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# Department of History

## University of Saskatchewan

### Programs and Classes 2025-2026

Including Spring-Summer 2025

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

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## Student Handbook

June 2025

*\*\*Subject to change\*\**

### Course Delivery Modes: In-person and Remote

During the 2025-2026 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 ~~using the link below~~. The 2025-26 courses won't be posted here until just before registration begins.

[https://pawncss.usask.ca/ban/bwckschd.p\\_disp\\_dyn\\_sched](https://pawncss.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](mailto:meyers.mark@usask.ca)**

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

**Questions to ask:**

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

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

<b>TABLE 1: Minimum History Program Requirements.</b>					
These requirements (except for the minor) correspond to the “A4 Major Requirement” for History as presented in the official <a href="#">Course and Program Catalogue</a> . Eligible language courses are listed under the “A3 Cognate Requirement” in the catalogue.					
	<b>Degree Type</b>				
<b>Level</b>	<b>Minor</b>	<b>3-Year BA</b>	<b>4-Year BA</b>	<b>Honours<sup>6</sup></b>	<b>Double Honours</b>
<b>100<sup>1</sup></b>	6 cu	6 cu	6 cu	6 cu	6 cu
<b>200 or above<sup>2</sup></b>	18 cu	18 cu	24 cu	30 cu	18 cu
<b>300</b>	Advised <sup>3</sup>	6cu <sup>4</sup>	6 cu	12 cu	6 cu
<b>400</b>			6 cu	12 cu	6 cu
<b>ILR<sup>5</sup></b>	NA	3 cu	3 cu	3 cu	3 cu
<b>TOTAL</b>	<b>24 cu</b>	<b>33 cu</b>	<b>45 cu</b>	<b>63 cu<sup>6</sup></b>	<b>39 cu</b>
<b>Language other than English</b>		3cu	3cu	6 cu	6 cu
<b>HIST 397.3</b>				Required as part of the 12 cu at the 300-level	Required as part the 6 cu at the 300-level
<b>HIST 494.0 non-credit</b>				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.**

<sup>1</sup>History 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.**

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

<sup>3</sup>Students 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.

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

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

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

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

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

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

[ENG 242.3](#) Indigenous Storytelling of the Prairies

[ENG 243.3](#) Introduction to Indigenous Literatures

[ENG 335.3](#) The Emergence of Indigenous Literatures in Canada

[ENG 338.3](#) Contemporary North American Indigenous Literatures

[GEOG 465.3](#) Environment and Health in Indigenous Communities

[HIST 195.3](#) History Matters Indigenous Perspectives on Canadian History

[HIST 257.3](#) The Canadian Prairie to 1905

[HIST 266.3](#) Historical Issues in Indigenous Settler Relations in North America

[HIST 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 10, 2025

<sup>6</sup>**TO HONOURS PROGRAM STUDENTS!!** The College cap on 60cu in any one subject means that **students in the single (not double) honours program** who choose to take 9 cu of HIST at the 100-level **should see an advisor** to discuss how to do this without exceeding 60 cu of HIST in total. Ditto for any honours student who wishes to take a senior-level (200-level or above) HIST course to meet the ILR.

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

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

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

***Consider these classes for next year (organized by theme)***

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

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

HIST 227	The Israeli-Palestinian Conflict
HIST 294	International and Global History
HIST 478	The United States and the Vietnam Wars

**Is Environmental History Something You Are Interested In?**

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 484	History of Madness
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 257	The Canadian Prairies to 1905
HIST 315	Indigenous Health History
HIST 366	Indigenous Women's Life Stories
HIST 370	Violence, Smuggling and Vice: Borderlands and the Gaps of Power

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

HIST 135	Gender, Sex, and Society (multiple sections, each with a different focus)
HIST 259	Canadian Women's and Gender History from Pre-contact period to 1918
HIST 303	Sex, Gender, and Sexuality in Africa
HIST 366	Indigenous Women's Life Stories
HIST 404	Chinese Feminism and Chinese Women's Experiences in Historical Context
HIST 430	Gender and Sexuality in Western Canada
HIST 498	Histories of 2SLGBTQ+ Activism and Politics

