
Department of History

University of Saskatchewan

Programs and Classes 2024-2025

Including Spring-Summer 2024

Also includes information about classes in Classical, Medieval and Renaissance Studies (CMRS), Classics (CLAS), Latin (LATN), and International Studies (IS)

Student Handbook

April 2024

Subject to change

Course Delivery Modes: In-person and Remote

During the 2024-2025 school 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 here. The 2024-25 courses won't be posted here until just before registration begins.

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

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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?
- 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://artsandscience.usask.ca/academics/advising.php>

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 .					
Level	Degree Type				
	Minor	3-Year BA	4-Year BA	Honours	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
Second Language				6 cu at 100-level	6 cu at 100-level
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” (see p.37) and **NURS 410.3** “History of Health Systems: Public Health and Nursing in Canada” (see p. 40) can also 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.

⁴3-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

ARCH 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 315.3](#) Indigenous Health History

[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 April 5, 2024

⁶**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 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.**

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. 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 for next year (organized by theme)

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

Are You Looking to Take Classes about War and Conflict? How About Taking:

HIST 145	War in the Early Modern European World
HIST 145	The Conquest of Latin America
HIST 227	The Israeli-Palestinian Conflict
HIST 233	War and Medicine from Paracelsus to Penicillin
HIST 239	The Age of Revolutions in the Atlantic World
HIST 319	War in German History: From Luther to Clausewitz
HIST 470	War and Religion in Early Modern Europe
HIST 474	The United States in the Nuclear Age

Is Environmental History Something You Are Interested In?

HIST 155	Environmental Disasters in History
HIST 155	People and Nature on the Prairie
HIST 243	Reverberations of The Industrial Revolution, 1750 to today
HIST 371	Power and Change: The History of Energy
IS 406	Confronting Climate Change

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

CLAS 103	Medical Terminology
HIST 165	Medicine, Health, and Society (multiple sections, each with a different focus)
HIST 233	War and Medicine: From Paracelsus to Penicillin
HIST 237	History of Infectious Diseases and Vaccines
HIST 387	Eugenics, Birth Control, and Disease in Republican China and the Global Context
HIST 416	Intoxicating History: Drugs and Alcohol
NURS 410	History of Health Systems: Public Health and Nursing in Canada

Interested Indigenous History? Think about taking these courses:

HIST 155	Colonization and the History of North America
HIST 195	Indigenous Perspectives on Canadian History
HIST 266	Historical Issues in Indigenous-Settler Relations in North America
HIST 257	The Canadian Prairies to 1905
HIST 316	History of the Métis in Twentieth-Century Prairie Canada
HIST 366	Indigenous Womens' Life Stories
HIST 367	Early Indigenous North American Diasporas
HIST 468	Topics in Urban History: Saskatoon Indigenous History

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)
CLAS 225	Women in Antiquity
HIST 259	Canadian Women's and Gender History from Pre-contact period to 1918
HIST 260	Canadian Women's and Gender History since 1919
HIST 366	Indigenous Women's Life Stories
HIST 387	Eugenics, Birth Control, and Disease in Republican China and the Global Context

Wanting More Ancient Greek and Roman History? Register For:

CMRS 110	The Graeco-Roman Tradition: Evolution and Reception
CLAS 220	Daily Life in Ancient Greece and Rome
CLAS 225	Women in Antiquity
HIST 204	Animals in the Greek and Roman World
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
HIST 217	The Later Roman Empire: Crisis and Continuity from Constantine to Justinian
HIST 305	Greek and Roman Satire
CMRS 315	Curating Collections in Theory and Practice

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

CMRS 111	Medieval and Renaissance Civilization
HIST 115	Death and Dying in the Middle Ages: Plague, Prayer, and Purgatory
HIST 175	Magic, Enchantment, and Rationality in the West
HIST 205	Medieval Europe 1000-1400
HIST 214	The Middle Ages in Film
HIST 219	Witches Heretics and Stargazers: The Age of the Reformation
HIST 222	Medieval England 1000-1500
HIST 234	Europe from 1870 to 1939: War, Politics and Culture in Modern Mass Society
HIST 235	Europe since 1939: From the Second World War to The European Union & Beyond
HIST 240	Early Modern Britain and its Empire
HIST 243	Reverberations of The Industrial Revolution, 1750 to today
HIST 307	Medieval and Renaissance Biography: The Medieval Poor
HIST 309	The Crusades and their Aftermath
HIST 319	War in German History from Luther to Clausewitz
HIST 326	Healers, Cunning Folk, and Quacks in Pre-Modern England, 1300-1600
CMRS 315	Curating Collections in Theory and Practice
CMRS 333	Exploring Medieval and Early Modern Manuscripts
CMRS 433	Advanced Manuscript Studies
HIST 411	Topics in Medieval History 1000 to 1500: Daily Life in Late Medieval England
HIST 439	Magic and the Occult in Pre-Modern Europe
HIST 470	War and Religion in Early Modern Europe

If You Enjoy English or British History, You Might Think About Taking These Courses:

