

The University of Calgary
Historical Studies (HTST) 307 (01)
THE CONTEMPORARY WORLD
Spring 2018

Class times and location: Tuesdays and Thursdays, 9:00 - 11:45 a.m., EDC 280

Instructor: Brad Rennie

Office: Social Sciences 615

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Office Hours: By appointment

Course Description:

The course provides a history of major world civilizations and their interactions since 1800. Themes and topics include revolutions and social, economic, and political developments; the impact of ideologies and nationalism; international tensions and conflicts; imperialism and colonialism; de-colonization and the Third World; interdependence, westernization, and globalization. Lectures will take most of the class time, though there will be some class discussions and group exercises.

Required Readings:

- Custom textbook for HTST 307 (Spring 2018): Albert M. Craig et al., *The Heritage of World Civilizations*. This is a custom textbook made specifically for this section of the course. It's only available in the U of C Bookstore.
- The History Student's Handbook: A Short Guide to Writing History Essays. Available at www.hist.ucalgary.ca. Click on "History Student's Handbook" on the left.

Grading:

First exam:	20%	May 31 (written in the first part of class)
Class participation	10%	
Biographical essay:	35%	Due June 19
Final exam:	35%	Scheduled by the Registrar

Grading scheme:

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 scale near the end of this course outline (see "Departmental Grading System").

Class participation:

This mark is based primarily on frequency of participation in class discussions and group exercises. I make notes every class of students' involvement in discussions and group work and use those notes to help me come up with participation marks. PLEASE NOTE that attendance alone won't earn you any participation marks; you must actually participate to get participation marks – that's why they're called participation marks!

Exams:

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

Assignment:

Instructions for the written assignment (biographical essay) are in this course outline; follow them very carefully. The assignment must be submitted on the due date BOTH in hard-copy form AND via e-mail (sent to my e-mail address – brennie@ucalgary.ca).

Help with the assignment:

I'm willing to help you with your assignment at any stage of the process. I'm even willing to give you feedback on a rough draft if you e-mail it to me before the due date.

Late policy:

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

Attendance:

I don't take attendance, but poor attendance will massively affect your mark (and not in a good way!) because the custom text book, while important, is not at all what the course is based on. If you think you can just read the text without coming to class and get a decent mark (or even pass) you're living in a dream world because the lectures contain a lot of material that simply isn't in the text. Moreover, what we do in class, including the discussions and group work, is designed directly and specifically to help you perform well on exams. Skipping classes is always a mistake! Successful students always come to class, and I want you all to be successful!

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.

Electronic devices:

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

Communication:

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

Readings:

Make 100 percent sure you read assigned readings for each class (again, I'll tell you what to read for each class in D2L and via mass e-mails) because the discussions and group exercises we do in class, many of which will address the assigned readings, will help you answer exam questions.

Schedule:

May 15, 17

Introduction to the course and how to write the biographical essay. Transatlantic revolutions and their impact and the demise of the international slave trade. Turmoil and political consolidation in Europe and North America and the development of world-changing belief systems.

World Civilizations, pp. 2-30, 37-66

May 22

Northern transatlantic social trends and movements, economic and political developments, intellectual trends.

World Civilizations, pp. 71-102

May 24

Latin America to the mid-twentieth century.

World Civilizations, 107-128

May 29

India, the Islamic heartlands, and Africa to the mid-twentieth century.

World Civilizations, pp. 132-161

May 31: First exam in the first part of class

The “opening” of Asia.

June 5

Modern East Asia.

World Civilizations, pp. 167-201

June 7

Imperialism, World War One, the peace settlement, and the Russian Revolution.

World Civilizations, pp. 207-234

June 12

The Great Depression, totalitarianism, and the American New Deal.

World Civilizations, pp. 238-262

June 14

World War Two

World Civilizations, pp. 269-294

June 19: Biographical essay due

The West since the Second World War

World Civilizations, pp. 298-333

June 21

East Asia in recent decades.

World Civilizations, pp. 339-366

June 26

Latin America, Africa, Asia, and the Middle East in recent decades.

