



University
of Regina

DEPARTMENT OF HISTORY

ACADEMIC UNIT REVIEW SELF STUDY REPORT

2022-2023

1. BACKGROUND

The Department of History was established in 1959 when the University of Saskatchewan expanded Regina College into a full-fledged campus with a complete BA degree program. In the 1960s and 1970s the Department grew quickly to become one of the biggest in the Faculty of Arts, before shrinking in the 1990s and subsequently. Currently, it has nine regular members, including two from Campion College and one from Luther College (both are federated colleges at the University). The most recent hires were in American History (2005), British History (2006), Women's and Gender History (2015), and European History (2020). Correcting a historical gender imbalance was a departmental priority during these years. This was achieved. However today, on account of recent retirement patterns, the balance has somewhat been reversed with six female members and three males.

Campion began offering history courses in 1966 with foci on medieval and Canadian history, and Luther inaugurated history courses in 1987 with a focus on Renaissance and Reformation studies. This pattern remains in place today, with the exception that Campion has added expertise in American History and has not offered courses in Canadian history since the retirement of Stephen Kenny in 2016. Campion and Luther faculty are fully integrated into the Department's decision making structures, including the hiring of new faculty and curriculum mapping. Relationships across the institutional boundaries are warm, productive, and mutually-supportive.

First Nations University of Canada (FNUniv), which is federated with the University of Regina, offers Indigenous History through its Indigenous Studies program, and the program director—currently Dr. Blair Stonechild—is an adjunct member of the History Department. FNUniv has historically operated with considerable institutional autonomy from the University of Regina while remaining within the federation relationship with the University, and the same can be said of its Indigenous Studies program. Until 2019 the Department of History offered its own courses in Indigenous History. Subsequently, on the initiative of the Department, the degree regulations were changed so that History Majors and Honours students with interests in Indigenous History would take those courses as approved electives at FNUniv.

Over the past 15 years the Department has seen a number of its members take up administrative appointments in the Faculty of Arts, the Faculty of Graduate Studies and Research, Campion College, and Luther College. Additionally, History faculty have served as coordinators of Arts programmes and as acting heads of other departments. Course releases have also been provided for SSHRC grant awardees, faculty service on SSHRC mentoring and selection committees, and the development of online courses. While this by no means exhaustive list of contributions to University-, Federated College-, and Faculty-level administration reflects well on the organizational and leadership qualities of History faculty, the corresponding course releases have necessitated that we rely fairly heavily on sessional support for the delivery of our undergraduate programme. Two longstanding sessional instructors, George Hoffman and Clay Burlingham, have been particularly important in this regard. Both are adjunct members of the Department and participate actively in departmental meetings, seminars, workshops, and discussions. Nevertheless, because sessional colleagues do not supervise Honours and Graduate students or

take on administrative roles, their contributions do not fully compensate for the gaps created when faculty members take on extra-departmental activities.

2. STAFFING PROFILE

a) Full-Time Teaching Staff

Donica Belisle, Professor. B.A. (Brandon); M.A. (Queen's); Ph.D. (Trent); joined the Department in 2015.

Raymond Blake, Professor. B.A. Hons, B.Ed (Memorial), M.A., Ph.D. (York); officially joined the Department in January 2005, Director, Saskatchewan Institute of Public Policy, 2000-2004.

Philip Charrier, Associate Professor. B.J. Hons (Carleton), M.A. (Toronto), Ph.D. (Cambridge); joined the Department in 2001.

Allison Fizzard, Associate Professor. B.A. Hons (Memorial), M.A. Ph.D. (Toronto); joined the faculty of Campion College in 1998.

Dawn Flood, Associate Professor. B.A. (Wisconsin), M.A., Ph.D. (Illinois); joined the faculty of Campion College in 2005.

Robin Ganey, Assistant Professor. B.A. Hons., M.A., Ph.D. (York); joined the Department in 2006.

Kenneth Leyton-Brown, Associate Professor. B.A. (Saskatchewan); B.A. Hons., M.A. (Regina); LL.B., Ph.D. (Queen's); joined the Department in 2002.

Yvonne Petry, Professor. B.A. Hons. Cert. (Regina); M.A. (Saskatchewan); Ph.D. (Manitoba); joined the Faculty of Luther College in 1998.

Maris Rowe-McCulloch, Assistant Professor. B.A. Hons (Toronto); M.A. (Oxford); Ph.D. (Toronto); joined the Department in 2020.

b) Adjunct Faculty

Katrina Ackerman, B.A. (Vancouver Island); M.A. (New Brunswick); Ph.D. (Waterloo). Senior Intergovernmental Officer, Government of Saskatchewan.

Clay Burlingham, B.A. Hons., M.A.; Ph.D. (Saskatchewan). Sessional Instructor, Department of History.

Allyson Stevenson, B.A. Hons., M.A., Ph.D. (Saskatchewan). Gabriel Dumont Institute Chair in Métis Studies, University of Saskatchewan.

