

The University of Calgary
Historical Studies (HTST) 333 (01)
THE AGE OF TOTALITARIANISM
Winter 2019

Class times and location: Monday, Wednesday, Friday, 2:00 - 2:50, ST 147

Instructor: Brad Rennie

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Office hours: By appointment

Course description:

This course will examine Europe during the “Age of Totalitarianism” – from around the turn of the twentieth century into the Cold War. It will pay particular attention to the emergence, development, policies, impact, and demise of the totalitarian regimes of Stalin, Mussolini, and Hitler. It will also compare these regimes and analyze the two world wars and their effect on totalitarianism. As well, it will consider differing scholarly views of totalitarianism and its place in history. Lectures will take most of the class time, but there will also be class discussions and group exercises.

Required Readings:

- Free online readings from the U of C library and the web.
- 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%	February 13 (part I) and February 15 (part II)
Research paper:	35%	Due March 13
Document analysis:	10%	Due March 27
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").

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.

Assignments:

Instructions for the assignments (the research paper and the document analysis) are in this course outline; follow them very carefully. Both assignments must be submitted on the due date in hard-copy form AND via e-mail (sent to my e-mail address – brennie@ucalgary.ca).

Help with the assignments:

We're willing to help with your assignments at any stage of the process. We're even willing to give you feedback on a rough draft if you e-mail it 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 we don't have a textbook in this course, and in fact, there really isn't a book out there that comprehensively covers what we'll cover in this course. So there's nothing to fall back on if you cut classes! The readings we'll be doing, while important (for the exams and otherwise), merely supplement the lectures; they don't even come close to replacing them.

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 with exam questions.

Schedule:

January 11

Introduction to the course and how to do the assignments.

January 14

What is totalitarianism, and how does it differ from authoritarianism?

January 16, 18, 21, 23

The early origins of twentieth-century totalitarianism and dictatorship: The unifications of Italy and Germany; industrialization, modernization, imperialism, militarism, and autocracy; the rise of extreme ideologies; growing fascination with violence and the non-rational.

- Karl Marx and Friedrich Engels, *The Communist Manifesto* <http://www.gutenberg.org/cache/epub/61/pg61.html>
- Donald Bloxham, "Part I: A European History of Violence," in *The Final Solution: A Genocide* (2009), pp. 33-69 <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=472208&ppg=46>
- Karl Pearson, "National Life from the Standpoint of Science, 1900" <https://sourcebooks.fordham.edu/mod/1900pearsonl.asp>
- "The Jewish Chronicle: Outrages Upon Jews in Russia, May 6, 1881" <https://sourcebooks.fordham.edu/mod/1881JC-pogroms.asp>
- The Futurist Manifesto <https://www.bl.uk/collection-items/manifesto-of-futurism>

January 25, 28, 30

World War One, what led to it, its legacy, and its effect on the rise of totalitarian regimes. Russia's destabilization, the Russian Revolution, the Russian Civil War, Lenin's rule and policies, and Stalin's rise to power.

- Vladimir Illyich Lenin, "State and Revolution, 1918" <https://sourcebooks.fordham.edu/mod/lenin-staterev.asp>
- Woodrow Wilson's "Speech on the Fourteen Points Jan 8, 1918" <https://sourcebooks.fordham.edu/mod/1918wilson.asp>

February 1, 4

The state of Italy after World War One and Mussolini's rise to power.

- James A. Gregor, "The Bolshevik Revolution and the Rise of Italian Fascism," *Romanian Journal of Political Science*, Vol. 16, No. 2 (Winter 2016) http://go.galegroup.com.ezproxy.lib.ucalgary.ca/ps/retrieve.do?tabID=Journals&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=TopicSearchForm¤tPosition=10&docId=GALE%7CA490250733&docType=Report&sort=Relevance&contentSegment=&prodId=WHIC&contentSet=GALE%7CA490250733&topicId=0000000MXD9&searchId=&userGroupName=ucalgary&inPS=true
- "The Moment Has Arrived when the Arrow Must Leave the Bow or the Cord Will Break!" pp. 171-179, *Mussolini as Revealed in His Political Speeches* <https://archive.org/stream/mussoliniasrevea00mussuoft#page/322>

February 6, 8, 11

Germany under the Weimar Republic, hopes for peace, the impact of the Great Depression, and Hitler's rise to power. Comparison of the emergence of totalitarianism in Germany, Italy, and Russia.

- Oswald Spengler, "The Decline of the West, 1922" <https://sourcebooks.fordham.edu/mod/spengler-decline.asp>
- Hitler's "Munich speech of April 12, 1922" <http://www.hitler.org/speeches/04-12-22.html>
- John Maynard Keynes, "The Economic Consequences of the Peace, 1920" <https://sourcebooks.fordham.edu/mod/1920keynes.asp>

February 13, 15: First exam: part I written on February 13; part II, on February 15

February 25, 27, March 1, 4

Stalin's domestic and foreign policies before World War Two and their impact.

- "Hymn to Stalin" <https://sourcebooks.fordham.edu/mod/stalin-worship.asp>
- "Stalin's Purges, 1935" <https://sourcebooks.fordham.edu/mod/1936purges.asp>

March 6, 8, 11

Mussolini's domestic and foreign policies and Italy's expansionism before World War Two.

