



UNIVERSITY OF
CALGARY

Department of History

HTST 213 – 01
Canada since Confederation
Spring 2021

Instructor: Brad Rennie

Email: brennie@ucalgary.ca

Office Hours and Method: By appointment on Zoom

Course Delivery: Online

Synchronous Class Times (live discussions): Tuesdays and Thursdays, 9:00 – 9:30 a.m.

Originally Scheduled Class Times: MTWR, 9:00 – 11:45 a.m.

Description

This is a survey of Canada from Confederation to the present. Topics and themes include social, economic, political, constitutional, and cultural developments, French-English and Catholic-Protestant conflicts, federal-provincial relations, reform/protest movements, Indigenous peoples, and women. Lectures will take most of the class time, though there will also be discussions of course themes and readings (see On-Line Instruction Statement on page 3).

Learning Outcomes

- Learn about the key events, developments, and trends in Canadian history since Confederation, partly to shed light on present-day issues
- Learn to critically analyze primary and secondary sources in Canadian history
- Learn to write an insightful document/article analysis relating to a Canadian-history topic
- Learn to research and write a good history paper based on sound secondary sources
- Improve reading, studying, analytical, and writing skills

Reading Material

- Amy Shaw, Corey Slumkoski, J.M. Bumsted, *Interpreting Canada's Past: A Post-Confederation Reader*, Sixth Edition (2021). This is required reading; you cannot do without it. You can buy it either in hard-copy form or as an e-book through the bookstore. Please get the latest (sixth) edition.
- The History Student's Handbook. Available free at: <https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>

Assessment

Document/article analysis	15%	Due May 11 at 11:59 p.m.
Research Paper	35%	Due May 21 at 11:59 p.m.
(Final) take-home exam	40%	Posted on May 27 at 9:30 a.m.; due May 31 at 11:59 pm.
Participation	10%	

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.

Details on Methods of Assessment

Detailed information about the requirements for both assignments are in the latter part of this syllabus. Both completed assignments must be emailed to me (brennie@ucalgary.ca) AND submitted to the appropriate D2L drop box. 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 of your analysis – how effectively you grapple with the comparative or interpretive part of the exercise. 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 effectively/fully you support that argument with facts/evidence/analysis, and your citations. The (final) take-home exam answers will be assessed for clarity, accuracy, comprehensiveness (are your answers well developed as opposed to sketchy?), the extent to which those answers fully/directly address what you're asked to address, and the degree to which you bring relevant reading material into your analysis. The participation mark will be based on the quality and especially the quantity of your contributions during the Zoom meetings, which will take place on Tuesdays and Thursdays from 9:00 to 9:30 a.m. The main thing is that you get involved in those meetings, either orally or using the chat (written) function!

Academic Integrity Statement

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

The D2L site for this course contains crucial information for this course; partly as a result, you will 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

Communication

You must look for messages (in mass emails or in the “News” section of D2L) for information about readings and other important course-related matters. BECAUSE THIS IS AN ONLINE COURSE, YOU NEED TO STAY IN THE LOOP! IF YOU DECIDE TO NOT LOOK AT MY MESSAGES, YOU’LL MESS UP BADLY! GUARANTEED!

Readings

I’ll tell you in advance, both via mass e-mails and in the “News” section of D2L, exactly when to do the readings for.

On-Line Instruction Statement

All teaching will be done remotely; there will be no classes on campus and no person-to-person interaction. **All lectures will be recorded and available to students 24/7 in the “Content/Course Outline” section of D2L. In addition, there will be online (Zoom) discussions, the links for which will also be in D2L, on Tuesdays and Thursdays from 9:00 to about 9:30 a.m. These meetings will NOT be recorded, so, it’s imperative that you’re at each meeting.** Please note that downloading the instructor’s recorded lectures for purposes other than personal learning may violate copyright. **IN THIS VEIN, YOU MUST NOT, UNDER ANY CIRCUMSTANCES, COPY OR SHARE/FORWARD ANY POSTED LECTURES OR THE EXAM BECAUSE THEY ARE THE INSTRUCTOR’S INTELLECTUAL PROPERTY.**

Guidelines for Synchronous Sessions

The use of video conferencing programs relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, respect, and responsible digital citizenship (as per the [Code of Conduct](#)).

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. Only students registered in this course are allowed

to be involved in course activities.

Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request.

Non-compliance with online ground rules may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with online requirements, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Inclusiveness, Accommodation, and Classroom 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 will 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

MAY 5

Introduction to the course, and how to do the assignments. Canada in 1867: politics and the British North America Act; the economy and society. The Nova Scotia repeal movement.

