building. By examining the reaction of Chinese intellectuals to such scientific racial ideas, we will enrich our understanding of the utopic potency of eugenics as a solution to social ills such as poverty and disease. Reproduction is connected with ideologies of racial improvement such as eugenics, which also underpinned the One Child Policy in the 1980s. Chinese and international activists, writers and ideologues linked the population question, theories of degeneration and race suicide, birth control, and venereal disease to eugenics. Eugenics is intertwined with mental and physical health. Eugenics functions as an international ideology that also reinforces nationalism. The scientific argument has an explanatory value and legitimates the implementation of birth control and sterilization.

400-Level Seminar Courses

400-level seminars explore the complexity of specific, important historical topics. Students are encouraged through readings and seminar discussions to understand how the topic of the course has been discussed and debated in the historical literature. Students examine the impact of theory, evidence, and historical method on the way historians have constructed arguments about specific issues. Students are usually required to contribute to seminar discussions based on weekly readings and to demonstrate their understanding of historical method and argument in a major research paper. These courses are open to all students with the required prerequisites and are required of history majors in four-year programs. In-person courses are in **black font**, remote courses are in **blue**.

Prerequisites: To register in a 400-level history course, students must have completed 6 credit units of senior history (of which 3 credit units must be 300-level) or obtain permission of the professor or the department. History majors, honours and double honours students are advised to register on the first day of their assigned registration period.

TERM 1

HIST 414.3 (T1)

Gender Sexuality and Masculinity in the Middle Ages and Renaissance

T 1:00 – 3:50 PM

Frank Klaassen

This course will examine history of gender, sexuality, and masculinity in pre-modern Europe through such lenses as medical theory, class and work, legal documents, and literary evidence.

HIST 484.3 (T1)

History of Madness: From Enlightenment to Prozac

M 1:30 – 4:20 PM

Instructor TBA

This seminar examines historical issues in mental health and psychiatry from medical, sociological, cultural, legal and political perspectives, principally in the English-speaking world. Charting a path from the rise of the asylum, to the dark chapter of the lobotomy, through Big Pharma and into Scientology, the History of Madness considers how we have historically found reason through insanity.

HIST 498.3 (T1)

Special Topics: “Talking ‘Bout a Revolution”: Histories of 2SLGBTQ+ Activism and Politics

W 9:30 AM – 12:20 PM

Valerie Korinek

This class explores the emergence of 2SLGBTQ+ political and activist movements between 1945-2025. In the wake of the Second World War, a war fought for “freedom,” various groups of people in North America began to articulate their goals for freedom and explicitly justice whether

racialized, class, gendered or sexual. As Martin Luther King Jr., famously said “the arc of the moral universe is long, but it bends towards justice.” This class studies how and why the desire for justice for women, gays, lesbians, trans, queer and 2 Spirit people emerged in the post World War II era and continued to challenge North American society and politicians until the current era. This class places particular importance on the study of race, class, gender and region in studying what is now called 2SLGBTQ+ activism.

TERM 2

HIST 411.3 (T2) St. Thomas More College (STM)

Topics in Medieval History 1000 to 1500

M 1:30 – 4:20 PM

Sharon Wright

Medieval Europe (including Britain) experienced profound transformation between 1000 CE and 1500 CE. Built upon the institutions of early Christian Europe and the remnants of classical civilization, the high and late Middle Ages produced many of the social, cultural, intellectual, religious, legal, and political institutions that still operate in Europe and the European diaspora today. Investigation of the medieval period is thus interdisciplinary and requires flexible approaches to a wide range of written and material sources. Working closely with the course instructor, senior undergraduate students will work on a narrowly focussed topic of their choice within the framework of the course topic. This course will require students to hone their skills in primary and secondary research, clear communication and presentation, and written argumentation.