Blair Stonechild, B.A. (McGill), M.A., Ph.D. (Regina). Professor of Indigenous Studies, First Nations University of Canada.

c) Sessional Lecturers

Katrina Ackerman, B.A. (Vancouver Island); M.A. (New Brunswick); Ph.D. (Waterloo). Senior Intergovernmental Officer, Government of Saskatchewan.

Clay Burlingham, B.A. Hons., M.A.; Ph.D. (Saskatchewan).

George Hoffmann, B.A., B.Ed., B.A. Hons. (Saskatchewan), M.A. (Saskatchewan, Regina Campus).

Marc Patenaude, B.A. (University of Arkansas at Little Rock), M.A.; Ph.D. (Louisiana State).

Scarlet Muñoz Ramirez, B.A. (Benemérita Universidad Autónoma de Puebla, Mexico), M.A.; Ph.D. (Central Michigan University).

Ian Yeates, B.A. (Royal Military College), M.A. (Portsmouth).

3. DEPARTMENTAL COMMITTEES AND ADMINISTRATIVE POSITIONS

Department Committee: Meets at least once per semester, usually twice. All faculty from Main Campus, Luther College, and Champion College are voting members. Adjunct and sessional colleagues are invited to the meetings so that their views may be fully represented.

Curriculum Committee: Normally meets once per semester. It includes at least one representative in Canadian history, two representatives of other fields, and one member each from Champion and Luther Colleges. The Curriculum Committee reviews the Department's course offerings, reviews proposed modifications to old courses and proposals for new ones, and considers proposed changes to History undergraduate and graduate programmes. The Curriculum Committee reports to the Department Committee on all matters requiring discussion or action.

Graduate Advisor: One member of the Department acts as advisor to graduate students (currently Professor Belisle) and this person receives and reviews applications, consults with the students, and proposes a program of study to the Department Head.

Honours Advisor: One member of the Department (currently Professor Blake) acts as advisor to students wishing to enter the honours program.

History Research Seminar: One member (currently Professor Blake) coordinates this seminar series. It fosters and showcases research activity in history inside and outside the Department and broadens opportunities for History Honours and MA students to engage with the Department's research culture.

4. RESEARCH SPECIALIZATION AND RECENT PUBLICATIONS

All members of the Department are actively engaged in research. A brief description of their research interests and one example of the members' most recent publications are listed below.

Members of the Department have published with presses in North America, Great Britain, Europe and Japan. Articles have appeared in journals such as *Journal of the History of Sexuality*, *Mexican Studies*, *Journal of Canadian History*, *Japanese Studies*, and *French History* to name a few.

Donica Belisle. Canadian business, labour, and gender history. Most recent publication: *Purchasing Power: Women and the Rise of Canadian Consumer Culture*. Toronto: University of Toronto Press, March 2020.

Raymond Blake. Twentieth-century Canadian politics, nationalism and national identity, citizenship, and federalism. Most recent publication: *Where Once They Stood: Newfoundland's Rocky Road to Canada*. Co-authored with Melvin Baker. Regina: University of Regina Press, 2019.

Philip Charrier. Twentieth-century visual culture, with a special interest in Japanese and world photography. Most recent publication: "The Trans Body in Christer Strömholm's *Vännerna Från Place Blanche* (1981)". Co-authored. *Photographies* 15(1) 2022.

Allison Fizzard. Medieval monastic and social history; the history of food; medieval revival art and architecture in Canada and the United Kingdom. Most recent publication: "'A competent mess': food, consumption and retirement at religious houses in England and Wales, c. 1502–38," *Journal of Medieval History* 49 (1) 2023.

Dawn Flood. 20th Century U.S. and gender history and the history of medicine, sexualities, American legal history, and African American history/History of U.S. race relations. Most recent publication: "A Black Panther in the Great White North: Fred Hampton Visits Saskatchewan, 1969," *Journal for the Study of Radicalism* 8(2) 2014.

Robin Ganey. Works in the area of eighteenth-century British social and cultural history, with a focus on all forms of resistance to authority, especially as expressed in popular politics. Her current project is on opposition to commodity taxation in eighteenth-century Britain and its implications for how people understood their relationship to the state and how they thought about building a just society. A noteworthy publication is *Songs of Protest, Songs of Love: Popular Ballads in Eighteenth-Century Britain*. Manchester: Manchester University Press, 2010.

Kenneth Leyton-Brown. Canadian legal history and the history of race, with particular emphasis on the legal history of Saskatchewan. Most recent book: *The Practice of Execution in Canada*, Vancouver: University of British Columbia Press, 2010.

Yvonne Petry. Early modern France, with particular focus on the relationship between religion, science and medicine in the period from 1550 to 1650. Most recent publication: "'What do they mean by a potent man?': Medical Views on Impotence in Early Modern France." In *The Male Body and Social Masculinity in Premodern Europe*. Co-authored with Kiegan Lloyd. Toronto: Centre for Renaissance and Reformation Studies, 2022. 93-112.