HIST 214	The Middle Ages in Film
HIST 222	Medieval England 1000-1500
HIST 240	Early Modern Britain and its Empire
HIST 243	Reverberations of The Industrial Revolution, 1750 to today
HIST 411	Topics in Medieval History 1000 to 1500: Daily Life in Late Medieval England

Interested In US History? Why Not Take:

HIST 275	Divided Nation to Superpower: The U.S. at Home and Abroad, 1865 to the Present
HIST 375	USA Foreign Relations: 1945 to the Present
HIST 410	France in the Americas
HIST 474	The United States in the Nuclear Age

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 since 1919
HIST 316	History of the Métis in Twentieth-Century Prairie Canada
HIST 363	Canada in the Age of Affluence Post-1945
HIST 410	France in the Americas
HIST 468	Topics in Urban History: Saskatoon Indigenous History

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

HIST 145	The Conquest of Latin America
HIST 227	The Israeli-Palestinian Conflict
HIST 243	Reverberations of The Industrial Revolution, 1750 to today
HIST 292	The Menace of Progress I: Enlightenment, Colonialism, and Dispossession
HIST 293	The Menace of Progress II: The Promise and Failure of Development
HIST 385	A History of Guatemala
HIST 387	Eugenics, Birth Control, and Disease in Republican China and the Global Context

Are You Excited by Historical Methodology? Here Are Some Courses to Think About:

HIST 214	The Middle Ages in Film
HIST 314	Intensive Historical Community Engaged Research Methods
CMRS 315	Curating Collections in Theory and Practice
CMRS 333	Exploring Medieval and Early Modern Manuscripts
CMRS 433	Advanced Manuscript Studies
HIST 397	Approaches to History
HIST 440	History and Games

For a listing of all classes offered in 2024-25, please visit:

<https://banner.usask.ca/StudentRegistrationSsb/ssb/term/termSelection?mode=search>

Courses won't be posted here until just before registration begins.

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 covers war in early modern Europe, another focuses on the history of Latin 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 135.3 (T1)

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 (T1)

War in Early Modern Europe

M/W 8:30 – 9:20 AM (plus a one-hour, separately scheduled seminar)

Matthew Neufeld

This course examines the practice and consequences of warfare in Europe and its global empires between the medieval and modern eras (c. 1450-1750). It will introduce students to the fields of war studies and early modernity and encourage them to think historically about the way social, cultural, political, and economic factors shaped the experience of war for both soldiers and civilians. Furthermore, a key objective of the course is that students come to understand how the pursuit of war in Europe during the early modern period had profound consequences for ordinary people of European polities and across the globe.

HIST 155.3 (T1)

People & Nature in the Prairies

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

Geoff Cunfer

For at least 15,000 years human beings have grappled with the prairie environment. During that time, we adapted to nature in multiple cultural configurations. We altered and managed natural systems in ingenious ways. We enhanced natural processes for our own goals, bent the world to our will, and sometimes damaged wildlife and ecological processes along the way. Our most

powerful mechanisms included stone spear points, atlatls, fire, domesticated animals, steel plows, tractors, fossil fuels, and fertilizer. In nature's repertoire were diverse wild plants and animals, rich and erodible soils, microorganisms, semi-arid climate, and high winds. Confronting those powerful natural forces with humanity's contriving mind reveals a fascinating environmental history of the prairies and plains across millennia. This course analyzes human-nature interactions over deep time and through an ever-changing cast of cultural groups, economies, and cosmologies.

HIST 165.3 (T1)

A Global History of Medicine, Health, and Disease

T/Th 1:00-1:50 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/W 11:30 AM – 12:20 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 how the concept of magic has been used as an intellectual tool for criticism and exclusion but also as an emancipatory mythology.

HIST 195.3 (T1)

Indigenous Perspectives on Canadian History

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

Instructor TBA

****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 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.

TERM 2

HIST 115.3 (T2) St. Thomas More College (STM)

Death and Dying in the Middle Ages: Plague, Prayer, and Purgatory

M/W 11:30-12:20 PM (plus a one-hour, separately scheduled seminar)

Hannah Wood

Pending Approval

This course examines medieval European beliefs, culture, and practices through the lens of death and dying. As one of the only universal human experiences, death shaped the everyday world of the living at both a spiritual and practical level. By analyzing constructions, representations, and realities of death in the Middle Ages, students will come away with a sense of how medieval people negotiated the inevitable and yet unknowable ordeal of death and imparted meaning to lives lived and lost. Using sources that span the 6th to 15th centuries, with a particular focus on the late Middle Ages, students will explore topics such as the Christian afterlife, burial practices and funerary rites, literary representations of death, commemorative art, ghosts and revenants, disease and plague, executions, and death in battle and childbirth. Students will approach the subject from multiple methodological angles, learning how approaches as diverse as biblical exegesis and bioarchaeology can be used together to shed light on historical phenomena and attitudes.