World Civilizations, pp. 370-407

Biographical Essay:

What is required? The essay must be at least seven pages of double-spaced text (approximately 2100 words), must be based on at least five sources, and must be properly documented with Chicago-style footnotes or endnotes. In compiling footnotes or endnotes, you must follow the instructions and examples in the History Student's Handbook (see the front page of this syllabus on where to find the Handbook). Among other things, those examples show that you must include in your footnotes or endnotes page numbers indicating the specific pages you got your ideas/quotes/specific information from. Thus, I want to see something like "p. 25" or "pp. 97-8" in a footnote or endnote; I DON'T, UNDER ANY CIRCUMSTANCES, WANT TO SEE A BROAD RANGE OF PAGES IN A FOOTNOTE/ENDNOTE (eg pp. 3-29).

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. Essays for this assignment should have at least 15 footnotes or endnotes.

What kind of sources must I use? Your sources should consist entirely or mainly of scholarly books and/or articles. If you wish – it's entirely optional – you can also use a relevant primary source – a document written by your subject or written at the time she or he lived. Don't use lecture notes or encyclopaedias, especially Wikipedia, and don't use websites!

How do I find sources? To find books, do a general library catalogue search. To find scholarly journals, use one of the databases on the University of Calgary library website. The librarians can help you with databases and catalogue searches. The History Librarian is an especially good person to consult for help with research. Contact information for the History Librarian will be posted in D2L.

What should my essay focus on? The essay should not be merely descriptive; nor should it provide needless detail or trivia about your biographical figure's life. Rather, it should highlight her or his historical importance by addressing the following question: How did she or he affect history –

what did she or he say, write, or do that impacted her or his society and/or the world? If your person lived a long time ago, you should generally highlight her or his immediate or short-term impact (rather than focusing on, or speculating about, her or his long-term or present-day impact). Avoid the temptation to overstate your person's importance and avoid eulogizing her or him. Depending on your person, you may also wish (only if you wish!) to address this question: What can we learn about her or his society from her or his life – how did she or he reflect the civilization in which she or he lived?

What approach should I take? Generally, the essay should make an argument (a debatable assertion) about the subject's historical significance. The argument should be briefly stated in the introductory paragraph and supported throughout the body of the essay. A concluding paragraph should sum up how the essay's main points support the argument. If you have trouble figuring out an argument for your person, just ask me, and I'll help you come up with an argument that you're comfortable with.

How many quotations do I need? Very few! 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. Plain statements and matter-of-fact information should always be paraphrased in your own words.

How do I use quotations? Short quotations (up to two sentences in length) 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 (or on both sides). Such longer quotes must not be enclosed with quotation marks. All quotations must 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).

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.

What if I need help? I'm willing to assist students with their essays at any stage of the process. I'm even willing to look at outlines or rough drafts of essays if they are given to me before the due date.

What about lateness? Up to three percent will be deducted for each day an essay is late without legitimate excuse. Students should keep a second copy of their paper to protect them against loss.

What is plagiarism? Cheating and plagiarism are treated seriously at the University and can result in severe penalties. Students should consult the Calendar and the History Student's Handbook about those offences; ignorance is not an acceptable excuse for committing an offence. Some of the more common forms of plagiarism are:

- Submitting a paper written by someone else.
- Submitting a paper someone else helped to write.
- Submitting, without prior permission from the instructor, a paper written partly or entirely for another course.
- Failing to adequately document the sources for a paper – not using enough footnotes or endnotes.
- Providing a false reference for a source, that is, citing a book and/or article in a footnote or endnote that you didn't use for your paper. This seems to be the new trend in cheating!
- Relying exclusively or heavily on one source or on very few sources.
- Copying, or copying with a few minor word changes, a significant amount of material – phrases, sentences, and/or paragraphs – from your sources. Such cut-and-paste writing is considered plagiarism even if the sources are indicated with footnotes or endnotes and even if quote marks are used. Except perhaps for a few (very few!) quotations, your paper must be entirely in your own words.

What persons can I write on? The following are suggested essay topics. Students wishing to write on an important historical figure not listed below must first consult with the instructor. Failure to do so will result in a penalty, perhaps a failed grade.

Women

Addams, Jane (1860-1935). Renowned American social reformer and pioneer of the “settlement houses” for the urban poor.