**Wanting More Ancient Greek and Roman History? Register for:**

CLAS 104	Classical Myths
CMRS 110	The Graeco-Roman Tradition: Evolution and Reception
HIST 208	The Roman Republic: Growth of a Mediterranean State, 753 to 27 BCE
HIST 209	The Roman Empire: Politics, Society, and Culture from Augustus to Constantine
CLAS 240	Ancient Art and Architecture: The Bronze Age
HIST 302	Life and Letters: Roman Society and Culture through Epistolary Practice
HIST 335	Spectacles of Death in the Roman World
CMRS 406	Coinage in Ancient Greece and Rome

**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 115	Exploring Modern European Thought and Culture

<b>HIST 214</b>	The Middle Ages in Film
<b>HIST 221</b>	Sub-Roman, Anglo-Saxon, and Viking Great Britain: 400 to 1066
<b>HIST 223</b>	Age of the Renaissance
<b>HIST 309</b>	The Crusades and their Aftermath
<b>HIST 454</b>	Magic, Esotericism, and Occultism in the Modern West

**Interested In US History? Why Not Take:**

<b>HIST 275</b>	Divided Nation to Superpower: The U.S. at Home and Abroad, 1865 to the Present
<b>HIST 370</b>	Violence, Smuggling and Vice: Borderlands and the Gaps of Power
<b>HIST 478</b>	The United States and the Vietnam Wars
<b>HIST 498</b>	Histories of 2SLGBTQ+ Activism and Politics

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

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

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

<b>HIST 115</b>	Race, Racisms, and Anti-Racisms in the Modern World
<b>HIST 175</b>	Exploring the Silk Road
<b>HIST 227</b>	The Israeli-Palestinian Conflict
<b>HIST 267</b>	African History From Hominids to 1900
<b>HIST 268</b>	African History from 1900 to the present
<b>HIST 277</b>	Resistance and Dispossession Latin America in the 19th Century
<b>HIST 294</b>	International and Global History
<b>HIST 303</b>	Sex, Gender, and Sexuality in Africa
<b>HIST 404</b>	Chinese Feminism and Chinese Women's Experiences in Historical Context
<b>HIST 453</b>	Decolonization in the Postcolonial World

**Are You Intrigued by Historical Methodology? Consider these:**

<b>HIST 397</b>	Approaches to History
<b>HIST 496</b>	Digital History

# 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 three versions of HIST 115: one covers racism and anti-racism in the modern world, another focuses on the death and dying in the Middle Ages; the third covers modern European thought and culture. 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 115.3 (T1)**

#### **Race, Racisms, and Anti-Racisms in the Modern World**

**T/Th 02:30-03:20 PM (plus a one-hour, separately scheduled seminar)**

**Maurice Labelle**

This course unearths the various ways in which ideas of “race” have influenced intercultural relations in the world during the modern era (c. 1800 to the present). Throughout the term, we will examine: 1) the many, interconnected contexts in which “modern” definitions of “race” were constructed; 2) how perceptions of racial difference engendered cultural prejudices that produced grossly unequal political relationships between communities; and 3) the ensuing formations of local, national, and global networks that sought to transcend imagined differences by forming a common cause that denounced the power of “race,” along with its racialized ways of seeing and structures. Topical coverage will span all corners of the globe, including Britain, the United States, Egypt, the Sudan, France, India, Brazil, Algeria, Germany, Japan, Israel/Palestine, Cuba, South Africa, and Canada. Particular attention, furthermore, will be given to the roles of transnational movements and international organizations.

### **HIST 135.3 (T1)**

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

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

**TBA**

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 155.3 (T1)**

#### **Colonization and the History of North America**

**M/W 10:30 – 11:20 AM (plus a one-hour, separately scheduled 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 (T1)**

#### **History of Science and Medicine: From the Black Death to Breaking Bad**

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

**TBA**

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)**

#### **Exploring the Silk Road**

**M/W 09:30– 10:20 AM (plus a one-hour, separately scheduled seminar)**

**George Keyworth**

This course provides an investigation of the Silk Road (or roads), which is where Chinese, Indian, and “western” civilizations have met from prehistory to the present. Archaeological excavations conducted during the 19th and 20th centuries reveal astounding evidence of a rich exchange of ideas, religion, politics, languages, and technology between the Chinese and nearly all their neighbors to the west.