HIST 430.3 (T2)

Gender and Sexuality in Western Canada

Th 10:00 AM – 12:50 PM

Ashleigh Androsoff

In this seminar course, we will consider how social, political, economic, and environmental conditions particular to northwestern North America (territory now known as British Columbia, Alberta, Saskatchewan, and Manitoba) have affected the perception and construction of gender roles and intimate relations in indigenous and settler communities, from the 18th to the 20th century. We will use primary sources to uncover and understand how Plains and Pacific peoples defined male, female, and genderqueer identities, as well as how they viewed short- and long-term sexual relations. We will also consider recent historiography on this subject to understand how exploration, trade, colonization, immigration, labour, and social activism have influenced Western Canadian expressions of gender identity and sexuality over time.

HIST 470.3 (T2)

War and Religion in Early Modern Europe

T 4:00 – 6:50 PM

Matthew Neufeld

Why do humans make war? Why are humans religious? Does religion make people more prone to violence? This course brings an historical perspective to these important questions. Its focus is the

early modern period of European history (1500-1800). Political philosophers and historians long associated this era with religious wars and religious violence, to which modern secular nation-states were the solution. This course examines important scholarly approaches to the origins of war and religion, and their interrelation. Seminar participants tackle the knotty problems of how historians make sense of events whose interpretation underlies many contemporary debates about religion as a source for, and threat to, human flourishing.

HIST 479.3 (T2)

History of Capitalism

Th 1:00 – 3:50 PM

Jim Clifford

This seminar examines the global history of capitalism from the Atlantic slave trade to the Great Depression. Topics include the commodification of people, goods, land, and labour; the rise of corporations, industrial production, and financial markets; and the ecological and social consequences of capitalist expansion. Engaging with diverse perspectives, from economic historians and postcolonial scholars to political economists and environmental historians, students grapple with a central question: how has capitalism endured and reinvented itself despite regular crises?

**If you are an Honours or Double-Honours student,
do not forget to register for HIST 494.0!
HIST 494.0 is required of all Honours and Double Honours students.**

HIST 494.0 (T2)

Michael Swan Honours Colloquium

Simonne Horwitz, Director of Undergraduate Studies (2026-27)

Requires attendance at a convening meeting late in the fall term (usually early December) and a series of practice sessions in January. The colloquium will be held on **January 29, 2027, 8:30am-4:30pm**. Mark your calendars now because attendance at the colloquium is required.

Oral presentation of a historical paper at a one-day conference of Honours students to be held in late January. The presentation is normally based on a paper already prepared, or in preparation, for a third- or fourth-year seminar course. The paper must be completed before the winter term begins.

APPLYING FOR HONOURS OR DOUBLE HONOURS

If you are considering an honours or double honours degree in History, please make an appointment for advising with Prof. Mark Meyers, Director of Undergraduate Studies mark.meyers@usask.ca. He will guide you through the process and advise you about the courses needed for completion.

To be eligible, you must have completed at least 60cu of university courses, so the end of your second year is a good time to apply (though you can apply later as well). Applications are due May 1 of each year (but will be accepted until May 31 this year only). Click here for the application form: <https://teamdynamix.usask.ca/TDClient/33/Portal/Requests/ServiceDet?ID=123>

To be accepted, you must have maintained a Cumulated Weighted Average (CWA) of at least 70% overall, and at least 70% or higher in the courses you have completed so far in your major(s). The UGSO will calculate your average. See the general information link below for details about how this calculation is made.

Alternative Admission Standard: Students who, with more than 60 credit units, fail to qualify for admission to an Honours Program because their Cumulative Weighted Average is less than 70% may nevertheless be admitted, with department recommendation and College approval, if their average on the last 60 credit units or more attempted is at least 75%, and their average in the subject of honours is at least 70%.

Additional Regulations: Students who wish to pursue an Honours Program after the completion of a Four-year degree should contact the Undergraduate Student Office. Students who meet the program and academic requirements for an Honours degree but have never been admitted to an Honours program may still be eligible to receive the Honours degree. These students should contact the Undergraduate Student Office.

Honours Scholarships: A limited number of these scholarships are awarded annually to students in the fourth year of an Honours Program. To be eligible for consideration, a student must have been formally admitted by the College to an Honours Program, must have a Sessional Weighted Average of at least 75% and must have completed at least 78 credit units of the 120 credit units required in the Honours Programs. A student who has completed 78 credit units and who receives an Honours Scholarship must register in at least 18 credit units in Fall and Winter Terms in which the scholarship is tenable. Students who are admitted to Honours are automatically considered for Honours Scholarships.