Aung San Suu Kyi (1945-). Burmese politician and reformer.

Antoinette, Marie (1755-93). French queen who played an indirect part in the outbreak of the French Revolution.

Aquino, Corazon (1933-2009). President of the Philippines, 1986-92. Helped overthrow the dictator, Ferdinand Marcos.

Bhutto, Benazir (1953-2007). Pakistani prime minister.

Bojaxhiu, Agnes (Mother Teresa, 1910-97). Saint-like nun who served the poorest of the poor in India.

de Beauvoir, Simone (1908-86). Influential post-World War Two feminist.

de Stael, Germaine (1766-1817). French writer – a “romantic genius.”

Ebadi, Shirin (b. 1947). Iranian recipient of the Nobel Prize for promoting human rights.

Tsarina Alexandra Feodorovna (1872-1918). German-born wife of Nicholas II, Tsar of Russia, and granddaughter of Britain’s Queen Victoria. A “strong-willed woman with a hatred of parliaments,” she tried to rule Russia autocratically in her husband’s absence, but fell under the influence of Rasputin, a Siberian monk.

Gandhi, Indira (1917-1984). Prime minister of India; “dominated Indian political life for a generation with a combination of charm, tact, and toughness.”

Jiang Qing (1914-91). Mao Zedong’s wife and a major Chinese Communist Party figure.

Luxemburg, Rosa (1870-1919). European revolutionary socialist.

Menchu, Rigoberta (b. 1959). Guatemalan recipient of the Nobel Prize for Peace. The first aboriginal person to receive this honour.

Pankhurst, Emmeline (1858-1928). Militant English suffragist.

Peron, Eva (Evita, nee Duarte, 1919-52). Wife of famous Argentine dictator, Juan Peron. She was instrumental to his rule and was “a symbol to the poor and downtrodden” of Argentina.

Riefenstahl, Leni (1902-2003). Director of *Triumph of the Will*, a pro-Nazi documentary – one of the best propaganda pieces ever made.

Roosevelt, Eleanor (1884-1962). Wife of American President Franklin D. Roosevelt and “a great humanitarian and an inspiring public figure.”

Sirleaf-Johnson, Ellen (b.1938). Elected president of Liberia in 2005.

Thatcher, Margaret (b. 1925). Conservative prime minister of Britain, 1979-1990.

Tiburtius, Franziska (1843-1927). A path-breaking German physician.

Tz'u Hsi (Cixi, 1835-1908). A “scheming” empress dowager in China, a “powerful and unscrupulous ruler.”

Sha'rawi, Huda (1879-1947). Founded the Egyptian Feminist Union.

Stanton, Elizabeth Cady (1815-1902). Early American suffrage leader.

Queen Victoria (Alexandrina Victoria, 1819-1901). Queen of England, 1837-1901.

Webb, Beatrice Potter (1858-1943). Leading British Fabian socialist.

Woolf, Virginia (1882-1941). English novelist and essayist.

Monarchs

Alexander I (r. 1801-25). The “impetuous” Tsar of Russia who resisted Napoleon’s military aggression.

Alexander II (r. 1855-1881). The Tsar who modernized Russia.

Faisal al-Husain (Feisal, 1885-1933). A king of Syria and then a king of Iraq.

Leopold II (r. 1865-1909). Belgian monarch who brutalized Natives in the Congo.

Louis Napoleon (1808-73). Nephew of Napoleon and Emperor of France, 1852-70.

Moshoeshe (Moshoeshe, 1786-1870). King and founder of Lesotho in Africa.

Nicholas II (r. 1894-1917). The last tsar of Russia.

Politicians, Statesmen, and Political Radicals

Allende, Salvador (1908-1973). Marxist president of Chile, 1970-73.

Amin, Idi (1925-2003). Brutal dictator of Uganda whose policy toward his opponents was, “I ate them before they ate me.”

Arafat, Yasir (1929-2004). Former leader of the Palestine Liberation Organization.

Bismark, Otto von (1815-98). Astute Prussian politician and diplomat who fashioned the German Empire.

Cardenas, Lazaro (r. 1934-40). Mexican president who implemented land reform.

