

The University of Calgary
Historical Studies (HTST) 201 (01)
The History of Europe: EUROPE SINCE 1500
Fall 2019

Class times and location: Tuesdays and Thursdays, 12:30 - 1:45 p.m., ICT 102

Instructor: Brad Rennie

Office: Social Sciences 615

E-mail: brennie@ucalgary.ca

Office hours: By appointment

Course description:

This course examines major events and developments in European history since 1500, including the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, the French Revolution, industrialization, social and political trends, colonialism and imperialism, key wars, totalitarianism, the Cold War, and globalization. It also considers the origins and impact of such events and developments and how they, along with related belief systems, shaped modern western civilization. Lectures will take most of the class time, though there will be some discussions and group exercises.

Required Readings:

Marvin Perry, ed., *Sources of the Western Tradition*, Volume II: From the Renaissance to the Present, Tenth Edition (2019). Available in the Bookstore.

The History Student's Handbook. Available at <https://hist.ucalgary.ca/> – click on "History Student's Handbook" on the left.

Optional Reading:

Marvin Perry, *Western Civilization: A Brief History*, Volume II: Since 1600, Eleventh Edition (2016). THIS BOOK IS ON ONE-HOUR RESERVE IN THE LIBRARY.

Grading:

Document analysis	15%	Due October 3
First exam	25%	Written in class October 15
Research paper	30%	Due November 19
Final exam	30%	Scheduled by the Registrar

Learning objectives:

- Acquire a broad understanding of the main events, developments, and issues of European history since 1500 and apply this historical knowledge to better understand present-day western civilization
- Learn to analyze primary-source readings and relate them to their historical context
- Assess different interpretations of history
- Write an argument-driven paper, based on scholarly secondary sources and one primary source and with proper citations, on a specific topic of modern European history.

Exams:

The exams will NOT be open book, but to help you prepare for the exams, I'll post in D2L an exam-information sheet before each exam. The final exam will not be cumulative; it will only cover material after the first exam.

Assignments:

Instructions for both assignments (the document analysis and the research paper) are in this course outline; follow them very carefully. Both assignments must be submitted **BOTH** in electronic form via e-mail (brennie@ucalgary.ca) **AND** as a hard copy in class. Please note that we do not mark electronic papers, which is why you absolutely must submit a paper copy.

Help with assignments:

We're willing to help you with either or both of your assignments at any stage of the process. I will field general questions about the assignments; for more specific/individual help, you should contact the teaching assistant (T.A.) assigned to you. If you wish, your T.A. will even give you feedback on a rough draft if you e-mail it to her/him before the due date.

Late policy:

Up to three percent will be deducted for each day an assignment is late without legitimate excuse.

Grading scheme:

You'll get a percentage mark for each component of the course, and I will calculate a final letter grade for the course based on the scale near the end of this course outline (see "Departmental Grading System").

Electronic devices:

Students may use a laptop or other such device in class as long as they don't disturb other students.

Lecture slides:

In advance of each topic we'll cover, I'll post in D2L the lecture slides I'll show in class. These posted slides will have room for taking notes under each point. I recommend you print off these slides and bring them to class for note-taking with a pen or pencil. Alternatively, you can download them and use them for electronic note-taking. **IMPORTANT:** You'll see that the slides are essentially an outline or skeleton for the lectures; they need to be fleshed out with additional notes that you take in class. **You can't possibly learn the course material by just looking at the posted slides**, which is partly why regular attendance is necessary!

Communication:

It's imperative that you regularly (ideally, daily) check the news section of D2L or your ucalgary inbox for important messages. Among other things, these messages will tell you what readings to do for which classes.

Readings:

The required readings, the readings from your *Sources of the Western Tradition* book, are just that: required readings. You must do them when I tell you to do them (in messages posted in D2L and mass e-mails). The optional readings (the readings from *Western Civilization: A Brief History*) are, well, optional. If you come to every class and take good notes and understand those notes, there's absolutely no need to do the optional readings. That said, if you want some background for the lectures, *Western Civilization* would be useful. Or if you miss a class, the relevant chapter of *Western Civilization* could help you fill a gap in your knowledge. But be aware: The *Western Civilization* text is not at all a substitute for what we do in class. Far from it: the lectures will contain a ton of stuff that isn't in that book. This course revolves around the classes, not the readings! This is not a correspondence course!

Schedule:

September 5

Introduction to the course. How to write the paper. How to do well in university.