Students accepted into Honours or Double Honours should plan to take HIST 494.0 in T2, normally in their fourth year. See the description on the previous page.

For more information about the honours and double honours programs in History: <https://programs.usask.ca/arts-and-science/history/index.php#Programs>

For general information about honours programs (and the application process and policies): <https://programs.usask.ca/arts-and-science/policies.php#HonoursPrograms>

Classical, Medieval and Renaissance Studies (CMRS)

Classics (CLAS), Latin (LATN), and Greek (GRK)

Classics (CLAS) courses at the 200-level and above, as well as 400-level Latin (LATN) and Greek (GRK) courses, may be counted toward the A4 Major Requirements in History programs to a limit of 12 credit units (cu) in 4-Year Degrees and 9cu in a 3-Year Degree. All CMRS courses may be counted toward these requirements. Latin and Greek may also be used to fill your language requirements. Greek courses are not currently being offered.

Remote classes are indicated in **blue type**.

For information about the Classical, Medieval and Renaissance Studies program, see:

<https://programs.usask.ca/arts-and-science/classical-medieval-and-renaissance-studies/index.php>

For information about the Certificate in Medical Language, see:

<https://programs.usask.ca/arts-and-science/medical-language/index.php#Requirements15creditunits>

For information about the Certificate in Classical and Medieval Latin, see:

<https://programs.usask.ca/arts-and-science/classical-medieval-latin/index.php>

TERM 1

CLAS 101.3 (T1) (*may not be taken for History credit)

Introduction to Scientific Terminology

Remote Asynchronous

Lewis Stiles

****Meets a requirement for the Certificate in Medical Language****

Students learn most of the hundreds of words parts, derived from Greek and Latin, which are found in the polysyllabic English vocabularies used in contemporary sciences and the grammatical principles that govern their use. They then learn to apply this knowledge in decoding and understanding the tens of thousands of complex English words made from them and the concepts they entail. Students will also learn about the changes such word parts have undergone over two millennia, and the linguistic principles governing those changes.

CLAS 103.3 (T1) (*may not be taken for History credit*)

Medical Terminology

Remote Asynchronous

Kyle McLeister

Presents the most important Greek and Latin roots of the vocabulary of contemporary medicine and demonstrates the predictable patterns by which these roots combine. Students will learn to define new compounds and phrases by analysis of their parts and will be introduced to language history, linguistic principles and etymology.

CLAS 104.3 (T1) St. Thomas More College (STM) (*may not be taken for History credit*)
Classical Myths
Remote Asynchronous
Instructor TBA

A study of the traditional stories of Greek gods and heroes with some consideration given to both earlier Mesopotamian and later Roman mythic traditions.

CLAS 105.3 (T1) (*may not be taken for History credit*)
Classical Roots of English
Remote Asynchronous
Lewis Stiles

An examination of the Latin and Greek roots of English vocabulary and grammar.

CLAS 242.3 (T1) St. Thomas More College (STM)
Ancient Art and Architecture II: Graeco-Roman World
T/Th 11:30AM -12:50PM
Instructor TBA

A study of the Art and Architecture of the Graeco-Roman World (200 B.C. to A.D. 400), with focus on the Roman adaptation and transformation of Hellenistic Greek aesthetic practices and principles in the spheres of architecture, sculpture, interior decoration and luxury crafts.

CMRS 110.3 (T1) St. Thomas More College (STM)
The Graeco Roman Tradition: Evolution and Reception
M/W/F 9:30 – 10:20 AM
Zachary Yuzwa

An introduction to the cultural and literary traditions of ancient Greece and Rome through the close reading of specific core texts. Emphasis will be placed on the development of key themes and values as they evolved in antiquity, and their reception in modern times.