Carranza, Venustiano (1859-1920). Conservative Mexican revolutionary and advocate of constitutionalism.

Castro, Fidel (b. 1927). Revolutionary and demagogic dictator of Cuba.

Cavour, Camillo Benso di (1810-61). Italian statesman who orchestrated the unification of Italy.

Churchill, Winston (1874-1965). "We shall fight them in the streets. We will never surrender!"

Diaz, Porfirio (1830-1915). An astute Mexican dictator.

Disraeli, Benjamin (1804-81). Famous English Conservative prime minister.

Gandhi, Mohandas (Mahatma, 1869-1948). Hindu spiritual and political leader.

Gladstone, William (1809-1898). Famous English Liberal prime minister.

Gorbachev, Mikhail (b. 1931). First Secretary of the Communist party; introduced political and economic restructuring and greater freedom in the Soviet Union.

Hideki, Tojo (1884-1948). Prime minister during World War Two and a key figure in the rise of Japanese militarism.

Himmler, Heinrich (1900-1945). Chief of Hitler's Gestapo.

Hindenburg, Paul von (1847-1934). German general and the last president of the Weimer Republic. His full name was Paul Ludwig Hans Anton von Beneckendorf und von Hindenburg!

Hirobumi, Ito (1841-1909). Adapted the reactionary Prussian constitution to Japanese uses.

Hitler, Adolf (1889-1945). German Nazi dictator.

Ho Chi Minh (1890-1969). Vietnamese communist leader; president of North Vietnam, 1945-69.

Hussein, Saddam (1937-2006). Former leader of Iraq.

Jackson, Andrew (1767-1845). American general, Indian fighter, and president who has been called a symbol of his age.

Jinnah, Muhammad Ali (1876-1948). Leader of the Muslim League in India and the founding father of Pakistan.

Kemal, Mustafa (Ataturk, 1881-1938). “The father of modern Turkey.”

Kennedy, John F. (1917-63). Charismatic American president who was assassinated at the height of his powers.

Kerensky, Alexander (1881-1970). Russian liberal revolutionary and prime minister; was removed by the Bolsheviks.

Khrushchev, Nikita (1894-1971). Reformist communist leader of the Soviet Union; brought about a degree of “de-Stalinization.”

Lenin, Vladimir (1870-1924). Chief leader of the Bolshevik Revolution and head of Russia/the U.S.S.R., 1917-24.

Lincoln, Abraham (1809-65). President of the United States during the American Civil War.

Lloyd George, David (1863-1945). English Liberal reformist politician and British prime minister during World War One.

Macdonald, Ramsay (1866-1937). First British Labour Party prime minister.

Mandela, Nelson (b. 1918). Leader of the African National Congress in South Africa. Helped to overthrow apartheid and became president.

Mao Zedong (Tse-Tung, 1893-1976). Chinese communist revolutionary and leader.

Marcos, Ferdinand (1917-89). Filipino dictator, 1965-86.

Marx, Karl (1818-1883). Co-author of the *Communist Manifesto* and the father of so-called “scientific socialism.”

Mazzini, Giuseppe (1805-1872). “The leading prophet of Italian nationalism and unification.”

Metternich, Klemens von (1773-1859). Brilliant Austrian diplomat and defender of the conservative old order.

Milosevic, Slobodan (1941-2006). Serbian president responsible for war crimes.

Mussolini, Benito (1883-1945). Fascist leader of Italy.

Nasser, Gamal Abdel (1918-70). Egyptian military and political leader; prime minister, 1954-8. Nationalized the Suez Canal, which set off an international crisis.

Nehru, Jawaharlal (1889-1964). First prime minister of India after independence.

Nixon, Richard (1913-94). American president involved in the infamous Watergate Scandal.

Nkrumah, Kwame (1909-72). Nationalist leader who successfully worked for the independence of the Ivory Coast, which became Ghana; then built a one-party state.

Pahlavi, Reza Shah (r. 1941-79). Powerful shah of Iran.

Peron, Juan (1895-1974). Famous Argentine dictator/ruler; president from 1946 to 1955.

Polk, James (1795-1849). Reckless American president who invaded Mexico and nearly invaded Canada.