Maris Rowe-McCulloch. The history of the Holocaust, the history of Russia and the Soviet Union, and the history of Nazi Germany, focusing on warfare (particularly World War II) and

violence against civilians and prisoners of war. Most recent publication: “Sexual Violence under Occupation during World War II: Soviet Women’s Experiences inside a German Military Brothel and Beyond,” *Journal of the History of Sexuality*, 31(1) 2022.

5. 2009 UNIT REVIEW AND DEPARTMENTAL RESPONSE

The Department’s last unit review was in the spring of 2009. The exercise produced 21 recommendations, divided into three categories: the undergraduate program (6 recommendations), the graduate program (12 recommendations), and strategic planning (3 recommendations). At the time the Department consisted of 13 mainline faculty (8 main campus; 5 colleges). Today it consists of 9 (6 main campus; 3 colleges).

All but three of the recommendations were accepted; most of the others were implemented; several recommendations proved unworkable. The following summarizes the most significant changes instigated by the unit review recommendations in the months and years following 2009.

a) Undergraduate Program

The review team’s recommendations focussed upon reformulating the Department’s idiosyncratic 100-level history offerings and establishing a more deliberate and systematic process for recruiting students into the Honours program. The Department responded as follows:

- i. It created broadly-based introductory surveys in Canadian History, the History of the Americas, European History, and World History (HIST 113, 114, 115, and 116 respectively) that introduce students to skills and methodologies of the discipline while also providing foundations for courses in years 2 to 4. This change represented an important step forward for the Department as it had previously struggled to create an effective 100-level history program.
- ii. It devised and implemented a strategy to market the Honours program in first year classes, encouraged faculty to recruit students through personal contact, and invited honours students to departmental colloquia and research presentations. These initiatives did not produce a noticeable change in the number of students applying for honours. In 2019 the Department added project and coursework options to the program. It also decoupled the two honours courses, HIST 498 and 499, to make it possible for students to ‘drop out’ of the program midway through without forsaking the three credits attached to HIST 498. These latest changes have not produced a notable increase in the number of honours applications, but the introduction of the project option has generated valuable experiential learning partnerships with the Royal Saskatchewan Museum and the University of Regina Archives. Additional honours-focused partnerships are currently being developed with the Saskatchewan Provincial Archives and the RCMP Heritage Centre.

b) Graduate Program

Here the reviewers were mostly concerned with the long times to completion and low completion rates of History MAs. In light of this, they recommended to switching to a 1-year degree. In accordance with the recommendation:

The 2-year masters was abolished and replaced with a 1-year degree. The change involved shortening the research component of the degree and recalibrating the structure of the coursework to facilitate timely completion. The expectation that the change would attract a cohort of 7-10 students per year was not realized. However, the 1-year MA attracts an average 2-3 well qualified students per year, a number that can effectively be supervised based upon the Department's resources. The new degree consists of 5 courses (4 for students with History Honours degrees), has a shorter thesis requirement of 10-12,000 words, and includes a two-semester Research Methods course run exclusively for the MA students. Further changes include the formalization of the role of the Grad Co-Ordinator, the normalization of the admissions process with an application deadline in the winter for admission in September, the creation of a regularly updated MA handbook, and the introduction of a requirement that MA students make formal presentations on their research at the end of their first and second semesters of study.

c) Strategic Planning

It was recommended that the Department undertake a strategic review so as to establish a wish-list of hirings and the prioritization of hirings into new fields.

This process had been carried out in 2008 and was repeated thrice thereafter (in 2010, 2014, and 2020). Until 2014 the Department identified Canadian Women's History and Indigenous History as two areas in which it would be highly desirable to make future appointments. The appointment of Dr. Donica Belisle in 2015 realized the first of these goals. In 2019, in consultation with First Nations University of Canada, it was decided to transfer responsibility for the teaching of Canadian Indigenous History to that institution, an arrangement that is reflected in the current undergraduate degree regulations and which has been very satisfactory. In 2020 the Department's two Modern Europeanists, Drs. Ian Germani and Thomas Bredohl, retired, producing an urgent need to add expertise in this area. This was addressed with the hiring of Dr. Maris Rowe-McCulloch on 1 July of that year. Since Fall 2020 the financial fallout from the Covid pandemic has led to the imposition of a three year freeze of hirings in the Faculty of Arts, followed by a cluster hire of Indigenous faculty. Accordingly, this self-study does not focus on issues relating to faculty replacement or the hiring of new personnel in particular fields of specialization. We look forward to better days ahead, but for the time being are concentrating upon making the best use of existing resources.