September 10, 12

The making of western civilization before 1500. The origins, ideas, art, architecture, spread, politics, and impact of the Renaissance.

Required readings:

- *Sources*, Leonardo Bruni, pp. 5-7; Machiavelli, pp. 8-10

Optional reading:

- *Western Civilization*, pp. 181-92

September 17, 19

Late Medieval challenges to the church. Martin Luther and the Protestant Reformation. The Counter (Catholic) Reformation.

Required reading:

- *Sources*, pp. Luther, pp. 12-14

Optional reading:

- *Western Civilization*, pp. 192-203

September 24, 26

The emergence of centralized states. The rise and decline of Hapsburg Spain. French absolutism. Constitutional monarchy and revolution in England. Decentralization in the Holy Roman Empire and the Thirty Years' War. The rise of Austria and Prussia. The westernization of Russia. European expansion and colonialism. Agricultural developments and the growth of trade, industry, and a European-driven global economy. Witch hunting.

Required readings:

- *Sources*, Hobbes, pp. 23-6; Locke, pp. 54-6

Optional reading:

- *Western Civilization*, pp. 205-29

October 1, 3: Document analysis due October 3

The causes, key players, discoveries, and effects of the Scientific Revolution. The Enlightenment's thinkers, ideas, and impact. Enlightened despotism. Warfare and new alliances.

Required readings:

- *Sources*, Bacon, pp. 36-8; Descartes, pp. 41-3; Newton, pp. 44-6; Rousseau, pp. 59-61; Diderot, pp. 75-7; Beccaria, pp. 77-8; du Chatelet, pp. 86-7

Optional reading:

- *Western Civilization*, pp. 231-56

October 8, 10

The origins, causes, events, and legacy of the French Revolution. The rise, policies, military exploits, and downfall of Napoleon. Was he a defender of the Revolution?

Required readings:

- *Sources*, Young, pp. 94-6; Declaration of the Rights of Man and of the Citizen, pp. 100-1; de Gouges, pp. 102-3; Napoleon, pp. 113-17; Madame de Stael, pp. 117-18

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Optional reading:

- *Western Civilization*, pp. 261-82

October 15: First exam – written in class

October 17, 22

The agricultural revolution. The Industrial Revolution: new technologies and the expansion of manufacturing, trade, and transportation; urbanization and family labour. Working-class life and reform. Ideologies and intellectual currents to the early nineteenth century: romanticism, idealism, conservatism, liberalism, democracy, early socialism, nationalism.

Required readings:

- *Sources*, Smith, pp. 126-7; Malthus, pp. 127-9; Sadler Commission, pp. 130-2; Owen, pp. 141-3; Blake, pp. 147-8; Burke, pp. 149-50

Optional reading:

- *Western Civilization*, pp. 285-313

October 24, 29

The Congress of Vienna. The revolutions of 1820-32 and 1848 and their outcomes. Cavour, Garibaldi, and the unification of Italy. Bismarck and the unification of Germany. Nationalist challenges in the Hapsburg Empire. Mid-nineteenth-century belief systems: realism, naturalism, positivism, Social Darwinism, Marxism, anarchism, new forms of liberalism, early feminism. Scientific advances.

Required readings:

- *Sources*, Mill, pp. 154-6; Tristan, pp. 162-5; Marx and Engels, pp. 184-9; Hobhouse, pp. 190-1; Spencer, pp. 191-2

Optional reading:

- *Western Civilization*, pp. 315-33, 335-49

October 31, November 5

The second industrial revolution and related developments. The working class, unions, women, moderate socialism, and British politics. Bismarck and the German Empire. Bonapartism, the Paris Commune, the Third Republic, and the Dreyfus Affair in France. Reform and the growing crisis in Russia. The rise of racial nationalism and anti-Semitism.

Required readings:

- *Sources*, Booth, pp. 199-201; Mill, pp. 206-9; Wright, pp. 213-16; Chamberlain, pp. 217-19; Fritsch, pp. 221-2; The Dreyfus Affair, p. 222-3; The Kishinev Pogrom, 1903, pp. 223-6

Optional reading:

- *Western Civilization*, pp. 351-68

November 7

Imperialism and its impact. The decline of the Ottoman Empire. Irrationalism, new social thinkers,

modernism, modern physics, and the fading of the Enlightenment tradition.