## TERM 2

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

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

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

**Hannah Wood**

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)**

#### **Sex and Population Control**

**T/Th 01:00-1:50 PM (plus a one-hour, separately scheduled seminar)**

**Mirela David**

This course examines global connections and local approaches to population and sex control in China, Europe and North America. From the emergence of population theories, anxieties of overpopulation and poverty, to eugenic articulations of the quality and quantity of populations, we analyze scientific and feminist approaches to sex and population, taking into account their intersection with gender, race and class. The emergence of the birth control movement globally, spurred by US birth control activist Margaret Sanger’s Asian and European trips in the 1920s broke with Victorian taboos on sexuality and led to the establishment of contraceptive clinics. Global population control policies impact not only women’s reproductive bodies, but are also controversial in terms of lack of consent. Whether pronatalist or focused on population restriction by using sterilization and abortion such as the One Child Policy in China, they consider the benefit of the nation at the expense of the individual.

### **HIST 165.3 (T2)**

#### **A Global History of Medicine, Health, and Disease**

**T/Th 10:00-10:50 AM (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 193.3 (T2) (SUNTEP)**

**History of Turtle Island People (History Matters: Topics in Canadian History)**

**M/W 1:00-02:20 PM**

**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.

**HIST 115.3 (T2)**

**Exploring Modern European Thought & Culture**

**Tu 6:00-07:50 PM (plus a one-hour, separately scheduled seminar)**

**Mark Meyers**

This course explores how key developments in modern European thought and culture related to the historical contexts in which they emerged. It begins in the late eighteenth century with a look at how the French Revolution shaped modern notions of freedom and human rights. It explores modern political ideologies such as liberalism, conservatism, and socialism, and examines their impact on the history of the nineteenth and twentieth centuries. Major artistic and literary movements such as romanticism, realism, and impressionism receive attention too, as do shifts in how thinkers have understood the relationship between self and society, between men and women, and between Europe and the wider world. Key contexts include the rise of modern industry and technology; the development of nationalism and colonialism; and the emergence of “total” war.

## **SENIOR HISTORY COURSES**

### **200-Level Lecture Courses**

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

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

## **TERM 1**

**HIST 208.3 (T1) St. Thomas More College**

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

**T/Th 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 30BCE. Two overarching questions will shape our investigation: what internal and external factors allowed Rome to extend its empire first over Italy and then over the Mediterranean basin? Why did the government of Rome by the SPQR - the senate and people of Rome - the system called the Republic- ultimately fail and fall to civil war and a monarchy established by Julius Caesar and his successors? Seeking answers to these questions will entail the exploration not only of events and actors in Roman history but also the underlying political and social factors that shaped Rome: Rome’s political system; its ideas about family; aristocratic

competition; economy, agriculture, and slavery; the Roman army and society; the city of Rome and urban violence; the nature of Roman imperialism.

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

#### **History in Film**

#### **Remote Asynchronous**

**Hannah Wood**

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

### **HIST 221.3 (T1) St. Thomas More College (STM)**

#### **Sub-Roman Anglo-Saxon, and Viking Great Britain: 400 to 1066**

**M/W/F 11:30 AM-12:20 PM**

**Hannah Wood**

This course examines the period from the departure of the Romans through to the coming of the Normans. It was an epoch that saw the gradual conversion of the peoples of the British Isles to Christianity and (except for Ireland) the redrawing of the ethnic and political map of the islands. The following three centuries from 800 to 1100 A.D., from the Vikings incursions of the ninth century through to the Norman Conquest of England were a highly formative period in the history of the Isles, witnessing the emergence of England and Scotland as identifiable political entities.

### **HIST 227.3 (T1)**

#### **The Israeli-Palestinian Conflict**

**T/Th 10:00-11:20 AM**

**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 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 08:30-09:20 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 267.3 (T1)**

**African History from Hominids to 1900**

**T/Th 1:00-2:20 PM**

**Simonne Horwitz**

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

Africa is often portrayed as the “dark continent”, a place of poverty, disease and war. Yet, this is far from the historical reality. This course will show that Africa and Africans had an important role to play in global history. We begin with the journey of the first hominids out of Africa and then look at the centralization of power and building of powerful Iron Age trading kingdoms. The course also looks at the social, cultural and religious beliefs of African people and later investigate the development of new pluralistic societies which integrated newcomers and local people into global trading networks. We then consider one of the central debates of Southern African history, the Mfecane: the period in which Shaka waged wars across the Southern African interior and the “empty land myth.” We end by looking at the slave trade both internally and the trading of slaves out of Africa.