HIST 135.3 (T2)

Gender, Sex, and Society

M/W 12:30-1:20 PM (plus a one-hour, separately scheduled seminar)

Instructor TBA

The specific focus of this course is TBA. However, all courses with this course number examine some aspect of how histories of gender, sex and society have interacted and evolved throughout time. We will explore how, in various societies, social, cultural, political, legal, and medical views of gender and sexualities have both regulated gender and sexual norms and acted as levers of change. Topics include national and transnational histories of sexualities, gender and social change (in the Americas, Europe, Africa and Asia). Possible areas of exploration include: media and cultural depictions of masculinity and femininity; medical, legal, cultural, and theoretical discourses on gender and sexuality; race, class, ethnicity, and indigeneity; gendered performance and geographies of sexual possibilities; demographic continuities and change; artistic representations of sexuality and gender; and, finally, histories of the family, of labour, of migration, as well as of activism, resistance, and repression as they intersect with the history of gender and sexuality.

HIST 145.3 (T2)

The Conquest of Latin America

T/Th 11:30 AM-12:20 PM (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 Cortes 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 155.3 (T2)

Colonization and the History of North America

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

Andrew Watson

This course explores the ecological consequences of Spanish, French, and British colonial expansion in North America from the end of the 1400s to the beginning of the 1900s. Environmental history has forced historians to rethink global imperialism in fundamental ways. Military, political, and social histories of the spread of powerful empires only tell part of the story. As Alfred Crosby reminds us, “[w]e have so long been hypnotized by the daring of the conquistador that we have overlooked the importance of his biological allies.” [1] These included an enormous cast of non-human actors, such as microbes, chickens, pigs, horses, and cows. Geographic factors from wind to weather have played pivotal roles in shaping colonial expansion. By exploring the impact of the biological expansion of Europeans in North America this course is intended to introduce students to major themes in the environmental history of global imperialism. Students will examine key topics in a variety of contexts, including epidemic disease, food production, the fur trade, novel species introductions, and the rise of global capitalism.

The course will also walk students through the skills required to investigate and write an original research essay on a topic of their choosing. These skills include understanding the difference between primary and secondary sources, and how to read each effectively; using the library and other online resources to identify relevant and suitable sources; choosing a good research topic and organizing research; writing an essay proposal and outline; turning research notes into quality essay writing; crafting compelling arguments and effectively including supporting evidence; and editing and revision written work. The skills will be introduced in stages, and each assignment is designed

to integrate new skills, which will combine to prepare students to write a final research essay. [1] Alfred Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492*, 2nd ed. (Westport, CT: Praeger, 2003), 52.

HIST 165.3 (T2)

History of Science and Medicine: From the Black Death to Breaking Bad
M/W 09:30-10:20 AM (plus a one-hour, separately scheduled seminar)
Instructor TBA

This course introduces students to the history of health and medicine in western traditions. By using health 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. We begin by considering how to interpret historical evidence, then by questioning the balance of science and artistry involved in producing evidence that is used both by historians and healers. Tracing the evolution of ideas in western medicine 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. In this course, we will learn about some of the ‘great’ discoveries and pioneering individuals in the history of medicine, but we will also explore the social and cultural history of medicine, health, and healing. We will consider, for example, how developments in medicine have affected patients; how gender has shaped the professionalization of medicine and medical technology; how race has been addressed in the evolution of public health; and, how the interaction between medicine and culture continues to influence our ideas about health and disease.

HIST 193.3 (T2)

History of Turtle Island People (History Matters: Topics in Canadian History)
M/W 2:30-03:20 PM (plus a one-hour, separately scheduled seminar)
Instructor TBA

Courses offered under this heading examine focused topics in Canadian History. These courses explore historical issues, events, or trends of importance in Canadian history. The courses are designed to provide a basic understanding of the historical narrative from multiple perspectives, to explore how and why such narratives have been constructed the way they have been, and—through such explorations—to introduce students to ‘thinking historically’. Lectures will explore historical narratives, their genesis, and the sources used to produce such narratives. Seminars will dig deeper into the tools and methodologies used by historians, provide instruction and practice in critical thinking and clear expression.

HIST 195.3 (T2)

Indigenous Perspectives on Canadian History
2 Asynchronous lectures, plus a one-hour weekly synchronous seminar.
Instructor TBA

****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.

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.

Practical Notes:

Most 200-level courses will be offered in-person and on campus in 2024-25. Remote courses at this level will have mostly asynchronous content (that is, recorded lectures available on Canvas), but will require students to register for a one-hour remote synchronous session scheduled at a specific time. 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 204.3 (T1)

Animals in the Greek and Roman World

W 6:00-8:50 PM

Kyle McLeister

This course introduces students to the wide variety of ways that animals shaped the lives and thoughts of the ancient Greeks and Romans. We'll examine a diverse range of primary sources to explore the full spectrum of human-animal encounters. Special attention will be given to the social dimensions of how people interacted with animals in numerous areas of life, including at home, in social settings and at war. We'll also examine how animals were cared for, from animal husbandry to the beginnings of veterinary medicine. We'll analyze the myriad roles that animals played in classical literature to shed light on expectations and ideals for human life. We'll see that some viewed them as mere tools for human use, while others viewed them as rational, moral beings deserving of just treatment. Ultimately, we'll see that it is only by examining society's relationship with animals that we can understand the human experience in the Greco-Roman world.