Required readings:

- *Sources*, Chamberlain, pp. 232-4; Morel, pp. 239-41; Meinertzhagen, pp. 241-4; German Brutality, pp. 244-7; Hobson, pp. 253-5; Nietzsche, pp. 258-61; Freud, pp. 263; Le Bon, pp. 264-7; Conrad, pp. 270-4

Optional reading:

- *Western Civilization*, pp. 368-79, 381-400

November 19, 21: Research paper due November 19

European alliances and the outbreak of World War One. The war's developments and conclusion. The Paris Peace Conference and the Treaty of Versailles and its consequences. The Russian Revolution. The war's mark on western consciousness.

Required readings:

- *Sources*, von Treitschke, pp. 277-8; Trott, pp. 296-8; Wilson, pp. 303-5; Clemenceau, pp. 305-6; von Salomon, pp. 311-12

Optional reading:

- *Western Civilization*, pp. 405-33

November 26, 28

What is totalitarianism? Stalin and communist Russia. Mussolini and fascist Italy. The German republic, the rise of Hitler, and Nazi Germany. Democracy and authoritarianism in other countries. Thought and culture.

Required readings:

- *Sources*, Kopelev, pp. 322-3; Mussolini, pp. 331-2; Junger, pp. 334-7; Hitler, pp. 342-6; Ludecke, pp. 347-8; Huizinga, pp. 359-60

Optional reading:

- *Western Civilization*, pp. 436-73

December 3

The road to World War Two, its outbreak, and the major battles. The holocaust. The defeat of the Axis powers. The war's impact. The Cold War and the rebuilding of Europe.

Required readings:

- *Sources*, Rumbold, pp. 365-6; Chamberlain, pp. 372-4; Churchill, pp. 374-6; Wieder, pp. 389-91; Kennan, pp. 427-8; Djilas, pp. 435-6

Optional reading:

- *Western Civilization*, pp. 475-97

December 5

Post-war political, economic, and diplomatic developments. Decolonization. The collapse of communism and the war in Yugoslavia. The European Union, contemporary Europe, and globalization. The future?

Required readings:

- *Sources*, Havel, pp. 454-6; The Editors, "The European Union," pp. 458-61

Optional reading:

- *Western Civilization*, pp. 500-21, 523-44

INSTRUCTIONS FOR ASSIGNMENTS

Document analysis (due October 3)

What is required? In at least three pages of double-spaced text (approximately 750 words), you'll analyze and compare any one of the 15 pairs of related (primary-source) readings listed below (they're all in your *Sources* book). You should begin by briefly contextualizing the readings (tell us when and why they were written and who wrote them). In most cases, all the contextual information you'll need is in the preamble to your reading or in the paragraph summary that comes before each section of related readings in your book. Then, in a page to a page and a half, you should summarize the two readings' content. Don't gloss over this part -- it's a foundation for the rest of your paper. Next, in the last part of your paper, you should address as many of the following questions/statements as are relevant to your two readings:

- What were both authors' "agendas" -- what were they trying to get their readers to believe?
- How are the readings, especially their arguments and key points, similar and different?
- When read together, how do the two readings complement each other?
- What can historians learn/glean from these two readings about the time periods the readings came from and the events/ideas they describe/express?

No research or citations are needed or expected for this assignment.

Here are the pairs of readings to choose from. Again, pick any one of the following 15 pairs of readings:

1. John Newton, "Thoughts Upon the African Slave Trade," pp. 17-18, and "Malachy Postlethwayt, "Slavery Defended," pp. 19-20
2. John Locke, "Essay Concerning Human Understanding," pp. 71-2, and Claude-Adrien Helvetius, "Essays on the Mind and a Treatise on Man," pp. 73-4
3. Samuel Smiles, "Self-Help and Thrift," pp. 138-40, and Herbert Spencer, "The Man Versus the State," pp. 191-2
4. Klemens von Metternich, "The Odious Ideas of the Philosophes," p. 151, and Joseph de Maistre, "Errors of the Enlightenment, p. 152
5. Ernst Moritz Arndt, "The War of Liberation," pp. 156-8, and Giuseppe Mazzini, "Young