### **HIST 277.3 (T1)**

**Resistance and Dispossession Latin America in the 19th Century**

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

**Jim Handy**

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

This course explores the history of Latin America from independence in the early 19th century to the end of WWI. It examines various sources of conflict: conflict between states as the borders of Latin American countries were defined; conflict over the nature of citizenship and rights as many countries ended slavery but sought to deny full rights to blacks and most sought to acculturate or

eliminate indigenous cultures; and conflict over access to land and labour. The tumultuous 19th century set the stage for on-going struggle in contemporary Latin America.

## TERM 2

### **HIST 209.3 (T2) St. Thomas More College**

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

**T/Th 8:30-9:30 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 as Roman military and administrative presence in the provinces, economic exploitation, and the diffusion of Roman style spectacles and religious cult.

### **HIST 223.3 (T2) St. Thomas More College (STM)**

**Age of the Renaissance**

**T/Th 1:00 -2:20 PM**

**Hannah Wood**

This course introduces the student to world of Western Europe in the fourteenth through the sixteenth centuries. It covers the major developments in the period: the Renaissance and Reformation, the development of centralized monarchies, and the start of the Scientific Revolution. In addition, it examines topics such as magic and witchcraft and their relationship to these larger events or movements.

### **HIST 256.3 (T2)**

**Post-Confederation Canada: 1867 to the Present**

**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 08:30 – 09:20 AM**

## **Instructor TBA**

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

### **HIST 259.3 (T2)**

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

**T/Th 8:30-9:50 AM**

**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 268.3 (T2)**

#### **African History 1900 until Yesterday**

**T/Th 1:00 -02:20 PM**

**Simonne Horwitz**

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

Africa is often portrayed as the "dark continent", yet this is far from the historical reality. This course will show that Africa and Africans played a central role in global history. This course begins with a consideration of the process of colonization, how colonists carved up Africa with very little consideration for the people or geography. This process fundamentally shaped the political, social and economic developments during this era. We will then look at the major migration from the rural to the urban areas in the mid-20th Century and how this shaped the capitalist economy. Finally, the course looks at the liberation and post-liberation period, considering the experiences of soldiers, exiles and refugees. In the final weeks, we will look at the creation of the African Diaspora and the processes of 'development' which have seen a renewed interest in Africa. We will ask to what extent this new interest might be considered neo-colonialism

### **HIST 275.3 (T2)**

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

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

**Martha Smith**

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 294.3 (T2)**

#### **International and Global History**



T/Th 02:30-03:50 PM

Maurice Labelle

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

This course introduces students to the history of 20th century international relations, broadly defined. It focuses on the ways in which disparate individuals, communities, ideas, goods, nation-states, environments, and economies interacted with transnational networks, international organizations, global processes, and universal human inequalities in a changing, interconnecting world. Key themes covered include: cross-cultural encounters and coexistence; conflict and cooperation; trade; and development. Particular attention will be given to marginalized peoples, perspectives, places, and situations.

## 300-Level Lecture-Seminar Courses

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

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

## TERM 1

**HIST 309.3 (T1) St. Thomas More College (STM)**

**The Crusades and their Aftermath**

**Th 10:00 AM– 12:50 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 335.3 (T1) St. Thomas More College (STM)**

**Spectacles of Death in the Roman World**

**F 8:30 AM—11:20am**

**Instructor TBA**

Ridley Scott's film *Gladiator* (2000) brought the bloodlust of the Roman arena to a 21st century audience. The film appears to confirm that the Romans, especially emperors and the plebeian masses, were a cruel and bloodthirsty lot. Trained killers- gladiators- slaughtered innocent victims, or savage lions mauled and devoured them, all for the pleasure of the Roman people. This course

takes a critical look at the varied deadly activities (munera, venationes, damnatio ad bestias), held in the Roman arena by examining ancient textual and visual sources, and modern scholarship. We will examine these spectacles in the broader context of Roman performance culture, religion and politics. Were these spectacles merely the product of a debased and declining culture? How has modern scholarship understood the apparent madness of the Roman arena?

### **HIST 371.3 (T1)**

#### **Power and Change: The History of Energy**

**M 01:30 – 04:20 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 397.3 (T1)**

#### **Approaches to History**

**W 9:30 AM– 12:20 PM**

**Simonne Horwitz**

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

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

## **TERM 2**

### **HIST 302.3 (T2)**

#### **Life and Letters Roman Society and Culture through Epistolary Practice**

**W 6:00 – 8:50 PM**

**Kyle McLeister**

Ancient letters and letter writers, for example, Cicero and/or Pliny the Younger, are starting points for study of the political, social, and cultural history of ancient Rome and its empire. Classes will be based on lecture and discussion of selected letters and assigned books and articles.

