

UNIVERSITY OF CALGARY — DEPARTMENT OF HISTORY
HTST 201 (WINTER 2018 – BLOCK WEEK)
HISTORY OF EARLY MODERN EUROPE

Instructor: Dr. Ken MacMillan	Office: SS 628
Lecture Hours: TWRFS, 08:30 to 16:30	Phone: 403-220-5927
Lecture Location: TBA	Email: macmillk@ucalgary.ca
Office Hours: January 8, 10, and 12 @ 11am-12pm	Teaching Assistants: TBA

Introduction

This course is an overview of the history of Western Europe during the early modern era (roughly 1350-1815). During this period, Western Europe witnessed a series of important events: plague, humanism, the renaissance, discovery of the Americas, the reformation, the scientific revolution, absolutism, the enlightenment, and the French revolution. These events brought about shifts in politics, warfare, diplomacy, intellectual thought, and statehood. In addition to serving as an introduction to Western European history, this course also explains how and why historians study the past, the sources they examine, how they engage with complex cause and effect relationships, and how they communicate this knowledge effectively.

Reading List (available on D2L – there are no items to purchase for this course)

Documents in the History of Early Modern Europe

The History Student’s Handbook: A Short Guide to Writing History Essays

Grade Distribution

<i>Activity</i>	<i>Date or Deadline</i>	<i>Weight</i>
Participation	January 2–6	10%
Quizzes	January 3–6	40%
“What’s the Big Idea?” Journal Entries	January 19	50%

Assignments will be graded using the percentage table approved by the Department of History.

Attendance and Preparation

Because this course runs 7 hours per day (plus 1 hour for lunch) over 5 consecutive days, attendance and daily arrival by 08:30 should be considered mandatory. We will begin promptly each morning and there will be no opportunity to make up for participation and quiz grades lost as a result of absence or lateness. In addition, because of the compressed nature of this course, you should expect to spend at least an additional 3 hours per day reading the document reader, writing your reflective journal entry, and reviewing the day’s material in preparation for the quiz the following morning. In summary, you should expect to spend a minimum of 10 hours per day in class, reading, and preparing assignments. It is essential that you read the assigned chapters in the document reader before coming to class each day, as these will be the basis for our group work discussions and quizzes. *If you cannot commit to attending all 35 classroom hours or cannot devote at least an additional 15 hours outside of class during the week, you should not register in this course.* Please note that lecture material will not be posted to the D2L site, which means that strict attendance is the only sure way to succeed in this course.

Participation

Throughout the week, time will be set aside for debate and discussion in small groups. The group work allows you to enhance key skills, especially communication, comprehension, and critical thinking, and will also facilitate your approach to the reflective journal. The results of the small group sessions will be submitted to the instructor and assessed collectively at the end of the week to arrive at the participation grade, but will not be returned. Please ensure that your name is recorded on all group submissions.

Quizzes

On each day of the week except Tuesday, students will write a 15-minute multiple-choice and/or short answer quiz consisting of questions based on the previous day's reading and lecture material. Each quiz will be taken up in class after its completion. Please note the correct answers at this time to determine your grades, as quizzes will not be returned, and only one cumulative grade will appear on D2L.

“What’s the Big Idea?” Reflective Journal

The writing assignment for this course involves the completion of a “What’s the Big Idea?” reflective journal consisting of five entries plus a conclusion. Each journal entry should be about 1000 words in length (3–4 double spaced pages) and should reflect on the material covered each day of the course. Each entry should focus on the main ideas discussed in the lectures and reading material for each day, and should end with a paragraph entitled “What’s the Big Idea?”, which reflects on the day’s content as a whole. When the material is fresh in your mind, each entry should take about an hour or so to complete. A sample entry will be discussed on the first day and posted on D2L. In addition to the five individual entries, you are required to write a “What’s the Big Idea?” conclusion of approximately 1000 words that relates or connects together the major themes of the course and demonstrates an understanding of how key events connected together. You should consider, for example, cause and effect (how one event or a series of events led to others) and continuity and change (what stayed the same and what didn’t). The conclusion is a deeper reflective exercise, and will take longer to complete than the individual journal entries. In total, your journal should be about 20 pages.