- Italy," pp. 158-9
6. Houston Stewart Chamberlain, "The Importance of Race," pp. 217-19, and Pan-German League, "'There are Dominant Races and Subordinate Races'," pp. 219-20
 7. Joseph Chamberlain, "The British Empire: Colonial Commerce and 'The White Man's Burden'," pp. 232-4, and Karl Pearson, "Social Darwinism: Imperialism Justified by Nature," pp. 234-6
 8. Heinrich von Treitschke, "The Greatness of War," pp. 277-8, and Henri Massis and Alfred de Tarde, "The Young People of Today," pp. 279-81
 9. Stefan Zweig, "Vienna: 'The Rushing Feeling of Fraternity'," pp. 287-8, and Bertrand Russell, "London: 'Average Men and Women Were Delighted at the Prospect of War'," pp. 289-90
 10. Naomi Loughnan, "Genteel Women in the Factories," pp. 294-6, and Magda Trott, "Opposition to Female Employment," pp. 296-8
 11. A. O. Avdienko, "The Cult of Stalin," pp. 325-6, and Yevgeny Yevtushenko, "Literature as Propaganda," pp. 326-7
 12. Jakob Graf, "Heredity and Racial Biology for Students," pp. 350-1, and Ernst Heimer, "Jew Hatred in School Books," p. 356
 13. Johan Huizinga, "In the Shadow of Tomorrow," pp. 359-60, and Nicolas Berdyaev, "Modern Ideologies at Variance with Christianity," pp. 360-2
 14. William L. Shirer, "Berlin Diary," pp. 368-9, and Stefan Zweig, "The World of Yesterday," pp. 370-1
 15. Hannah Vogt, "The Burden of Guilt," pp. 440-1, and "Richard von Weizsacker, "We Seek Reconciliation," pp. 441-3

Research paper (due November 19)

What is required? You'll analyze any one of the historical figures in the list below. The paper must be seven or more pages of double-spaced text (approximately 1750 words) and must be based on at least five sources.

What sources do I use? One of your five or more sources **must** be the reading from your *Sources* book indicated beside the name of the person you choose to write about from the list below. Especially if your *Sources* reading is short, you should try to consult the original book or document from which your reading was taken. That original book or document is noted at the bottom of the first or second page of your reading in the *Sources* book. Any original book or document you use counts as one of your five or more sources. Your other sources should be good scholarly articles and/or books. Book biographies of your person are very good sources; general histories of the country and time period your person lived in may also have useful information on her or him.

Don't use encyclopedias, especially Wikipedia, and don't use websites.

How do I find sources? To find books and/or journal articles, do a library catalogue search. If you don't know how, or if you can't find enough sources on your own, ask one of the librarians. They're very skilled at locating good sources, and it's their job to help you -- so don't hesitate to ask!

How do I document my sources? By using footnotes or endnotes. You absolutely must use footnotes or endnotes with specific page numbers to indicate the exact pages you drew ideas/quotations from for the sentence(s) leading up to your footnote or endnote number. **IT'S NOT O.K. to include the pages of an entire journal article or book chapter in a footnote or endnote.** So, I want to see something like, “p. 14” or “pp. 16-17,” NOT something like “pp. 3-27.” To compile your footnotes or endnotes, you must follow the examples in the *History Student's Handbook*, which can be found with this link:

<https://hist.ucalgary.ca/> -- click on “History Student’s Handbook” on the left.

When do I document sources with footnotes or endnotes? General information (about well-known events and dates, for example) that can be found in most historical writing on a person does not require a footnote or endnote. However, the sources of more specific information and historians’ interpretations or original ideas, as well as direct quotations, must be acknowledged in footnotes or endnotes. Your paper should have at least 13 footnotes or endnotes.

What should my paper focus on? The paper should not be merely descriptive; nor should it provide needless detail or trivia about your person’s life. Rather, it should address the following question: What was his or her historical importance – how did he or she impact his or her society or the world? Depending on your person, you may also wish to address this question: What can we learn about his or her society from his or her life – how did he or she reflect his or her society? In discussing your person’s historical impact, concentrate on his or her immediate impact rather than his or her long-term impact; it is alright to briefly discuss his or her impact on today’s Europe or on today’s western civilization (if he or she had such an impact), but don’t devote too much attention to this “modern” impact, and don’t exaggerate it.

What approach should I take? The paper should make an argument about the person’s historical significance. The argument should be briefly stated in the introductory paragraph and supported throughout the body of the paper. A concluding paragraph should sum up how your paper’s main points support your argument.

What is an argument for this paper? An argument is a meaningful assertion – a statement that is arguable or debatable. It is not a statement of fact. So, for example, saying that Winston Churchill was British prime minister during WWII is NOT an argument. An argument would be something like, “Napoleon Bonaparte played a key role in the spread of liberal traditions throughout much of Western Europe.”