CMRS 300.0 (T1) St. Thomas More College (STM)
Directors Colloquy
Non-credit course required for majors
Th 6:00 – 8:50 PM (does not meet every week; see description below)
Sharon Wright

The Director's colloquy is a non-credit course that ensures Students and Director are in regular communication as a community of scholars. The colloquy is designed to support student success in the completion of their degree and future career path. Three meetings of two hours each will be held over the semester. Each meeting will be focussed on different aspects of scholarly preparedness and post-degree career planning. Topics include successful research and writing strategies, meeting graduates of the program and learning about their post-degree employment experiences, planning for post-graduate life, whether it be joining the workforce or further

education in professional programs. Students will meet our USask research librarians, successful CMRS graduates (published writers, managers, teachers, lawyers, professors, administrators, archivists, museum directors, theatre directors), and will take part in facilitated discussions on how to use their humanist education to create a meaningful life in a challenging world.

CMRS 305.3 (T1)

The Poetry of Ovid Literature Culture and Society in Ancient Rome

W 6:00 – 8:50 PM

Kyle McLeister

Ovid was perhaps Rome’s greatest poet and certainly the most wide-ranging in the topics and genres of his works. He wrote love poetry, satire, invective, elegiac letters from the perspective of mythical figures, and the most unique epic poem ever produced in the ancient world. In this course we’ll explore the length and breadth of Ovid’s works and discuss what they can teach us about Roman society, culture, and literature. We’ll also examine Ovid’s personal life and what led him to fall afoul of the emperor, who exiled him to the far reaches of the Roman Empire, an extremely harsh penalty that Ovid says was the result of “carmen et error”, a poem – and a mistake.

GRK 112.3 (T1)

Greek for Beginners I

M/W/F 11:30 AM – 12:20 PM

F (Lab) 10:30 – 11:20 AM

Kyle McLeister

****Meets a requirement for the Certificate in Medical Language****

An introduction to the fundamentals of ancient Attic Greek, in which the student learns the basic forms of nouns and verbs and rudimentary syntax.

LATN 112.3 (T1) St. Thomas More College (STM)

Latin for Beginners I

M/W/F 12:30 – 1:20 PM

F (Lab) 1:30 – 2:20 PM

Zachary Yuzwa

****Meets a requirement for the Certificate in Classical and Medieval Latin and for the Certificate in Medical Language****

Latin is the language of ancient Rome, but its relevance—as a language of empire, of religion, of science and learning—has persisted into the modern period. In this course, you will learn the basics of Latin. With attention to the grammatical forms of the language and through the regular practice of reading and writing in Latin, you will begin to understand the structures of Latin and prepare yourself for the reading of Latin literature.

LATN 202.3 (T1)

Intermediate Latin I

M/W/F 12:30 – 1:20 PM

Kyle McLeister

****Meets an elective requirement for the Certificate in Medical Language****

****Meets a requirement for the Certificate Classical and Medieval Latin****

In this course, you will consolidate your knowledge of the language and its structures. You will continue to learn the more advanced grammar of Latin, but you will spend progressively more time reading original Latin works by Roman authors. The goal of this course is that you finish with the ability to read continuous passages of Latin literature.

LATN 400.3

Senior Latin (T1)

Remote synchronous

T 6:00 – 8:50 PM

Lewis Stiles

Meets a requirement for the Certificate in Classical and Medieval Latin

Advanced study, in Latin, of particular authors, works, or genres, with emphasis on the precise translation and analysis (grammatical, metrical, stylistic, historical, and/or literary) of the assigned Latin texts. May be taken more than once for credit.

TERM 2

CLAS 101.3 (T2) (*may not be taken for History credit)

Introduction to Scientific Terminology

Remote Asynchronous

Lewis Stiles

****Meets an elective requirement for the Certificate in Medical Language****

Students learn most of the hundreds of words parts, derived from Greek and Latin, which are found in the polysyllabic English vocabularies used in contemporary sciences and the grammatical principles that govern their use. They then learn to apply this knowledge in decoding and understanding the tens of thousands of complex English words made from them and the concepts they entail. Students will also learn about the changes such word parts have undergone over two millennia, and the linguistic principles governing those changes.

CLAS 103 (T2) (*may not be taken for History credit*)

Medical Terminology

Remote Asynchronous

Kyle McLeister

Presents the most important Greek and Latin roots of the vocabulary of contemporary medicine and demonstrates the predictable patterns by which these roots combine. Students will learn to define new compounds and phrases by analysis of their parts and will be introduced to language history, linguistic principles and etymology.