6. PROGRAMS OFFERED

a) Undergraduate Program

As per The Department of History's "Undergraduate Curriculum Goals" (last updated March 2017), the undergraduate program is based upon the following learning goals:

- i. To provide students with sufficient grounding in extant historical knowledge on particular peoples, places, and times to competently interpret those phenomena from a comparative perspective.
- ii. To develop the critical and analytical skills necessary for the analysis of primary sources.
- iii. To foster an understanding of historical methods and the ability to pose original research questions in written and oral form.
- iv. To develop a firm grasp of what historiography is and how to assess different interpretations of past events.
- v. To cultivate the ability to construct and substantiate an argument in written and oral form.

History Majors are required to complete 42 credits in History; History Honours students need 57. Most of the required courses are at the 200 and 300 levels. Majors do one 400-level History seminar while Honours students pursuing the thesis or project option do two (one of which must be either historiography or applied historical writing). Honours students doing the coursework option need any four 400s. The 200- and 300- level History courses are clustered as follows: Group I (Canada), Group II (Americas), Group III (Europe), and Group IV (Asia). All Majors and Honours students must complete courses from each group.

As the Department has become smaller the requirements for the undergraduate degree program have been simplified, the number of courses has been reduced, and the balance between lower-level and upper-level courses drifted in favour of the former. In the late-2000s the Department extensively revised its undergraduate program. The venerable old single first-year course, History 100, was replaced with four geographically-defined introduction-to-History 'envelopes' (HIST 113, 114, 115, and 116). Soon after, a thematically-oriented introductory course, HIST 150, was added. Additionally, class sizes for the University sections of those courses were increased to 100 students, though later reduced to 75; the federated colleges chose to keep their previous limits, generally at 40. The revised "Faculty Guidelines" and "Undergraduate Curriculum Goals" gave instructors greater independence in the design and teaching of the first-year courses while preserving certain common objectives.

The 200-level and 300-level courses were also changed. Prerequisites were simplified to make it easier for students to register in these courses. Class sizes were increased, initially to a minimum cap of fifty students at the 200-level and forty at the 300-level. These have subsequently been reduced to 35 and 25 respectively. The 200-level courses are surveys and the 300-level courses are thematic; both are now lecture based. The teaching guidelines specified that, "bearing in mind that the prerequisite for 300-level courses is the same as at the 200-level, the subject matter in 300-level courses may make somewhat more sophisticated reading and essay assignments

appropriate.” New courses have been introduced in Russian, United States, East Asian, Canadian, and British and European history, as well as in areas of historical enquiry that transcend geographical boundaries, including the history of medicine, the history of gender, and the history of the cowboy. Currently, the Department lists 5 100-level courses, 26 200-level courses (plus 12 AAZZ courses), 33 300-level courses (plus 8 AAZZ courses) and 12 400-level courses.

The Department has also made adjustments to its degree requirements both at the graduate and the undergraduate levels with the purpose of encouraging more students to take 400-level seminar courses and to enrol in the Honours program. It reduced the normal number of graduate-level courses for M.A. students with a B.A. Honours degree from four to three. It also altered the requirements for the B.A. degree to require all History majors to take at least one 400-level course. Since 2015, in response to the TRC Calls to Action, and with guidance from the Office of Indigenous Engagement, Department has taken measures to Indigenize the content of its Canadian History courses.

The undergraduate program remains a work in progress. Its strengths reside in the quality and conscientiousness of its faculty and the collective dedication to implementing the curriculum goals set out above. The weakness of the program is its slenderness in the representation of much of human history. There is an evident need to review the Undergraduate Curriculum Goals, as well as to revise the teaching guidelines for 100-level courses. Commensurate with the decline in the number of faculty in the Department, enrolment patterns show a slow decline in number of History majors. In 2018 the Honours program was revised to offer thesis, project, and coursework trajectories (see Appendix A), but it continues to attract only a minority of students. That said, those who have completed it have often gone on to achieve considerable success as graduate students, in professional programs such as law, or pursuing careers in the public and private sectors. Historically and at present no course releases or other compensation are provided for supervising Honours students.

b) Graduate Program

We offer a one-year MA Program in History with a specialization in Canadian, American, European, East Asian, British and Ancient History. The program is small and collegial, and is offered to both full and part time students. Enrollments are limited, such that faculty members devote time and energy to fostering the research skills of each student. The program aims to provide students with the opportunity to expand their undergraduate knowledge and sharpen their critical, research and writing skills. This is done through intensive readings required for seminars, class discussions and research, and historiographical papers. Five are offered every year covering a selection of the geographic and thematic areas of strength of the History faculty. The thesis teaches students how to define and defend an argument with a substantial body of evidence within a limited space. It also acquaints them with the characteristics of the article genre.

Fully-qualified applicants must hold a four-year B.A. with a minimum academic average of 75 percent, and a member of the Department must agree to supervise the incoming student. Applications are accepted throughout the year; however, to ensure consideration for entry in September and FGSR scholarships, applications must be received by March 31. Students complete four three-credit 800-level courses (three for students with Honours degrees) and a thesis of 10-12,000 words to meet the requirements for the degree.