- Philip Morgan, "'The Party is Everywhere:' The Italian Fascist Party in Economic Life, 1926-40," *The English Historical Review*, Vol. 114, No. 455 (1999) http://go.galegroup.com.ezproxy.lib.ucalgary.ca/ps/retrieve.do?tabID=Journals&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=TopicSearchForm¤tPosition=14&docId=GALE%7CA54050235&docType=Article&sort=Relevance&contentSegment=&prodId=WHIC&contentSet=GALE%7CA54050235&topicId=00000000MXD9&searchId=&userGroupName=ucalgary&inPS=true

March 13, 15, 18, 20: Research paper due March 13

Hitler's diplomacy and domestic and foreign policies before World War Two.

- “Encyclical of Pope Pius XI on the Church and the German Reich to the venerable brethren, the archbishops and bishops of Germany, and other ordinaries in peace and communion with the Apostolic See” http://w2.vatican.va/content/pius-xi/en/encyclicals/documents/hf_p-xi_enc_14031937_mit-brennender-sorge.html
- Hitler's “Wilhelmshaven speech of April 1, 1939” <http://www.hitler.org/speeches/04-01-39.html>

March 22, 25

Comparison of the policies of Hitler, Mussolini, and Stalin. The Spanish Civil War and fascist movements and authoritarian and democratic governments in the interwar years.

- Christian Gerlach and Nicolas Werth, “State Violence – Violent Societies,” in Michael Geyer and Sheila Fitzpatrick, eds., *Beyond Totalitarianism: Stalinism and Nazism Compared*, pp. 133-179 https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/services/aop-cambridge-core/content/view/2DE0BBF48053518D41423D95A42949C9/9780511802652c4_p133-179_CBO.pdf/state_violence_violent_societies.pdf

March 27, 29, April 1, 3: Document analysis due March 27

World War Two and the involvement of Nazi Germany, Fascist Italy, and Stalinist Russia. The war's impact on these regimes.

- Hitler's “Berlin, Reichstag speech of May 4, 1941” <http://www.hitler.org/speeches/05-04-41.html>

April 5, 8, 10, 12

The Soviet Union after World War Two. The Cold War and the fall of European communism. The legacy of totalitarianism.

- Excerpts from the “Secret Speech to the Closed Session of the Twentieth Party Congress, February 25, 1956” <https://sourcebooks.fordham.edu/mod/krushchev-secret.asp>
- “United Nations Cuban Missile Debate, 1962” <https://sourcebooks.fordham.edu/mod/1962-cuba-un1.asp>
- “The Brezhnev Doctrine, 1968” <https://sourcebooks.fordham.edu/mod/1968brezhnev.asp>

Document analysis:

You will write a short analysis (3-4 double-spaced pages of text [750 – 1000 words]) of any one of the following three primary-source readings:

1. Excerpt from *Mein Kampf* <https://history.hanover.edu/courses/excerpts/111hitler.html>
Carefully discuss/describe Hitler's ideas (this should take about half of your paper), and then consider (based on what you have learned in class) how much those ideas were consistent with Hitler's actual policies once he was in power.
2. Excerpt from *What is Fascism?* (1932) <https://sourcebooks.fordham.edu/mod/mussolini-fascism.asp>
Carefully discuss/describe the Fascist doctrines/ideas in this document (this should take about half your paper), and then consider (based on what you have learned in class) how much those ideas were reflected in Mussolini's actual policies as dictator of Italy.
3. Chapter One (The Organization of Society) AND Chapter Ten (The Fundamental Rights and Duties of Citizens) of the Constitution (Fundamental Law) of the Union of Soviet Socialist Republics (1936) <https://www.marxists.org/reference/archive/stalin/works/1936/12/05.htm>
Carefully discuss/describe the organization and rights/ideas outlined in these two parts of the document and consider (based on what you have learned in class) how much those things reflect the reality of Stalin's Soviet Union.

Research paper:

What is required? The paper must be about seven (or more) pages of double-spaced text (approximately 1750 or more words), must be based on at least five sources, and must be properly documented with footnotes or endnotes. In compiling your footnotes or endnotes, you must follow the examples in The History Student's Handbook (available at hist.ucalgary.ca -- click on "History Students' Handbook" on the left).

What sources do I use? Your sources must be scholarly (peer-reviewed) books and/or journal articles, that is, books and/or articles written by experts in the field (usually historians).

Don't use lecture notes or encyclopaedias, especially Wikipedia, and don't use websites. Scholarly journals found online are not considered websites; you can consult as many of those as you wish.

How do I find sources? To find books and/or journal articles, do a library catalogue search. If you don't know how or 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!

How do I document my sources? By using footnotes or endnotes. You absolutely must use footnotes or endnotes with the exact page number(s) you got your ideas/specific information/quotes from. Thus, **DON'T** 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). Instead, I need to see something like “p. 13” or “pp. 23-4” in your footnotes/endnotes.

When do I need footnote/endnotes? 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 at least 15 or so footnotes or endnotes.