### **HIST 303.3 (T2)**

#### **Sex, Gender, and Sexuality in Africa**

**W 9:30 AM– 12:20 PM**

**Simonne Horwitz**

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

Recent scholarship on sex, gender and sexuality in Africa has focused on the relationship between a constructed African sexual deviance and the rising rates of HIV/AIDS on the continent. This course seeks to understand how the stereotypes of African sexuality, same-sex relationships and gender oppression were formed. Through a wide range of scholarly literature, primary sources, biographies and visual texts we will then move beyond this narrow focus and use historical studies to destabilize dominant assumptions about gender and sexuality in Africa. To do this we will use predominantly African texts and develop analytical tools appropriate to African contexts. In this way the course will provide rich accounts of African lives and how they shape and are shaped by issues of gender and sexuality.

### **HIST 315.3 (T2)**

**Indigenous Health History**

**F 9:30 AM– 12:20 PM**

**TBA**

In this course, we will focus primarily on the multiple physical, mental, and spiritual health risks that First Nations, Métis, and Inuit peoples have faced as a direct result of European exploration, missionization, trade, and colonization from 1492 to present day. We will consider Indigenous teachings and practices related to health and wellness both before and after European contact. We will also consider how new disease epidemics, poverty, food insecurity, the delivery (or withholding) of Western style medical care, and institutionalization in schools and hospitals affected Indigenous peoples' health status over time.

### **HIST 366.3 (T2)**

**Indigenous Women's Life Stories**

**Remote Synchronous**

**T 1:00 - 03:50 PM**

**Katie Labelle**

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 370.3 (T2)**

**Violence, Smuggling and Vice Borderlands and the Gaps of Power**

**M 1:30– 04:20 PM**

**Ben Hoy**

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

This course introduces students to the history of borderlands by analyzing what borderlands are, how they form, why they matter, and how they change our conceptions of history. We will study the historic formation of the borderlands of North America paying close attention to the efforts that Canada, Britain, the United States, and Mexico expended to demarcate their national boundaries and the slippages that occurred when nations have tried to force binary categories, such as nationalities, onto historically mobile and interconnected populations. In doing so, we will study inter-tribal borderlands, borderlands between Natives and newcomers, and the creation of borders between European powers. We will assess the impact and contributions that communities such as the Cree, Sioux, Nez Perce, Métis, Comanche, Iroquois and Coast Salish made to the demarcation, enforcement, and placement of European boundaries. Finally, we will compare the borderlands of North America to borderlands across the world, utilizing case studies from Europe, Thailand, Indonesia, India, Bangladesh, and Morocco. Throughout this process, we will focus on contentious issues such as violence, warfare, smuggling, prostitution, nation building, abductions, and racial exclusion.

## 400-Level Seminar Courses

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

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

## **TERM 1**

### **HIST 404.3 (T1)**

**Chinese Feminism and Chinese Women's Experiences in Historical Context**

**T 10:00 AM-12:50 PM**

**Mirela David**

This course explores the particularities of Chinese feminism and Chinese women's experiences from the Qing Dynasty until the present. We examine the political and ideological dimensions of Chinese feminism, in their intersections with nationalism, anarchism, socialism, and post-socialism. We learn

of the contributions to feminist theory of radical anarcho-feminist He Yin-Zhen, explore the writings of talented female writers like swordswoman and revolutionary martyr Qiu Jin, or bourgeois writer turned Marxist Ding Ling, the first female writer to write the feminine self in Chinese literature. We explore prevalent Chinese practices such as foot binding, the separation of the sexes, arranged marriage, concubines, polygamy, free love, suicide, infanticide, leftover women, the marriage market, and Chinese lesbian cinema. We also look at major events and policies in Chinese history that affect women, such as the Rape of Nanjing, Western Colonialism, the Cultural Revolution and the female Red Guards, and the One Child Policy.