Core courses are a) HIST 900 Research Methods in History and b) either HIST 800 Theories of History or HIST 815 The Writing of History (both hybrid 400/800 courses). Additionally, students must produce an original thesis in the format of an article, making use of primary sources available in Regina or accessible online.

The Faculty of Graduate Studies and Research (FGSR) provides limited financial assistance to graduate students. The amount of such awards is never enough to sustain our students through their programs of study. All students can apply for external awards such as those offered by SSHRC, and some of our students have been successful in those competitions. Graduate Scholarships and Graduate Teaching Assistantships are distributed on the basis of academic merit. Normally, the Graduate Advisor, Department Head, and supervisor(s) meet and make a determination on the awards (subject to the provisions of the collective agreements signed between CUPE Local 2419 and the University). Faculty members often supplement graduate support through their research awards, both external and internal.

The principal resource needed to sustain the graduate program is the time involved in co-ordinating it (role of the Graduate Advisor) and supervising the students. Historically and at present no course releases or other compensation are provided for this work. Given the program's small size and the variable quality of the students admitted, the Department discussed the possibility of following the example of other Arts departments and terminating it. This was rejected on the basis of the following arguments: a) The MA Program is central to the intellectual life of the Department; b) some of our best students do not have the option to go elsewhere for graduate-level studies; c) many MA graduates have gone on to distinguished careers inside and outside academia; d) the program provides high quality TA support for our big undergraduate classes; e) maintaining an MA program supports the Honours and Majors programs by keeping numbers up in the 400-level courses; f) the MA students elevate the overall quality of the 400 seminar courses and provide important role models for the Majors and Honours students.

7. KEY ISSUES FACING DEPARTMENTAL PROGRAMS IN THE NEXT DECADE

- i. More than half of the regular faculty members will likely retire in the next 10 years, some in the next five.
- ii. The decline in the number of History majors makes it difficult to make strong cases for the hiring of new or replacement History faculty. Enrollment pressures also impact on our ability to introduce new courses and regularize offerings.

- iii. The steady increase in the number of online distance course offerings—in response to student demand for such courses—is eroding the campus-based student community that helps seed our Honours and MA programs. There is a need for members of the Department to learn more about how to teach effectively with the aid of new technologies (online, hybrid, hyflex, remote) without sacrificing valuable personal interactions and diminishing the community that has often thrived with History students.
- iv. Although graduate and honours student numbers are small, there is an equity issue in the distribution of supervisory work.
- v. Honours and graduate students are poorly integrated into the Department’s research culture. We structure individual research within the 400/800 course offerings, but need to find other means to increase and improve the student research experience. We encourage our Honours and Graduate students to attend the Department’s research seminars, but attendance of those students is often spotty.
- vi. The Department is working to improve History education by developing more opportunities for hands-on activities and community experiences. In Fall 2023 a new 300-level course entitled “Workshop in Museum Studies” will be offered in cooperation with the Royal Saskatchewan Museum, the RCMP Heritage Centre, the Western Development Museum, and the Museums Association of Saskatchewan. A sister experiential learning course, entitled “Workshop in Archive Studies,” is planned for Fall 2024. The Arts Internship Program could be more effectively used to develop students’ historical skills, provide real world experience of professional historical work, and bring exposure to diverse populations that might not be encountered otherwise. An important limitation regarding internships is that they require faculty time to develop and maintain community relationships and opportunities. Moreover, students have to be monitored in their work, and assessment must be made of their effort.
- vii. There is an increasing number of EAL students taking 100- and 200-level courses as electives who are insufficiently equipped to take effective notes, write successful essays, and pass mid-term and final exams. It is discouraging for instructors teaching those students to have to fail individuals who regularly attend classes and demonstrate a willingness to learn. The Department has not discussed this problem in an organized or systematic way towards developing strategies to deal with it. As most EAL students seem to be attracted to introductory Canadian history courses, one proposal that has been considered is to create a separate course specifically for international students wishing to learn some Canadian history.
- viii. There is no tradition of academic advising in the Department; advising occurs predominantly at the faculty level and, informally, by the Department Head. Consequently, the students’ connection to the Department happens only through their courses. There might be value in establishing a department-level advising structure whereby all new majors are assigned to a faculty member. The member would meet her/his students at least once per semester and discuss their program and career goals. (Note that Campion and Luther have long traditions of advising of students. History students registered through Campion and Luther have access to advising through the Registrars’ Offices at these colleges.)

- ix. Over the past 15 years the Department has lost all its study/socializing spaces for students (grad and undergrad). These were replaced by generic Faculty of Arts spaces that are poorly used and have not been successful in fostering social connections and supporting social well-being among History students. The Students Historical Society (SHS) has at times in the past been an effective means of bringing students together, helping them to overcome feelings of loneliness and isolation, and providing a low-stakes environment for them to mentor each other. Without access to a dedicated space, SHS leaders and champions have struggled to attract members and organize successful events.
- x. The Department has not collectively taken stock of the consequences and implications of the various issues set out above. An exercise of creating a common vision on the strategic direction over the next five years would be helpful towards forging a common goal.