CLAS 104 (T2) St. Thomas More College (STM) (*may not be taken for History credit*)

Classical Myths
Remote Asynchronous
Instructor TBA

A study of the traditional stories of Greek gods and heroes with some consideration given to both earlier Mesopotamian and later Roman mythic traditions.

CLAS 107.3 (T2) (*may not be taken for History credit)
Introduction to Legal Terminology
Remote Asynchronous
Lewis Stiles

Students learn most of the hundreds of Latinate word parts most commonly found in the polysyllabic vocabulary of contemporary English Legal Terminology, along with strategies for generating useful translations of the tens of thousands of complex English words made from them and the concepts they entail. Students will also learn about the changes such word parts have undergone since Roman times, and the linguistic principles governing those changes.

CLAS 203.3 (T2)
Advanced Medical Terminology
Remote Asynchronous
Lewis Stiles

****Meets a requirement for the Certificate in Medical Language****

This course continues and develops the methods and materials introduced in Classics 103.3, presenting advanced and specialized Medical Terminologies and an introduction to the major Latin corpus of anatomical phrases known as the Nomina Anatomica. Students improve their etymological and linguistic skills and their ability to define previously unseen Latinate compound words and phrases. Special emphasis is placed on students' ability to deal at an advanced level with the differences between "etymological meaning" and contemporary usage.

CLAS 225.3 (T2) St. Thomas More College (STM)
Women in Antiquity
T/Th 11:30-12:50PM
Instructor TBA

This course surveys the social roles and cultural depiction of women for the period of Antiquity from the sixth century BCE to roughly the sixth century CE. Students will become acquainted with ancient sources and the scholarly issues surrounding their use, gain an additional perspective on wider questions of women's roles in ancient societies by considering a radically different time and culture, and be exposed to current scholarship on a range of topics related to women in antiquity.

CMRS 111.3 (T2) St. Thomas More College (STM)
Medieval and Renaissance Civilization
T/Th 1:00 – 2:20 PM

Sharon Wright

An introduction to the civilization of the European Middle Ages and Renaissance through the lens of literature, philosophy, art, and other sources.

CMRS 315.3 (T2)

Curating Collections in Theory and Practice

Th 1:00 – 3:50 PM

Tracene Harvey

The purpose of this course is to give students a good foundational knowledge in current curatorial practices and theory. Through readings, discussions, case studies, and museum/gallery visits, students will examine a variety of curatorial subjects and themes, including the history of museum/art gallery display and collecting, collections management (cataloging, conservation, and research), exhibition development from proposal to display, digital approaches to collections and exhibitions, education and outreach through collections, as well as curatorial ethics.

CMRS 333.3 (T2)

Exploring Medieval and Early Modern Manuscripts

W 8:30 – 11:20 AM

Frank Klaassen

Introduces the student to basic elements in the study of manuscripts. The greatest portion of the course will involve guided transcription, annotation, and analysis of manuscripts relevant to the research of the instructor. The texts in question will never have been edited and thus represent entirely original research. Students will also learn about methods such as context function analysis, provenance research, and historical bibliography. Although this will be done initially through lectures, the experience of confronting pre-modern manuscripts first-hand in all of their richness will form the backbone of the course.

CMRS 415.3 (T2)

Museum Internship

W 1:30 – 4:20 PM

Tracene Harvey

The Museum Internship Seminar is designed to provide upper-year students an opportunity to work in a museum and gain experience in hands-on curatorial projects which could be applied in a museum or gallery setting, or as part of a collections-related research project. The course aims to support interns' career competencies by developing practical skills for finding meaningful work after completion of their degree. Interns will spend 6 hours per week working in the Museum of Antiquities. Every two weeks (6 meetings in total) interns will meet for a two-hour seminar to discuss their work and to complete broader work competency training modules that will be focused on transferable work skills. In the final week of the seminar students will be given a mock job interview.