HIST 208.3 (T1)**The Roman Republic: Growth of Mediterranean State, 753 to 27 BCE****T/Th 08:30 – 09:50 AM****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 30 BCE. 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)**The Middle Ages in Film****F 2:30-5:20 PM****Hannah Wood**

The Middle Ages in Film is a survey of various film portrayals of medieval culture. Popular ideas about the medieval world are largely a creation of fiction writers' and film directors' depictions of the past. This course focuses on historical figures and their representation in history, literature, and film. In this context, students consider several broad themes, including historicity and authenticity, faith and popular piety, gender (knights and knighthood, heroic women, damsels in distress), the medieval martyr, and contemporary appropriations of medieval ideals or ideologies. Through our study of primary source texts and weekly viewing of films, we shall explore the many interpretations of medieval culture and the ways in which medieval ideas, figures and events have been used as commentaries on modern issues.

HIST 227.3 (T1)**The Israeli-Palestinian Conflict****M/W/F 11:30 AM-12:20 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 (T1)

War and Medicine: From Paracelsus to Penicillin

M/W/F 12:30-01:20 PM

Ben Goff

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

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 234.3 (T1)

Europe from 1870-1939: War, Politics and Culture in Modern Mass Society

Remote: asynchronous lectures, with a synchronous session on M 3:30-4:20 PM

Instructor TBA

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

This course surveys major developments in European history between 1870 and the outbreak of the Second World War. Topics covered include the geopolitical, intellectual, cultural, and other legacies of the late nineteenth century; the origins and outcomes of the First World War; the Russian Revolution and the rise of communism; artistic and cultural movements of the interwar years; the emergence and spread of fascism; the Great Depression; Nazi Germany; the Spanish Civil War; and the diplomatic crises of the late 1930s.

HIST 255.3 (T1)

Canadian History from the Pre-contact Period to 1867

T/Th 04:00-05:20 PM

Andrew Watson

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 257.3 (T1)

The Canadian Prairies to 1905

M/W/F 10:30-11:20 AM

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 259.3 (T1)

Canadian Women's and Gender History from the 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 275.3 (T1)

Divided Nation to Superpower: The United States at Home and Abroad, 1865 to the Present

T/Th 11:30 AM-12:50 PM

Instructor TBA

This lecture course examines many of the significant social, economic, environmental, political, diplomatic, and military developments in American history, from 1865 to the present. It focusses on several important historical topics including Reconstruction; westward expansion; industrialization and urbanization; imperialism and the rise to global power; World War I, the Great Depression, and World War II; the Civil Rights Movement and the counterculture; the Cold War and its aftermath.

HIST 292.3 (T1)

The Menace of Progress: Enlightenment, Colonialism, Dispossession

T/Th 2:30-3:50 PM

Jim Handy

****This course is also a core course for the International Studies (IS) major****

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.

TERM 2

HIST 205.3 (T2) St. Thomas More College (STM)

Medieval Europe 1000 to 1400

T/Th 1:00-02:20 PM

Instructor TBA

Focusing on the lived experience of women and men during one of the most dynamic periods in pre-modern Western history, including the transition from feudalism to royal government; the Crusades and interaction among Christian, Muslim and Jewish populations in Europe and the Middle East; monasticism; the conflict between Church and State; popular and high culture and the development of the Romanesque and Gothic visual arts, architecture, and material culture; the growth of cities; mysticism, new religious movements, and popular religion; the crisis of the fourteenth century brought on by famine and plague; popular revolts and the Hundred Years' War.

HIST 209.3 (T2)

The Roman Empire: Politics Society and Culture from Augustus to Constantine

T/Th 8:30-9:50 AM

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 219.3 (T2)

Witches Heretics and Stargazers: The Age of the Reformation

T/Th 11:30 AM -12:50 PM

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 centred 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. Focussing on original texts, this course explores the relationship of tradition and dissent, rebellion, and authority in this tumultuous period.

HIST 222.3 (T2) St. Thomas More College (STM)
Medieval England 1000 to 1500
M/W/F 2:30 PM -03:20 PM
Hannah Wood

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 235.3 (T2)
Europe since 1939 From the Second World War to the Creation of the European Union and Beyond
Remote: Asynchronous lectures, with a synchronous session on M 3:30-4:20 PM
Instructor TBA

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

This course surveys major developments in European history since 1939. Topics covered include the Second World War and the Holocaust; postwar reconstruction; the Cold War; Europe and the colonial world; stages in the formation of the European Union; the social movements of the 1960s (the student and women's movements, environmentalism; the sexual revolution); the economic challenges of the 1970s and 80s; the fall of communism in Eastern Europe; and the issues and challenges facing contemporary European society.

HIST 237.3 (T2)
History of Infectious Diseases and Vaccines
T/Th 10:00-11:20 AM
Simonne Horwitz, History Department
Scott Napper, Dept. of Biochemistry, Microbiology, and Immunology (College of Medicine)
****Can also count towards elective requirements for the International Studies (IS) major****

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

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 unpack deeply entrenched national myths and develop a deeper understanding of the lasting legacies of the Age of Revolutions in the Atlantic World.