Textbook reading:

- Martin Isaac Wilkins, "Attorney General's Speech," pp. 3-9

MAY 6

Canadian acquisition of the West, the Metis resistance, and the Manitoba Act. British Columbia's and Prince Edward Island's entry to Confederation; Newfoundland's refusal. Clashing nationalisms and ideologies. The Pacific Scandal and the Liberal interlude.

MAY 10

The National Policy and the debate about it. Railways and western development. Aboriginal policies, ranching, group-settlement schemes. The immigration boom and nativism.

Textbook readings:

- "Articles of a Treaty Made and Concluded Near Carlton," pp. 44-8
- James Daschuk, "Canada, the North-West, and the Treaty Period, 1869-76," pp. 48-56

MAY 11

The provincial-rights movement in Ontario. Threats of secession in Nova Scotia. Newfoundland's renewed interest in Confederation. Discontent in the prairies and the North-West Rebellion. Nationalism in Quebec and the Interprovincial Conference. Religious disputes over education. The Treaty of Washington.

Textbook reading:

- "St Laurent Petition: December 16, 1884," pp. 75-7

MAY 12

Liberal and Conservative ideologies. The 1891 election. Imperialism, the Boer War, and French-Canadian nationalism. The Alaska boundary dispute, reciprocity, the naval crisis, the 1911 election. The economic boom: industrialization, urbanization, and resource development. Industrial growth in Quebec.

MAY 13

The effect of capitalism on rural life and Indigenous people. Living and working conditions in the cities and unions. Women in the workplace. The social gospel and Catholic social action. Various reform causes, including those involving women. Culture to 1914.

Textbook reading:

- Jean Thomson Scott, “The Conditions of Female Labour in Ontario,” pp. 109-15

MAY 17

The impact of the Great War. Wartime state intervention and women's contributions. Recruitment problems and national disunity. The conscription crisis, the Union government, and the election of 1917. The high-tide of reform. Post-war unrest and the Winnipeg General Strike. Advances toward nationhood.

Textbook reading:

- Peter Moogk, “Uncovering the Enemy Within: British Columbians and the German Menace,” pp. 167-76

Online reading:

- “An Open Letter from Capt. Talbot Papineau to Mr. Henri Bourassa” AND “Mr. Bourassa's Reply to Capt. Talbot Papineau's Letter.” See the link below, and scroll down to find these two documents.

<http://faculty.marianopolis.edu/c.belanger/quebechistory/encyclopedia/Bourassanationalism.html>

MAY 18

Post-war political leaders. The Maritime Rights and Progressive movements. The election of 1925 and the King-Byng affair. The attainment of nationhood. The economy and the decline of reform. Women, Indigenous peoples, and labour. Cultural developments.

MAY 19

The "Dirty Thirties": Depression conditions; R.B. Bennett and relief policies; single-men's camps; the "On-to-Ottawa" trek; the "New Deal"; political alternatives; provincial politics; labour and women; Liberal policies; religion and culture.

Textbook reading:

- Denyse Baillargeon, “If You Had No Money, You Had No Trouble, Did You?: Montreal Working-Class Housewives during the Great Depression,” pp. 192-201

MAY 20

Neutrality, appeasement, and Canada's participation in the Second World War. The Japanese evacuation. French Canadians and conscription. Canadian-American collaboration. The wartime economy. Women and the war effort. Unions, social welfare measures, and the 1945 election. The provinces and the rise of federal power. Canada's new internationalism.

Textbook reading:

- Stephanie Bangarth, “The Long, Wet Summer of 1942: The Ontario Farm Service Force, Small-town Ontario, and the Nesei,” pp. 223-34

MAY 24: Victoria Day. No lecture posted for this day.

MAY 25

The post-war economy. The entry of Newfoundland into Confederation. The growth of the welfare state. Cold War developments and the Suez crisis. Diefenbaker and the fall of the Liberal dynasty. Labour relations, women, and suburbia. Education, culture, and religion. Population trends, campus unrest and higher education, cultural changes. Canadian-American relations. The decline and collapse of the Diefenbaker Conservatives. The Pearson years. Trudeaumania and Trudeau's vision.

Textbook reading:

- Alvin Finkel, "Social Policy and Practice in Canada," pp. 260-70

MAY 26

Indigenous peoples since World War Two. Opposition to Duplessis and the Quiet Revolution. The Lesage Liberals and the modernization of Quebec. Language legislation and the growth of nationalism. The Parti Quebecois and the referendum of 1980. Meech Lake and the Charlottetown Accord. Economic difficulties and the referendum of 1995.

Textbook reading:

- Louis Belanger, "The Domestic Politics of Quebec's Quest for External Distinctiveness," pp. 483-92

MAY 27

English-speaking provinces since 1960. Post-war immigration and immigration policy. Immigrant experiences, the impact of immigration, and multiculturalism. Inflation and the Trudeau government's response. Nationalistic policies, the constitution, and the Trudeau legacy. The Mulroney years: policy continuities and changes and free trade. The 1993 election. NAFTA, the Chretien Liberals, Canada - U.S. relations, and women. Into the new millennium.