Submit your complete journal no later than midnight on January 19, to the Dropbox on D2L. The journal will be assessed based on its completeness (engagement with lectures and documents), the depth and breadth of the reflection about the course material, the strength of the conclusion, and its format and literary qualities. Regarding the latter criteria, each entry should be in prose and paragraph form and employ proper sentence structure, punctuation, grammar, and spelling, about which see *The History Student’s Handbook*. The grading rubric for this assignment is attached as an appendix to this outline. It is highly recommended that you work on journal entries throughout the week as the course progresses, and then revise and edit them in the week following. The instructor and teaching assistant will be available during class time too assist you and will hold office hours the week of January 8–12. Please note that late submissions will be penalized 5% per day, including weekends. Requests for extensions must be made directly to the instructor via email and will normally require documentation that justifies the request.

Classroom Conduct, Use of Electronic Devices, and Copyright

Please refrain from disruptive activities, including opening food packages, chatting with friends, and using the internet, a cell phone, or other electronic devices. Laptops and tablets should only be used for note taking or for using the primary source reader during group sessions. Ensure that your phone is set to silent mode or is turned off. To protect the privacy of others, students may not record in any format any activity that occurs within the classroom. Permission to record lectures will only be given to students who have certain documented disabilities, and will be granted at the sole discretion of the instructor. All material in this course, including but not limited to lectures, quizzes, worksheets, and the document reader, are under the protection of copyright and may not be distributed to third parties under any circumstances. Students are advised that failure to adhere to these policies may result in a complaint under the university's misconduct policy, located at <http://www.ucalgary.ca/registrar/misconduct>.

Daily Schedule

This schedule will be followed as closely as possible each day:

0830-0900: Welcome and quiz (except Tuesday)

0900-1015: Lecture

1015-1030: Break

1030-1200: Lecture and group work

1200-1300: Lunch

1300-1415: Lecture

1415-1430: Break

1430-1600: Lecture and group work

1600-1630: Flex time (This time will be used to ensure the day's material has been covered or to work on journal entries with the support of the instructor and TA.)

Lecture and Reading Schedule (readings from the document reader on D2L)

Date	Topics	Readings
Jan. 2	Structure of Society, Black Death, Hundred Years' War, Religion and Politics in Late-Medieval Europe	Chapters 1-2
Jan. 3	Humanism, Renaissance Monarchies, Nation State, Renaissance Art	Chapters 3-4
Jan. 4	Overseas Exploration, Protestant and Catholic Reformations	Chapters 5-6
Jan. 5	Thirty Years' War, Scientific Revolution, Absolutism in England and France	Chapters 7-8
Jan. 6	Enlightenment, Wars of the Eighteenth Century, French Revolution	Chapters 9-10

Appendix

HTST 201 REFLECTIVE JOURNAL GRADING RUBRIC

Student:				Grader:											
Grading Criteria & Expectations				+ A -			+ B -			+ C -			+ D F		
				%	90+	85	80	79	75	70	69	65	60	59	55
Writing, Style, Format, Completeness															
<p>Paragraphing, sentence structure, prose style, and punctuation are clear, concise, and precise. The format is consistent with the sample journal entry. There are five daily entries of approximately 1000 words each that engage with each lecture and document, and a conclusion of about 1000 words.</p>															
Daily Entries															
<p>Each entry engages with each lecture and document through description, analysis, and critical thinking. Engagement may take the form of asking questions of the material, debate based on earlier material, and reflection that, for example, compares lecture material directly with the documents. Each entry's "What's the Big Idea?" paragraph contains meaningful reflection that shows understanding of key concepts discussed during that day's lectures, group work, and readings.</p>				1											
				2											
				3											
				4											
				5											
				Avg											
"What's the Big Idea?" Conclusion															
<p>The conclusion relates and connects major themes together and shows an understanding of how key events related to one another. Effective reflection should take the form of considering continuity and change, cause and effect, and comparison and contrast. The conclusion is comprehensive and covers a wide, though not necessarily exhaustive, range of course material.</p>															
FINAL JOURNAL GRADE															

Important Departmental, Faculty, and University Information

Department Twitter @ucalgaryhist

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

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that 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. What this simply means is that 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 that you will have to consult books on reserve at the library.

For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to 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. will be date stamped with the date of 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 promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

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.

Percentage	Letter Grade	Grade Point Value	Description
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

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* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is 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 is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of 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 will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

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 communicate this need to Student Accessibility Services 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

communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health:

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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