HIST 240.3 (T2)**Early Modern Britain and its Empire****T/Th 8:30-9:50 AM****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 (T2)**The Reverberations of the Industrial Revolution 1750 to today****M/W/F 11:30 AM -12:20 PM (in-person section)****ALSO AVAILABLE AS AN ENTIRELY REMOTE ASYNCHRONOUS COURSE (simply register for the asynchronous section)****Jim Clifford******Can also count towards elective requirements for the International Studies (IS) major****

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 256.3 (T2)

Post Confederation Canada: 1867 to the Present

REMOTE SYNCHRONOUS

T/Th 04:00-05:20 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 258.3 (T2)

The Canadian Prairies since 1905

M/W/F 10:30 – 11:20 AM

TSDF

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 260.3 (T2)

Canadian Women's History from 1919 to the Present

T/Th 11:30-12:50 PM

TSDF

Examines the history of Canadian women from the end of World War I to the present, emphasizing the complexities of women's experiences and the interplay of such factors as gender, class, race and ethnicity. 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

M 9:30 AM -12:20 PM

Katie Labelle

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

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 is also a core course for the International Studies (IS) major

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.

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.

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 strongly advised to register on the first day of the registration period to which they are assigned.

TERM 1

HIST 307.3 (T1) St. Thomas More College (STM)

Medieval and Renaissance Biography: The Medieval Poor

M 9:30 AM– 12:20 PM

Hannah Wood

Through this course, students will conduct a biographical and prosopographical study of the medieval poor, whose individual identities have historically been subsumed by an imposed collective

identity. Students will work from various perspectives, employing social, institutional, cultural, disability, and gender frameworks to piece together the experiences of this frequently homogenized and marginalized demographic. Often illiterate and rarely narrators of their own stories, the medieval poor cannot always be accessed through traditional biographical approaches; as such, students will learn to “read against the grain” of normative sources to give voice to a group of people the historical record has long rendered voiceless.

HIST 316.3 (T1)

History of the Métis in Twentieth-Century Prairie Canada

M 1:30 – 4:20 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

M 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 from 1300 to 1600

W 9:30 AM – 12:20 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 363.3 (T1)

Canada in Age of Affluence Post 1945

W 9:30 AM – 12:20 PM

Valerie Korinek

Canadians emerged from World War II confident, optimistic, and well positioned to play a leading role in world events. What happened? Seminar topics devoted to political, social, cultural, and economic developments allow students to study the central dichotomy of modern Canadian life: angst in an era of affluence.

HIST 371.3 (T1)

Power and Change: The History of Energy

Th 10:00 – 12:50 PM

Andrew Watson

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

This course explores the ways that humans have exploited various sources of energy and fuels in the past, and the implications of the dramatic increase in the total amount of energy used by society. It considers the consequences of the transition from organic forms of energy, such as muscles and wood, to mineral forms of energy, such as coal, oil, and uranium. The course addresses how new technologies, higher standards of living, changing modes of production, and environmental transformations made this pattern of energy use possible, and contextualizes the growth in energy consumption within narratives of colonization, state formation, urbanization, industrialization, rapid population growth, and wealth accumulation.

HIST 375.3 (T1)

USA Foreign Relations 1945 to the Present

Tu 1:00 – 03:50 PM

Martha Smith

Can also count towards elective requirements for the 2 International Studies (IS) major

In the post 9/11 period, interest in the study of American foreign relations has continued to increase. This hybrid lecture/seminar course examines the history and historiography of U.S. foreign relations from 1945 to the present. While the emphasis is on diplomatic history, the course also considers the political, economic, cultural, and social implications of American foreign policies in the United States and the wider world.

HIST 387.3 (T1)

Eugenics, Birth Control and Venereal Disease in Republican China and the Global Context

Th 5:30 – 8:20 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. Examining the reaction of Chinese intellectuals to such scientific racial ideas, will enrich our understanding of the utopic potency of eugenics as a solution to social ills such as poverty and disease. Reproduction is linked to 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.

HIST 397.3 (T1)

Approaches to History

Th 1:00 – 3:50 PM

Jim Clifford

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 305.3 (T2)

Greek and Roman Satire

W 6:00 – 8:50 PM

Kyle McLeister

By fusing humour with social criticism, satire allows authors to skewer societal customs and traditional practices while providing entertainment. Satire was popular among Greco-Roman authors, who found a ready audience for their biting critiques of prominent figures and contemporary social practices. Nothing was off limits for these writers, from destructive warmongering to illogical religious beliefs to the self-serving customs of the elite. And because these satires cover such a wide array of subjects, they provide the perfect lens through which to study the society and culture of the ancient world. In this course, we will analyze the satirical works of several Greek and Roman authors (e.g. Aristophanes, Lucian, Juvenal, etc.) to examine how they utilized this genre for social criticism and comedic effect, as well as what these works can tell us about the Greco-Roman world.

HIST 309.3 (T2) St. Thomas More College (STM)

The Crusades and their Aftermath

F 9:30 AM– 12:20 PM

Hannah Wood

Examines the socio-economic pressures and spiritual goals basic to the Crusades, military encounters, the organization of the Latin Kingdom of Jerusalem (1099-1291), and ensuing contacts between Christians and Muslims to the eighteenth century.

