



Department of History

HTST 201 - 01

The History of Europe: Europe since 1500

Fall 2021

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Office Hours and Method: By appointment – on Zoom

Course Delivery: Asynchronous – all lectures/classes recorded

Originally Scheduled Class Times: Tuesdays and Thursdays, 12:30 – 13:45

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 western civilization.

Learning outcomes

- Acquire a broad understanding of the main events and developments of, and issues in, European history since 1500 and apply this historical knowledge to better understand recent western civilization
- Learn to analyze primary-source readings and relate them to their historical context
- Assess different interpretations of history
- Write a short, well-researched, argument-based paper with proper citations on an historically significant person in post-1500 European history.

On-Line Instruction Statement

All teaching will be done remotely; for this section of HTST 201 (section 01), there will be no on-campus classes and no person-to-person interaction. **All lectures will be recorded and available to you 24/7 in the “Content”/“Course Outline” section of D2L.** Please note that downloading the instructor’s recorded lectures for purposes other than personal learning may violate copyright.

IN THIS VEIN, PLEASE DON'T, UNDER ANY CIRCUMSTANCES, COPY OR SHARE/FORWARD ANY POSTED LECTURES OR EXAMS BECAUSE THEY ARE THE INSTRUCTOR'S INTELLECTUAL PROPERTY.

Required readings:

- Marvin Perry, ed., *Sources of the Western Tradition*, Volume II: From the Renaissance to the Present, Tenth Edition (2019). Make sure you get this edition! It's available in/through the Bookstore or from a vender of your choice.
- The *History Student's Handbook*. Available at <https://hist.ucalgary.ca/> – scroll down and click on "History Student Handbook" on the right.

Grading:

Document analysis	15%	Due October 5
Take-home midterm	25%	Posted 1:45 p.m. October 19; due 11:59 p.m. October 20
Research paper	30%	Due November 18
Final exam	30%	Timed (on-line) exam scheduled by the Registrar

Grading policies

I'll assign a percentage mark for each component of the course and will calculate a final letter grade for the course based on the "Departmental Grading System" shown near the end of this syllabus. Up to three percent will be deducted for each day an assignment is late without legitimate excuse. Requests for extensions are considered on a case-by-case basis. Concerns about marks should be directed to the instructor.

Assessment details:

The document/article analysis will be assessed for writing clarity, the accuracy and completeness of the discussion/summary part of the assignment, and the depth and completeness of your analysis – how effectively and fully you address everything the instructions ask you to address. The research paper will be assessed for the quality (and to some extent the number) of your sources, how well you use those sources, writing clarity/precision, the strength of your argument, how convincingly/fully you support that argument with facts/evidence/analysis, and your citations. The written exam answers will be assessed for clarity, accuracy, comprehensiveness (are your answers well developed as opposed to sketchy?), and the extent to which those answers fully/directly address what you're asked to address.

Academic Integrity Statement

You must NOT collaborate with any other students or persons, in any way, on assignments or the exams. You can, however, consult your notes, the textbook, or even the recorded lectures when

writing the exams. Be aware that the university takes academic and non-academic misconduct very seriously, whether committed intentionally or not. It's absolutely imperative that you carefully read the "Plagiarism" section near the end of this syllabus.

Learning Technologies Requirements

You'll need to access the D2L site for this course; partly as a result, you'll need the following:

- computer with a supported operating system
- current and updated web browser
- webcam (built in or external)
- microphone and speaker (built-in or external or headset)
- broadband internet connection

Instructions for written assignments:

Instructions for both assignments (the document analysis and the research paper) are in this syllabus; follow them very carefully. I need TWO copies of BOTH assignments: one copy sent to the appropriate D2L drop box and the other emailed to brennie@ucalgary.ca.

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.

Exams:

The midterm exam (the first exam) will be posted in the "Content" section of D2L at 1:45 p.m. on October 19 and will be due just before midnight (at 11:59 p.m.) on October 20. You'll submit your answers to the appropriate D2L drop box, AND you'll email them to me (brennie@ucalgary.ca). The final exam will NOT be cumulative; it will only cover material after the first exam (the midterm). The final will be scheduled by the Registrar's office and will be three hours long. At the scheduled time, I'll post the exam in D2L, and when the three hours is up (or before), you'll submit your answers to the appropriate drop box, AND you'll email them to me (brennie@ucalgary.ca). Both exams will be open book. To help you prepare for the final exam, I'll post in D2L an exam-information sheet.