GRK 113.3 (T2)

Greek for Beginners II

M/W/F 11:30 AM – 12:20 PM

F (Lab) 10:30 – 11:20 AM
Kyle McLeister

An introduction to the more advanced elements of accidence and syntax of ancient Attic Greek.

LATN 113.3 (T2)

Latin for Beginners II

M/W/F 12:30 – 1:20 PM

F (Lab) 1:30 – 2:20 PM

Zachary Yuzwa

****Meets a requirement for the Certificate in Classical and Medieval Latin and for the Certificate in Medical Language****

In this course, you will continue the sequence begun in LATN 112 and become familiar with more complex forms of Latin grammar. You will acquire a broad vocabulary and become more comfortable reading extended passages of Latin prose and poetry. You will have the opportunity to read selections from works written by a range of Roman authors like Cicero and Caesar, Catullus and Virgil.

LATN 203.3 (T2)

Intermediate Latin II

M/W/F 12:30 - 1:20 PM

Kyle McLeister

****Meets a requirement for the Certificate in Classical and Medieval Latin****

In this course, you will gain a deeper understanding of the language, especially through the regular reading of continuous passages of Latin literature. At the end of this course, you should have a firm grasp of the structures of the language and the preparation necessary for the more careful study of Roman authors.

LATN 400.3 (T2)

Senior Latin

T 6:00 – 8:50 PM

Remote synchronous

Lewis Stiles

****Meets a requirement for the Certificate in Classical and Medieval Latin****

Advanced study, in Latin, of particular authors, works, or genres, with emphasis on the precise translation and analysis (grammatical, metrical, stylistic, historical, and/or literary) of the assigned Latin texts. May be taken more than once for credit.

International Studies

The History Department is the home of the International Studies (IS) Program. IS courses are listed here for the convenience of IS majors, as well as for History students who may wish to

take them as electives. For information about the IS program, including HIST courses that meet IS requirements, see:

<https://programs.usask.ca/arts-and-science/international-studies/index.php>

TERM 1

IS 406.3 (T1)

Confronting Climate Change

M 9:30 AM – 12:20 PM

Andrew Watson

This course can be counted toward History program requirements. Ask an advisor for details.

Individuals cannot solve the climate emergency, even if we all have a role to play. Neither can individual countries. Climate change is a collective action problem that requires international cooperation to transform the global economy by 2050. Building on the success of the Montreal Protocol, the United Nations has worked to bring its member nations together in a similar process to confront climate change. The results of the annual Conference of the Parties (COP) Climate Change Conferences dating back to 1995 have been decidedly mixed. The United States never ratified the Kyoto Protocol and the 2009 Copenhagen meeting failed to reach an agreement. In 2015, the Paris Agreement made a breakthrough, but subsequent COP meetings have struggled to find agreement on how to meet the Paris targets or adequately fund the Loss and Damage Fund. This course will focus on this international process, first by stepping back and exploring the historical context of climate science, planetary thinking, economic growth, denialism and obstruction, new technologies, and the efficacy of international environmental agreements. We will then work together to organize a mock future COP meeting, developing negotiating positions for different national governments with the goal of developing what a new agreement might look like that address competing national concerns (e.g. United States, China, India, Canada, the European Union, Nigeria, and Small Island Nations). We will also consider the role of non-governmental actors in the COP meeting and the success of the commitments (e.g. the United Nations, large banks, Greenpeace and the Sunrise Movement, the climate tech sector, farmers organizations, and the major oil companies).

TERM 2

IS 401.3 (T2)

International Cooperation and Conflict

W 9:30 AM – 12:20 PM

Maurice Labelle

This seminar explores the contribution that interdisciplinary theory and research make toward understanding international cooperation and conflict with special attention to the role and evolution of military and peace interventions in global society. Topics will include war and peace, global community, humanitarianism, militarism, and peacebuilding as well as an examination of the roles of international organizations and non-governmental organizations in international conflict and cooperation.

SPRING-SUMMER SESSION COURSES 2026 SPRING TERM

CLAS 103.3 (T1) (*may not be taken for History credit*)

Medical Terminology

Remote Asynchronous

Kyle McLeister

****Meets a requirement for the Certificate in Medical Language****

Presents the most important Greek and Latin roots of the vocabulary of contemporary medicine and demonstrates the predictable patterns by which these roots combine.