HIST 366.3 (T2)

Indigenous Womens' Life Stories

M 1:30 - 04:20 PM

Cheryl Troupe

A focus on life stories can shed “light far beyond the individual” and allows the historian to make connections to broader historical change (Salvatore, 2004). As one of the oldest forms of historical practice, biography serves many purposes in society such as to construct and validate ethical and social practices as well as commemorate key players. More recently, biography has been recognized as an important decolonizing methodology, with scholars attempting to highlight marginalized actors who have been obscured and/or erased from colonial narratives. This course reflects this trend and will study the life (her)stories of Indigenous women who have shaped Early North America. Critical analysis will include research based in both primary and secondary sources. The course consists of one three-hour class per week, divided into two parts. The first half the class will consist of a lecture, while the second half will be a seminar discussion based on weekly readings.

HIST 385.3 (T2)

A History of Guatemala

Tu 6:00 PM-08:50 PM

Jim Handy

Using lectures, discussions and videos, this class explores the tumultuous, sometimes depressing, sometimes exhilarating, and always interesting history of Guatemala, from wonderful Maya city states in the Petén rain forest, through conquest, colonization, coffee, revolution, genocide, drug cartels, and moments of immense hope. The focus is on recent history, but recent events will be put into historical context through an examination of preconquest, colonial and 19th century background.

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.

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 strongly advised to register on the first day of the registration period to which they are assigned.

TERM 1

HIST 410.3 (T1)

France in the Americas 1500 to 1803 In Search of Empire

M 9:30 PM-12:20 PM

Robert Englebert

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

This course examines the history of French colonialism in the Americas from the first explorers and settlements to the Louisiana Purchase of 1803. Weekly readings and seminar discussions explore a variety of historical themes designed to critically evaluate the French colonial experience and analyze the character of the French Empire in the Americas. Such themes include native-newcomer relations, empire and conquest, religion, slavery, women, and gender, métissage, commerce, and the French in North America after the fall of New France. The French had a profound influence on the Americas, from the Maritimes to the Canadian Northwest, and as far south as New Orleans and the Caribbean. This class puts the Spanish, American, and British North American (Canadian) Empires into context and sets a foundation for understanding the English/French divide in contemporary Canada and the rise of the Métis in Western Canada.

HIST 416.3 (T1)

Intoxicating History Alcohol and Drugs

F 9:30 AM – 12:20 PM

Instructor TBA

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

People around the world and throughout history have consumed plants, brews, chemicals, and alkaloids in an effort to change consciousness. Some of these efforts are recreational, some ceremonial, and others part of medicine and experimentation. In this class we explore different ways that alcohol and drugs have been used in the past, by examining themes from different areas of the world. We examine how historians have contributed to popular understandings of drugs, alcohol, and intoxication and we consider what role social sciences and humanities scholars play in shaping our popular understandings of what makes good drugs and bad drugs, or how scholars and policy makers have determined limits for acceptable intoxicating behaviours and who has the privilege to be intoxicated, or who is criminalized for seeking intoxication. Rather than follow a chronological structure, in this course we examine how different psychoactive substances have been viewed in different places, from the perspectives of colonizers and colonized at different time points in history.

HIST 439.3 (T1)

Magic and the Occult in Pre-Modern Europe

Tu 6:00 – 8:50 PM

Frank Klaassen

Medieval magic was founded upon conventional scientific and religious presuppositions. It was also unconventional and illicit. This course examines magical literature and traditions from third- to sixteenth-century Europe, the place of magic in early European history, and reflects on the theoretical issues surrounding the classification of magic.

HIST 474.3 (T1)

The United States in the Nuclear Age

F 1:30-04:20 PM

Martha Smith

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

This seminar course studies the development of U.S. Cold War policies, with special attention paid to the decisions regarding nuclear weapons and the arms race. From a variety of scholarly perspectives, the course examines key diplomatic, strategic, political, social, and environmental implications of these policies from the 1930s to the present. Using a wide range of sources, we analyze several topics including: the international race for an atomic bomb, the creation of the Manhattan Project during World War Two, the decision to drop nuclear weapons on Japan, the bomb and the origins of the Cold War, anti-nuclear activism, and arms control, the Cuban Missile Crisis, and the impact of the arms race on American society and the environment.

TERM 2

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

Topics in Medieval History 1000 to 1500: Daily Life in Late Medieval England

T 1:00 – 3:50 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 440.3 (T2)

History and Games

F 9:30 AM – 12:20 PM

Ben Hoy

In this course students will develop an expertise in a focused historical topic through seminar readings, discussions, and an independent research project. They will then work together with the instructor to create a game that models some aspect of that historical circumstance.

HIST 468.3 (T2)

Topics in Urban History: Saskatoon Indigenous History (Experiential Learning)

W 9:30 AM - 12:20 PM

Cheryl Troupe

Indigenous people remain conspicuously absent from many North American urban genesis stories. In such accounts, the city is seen as inherently modern and the pinnacle of settler achievement. If Indigenous peoples are included, it is as recent arrivals moving to cities in increasing numbers since the 1960s. This course challenges the idea that cities are not Indigenous spaces, and critically examines Indigenous peoples' experiences, encounters, and interactions in these spaces. The course focuses on Indigenous experiences in Canadian cities to better understand Indigenous experiences in prairie cities, specifically Saskatoon. Course themes include: the manifestation of “urban” or “municipal colonialism” as a key element of the colonial project; the erasure of Indigenous peoples from urban spaces; gendered and racialized colonial violence in urban spaces; the development of urban Indigenous social and political organizations; and cities as Indigenous gathering spaces and places of resilience and resistance where Indigenous peoples continue to make space for themselves and their relations.