Readings:

The required 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 the "News" section of D2L and in mass emails that I send out).

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. I usually check and answer students' emails two or three times daily, so if you don't get a reply within 24 hours, I didn't get your email; please email me back!

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we may occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs. All material in this course, including but not limited to lectures, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

Schedule

September 7

Introduction to the course. How to write the paper.

September 9, 14

How to do well in university. The making of western civilization before 1500. The origins, ideas, art, architecture, spread, politics, and impact of the Renaissance.

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

September 16, 21

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

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

September 23, 28

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.

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

September 30: National Day for Truth and Reconciliation – no posted lecture

October 5, 7: Document analysis due October 5

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

- *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

October 12, 14

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?

- *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

October 19: Midterm (take-home) exam – posted 1:45 p.m. in D2L

October 21, 26

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.

- *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

October 28, November 2

The Congress of Vienna. Revolutions 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.

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

November 4, 16: Term break: November 8-12

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.

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

November 18: Research paper due

Imperialism and its impact. The decline of the Ottoman Empire. Irrationalism, new social thinkers, modernism, modern physics, and the fading of the Enlightenment tradition.

- *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

November 23

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.

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

November 25, 30

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.

- *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

December 2

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

- *Sources*, Rumbold, pp. 365-6; Chamberlain, pp. 372-4; Churchill, pp. 374-6; Wieder, pp. 389-91

December 7, 9

The Cold War and the rebuilding of Europe. 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?

- *Sources*, Kennan, pp. 427-8; Djilas, pp. 435-6 Havel, pp. 454-6; The Editors, "The European Union," pp. 458-61

INSTRUCTIONS FOR ASSIGNMENTS

Document analysis (due October 5)

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 these 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 18)

What is required? You'll analyze any one of the historical figures in the list below. The paper must be about 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. You can usually tell if a source is scholarly by Googling the author's name to see if he/she is affiliated with a university. Book biographies of your person are often 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, documentaries, or Youtubes.**

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! If you wish, you could get in touch with Nadine Hoffman (nhoffman@ucalgary.ca), the History Librarian – the librarian who specializes in helping students research history papers.

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/specific information/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, in each footnote/endnote, 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 on pages 24-30 in the *History Student's Handbook* (note that these are the original pages in the *Handbook*).** The *Handbook* can be found with this link:

<https://hist.ucalgary.ca/> – scroll down and click on “History Students Handbook” on the right.

Make sure that your footnote/endnote numbers, both in the text of your paper and in the footnotes/endnotes themselves, are sequential (ie 1,2,3,4,5,6,7,8,9 ...). DON'T use a non-sequential numbering system (eg 3,6,1,4,4,8,7,2,9, 3).

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. I reiterate: **You need footnotes or endnotes to show each of the pages on which you got specific information or interpretations/ideas from in your sources, not just quotations. Some students think, very wrongly, that footnotes/endnotes are only for quotes.** Your paper should probably have 13 or more 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 recent 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 significantly contributed to the spread of liberal ideas throughout much of Western Europe." Here are two other examples of arguments:

"Emmeline Pankhurst's role in the partial achievement of British women's suffrage in 1918 was not entirely positive."

"Like all major world events, the outbreak of World War Two was caused by many factors, but of these, Adolf Hitler was pivotal."

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 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. This paper must be YOUR paper; it must not consist largely of a bunch of quotes. Except possibly for a FEW quotes, your paper must be ENTIRELY in your own words.

How do I use quotations (when/if you do use them)? 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

IMPORTANT DEPARTMENTAL INFORMATION

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 performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

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 documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct [Policy](#) and [Procedure](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see *The History Student's Handbook* for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly. This includes, but is not limited to, failing to include the relevant specific page numbers in your citations (eg page 3 or pages 34-5). You must NEVER include a broad range of pages (eg pages 13-29) in a citation. Moreover, all citations MUST have page numbers in them, and they must be the correct page numbers. DON'T EVER include false/phony page numbers in a citation – that is a serious form of plagiarism.
- 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
- Cutting and pasting sentences/phrases from a source with or without minor word changes, even if you reference the source with a citation. All written assignments must be totally in your own words, except perhaps for a few quotations, which must be enclosed with quote marks.

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to [the Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the 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, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page 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

Department of History Twitter @ucalgaryhist

Fall 2021 (in-person)