Reagan, Ronald (1911-2004). Hollywood star and right-wing American president, 1980-88.

Reza Shah Pahlavi (1877-1944). Military dictator of Iran, 1925-41.

Roosevelt, Franklin Delano (1882-1945). Reformist president who brought the United States through the Depression and the Second World War.

Senghor, Leopold Sedar (1906-2001). Poet and statesman who led Senegal to independence and served as its president.

Stalin, Joseph (1879-1953). Evil Soviet head of state, 1924-53.

Sun Yat-sen (1866-1925). Leader of the Chinese Nationalist Party.

Trotsky, Leon (1879-1940). Russian revolutionary and Bolshevik leader. Was banished and murdered.

Vargas, Getulio (1883-1954). Brazilian ruler who tried to modernize Brazil.

Walesa, Lech (b. 1944). Polish Solidarity leader who did much to end communism in his country.

Woodrow Wilson (1856-1924). American president and statesman who failed to convince his country to join the League of Nations.

Yeltsin, Boris (1931-2007). "A tough and crafty Siberian who became the most prominent figure in the democratic movement in the Russian federation."

Zapata, Emiliano (1879-1919). Radical Mexican revolutionary.

Military Leaders

Ali, Muhammad (1769-1849). No, not the boxer, but a military commander and the so-called “father of modern Egypt.”

Bolivar, Simon (1783-1830). The “Latin-American George Washington.”

Bonaparte, Napoleon (1769-1821). Legendary French military leader and conqueror; emperor of France, 1804-15.

Dreyfus, Alfred (1859-1935). Army officer whose wrongful conviction for treason split French public opinion and revealed widespread anti-Semitism.

Garibaldi, Giuseppe (1807-1882). Italian patriote who fought to unite Italy.

Kai-shek, Chiang (Jiang Jieshi, 1887-1975). Chinese commander and head of the Nationalist government of China.

Kitchener, Horatio (1850-1916). British statesman and field marshal; fought in the Sudan.

Lawrence, T.E. (Lawrence of Arabia, 1885-1935). British archeologist, writer, and soldier who led an Arab revolt against the Turks during World War One.

Lee, Robert E. (1807-70). Commander in chief of the Confederacy during the American Civil War.

L’Ouverture, Toussaint (1744-1803). Successful Haitian revolutionary leader.

Ludendorff, Erich von (1865-1937). German general during World War One.

Shaka (1787-1828). Zulu leader who conquered and depopulated some 15,000 square miles in Africa.

Yamagata, Aritotomo (1838-1922). Modernized the Japanese army along European lines.

Reformers, Visionaries, and Utopian Thinkers

Fourier, Charles (1772-1837). An eccentric individual who envisaged an ideal society consisting of self-sufficient co-operative communities of 1,620 people.

George, Henry (1839-97). American reformer whose concept of the single tax had a world-wide impact.

Hausmann, Georges (1809-1884). Planned the modernization of Paris.

Herzl, Theodor (1860-1904). An Austro-Hungarian journalist and the founder of the Zionist

movement.

King, Martin Luther, Jr. (1929-68). Great African-American civil rights leader. "I have a dream."

Owen, Robert (1771-1858). Manufacturer and founder of co-operative communities in Britain and the United States.

Saint-Simon, Henri de (1760-1825). Believed that scientists and experts could create a more egalitarian society.

Political Economists

Hobson, J.A. (1858-1940). English economist who maintained that the acquisition of colonies stemmed from the capitalistic needs of imperialistic countries.

Keynes, John Maynard (1883-1946). The father of, you guessed it, Keynesian economics.

List, Friederch (1789-1846). German journalist and thinker who promoted economic nationalism in Germany.

Malthus, Thomas (1766-1834). Pessimistic but influential writer who believed that population increase would outstrip the food supply.

Ricardo, David (1772-1823). Coined the phrase, "the iron law of wages," the idea that population growth would always force wages to the subsistence level.

Philosophers and Thinkers

Comte, Auguste (1798-1857). French thinker who developed the scientific or positivist method of sociology.

Hegel, Georg (1770-1831). Influential German professor who taught that history is driven by "Absolute Spirit" and a dialectic of ideas.