HIST 470.3 (T2)

War and Religion in Early Modern Europe

Th 1:00 PM - 03:50 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.

**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

Mark Meyers, Director of Undergraduate Studies

Requires attendance at a few organizational/practice meetings late in the fall term (usually December) and in January. The colloquium will be held on January 31, 2025, 9-4:30 PM. 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 at the Diefenbaker Centre. The presentation is normally based on a paper already prepared, or in preparation, for a third- or fourth-year seminar course.

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). Dr. Meyers will be glad to guide you through the process and advise you about the courses you will need 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 31 of each year. Click here for the application form:

<https://iira.usask.ca/servicedesk/customer/portal/7/group/77>.

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.

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) and Latin (LATN)

Classics (CLAS) courses at the 200-level and above, as well as 400-level Latin (LATN) and Greek (GRK) courses, may all 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 (Distance Education Unit)

Kyle McLeister

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

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

Medical Terminology

T 6:00 -8:50 PM

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.

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.

CMRS 110.3 (T1) St. Thomas More College (STM)
The Graeco-Roman Tradition: Evolution and Reception
M/W/F 10:30-11:20 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.

CLAS 225.3 (T1) St. Thomas More College (STM)
Women and Antiquity
T/Th 2:30-3:50 PM
Instructor TBA

Studies the life and achievements of women in the ancient world.

LATN 112.3 (T1) St. Thomas More College (STM)
Latin for Beginners I
M/W/F 12:30-01:20 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 PM-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.

CMRS 300.0 (T1) St. Thomas More College (STM)
The Director's 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.

LATN 400.3

Senior Latin (T1)

Remote synchronous

Tu 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 103.3 (T2) (*may not be taken for History credit*)

Medical Terminology

Remote Asynchronous (Distance Education Unit)

Kyle McLeister

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

CLAS 103.3 (T2) (*may not be taken for History credit*)

Medical Terminology

Tu 6:00 -8:50 pm

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.

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 220.3 (T2) St. Thomas More College (STM)
Daily Life in Ancient Greece and Rome
M/W/F 3:30-4:20 PM
Instructor TBA
Pending approval

Studies daily life in ancient Athens and Rome.

CMRS 111.3, St. Thomas More College (STM)
Medieval and Renaissance Civilization
M/W/F 10:30-11:20 AM
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 300.0 (T2) St. Thomas More College (STM)
The Director's 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 315.3 (T2)
Curating Collections in Theory and Practice
W 1:30-04:20 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 9:30 AM -12:20 PM
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. In part it will also involve learning 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 401 (T2) St. Thomas More College (STM)
Capstone in CMRS
M 1:30 PM – 4:20 PM
Zachary Yuzwa

Many aspects of medieval and renaissance culture had their roots in the Greco-Roman Classical period. Detailed study of a selected text or theme and related scholarship aims to deepen understanding of cultural continuity and change between the three periods. Texts and themes will change yearly. Please consult the CMRS homepage: <http://www.artsandscience.usask.ca/cmrs/>

CMRS 402 (T2) St. Thomas More College (STM)
Directed Research

A directed research course wherein students in biweekly meetings with a supervisor and a class seminar will develop skills required for graduate study: preparation of annotated bibliography, research proposal, major research paper and oral presentation. Projects will be focused on the classical, medieval or renaissance period.

CMRS 433 (T2) St. Thomas More College (STM)
Advanced Manuscript Studies (Experiential Learning)
Frank Klaassen and others

An independent study course in which the student works one-on-one with a CMRS faculty member on manuscript evidence relating to that faculty member's research. It involves students directly in the process of advanced primary research and the excitement of discovery using sources which may well never have been examined before.

LATN 113.3 (T2) St. Thomas More College (STM)
Latin for Beginners II
M/W/F 12:30-01:20 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 - 01:20 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, see:

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

History courses that meet IS requirements or fulfill IS elective options have been identified throughout this handbook.

TERM 1

IS 211.3 (T1)

Introduction to International Studies Development

Th 6:00 - 08:50 PM

Instructor TBA

This course introduces students to key themes in international development. In an interconnected and interdependent world, it is imperative to understand the conditions under which a majority of the world lives, how these conditions have come to be, and what is being done to address concerns of inequity and poverty. Themes of colonialism, globalization, gender, debt, trade, democracy, sustainable development, migration, health, education, and emerging powers are explored. To make sense of such a diverse and complex set of issues, the course has three primary objectives: first, to contextualize international development into its historical setting; second, to introduce the theories which seek to understand and explain international development; and third, to apply these theoretical constructs to specific issues and cases of international development.