### **HIST 454.3 (T1)**

#### **Magic, Esotericism, and Occultism in the Modern West**

**W 6:00 – 08:50 PM**

**Frank Klaassen**

Movements promoting occult, magical, and esoteric ideas have been typically excluded from narratives of Western history as irrelevant remnants of a disappearing “enchanted” past. This course considers movements, organizations, and practices such as Freemasonry, Spiritualism, Neopaganism, Alternative Health or Wellbeing, and the New Age which have attracted, and continue to attract, significant numbers of adherents and have had major impacts upon western cultural, intellectual, artistic, and literary traditions. It uses these to explore the social theories of secularization and disenchantment as well as the ways in which Western colonial identities and conceptions of modernity have been constructed upon them.

### **HIST 478.3 (T1)**

#### **The United States and the Vietnam Wars**

**F 1:30 – 4:20 PM**

**Martha Smith**

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

Examines key political, military, social, and cultural themes related to the American experience in Vietnam from World War Two to the fall of Saigon.

### **HIST 496.3 (T1)**

#### **Digital History**

**M 9:30 AM-12:20 PM**

**Jim Clifford**

Digital history, the application of new and emerging technologies to the study of history, is an exciting new historical methodology. In this course, we explore the literature on digital history, and then put theory into practice by digitally collecting, evaluating, and producing historical knowledge. Along with discussing what digital history is and how it is evolving, this course will introduce students to text mining, geographic information systems (GIS) and developing historical websites. How digital archives are changing how we preserve and research history. Students will get hands-on experience with a wide range of digital skills and use these new methods to develop a final digital history project.

## **TERM 2**

### **HIST 453.3 (T2)**

## **Decolonization in the Postcolonial World**

**T 10:00 AM – 12:50 PM**

**Maurice Labelle**

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

This seminar examines how myriad peoples and communities across the globe, including Canadians, have experienced the global process of decolonization in the aftermath of the formation of a so-called post-imperial international system. After 1945, empires were in the process of being eliminated, but tragically, the discriminatory imperial ways of seeing that long justified imperial rule remained alive and well. Human dignity, decolonizing intellectuals realized, did not come with national independence and/or national citizenship. This seminar, in light of the increasing flow of such postcolonial ideas, uses historical and historiographical examinations of the global process of decolonization after 1945 as a means to understand and promote the ongoing decolonization of hearts and minds in the 21st century world.

## **HIST 484.3 (T2)**

**History of Madness from Enlightenment to Prozac**

**W 1:30- 04:20 PM**

**TBA**

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

## **HIST 498.3 (T2)**

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

**Th 10:00 AM - 12:50 PM**

**Valerie Korinek**

This class explores the emergence of 2SLGBTQ+ political and activist movements between 1945-2025. In the wake of the Second World War, a war fought for “freedom,” various groups of people in North America began to articulate their goals for freedom and explicitly justice whether racialized, class, gendered or sexual. As Martin Luther King Jr., famously said “the arc of the moral universe is long, but it bends towards justice.” This class studies how and why the desire for justice for women, gays, lesbians, trans, queer and 2 Spirit people emerged in the post World War II era and continued to challenge North American society and politicians until the current era. This class places particular importance on the study of race, class, gender and region in studying what is now called 2SLGBTQ+ activism.

## **IS 406.3 (T2)**

**Confronting Climate Change**

**F 1:30-04:20 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).

**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 convening meeting late in the fall term (usually early December) and a series of practice sessions in January. The colloquium will be held on **January 30, 2026, 8:30am-4:30pm**. Mark your calendars now because attendance at the colloquium is required.*

Oral presentation of a historical paper at a one-day conference of Honours students to be held in late January 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](mailto:mark.meyers@usask.ca). He will guide you through the process and advise you about the courses needed for completion.

To be eligible, you must have completed at least 60cu of university courses, so the end of your



second year is a good time to apply (though you can apply later as well). Applications are due May 1 of each year (but will be accepted until May 31 this year only). Click here for the application form: <https://teamdynamix.usask.ca/TDClient/33/Portal/Requests/ServiceDet?ID=123>

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

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

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

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

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

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

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

## Classical, Medieval and Renaissance Studies (CMRS) Classics (CLAS) and Latin (LATN)

Classics (CLAS) courses at the 200-level and above, as well as 400-level Latin (LATN) and Greek (GRK) courses, may be counted toward the A4 Major Requirements in History programs to a limit of 12 credit units (cu) in 4-Year Degrees and 9cu in a 3-Year Degree. All CMRS courses may be counted



toward these requirements. Latin and Greek may also be used to fill your language requirements.  
Greek courses are not currently being offered.