8. RELEVANT UNIVERSITY STATISTICAL INFORMATION ON THE DEPARTMENT

MJDash2: Summary of Programs, Majors, Minors and Concentrations for Academic Unit

University of Regina Census Date Students for Unit: HIST - History
 MJ&MN4: Summary of Majors, Minors & Concen, by Degree Type,

MajMin Level	LEVEL	DEG Type	MajMinLevelDetail	201230 Fall 2012	201330 Fall 2013	201430 Fall 2014	201530 Fall 2015	201630 Fall 2016	201730 Fall 2017	201830 Fall 2018	201930 Fall 2019	202030 Fall 2020	202130 Fall 2021	202230 Fall 2022	
Major	Under grad	Bachelor	MJ1 First Major (EC&H)	1	2	4	2	1	3	7	2	4	3	2	
			MJ1 First Major (HIST)	119	104	88	76	65	81	65	55	66	67	60	
			MJ2 Added Major (HIST)	4	2	1	1	2	2	2	4	1	1		
	Grad	Masters	MJ1 First Major (HIST)	13	11	11	11	9	8	6	10	13	11	11	
			PhD										1		
	Total			137	119	104	90	77	94	80	71	85	82	73	
Minor	Under grad	Bachelor	MN1 Added Minor (HIST)	14	20	13	15	13	11	16	17	17	22	16	
			MN2 Added Minor (HIST)	2	1	2	2	1	1	1	3	3	1		
			Cert/Dipl										1	1	2
		Total			16	21	15	17	14	12	17	20	24	18	
Concen	Grad	PhD	CN2 Added Concen (HIST)	1	1	1	1		1	1	1				
	Total			1	1	1	1		1	1	1				
	Grand Total			154	141	120	108	91	107	98	92	106	106	91	

Total History Course Enrollments, Undergrad and Grad, 2018-2022

	2018	2019	2020	2021	2022
Total	1,503	1,556	1,505	1,641	1,523

Additional data is available here: https://www.uregina.ca/president/executive-team/provost-vp-academic/academic-unit-reviews/2022-23_AURs1/History.html

Appendix I: PhD and MA Theses Completed Since 2012

a) PhD

Goulet, Keith, “Land and Colonization: A Nehinuw (Cree) Perspective”. J.S.H. Brown and J. Daschuk (2020).

b) MA

- Switzer, Joshua, "National Identity and Canadian Hockey: Narratives on the 1972 Canada-Russia Series." R. Blake (2022).
- Adams, Brandi, "Sugar Rationing in Advertising During the Second World War". D. Belisle (2022).
- Thomson, Matthew, "The Purpose of Empire: Popular Perceptions of Empire During and After the Crimean War". R. Ganey (2022).
- Steffan, Dayle, "Canadian Multiculturalism: Its Political Origins under Pierre Trudeau". R. Blake (2022).
- Xuereb, Matthew, "Psychological Warfare in Vietnam: A Critical Evaluation of the U.S. Chiêu Hồi Program, 1963-1971". P. Charrier (2021).
- Schiffmann, Eric Patrick, "Riel, The First World War, and Settler Mythmaking". D. Belisle (2021).
- Mazer, Robert, "Consuming the Counterculture: The Evolution of Products and Advertisements in 1960s America". D. Flood (2021).
- Thompson-Golding, Emily, "Women's Activity in the Regina Little Theatre Society 1926 to 1960". K. Leyton-Brown (2020)
- Warren, Brian, "Public Expressions of First Nations Protest in Canada's Sixties". K. Leyton-Brown (2020).
- Veugelers, Bruce, "*Génération du feu* or Incommensurable Interpretations? A Study of office enlisted man relations in the French army during the First World War". I. Germani (2019).
- Yoo, Sohee, "The Long-Delayed Repatriation of the Sakhalin Koreans: Cold War Challenges and Resolution, 1945-1992". P. Charrier (2019).
- Chestney, Jason, "Pierre Trudeau's Just Society: Bold Aspirations Meets Realities of Governing". R. Blake (2018).
- Desnomie, Cheyanne, "Voices of the File Hills Farm Colony". M. Anderson and P. Charrier (2018).
- Skoropad, Kateryna, "Japanese Photographic Documentation of Jewish Refugees in Kobe in 1941 in the Context of 1930s Social Documentary Photography". P. Charrier (2018).
- Hodgson, Stephen, "The Righteous, the Brave, and the Restless: The Experiences of Neil "Piffles" Taylor, his Fellow Canadian Pilots and Prisoners-of-War in the First World War". I. Germani (2018).
- Lohner, Jessica, "Humanist or Exclusivist?: A Critical Analysis of The Commentary of Father Monserrate S.J. on His Journey to the Court of Akbar". Y. Petry/J. Meehan (2017).
- Betker, Katelyn, "Fabricating Gender Identity: Analyzing the Evolution of the Highland Kilt and Tartan". Y. Petry (2016).
- Elich, Steven, "Fighting the Wrong War': Radical Pacifists and the Vietnam Antiwar Movement, 1962-1964". D. Flood (2016).
- Clake, Megan, "The Role of the Saskatchewan Herald in the Construction and Extent of the 'Siege of Battleford'". K. Leyton-Brown (2015).