IS 406.3 (T1)

Confronting Climate Change

W 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 220.3 (T2)

Research Methods and Approaches in International Studies

M/W/F 10:30-11:20 AM

Maurice Labelle

This course offers an introduction to key research methods and approaches in the interdisciplinary field of International Studies. In a hands-on way, it teaches students how to

best practice academic research, as well as apply varying quantitative tools and qualitative critiques when analyzing international relations and development. Topics include: the relationship between imperialism and the production of knowledge about things “international”; the racial legacies of the discipline of International Studies; the impact of transnational social movements on changing understandings of the international system; the challenges languages and translation when researching international matters; and how to best utilize a university library.

IS 401.3 (T2)

International Cooperation and Conflict

M 12:30-3:20 PM

Instructor TBA

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

2024

SPRING TERM

HIST 195.3 (Q1-Q2)

Indigenous Perspectives on Canadian History

Remote Synchronous

T/W/Th 11:30 AM- 01:30 PM

Katie Labelle

****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 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.

HIST 272.3 (Q1)

Human Rights in History (Travel-study)

M/Tu/W/Th/F 9:30 AM -12:00 PM

Mark Meyers

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

****Applications are no longer being taken for this course. ****

Using a field trip to Canadian Museum for Human Rights (CMHR) in Winnipeg as their point of departure, students in this experiential learning course examine human rights as a product of history, the result of the changing moral frameworks that shape how people define and grapple with injustice in the world. Where did the concept of human rights come from? Why have demands for justice in the modern world so often been articulated as matters of human rights? How has the meaning of human rights changed over time? Finally, how does the CMHR present the history of human rights (or their violation), and in what ways do the museum's choices influence the public's understanding of that history? By engaging our senses as well as our critical faculties, the encounter with the museum will heighten our interest in the subject and facilitate transformative learning.

HIST 308.6 (open learning—dates may span multiple quarters)

Rome Building and Living in the Ancient City (travel-study)

***3-week intensive, lecture-seminar**

Tracene Harvey

****Applications are no longer being taken for this course.****

This intensive lecture-seminar summer study abroad class takes place in Italy every two years and focuses on the study of the ancient city of Rome (8th century BCE to 4th century CE). Urban planning and development, architectural history, monuments and authority, aspects of life in the largest ancient metropolis, Christianity in urban space, are some of the subjects that we cover; first in the classroom, and then during site visits in the city of Rome. This course will benefit especially students who have taken classics, archaeology, CMRS, history or art and art history at the 100 and 200 levels, and who would like the opportunity to expand their knowledge of Rome, its urban culture and architectural history.

HIST 314.3 (Q1)

Intensive Historical Community-Engaged Research Methods Workshop

M/Tu/W/Th/F 1:30-4:00 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.

CLAS 103.3 (Q1-2) (*may not be taken for History credit*)

Medical Terminology (Distance Education Unit)

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.

NURS 410.3 (Q1-2)

History of Health Systems Public Health and Nursing in Canada

Remote Asynchronous

Helen Vandenberg

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

This course will assist students in exploring issues and trends in Canadian health systems, public health, and nursing history during the nineteenth and twentieth centuries. Students will engage in critical analysis of scholarly historiography and select primary sources. Emphasis will be placed on exploring key aspects of Canadian healthcare history, with attention to broader social changes influencing health professionals and their practice contexts.

SUMMER TERM

HIST 165.3 (Q3-4)

History Matters: Health and Society

Lecture T/W 1:30-3:20 PM

Seminars (choose one): Th 10:30 AM -12:20 PM; Th 1:30-3:20 PM; F 10:30 AM -12:20 PM

TBA

This course examines how historians have understood the complex relationship between health, society, and historical change. Health is used as a vehicle for understanding political, social and cultural change throughout history. Topics range from antiquity and the birth of Galenic healing through western and non-western traditions that have guided our understandings of bodies, pain, gender, and power and into the modern era of health and medicine with the rise of professional medicine, ethics, experimentation, and institutionalized healing. Health is widely defined to capture experiences that fall outside the traditional doctor-patient relationship, and to explore issues including: mental health; the politics of healthcare; health economies; the health professions; disease's power to shape human history. These courses rely on a variety of sources: food and nutrition, to medical treatises, patient narratives, activist and anti-medical establishment texts, artwork, and institutional reports, and a rich historical tradition of examining health and medicine and its influence on human history. Possible areas of exploration include: madness; the body; pain; health and disease.

HIST 367.3 (Q3-4)

Early Indigenous North American Diasporas

Remote Synchronous Class

T/Th 9:30 AM -12:20 PM

TBA

This course looks at early North American history (1600-1900) through the prism of diasporas. Many groups of Indigenous North Americans have experienced both voluntary and forced dispersal from their homeland. This process of migration and settlement has resulted in the creation of new localized communities who simultaneously align themselves culturally, politically and economically within a continental diaspora network. Beyond an introduction to migration and diaspora history, this course will highlight several case studies such as: the Wendat, the Shawnee, the Cherokee, the Odawa, and the Métis. Seminar discussions will draw on themes of colonialism, transnationalism, historic trauma, spirituality, identity and women's experiences. The course consists of one three-hour class per week, divided into two parts. The first half the class will consist of a lecture, while the second half will be a seminar discussion based on weekly readings.