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

For information about the Classical, Medieval and Renaissance Studies program, see:  
<https://programs.usask.ca/arts-and-science/classical-medieval-and-renaissance-studies/index.php>

For information about the Certificate in Medical Language, see:  
<https://programs.usask.ca/arts-and-science/medical-language/index.php#Requirements15creditunits>

For information about the Certificate in Classical and Medieval Latin, see:  
<https://programs.usask.ca/arts-and-science/classical-medieval-latin/index.php>

## TERM 1

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

**Introduction to Scientific Terminology**

**Remote Asynchronous**

**Lewis Stiles**

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

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

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

**Medical Terminology**

**Remote Asynchronous (Distance Education Unit)**

**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 111.3, St. Thomas More College (STM)**

**Medieval and Renaissance Civilization**

**T/Th 01:00-02:20 PM**

**Sharon Wright**

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

**CMRS 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.

**CMRS 406.3**

**Coinage in Ancient Greece and Rome**

**W 1:30 PM-4:20 PM**

**Tracene Harvey**

This course on the study of numismatics (coinage and currency) from ancient Greece and Rome will serve as an introduction to the field of numismatics, and will show students how coins are used by historians, art historians and archaeologists as a valuable resource and area of research for these various fields. The course will cover the numismatic histories of ancient Greece and Rome touching on coins as currency, but also as a means of mass media, and as precious

artworks. Students will have the opportunity to learn how to read and analyze coins using original specimens housed in the Museum of Antiquities collections.

### **CMRS 415.3**

#### **Museum Internship**

**Th 06:00-8:50 PM**

**Tracene Harvey/Sharon Wright**

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

### **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**

**Instructor TBA**

***\*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**

**Lewis Stiles**

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

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

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

### **LATN 400.3**

#### **Senior Latin (T1)**

**Remote synchronous**

**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 240.3 (T2)**

**Ancient Art and Architecture: Bronze Age**

**T/Th 2:30-3:50 PM**

**Tracene Harvey**

An introduction to the art and architecture of the Aegean Bronze Age and the origins and development of Greek vase painting, sculpture and architecture to the end of the Classical era.

**CMRS 110.3 (T2) 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

**CMRS 415.3 (T2)**

**Museum Internship**

**Tracene Harvey**

**Time to be arranged with instructor**

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

**LATN 113.3 (T2)**

**Latin for Beginners II**

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

**F (Lab) 1:30-2:20 PM**

**Kyle McLeister**

***\*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) St. Thomas More College (STM)**

**Intermediate Latin II**

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

**Zachary Yuzwa**

***\*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**

**Tu 6:00 – 7:50 PM**

**Remote synchronous**

**Lewis Stiles**

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

Advanced study, in Latin, of particular authors, works, or genres, with emphasis on the precise

translation and analysis (grammatical, metrical, stylistic, historical, and/or literary) of the assigned Latin texts. May be taken more than once for credit.

## International Studies

The History Department is the home of the International Studies (IS) Program. IS courses are listed here for the convenience of IS majors, as well as for History students who may wish to take them as electives. For information about the IS program, including HIST courses that meet IS requirements, see:

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

### TERM 1

#### **IS 402.3 (T1)**

##### **International Development**

**F 9:30 AM- 12:20 PM**

**Jim Handy**

A seminar course that explores the contribution that interdisciplinary theory and research make toward understanding international issues, particularly international development. Topics will include theoretical conceptualization of development, democracy, globalization, and gender. As well, it will engage with debates around issues such as climate change, global inequalities, food security, and the role of civil society groups in development.

### TERM 2

#### **IS 220.3 (T2)**

##### **Research Methods and Approaches in International Studies**

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

**TBA**

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 406.3 (T2)**

##### **Confronting Climate Change**

**F 1:30-04:20 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).

## **SPRING-SUMMER SESSION COURSES**

### **2025**

### **SPRING TERM**

**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\****

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

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

**HIST 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.

### **CMRS 405.6 (Q1)**

#### **Text and Materials of Early European Cultures (Travel-study)**

##### **Open Learning Class**

**Sharon Wright/ Frank Klaassen**

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

A Study Abroad course: an opportunity for a small group of students to engage in international research pertaining to the study of the classical, medieval, and/or renaissance periods. Students will receive instruction and training at the University of Saskatchewan and/or other locations in Saskatoon, and apply their skills in a defined project of original research on ancient, medieval, and/or early modern materials in situ in an international location.

### **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**

**Dasha Guliak**

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.