- Deschamps, Wanda, “Citizenship and the Emergence of the Antigonish Movement in Maritime Canada”. R. Blake (2015).
- Antonishyn, Bailey, “Purchasing Fear: Analyzing Cold War Ideologies in Alfred Hitchcock’s *The Birds*”. M. Anderson (2015).
- Phillipson, Robert, “From Damsel in Distress to Predatory Harlot: Historiography and the Fourteenth-Century Queen Isabella, ‘She-Wolf of France’”. A. Fizzard (2015).
- Potvin, Joseph (Sébastien), “Defending Canada: Canadian Military Preparedness 1867-1902”. R. Blake/K. Leyton-Brown (2015).
- Negrych, Megan, “In the Shadow of Anxiety: The Detective Fiction of Akimitsu Takagi and Seichō Matsumoto and the Japanese Post-war Experience”. P. Charrier (2014).
- Clow, Steven, “Lessons of the Ancients: Thinking About War in Early Modern England”. I. Germani (2013).
- Munro, Melissa, “Studying Female Prostitution in Eighteenth-Century London: an Historiographical Analysis”. Y. Petry (2012).
- Lalonde, Melissa, “National Security Crises and the Expanding American Presidency”. M. Anderson (2012).
- Dubé, Kristie, “Prairie Spirit: Medieval Revival Ecclesiastical Architecture in Saskatchewan, 1839-1913”. A. Fizzard/J. W. Brennan (2012).
- Steele, Tracy, “Efforts to Reduce Infant and Maternal Mortality in Saskatchewan during the Settlement Period”. J. M. Pitsula (2012).

Appendix II: Honours Theses & Projects Completed Since 2012

- Mayo, Janelle, “Royal Marriage in the Service of the Empire: Hiro Saga and Pujie 1936-1987”. Y. Liu (2022).
- Lloyd, Kiegan, “‘Blessed is the Man who has a Virtuous Wife:’ Rhetoric, Gender, and the Art of Persuasion in the *Malleus Maleficarum*”. Y. Petry (2022).
- Sweetzir, Quinn, “‘This may seem a little melodramatic, but...’: The 1981 Air Traffic Controllers Strike and the Myth of Ronald Reagan”. D. Flood (2022).
- Wolbaum, Deklen, “Rome’s Asian Trade”. K. Leyton-Brown (2021).
- McCausland, Moniefa, “From Selling to Celling: How the Legacies of Slavery Affect the Incarcerated Black Female Body”. D. Flood (2021).
- Steffen, Dayle, “The Origins the Archidamian War”. K. Leyton-Brown (2020).
- Switzer, Joshua, *Attracting Newcomers to Canada’s Prairie West, 1896-1905: The Selling of the West and the Persuasiveness with the Government’s Promotional Booklets*. R. Blake (2020).
- Avram, Robert, “Revelations in the Revolution: The Ideologies and Experiences of Soviet Dissidents and Reformers”. R. Ganev (2020).
- Mattison, Marah, “Curating an Exhibition of Seven Archaeological Artifacts from the Pelican Narrows, Sturgeon Lake, and Poundmaker First Nations”. P. Charrier (Project, 2020).
- Mazer, Robert, “I’m A Changeling, See Me Change: The Doors and Their Relationship with the Counterculture of the 1960s”. D. Flood (2019).