How do I use the Sources book reading as a source? Your *Sources* book reading should be a major source for your paper. Roughly an eighth to a quarter of your paper should be an analysis of your *Sources* reading, and your paper must have footnotes or endnotes referring to that *Sources* reading. It’s up to you where you place that analysis in your paper, but try to fit it smoothly into the story of your person’s life. In other words, do not just tack it onto the end of your paper or throw it in the middle in a way that does not make sense to your paper as a whole. Your analysis of the *Sources* reading should address at least most of the following questions: How does my *Sources* reading relate to my person’s historical importance? What is the main argument and what are the main points in this reading? How does my historical figure support that argument or those

points? What was her or his agenda in this writing or speech – what did she or he hope to accomplish?

How many quotations should I have? Students should avoid (like the plague) using too many quotations; quotes should be used sparingly and only when the author of your source or the person you are writing about said or wrote something in a particularly poignant or interesting way. Matter-of-fact information and plain statements and sentences from your sources should be paraphrased in your own words.

How do I use quotations? Short quotations (up to two sentences long) should be incorporated into the text and enclosed with quotation marks. Longer quotations should be single spaced and offset with margins on the left-hand side. Such longer block quotes must not be enclosed with quotation marks. All quotations should be smoothly integrated into your narrative in a grammatically correct way. There are three ways of making quotes fit grammatically into a sentence:

1. Paraphrase part of the quote you wish to cite.
2. Remove some words from the quote, but indicate where the missing words are with ellipses (...).
3. Add a word or words to your quote, but enclose what you added with square brackets.

Quotations should generally be introduced to the reader (i.e. you should usually indicate who you are quoting and what the quote is about). For example:

In his *Reflections on the Revolution in France*, the conservative thinker Edmund Burke declared, “You [revolutionaries] chose to act as if you had never been molded into civil society.”¹

Speaking to a closed session of the twentieth Party Congress on February 25, 1956, Nikita Khrushchev, first secretary of the Soviet Communist Party, criticized Stalin for his “extreme methods and mass repressions” and for persecuting innocent party members.²

Where do I place punctuation, quote marks, and note numbers? Periods and commas must be placed inside quote marks, and quote marks and punctuation must be placed inside footnote or endnote numbers. See the above examples.

Following is the list of historical figures for the paper and the accompanying *Sources* book reading you must analyze as part of your paper. CHOOSE ANY ONE. Remember that you must consult at least five sources for your paper, not just the *Sources* book reading shown beside your person’s name. To help you decide who you wish to write on, see the brief summaries of each person before each *Sources* book reading.

The Renaissance and the Rise of Modernity

- 1.) Petrarch, “The Father of Humanism,” pp. 4-5
- 2.) Leonardo Bruni, “Study of Greek Literature and a Humanist Educational Program,” pp. 5-7

3.) Niccolo Machiavelli, "The Prince," pp. 8-10

Religious figures

4.) Martin Luther, "On Papal Power, Justification by Faith, the Interpretation of the Bible, and the Nature of the Clergy," pp. 11-14

5.) John Wesley, "Slavery Attacked," pp. 20-3

Early Political Thought

6.) Thomas Hobbes, "Leviathan," pp. 23-6

The Scientific Revolution

7.) Francis Bacon, "Prophet of Modern Experimental Science," pp. 36-8

8.) William Harvey, "The Circulation of the Blood," pp. 38-9

9.) Rene Descartes, "Discourse on Method," pp. 41-3

10.) Isaac Newton, "Principia Mathematica," pp. 44-6

11.) Blaise Pascal, "Pensees," pp. 47-8

The Enlightenment

12.) Immanuel Kant, "What is Enlightenment?" pp. 51-3

13.) John Locke, "Second Treatise on Government," pp. 54-6

14.) Montesquieu, "The Spirit of the Laws," pp. 57-9

15.) Jean Jacques Rousseau, "The Social Contract," pp. 59-61

16.) Voltaire, "A Plea for Tolerance and Reason," pp. 63-7, OR "Candide," pp. 82-4

17.) Madame du Chatelet, "An Appeal for Female Education," pp. 86-7

The Age of the French Revolution

18.) Alexis de Tocqueville, "Critique of the Old Regime," pp. 97-9

19.) Olympe de Gouges, "Declaration of the Rights of Woman and of the Female Citizen," pp. 102-3