INSTRUCTIONS FOR THE ASSIGNMENTS

Document/article analysis:

For this assignment, you'll choose any one of the following four pairs of related readings from your *Interpreting Canada's Past* book, and, in approximately 1000 or more words (about four or more double-spaced pages), you'll analyze those two readings according to the instructions in each of the choices below.

1. Discuss AND compare the views of Canada's role in World War One in Henri Bourassa's "The Duty of Canada at the Present Hour," pp. 145-51, and Robert Borden's "Canada Will Answer the Call," pp. 151-5.
2. Discuss AND compare the ideas about social programs/welfare in Leonard Marsh's "Report on Social Security for Canada, 1943," pp. 249-54, and in Charlotte Whitton's "The Dawn of an Ampler Life," pp. 254-60.
3. Discuss AND, as much as possible, compare the ideas in "FLQ Manifesto 1970," pp. 353-6, and George Grant's, "Lament for a Nation," pp. 359-61
4. Discuss Ian Mosby's "Administering Colonial Science: Nutritional Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools," pp. 436-45, and Martha Wells' "Part of That Whole System: "Maritime Day and Residential Schooling and Federal Culpability," pp. 447-53, AND answer the following: What do these two articles reveal about views of persons of European background about Indigenous people and how they should be treated?

IMPORTANT: In the questions above that ask you to "discuss AND compare" you need to just that: discuss and compare, not just one or the other. "Discuss" basically means summarize the content of the two documents/articles; in other words, give the reader a good sense of what the documents/articles are about, which would include noting the documents'/articles' main argument and main points. Don't gloss over this; it's the foundation of your paper. So, what does "compare" mean? Essentially, pointing out similarities AND differences, not just one or the other. Some students think compare just means pointing out similarities/parallels, but, again, you must also point out differences. Please note that NO research is required or expected for this assignment. Moreover, you don't need formal citations (footnotes/endnotes) for his assignment, but you should put page numbers in brackets in the text when referring to specific ideas, information, or if you're including a quotation.

Research Paper:

What is required? The paper must be about six or more pages of double-spaced text (approximately 1600 or more words), must be based on at least five sources, and must be properly documented with Chicago-style citations (see below).

What sources do I use? Your sources must be scholarly books and/or journal articles, that is, books and/or articles written by experts in the field (usually historians). You can usually determine if an author is a scholar by Googling her/his name to see if she/he is affiliated with a university.

Don't use lecture notes or 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 a librarian. They're very skilled at locating good sources, and it's their job to help you -- so don't hesitate to ask! The best person to consult for this course is the History Librarian, Nadine Hoffman (nadine.hoffman@ucalgary.ca).

How do I document my sources? With Chicago-style footnotes or endnotes. Footnotes or endnotes have exactly the same content – they're exactly the same – except that footnotes appear at the bottom of your page, and endnotes appear at the end of your paper. It's entirely up to you which you use. In either case, **your footnotes or endnotes MUST have the numbers of the exact page(s) you got your ideas or specific information or quotes from. Thus, you must NOT include in your footnotes or endnotes the pages of an entire journal article or a large range of page numbers from a book (eg pp. 3-21).** Rather, your footnotes/endnotes should have specific page numbers such as p. 13 or pp. 20-1. To compile your footnotes or endnotes, you must follow the guidelines and examples in The History Student's Handbook, which is available here:

<https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>

If a journal article you use doesn't have any page numbers, include the relevant paragraph number in your footnote or endnote. For example, if you borrowed something from the fourth paragraph in an article, write "para 4" where you would normally write the page number in a footnote/endnote.

When do I document sources? General information (about well-known events and dates, for example) that can be found in most historical writing on a topic 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. Essays for this assignment should have about 12 or more footnotes or endnotes. **Notice as it says above that you need footnotes/endnotes for specific information and ideas/interpretations as well as quotations.** Some students believe, very wrongly, that citations are only required for quotes.

What approach must I take? The paper should not be merely descriptive; nor should it provide needless detail or trivia. Rather, **it should be analytical and should generally make an argument. An argument is a debatable assertion, something well-informed people can disagree on.** Here are examples of arguments for a history paper:

“The federal government was primarily to blame for the North-West Rebellion.”

“Louis Riel was primarily to blame for the North-West Rebellion.”

“Social Credit won the 1935 Alberta provincial election for many reasons, but the primary factors were the Great Depression and the perceived failures of the United Farmers of Alberta government.”

The argument should be briefly stated in the introductory paragraph and supported throughout the body of the paper with facts/analysis/evidence/scholarly opinion. A concluding paragraph should sum up how the paper's main points support the argument.