- Kleisinger, Landen, "Steel in Transition: Stalin's Five Year Plan and American Engineering Influence in Magnitogorsk, 1928-1932". R. Ganev (2019).
- Adams, Brandi, "Teaching Women to Shop: Consumer Culture and the Regina Home Economics Club in the Postwar Era". D. Belisle (2019).
- Sisson, Kyle, "Publius Cornelius Scipio Africanus Major and Political Change at Rome – Honours Directed Studies Option". K. Leyton-Brown (2018).
- Wysman, Sara, "Lady Mary Wortley Montagu, Orientalist? Intersections between Orientalism and Feminism in The Turkish Embassy Letters". I. Germani (2018).
- Berriault, Allen, "The Factors and Importance of Sustaining Motivation in the Canadian Expeditionary Force during the First World War". I. Germani (2018).
- Martin, Brynne, "Giving Peace a Change: Pierre Elliot Trudeau's Peace Initiative 1983-1984". R. Blake (2018).
- Wakely, Aaron, "Three Cases of 'Collaboration' in 'North China' 1935-39: Wang Kemin, Yin Je-keng and Song Zheyuan". P. Charrier (2018).
- Sahlmueller, Elisabeth, "A Life Misinterpreted: The Inaccurate Criticisms against Tsarina Alexandra Feodorovna of Russia". R. Ganev (2018).
- Cameron, Derek, "Independence is Our Strength: Saskatchewan Youth Parliament's Journey towards Youth Control". K. Leyton-Brown (2017).
- Wagner, Jacqueline, "Gaelic Warfare, 1640-1745: A Reassessment". I. Germani (2017).
- Randall, Conn, "The Beggars of the Sea: Reexamining the Influence of the Sea Beggars during the Dutch Revolt". Y. Petry (2017).
- Hawkins, Cole, "Plague, Fear, and Quarantine: The Social Impacts of Moral Breakdown in Seventeenth-Century England". Y. Petry (2016).
- Kerr, Stewart, "Ottoman Decline: Military Adaptation in the Ottoman Empire, 1683-1699". I. Germani (2016).
- Chestney, Jason, "The 1991 Saskatchewan Election: A Case Study in Ideological Politics". R. Blake (2016).
- Ryerson, Keaton, "Roman Imperialism and the Second Macedonian War". K. Leyton-Brown (2015).
- Wood, Sarah, "Small Democracies in Medieval England: The Importance of Juries in the Creation of English Democracy". K. Leyton-Brown (2015).
- Elich, Steven, "Shaping a Partnership: John F. Kennedy and the Task Force on Vietnam, 1961". D. Flood (2015).
- Major, Katelyn, "To Be a Man: Folktales and the Post-Civil War Crisis of American Masculinity". D. Flood (2015).
- Schmaus, Kayla, "Scandal and Intrigue: A Historical Analysis of the Eighteenth Century French Libellistes". I. Germani (2015).
- Poncsak, Shea, "The Adverse Effects of the 1885 Rebellion on the Métis Nation". R. Blake (2014).
- Stark, Tom, "Pragmatic Altruism: An Analysis of American Military Intervention during the 1990s". M. Anderson (2014).
- Dodd, Edward, "Laughing at the Enemy: Victory Loan Strategies, Anti-Semitism, and 'If Day' in World War II Winnipeg". J. Pitsula (2013).

- Hochban, Laura, “‘A Natural and Necessary Thing’: The Consequences of Martin Luther’s Marriage Reforms on Women in Sixteenth-Century Germany”. Y. Petry (2013).
- Gogel, Brittany, “Finding Middle Ground: The Leader-Post’s coverage in the 1986 Election in Saskatchewan”. J. Pitsula (2013).
- Froess, Candice, “The Transmission of the Alphabet from the Phoenicians to the Greeks”. K. Leyton-Brown (2013).
- Fitz-Gerald, Liam, “‘On the Scroll of Fame’: The English Canadian Media’s Perception of the Russo-Japanese War, 1904-1905”. P. Charrier (2013).
- Gebhardt, Paul, “The Origins of the Templars”. A. Fizzard (2012).
- Jacobs, Chelsea, “Black in the Neon Oasis: A History of the Black Community in Los Vegas and their Ongoing Struggle for Civil Rights”. D. Flood (2012).
- Redler, Jennifer, “Integrating East and West Germany: Towards the Emergence of a Unified Political and Economic System since 1990”. T. Bredohl (2012).
- Potvin, Sébastien, “Evolution of an Alliance: The Vindication of NATO in the Kosovo War”. I. Germani (2012).
- Phillipson, Rob, “The Creation of the Carolingians: How The Dynasty Rose To Power and How They Sustained It”. A. Fizzard (2012).
- Lenihan, Jean-Michel, “Dominion Day from 1879-1927: A Composite of Vernacular Events and a Foundational National Experience”. R. Blake/J. M. Pitsula (2012).
- Richter, Aaron, “The Creation of Prestige in Prussia: As it was Manifest in the Cityscape of Berlin”. I. Germani (2012).
- Stueck, Benjamin, “Romano-Parthian Retaliations between 95 BCE and 68 CE”. K. Leyton-Brown (2012).

Appendix III: History Students Who Have Completed Arts Internships

- Marah Mattison, Royal Saskatchewan Museum (2019)
- Matt Thomson, University of Regina Archives (2019)
- Jacalyn Patrick, Royal Saskatchewan Museum (2020)
- Kiegan Lloyd, Luther College (2020)
- Kennedy Ermel, City of Regina (2021); University of Regina Archives (2023, in progress)
- Chevelle Wagenaar, Multicultural Council of Saskatchewan (2021)
- Jack Beaulieu, Saskatchewan Party (2022)
- Mariko Sawa, U of R Faculty of Science/University of Regina Archives (2023, in progress)