Nietzsche, Friedrich (1844-1900). German philosopher who disdained Christianity and emphasized the irrational and the instinctual. Indirectly shaped Nazism.

Sartre, Jean-Paul (1905-80). French existentialist thinker.

Spencer, Herbert (1820-1903). Social Darwinist who applied the law of the "survival of the fittest" to human affairs.

Yukichi, Fukuzawa (1835-1901). His writings on western civilization shaped Japanese reforms.

Scientists and Inventors

Darwin, Charles (1809-1882). Developed a theory of evolution.

Einstein, Albert (1879-1955). A reasonably intelligent man.

Freud, Sigmund (1856-1939). Founder of modern theory of psychoanalysis.

Pasteur, Louis (1822-1895). Developed the germ theory of disease.

Planck, Max (1858-1947). German physicist who formulated the quantum theory.

Businessmen

Carnegie, Andrew (1835-1919). Steel magnate and philanthropist (check out the Memorial Library in downtown Calgary).

Ford, Henry (1863-1947). Pioneering automobile manufacturer.

Morgan, John P. (1837-1913). Famous American banker.

Rockefeller, John D. (1839-1937). American oil tycoon.

Religious Figures

Ahmad, Muhammad (Achmad, 1844-1885). Declared himself “the promised deliverer” and fought British armies in the Sudan.

Barth, Karl (1886-1968). Swiss Protestant theologian.

Hong Xiuquan (1814-64). An eclectic religious leader of the Taiping Rebellion in China.

Joad, C.E.M. (1891-1953). Philosopher and a militant rationalist who initially hated religion but came to embrace Christianity.

Khomeini, Ayatollah Ruhollah (1902-89). Leader of the Islamic revolution in Iran.

Lewis, C.S. (1898-1963). British critic and novelist and a Christian convert. Possessed one of the keenest minds of the twentieth century.

Rasputin, Grigori (1872-1916). Siberian monk who heavily influenced Tsarina Alexandra of Russia.

Said, Sayyid (r. 1804-1856). The “energetic imam of Oman” who did much to spread Islam and slavery in East Africa.

Wojtyla, Karol (1920-2005). Pope John Paul II; played a role in the fall of communism.

Artists, Painters, Musicians, Poets, Writers, Historians, Actors

Beethoven, Ludwig van (1770-1827). Renowned composer.

Chaplin, Charlie (1889-1978). The foremost Hollywood comedy star of the early-to-mid twentieth century.

Du Bois, W.E.B. (1868-1963). Early African-American writer and intellectual.

Eliot, T.S. (1888-1965). Poet, dramatist, and critic.

Faulkner, William (1897-1962). “Perhaps America’s greatest twentieth-century novelist.”

Gropius, Walter (1883-1969). German architect and founder of the world-famous interdisciplinary design school, the Bauhaus.

Hugo, Victor (1802-85). Author of the *Hunchback of Notre Dame*.

Kipling, Rudyard (1865-1936). Influential British writer who considered imperialism “the white man’s burden.” Toured the Canadian West and described Medicine Hat as the town “with all hell for a basement.”

Orwell, George (1903-50). English author of *1984*.

Picasso, Pablo (1881-1973). Founder of the cubism movement in painting.

Pushkin, Alexander (1799-1837). “The greatest of all Russian poets.”

Scott, Walter (1771-1832). Scottish novelist and poet.

Spengler, Oswald (1880-1936). Predicted the imminent end of western civilization.

Solzhenitsyn, Aleksandr (1918-2008). Author of *One Day in the Life of Ivan Denisovich*, a “damning indictment of the Stalinist past.”

Tolkien, J.R.R. (1892-1973). A leading philologist and the author of *The Lord of the Rings*.

Tolstoy, Leo (1828-1910). “The greatest Russian realist” and the author of *War and Peace*.

van Gogh, Vincent (1853-90). Renowned Dutch expressionist painter.

Woodsworth, William (1770-1850). Immensely influential poet of the Romantic genre.

Zola, Emile (1840-1902). “The giant of the realist movement in literature.”

Important Departmental, Faculty, and University Information

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

Department Twitter @ucalgaryhist

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.
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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