How do I figure out an argument? By doing your research! Let your research guide you in crafting an argument. In fact, you shouldn't even think about an argument before you've done most if not all of your reading. Don't put the cart before the horse! **NEVER** decide on an argument before you have gained a thorough understanding of your topic through your research. This said, if, after doing your research, you still can't come up with an argument you like, contact me, and I'll help you develop one.

How many quotations do I need? Very few or maybe none! Students should avoid (like the plague) using too many quotations; quotes should be used sparingly and only when the author of your source or a person you are writing about said or wrote something in a particularly poignant or interesting way. Plain statements and matter-of-fact information should always be paraphrased in your own words.

What are the mechanics of using quotes? Short quotations (up to two sentences in length) should be incorporated into the text with quotation marks. Longer quotations should be single-spaced and offset with margins on the left-hand side. Such longer quotes must not be enclosed with quotation marks.

How do I properly and effectively include quotes? Quotations -- again, use them very sparingly! -- should generally be introduced to the reader (i.e. you should usually indicate who you are quoting and how the quote is relevant). For example:

Speaking just before the plebiscite on prohibition, Nellie McClung proclaimed, "We are going to hear from women! They have a longstanding account to settle with the liquor business."¹

According to historian Howard Palmer, early Alberta opinion makers believed that the "desirability to Canada of particular immigrant groups varied almost directly with their physical and cultural distance from London, England, and the degree to which their skin pigmentation conformed to Anglo-Saxon white."²

All quotations must be smoothly integrated into your narrative in a grammatically correct way. There are three ways to make 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.

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. For example:

Historian Frank Underhill once said that "Canadian history is as dull as ditch water."⁴

"Deport the enemy aliens,"⁵ he shouted.

Where do I go for help? I am willing to assist students with their papers at any stage of the process, so if you have any problems, don't hesitate to ask.

What topics can I write on? The following are recommended paper topics. Some will need to be narrowed down in scope and/or time frame. Students wishing to write on a subject other than one listed here **must** first consult with the instructor. Failure to do so will result in a penalty, perhaps a failed grade.

1. Evaluate any one of the following prime ministers: John A. Macdonald, Wilfrid Laurier, Mackenzie King, R.B. Bennett, John Diefenbaker, Pierre Trudeau, Brian Mulroney.
2. What/who caused the Riel Rebellion of 1885? Which causes were the most important ones?
3. Evaluate five scholars' views of Louis Riel.
4. Analyze the Canadian Pacific Railway Company to 1885.
5. Analyze "Indian policy" in the nineteenth century.
6. Analyze treaties one to seven from the government's and the Natives' perspectives.
7. Explain anti-Asian racism and policy in British Columbia before World War One.
8. Analyze the Alaska boundary dispute and its effect on Canada.
9. Analyze the experiences of a large ethnic immigrant group in Western Canada. (See the instructor before proceeding.)

10. Analyze Nellie McClung as a women's rights leader.
11. Analyze the pre-World War One social gospel in Canada.
12. Examine the pre-World War One naval question and its impact on French-English tensions.
13. Discuss the debate about conscription in World War One. (See the instructor before proceeding.)
14. Assess the scholarly debate about the Winnipeg General Strike. (See the instructor before proceeding.)
15. Assess the accomplishments of a major historical Canadian cultural figure. (See the instructor before proceeding.)
16. Examine the King-Byng Affair (the constitutional crisis of 1926).
17. Discuss/explain the formation of the Canadian Commonwealth Federation (CCF) -- the forerunner of the NDP.
18. Why did Social Credit win the 1935 Alberta provincial election?
19. Assess the scholarly debate about the removal of Japanese Canadians from the west coast during World War Two. (See the instructor before proceeding.)
20. Discuss Canadian-American relations during the Second World War.
21. Discuss/explain the birth of social programs during World War Two.
22. Discuss Canada-U.S. relations over the Cuban missile crisis.
23. Evaluate the record of the Lesage Liberals in Quebec during the Quiet Revolution.
24. Assess Pierre Trudeau's handling of the FLQ (October) crisis.
25. Analyze the effect on Canadian society of the 1982 constitution. (See the instructor before proceeding.)
26. Outline and explain the rise of the Reform Party.
27. Evaluate the debate about free trade in the 1980s and 1990s.
28. Assess any one of the following premiers: William Aberhart, Ernest Manning, Rene Levesque, Robert Bourassa, W.A.C. Bennett, Tommy Douglas.

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

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.

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 it 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](#).

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. 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 of Calgary Calendar*, [Section K: Integrity and Conduct](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

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

Copyright

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](#).

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
- Campus Security (220-5333)

Department of History Twitter @ucalgaryhist

SpSu 2021