Students will learn to define new compounds and phrases by analysis of their parts and will be introduced to language history, linguistic principles and etymology.

2026 SPRING-SUMMER TERM

These courses span the 12-week spring-summer session.

LATN 200.3 (T1T2)

Directed Studies in Latin Translation I

T 6:00 – 8:50 PM (crosslisted with LATN 300.3)

Kyle McLeister

A common challenge that Latin students encounter is that they often find themselves without an opportunity to practice their newly acquired language skills outside the regular academic year. This course, typically offered in the spring or summer session, aims to help students both retain what they have learned and further improve their understanding of Latin. We will read extensive passages of continuous Latin (either poetry or prose) in order to sharpen students' understanding of the language. Along the way, we will discuss the grammatical structures that we encounter and analyze the historical significance of our readings and what they can teach us about Roman society and culture.

LATN 300.3 (T1T2)

Directed Studies in Latin Translation II
T 6:00 – 8:50 PM (crosslisted with LATN 200.3)
Kyle McLeister

A common challenge that Latin students encounter is that they often find themselves without an opportunity to practice their newly acquired language skills outside the regular academic year. This course, typically offered in the spring or summer session, aims to help students both retain what they have learned and further improve their understanding of Latin. We will read extensive passages of continuous Latin (either poetry or prose) in order to sharpen students' understanding of the language. Along the way, we will discuss the grammatical structures that we encounter and analyze the historical significance of our readings and what they can teach us about Roman society and culture.

2027 SPRING TERM

CLAS 103.3 (T1) (*may not be taken for History credit*)

Medical Terminology

Remote Asynchronous

Kyle McLeister

****Meets a requirement for the Certificate in Medical Language****

Presents the most important Greek and Latin roots of the vocabulary of contemporary medicine and demonstrates the predictable patterns by which these roots combine. Students will learn to define new compounds and phrases by analysis of their parts and will be introduced to language history, linguistic principles and etymology.

HIST 195.3 (Q1)

History Matters Indigenous Perspectives on Canadian History

Remote Synchronous

Kathryn Labelle

This course addresses and challenges settler-colonialism from Indigenous perspectives. It examines Indigenous societies, with specific focus on Plains communities in what became Canada. We focus on a broad historical span from the distant past to the early twentieth century. Drawing on Indigenous voices and perspectives, the course focuses on how historic and ongoing events and structures have displaced Indigenous peoples from their lands, forced change and re-enforced continuity for Indigenous peoples, while simultaneously highlighting the way Indigenous peoples have shaped those events and structures.

2027 SPRING-SUMMER TERM

These courses span the 12-week spring-summer session.

LATN 200.3 (T1T2)

Directed Studies in Latin Translation I

T 1:00 – 3:50 PM (crosslisted with LATN 300.3)

Kyle McLeister

A common challenge that Latin students encounter is that they often find themselves without an opportunity to practice their newly acquired language skills outside the regular academic year. This course, typically offered in the spring or summer session, aims to help students both retain what they have learned and further improve their understanding of Latin. We will read extensive passages of continuous Latin (either poetry or prose) in order to sharpen students' understanding of the language. Along the way, we will discuss the grammatical structures that we encounter and analyze the historical significance of our readings and what they can teach us about Roman society and culture.

LATN 300.3 (T1T2)

Directed Studies in Latin Translation II

T 1:00 – 3:50 PM (crosslisted with LATN 200.3)

Kyle McLeister

A common challenge that Latin students encounter is that they often find themselves without an opportunity to practice their newly acquired language skills outside the regular academic year. This course, typically offered in the spring or summer session, aims to help students both retain what they have learned and further improve their understanding of Latin. We will read extensive passages of continuous Latin (either poetry or prose) in order to sharpen students' understanding of the language. Along the way, we will discuss the grammatical structures that we encounter and analyze the historical significance of our readings and what they can teach us about Roman society and culture.

**Additional spring and/or summer 2027 courses may be added next year.
Watch for notices about Spring-Summer Session registration in February 2027.**