20.) Maximilien Robespierre, "Republic of Virtue," pp. 108-10

21.) Napoleon Bonaparte, "Leader, General, Tyrant, Reformer," pp. 113-17

22.) Madame de Stael, "Critic of Napoleon," pp. 117-18

The Industrial Revolution

23.) Adam Smith, "Against Government Intervention in the Economy," pp. 126-7

24.) Thomas Malthus, "On the Principle of Population," pp. 127-9

25.) Friedrich Engels, "The Condition of the Working Class in England," pp. 134-5

26.) Robert Owen, "Ameliorating the Plight of the Poor," pp. 141-3

Romanticism, Reaction, and Revolution

- 27.) William Wordsworth, "Tables Turned," p. 147
- 28.) William Blake, "Milton," pp. 147-8
- 29.) Edmund Burke, "Reflections on the Revolution in France," pp. 149-50
- 30.) Flora Tristan, "'Workers, Your Condition is Miserable and Distressing'," pp. 162-5

Thought and Culture in the Era of Science and Industry

- 31.) Charles Dickens, "Hard Times," pp. 173-4
- 32.) Henrik Ibsen, "A Doll's House," pp. 174-8
- 33.) Charles Darwin, "Natural Selection," pp. 179-83
- 34.) Karl Marx, "Communist Manifesto," pp. 184-9
- 35.) John Stuart Mill, "On Liberty," pp. 154-6, OR "The Subjection of Women," pp. 206-9

Politics and Society, 1845-1914

- 36.) William Booth, "In Darkest England," pp. 199-201
- 37.) Emmeline Pankhurst, "Why We Are Militant," pp. 209-12
- 38.) Theodor Herzl, "The Jewish State," pp. 226-8

The New Imperialism

- 39.) Joseph Chamberlain, "The British Empire: Colonial Commerce and the 'White Man's Burden'," pp. 232-4
- 40.) John Atkinson Hobson, "An Early Critique of Imperialism," pp. 253-5

Modern Consciousness

- 41.) Friedrich Nietzsche, "The Will to Power and The Antichrist," pp. 258-61
- 42.) Sigmund Freud, "Civilization and Its Discontents," p. 263
- 43.) Joseph Conrad, "Heart of Darkness," pp. 270-4

The Great War and Its Aftermath

- 44.) Woodrow Wilson, "The Idealistic View," pp. 303-5
- 45.) V.I. Lenin, "What is to be Done?" pp. 307-8

Totalitarianism

- 46.) Joseph Stalin, "The Hard Line," p. 320-1
- 47.) Benito Mussolini, "Fascist Doctrines," pp. 331-2
- 48.) Adolf Hitler, "Mein Kampf," pp. 342-6

World War Two

- 49.) Neville Chamberlain, “In Defence of Appeasement,” pp. 372-4
- 50.) Winston Churchill, ““Blood, Toil, Tears, and Sweat,”” pp. 381-2
- 51.) Rudolf Hoess, “Commandant of Auschwitz,” pp. 394-6

Post-WWII

- 52.) Vaclav Havel, “The Failure of Communism,” pp. 454-6

Academic misconduct:

The University treats cheating, plagiarism, and other academic offenses very seriously. Students caught committing an offence will likely face one of several possible penalties such as a grade reduction for an assignment or a failed grade for an assignment or the course. They should therefore familiarize themselves with the various forms of academic offenses in the U of C Calendar.

Plagiarism regarding the paper for our course would include, but not be limited to, the following:

- Handing in a paper written partly or entirely by someone else.
- Failing to indicate, using footnotes/endnotes, the sources (and the specific pages in those sources) from which you took ideas, specific information, and quotations.
- Cutting and pasting material from books, articles, or other sources rather than putting material in your own words.
- Citing sources in your footnotes/endnotes that you didn’t specifically use for your paper.

Program Advising and Student Information Resources:

- **Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.**
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Library Block (MLB), call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- Registration changes and exemption requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Writing:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly referenced.

Red Box Policy:

Essays and other assignments may be dropped into the red box located outside of the History

Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name**, and 4) **your student number**. Assignments received after 4:00 p.m. are date stamped the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied at 4:00 p.m. Monday to Friday.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*

<https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works
- Using notes does not justify the sustained presentation of another author's language and ideas as one's own

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work is reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K*.

<https://www.ucalgary.ca/pubs/calendar/current/k.html>

Copyright:

Instructors in all University of Calgary courses strictly adhere to the Copyright Act regulations and educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, you may be required to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see

<http://library.ucalgary.ca/copyright>.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Other Useful Information:

- Department Twitter @ucalgaryhist

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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