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 make an argument. 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 the paper's main points support the argument.

What do you mean by an argument for this paper? An argument is a debatable assertion, something informed people could disagree about. Here are some examples:

- “Although fascism is commonly considered a far-right ideology, Mussolini’s Fascist ideas were in fact significantly derived from socialism.”
- “Stalin did achieve impressive industrialization in the Soviet Union, but the human costs were enormous.”
- “Although Hitler and the Nazi leadership deserve primary blame for the holocaust, anti-Semitism among officials and in the general population ultimately made the holocaust possible.”

How do I figure out an argument? By doing your research! Let your research guide you in coming up with 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 an understanding of your topic through your research.

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 should quotes look like? 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 incorporate 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 to the Twentieth Party Congress on February 26, 1956, Nikita Khrushchev, first secretary of the Soviet Communist Party, accused Stalin of having “practiced brutal violence, not only toward everything that opposed him, but also toward that which seemed to his capricious and despotic character contrary to his concepts.”
- According to historian Bruce Pauley, “in general, Brezhnev’s rule represents a conservative reaction to the reforms of his predecessor.”

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:

The scholar Eric Brose suggests that “since 1915, if not earlier, Adolf Hitler had spoken about ‘settling scores’ with the Jews.”⁴

"Deport the enemy aliens!"⁵ the crowd shouted.

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. Discuss and explain the growth of anti-Semitism in at least one European country in the late nineteenth century.
2. Discuss/compare anti-Semitism in Austria and Germany in the late nineteenth century.
3. Analyze racialist thought in Germany in the late nineteenth and early twentieth centuries.
4. Analyze the rise of militaristic thought in Germany in the late nineteenth and early twentieth centuries.
5. Discuss the peace movement in Europe (late nineteenth century to the interwar years) and explain its ultimate failure. (See the instructor before proceeding.)
6. Discuss the pre-World War One suffrage movement in any European country.
7. Discuss women's volunteer or paid work contributions to the war effort in World War One. (See the instructor before proceeding.)
8. Analyze the conditions/events leading to the Bolshevik Revolution.
9. Was Lenin a totalitarian leader?
10. Explain why/how Stalin, rather than his rivals, became Lenin's successor.
11. Analyze Stalin's cult of the leader.
12. How successful were Stalin's five-year plans?
13. Analyze Stalin's collectivization policy.
14. Analyze women's rights/opportunities in Stalinist Russia.
15. Examine Italy's rule in/administration of one or more of its African colonies.
16. Explain Italy's failure to conquer Ethiopia in 1895-6.
17. Explain Mussolini's rise to power.
18. Analyze Mussolini's propaganda.
19. How successfully did Mussolini handle Italy's economy?
20. Discuss and assess Mussolini's foreign policy.
21. Analyze Mussolini's conquest of Ethiopia.
22. Discuss and explain Mussolini's views of, and changing policies toward, Jews.
23. Analyze Fascist Italy's ideas about and treatment of women.
24. Compare Italian Fascist ideals about women with Nazi ideals about women.
25. Was Mussolini's Fascist regime authoritarian or totalitarian?
26. Analyze Italy's and Germany's involvement in the Spanish Civil War.
27. Discuss Hitler's ideas and what led to them.
28. Carefully discuss/analyze the sources that shaped Hitler's ideology. (See the instructor before proceeding.)
29. To what extent did German imperialism in Africa shape the Nazi movement? (See the instructor before proceeding.)
30. Was Friedrich Nietzsche a proto-Nazi – was he partly responsible for Nazi ideology?
31. To what extent was Nazism largely a creation of Hitler, and to what extent was it the result of other factors in Germany's and Europe's history?
32. Examine/explain Hitler's rise to power.
33. Analyze Leni Riefenstahl's pro-Nazi propaganda films.

34. Analyze the propaganda work of Joseph Goebbels.
35. Discuss Hitler's economic policies.
36. Discuss and assess Hitler's foreign policy during the 1930s.
37. Compare the Nazi eugenics movement with eugenics movements in other countries. (See the instructor before proceeding.)
38. Analyze Hitler's attitude toward, and treatment of, people with disabilities.
39. Analyze Hitler's treatment of the Roma/Romani (gypsies).
40. Analyze the Nazis' ideas about and treatment of gays.
41. Analyze women's roles in the Nazi movement.
42. How effective was the S.S. in controlling the German population?
43. Analyze the Nazi-Soviet Non-Aggression Pact and why both sides signed it.
44. Evaluate Hitler as a war planner/strategist.
45. Discuss and critique the Vichy regime in France.
46. Analyze Nazi propaganda during World War Two.
47. Why was Mussolini's military relatively ineffective/weak?
48. Who was responsible for the Holocaust?
49. Why did Hitler decide to invade the Soviet Union, and why did he do so when he did?
50. Evaluate Stalin as a war leader.
51. Discuss Stalin's domestic policies during World War Two.
52. Why did the Nazi invasion of the Soviet Union ultimately fail?
53. Discuss women's involvement in the paid workforce during World War Two in any European country or in more than one European country, and consider the possible long-term impact of that involvement.
54. Analyze Stalin's policies after World War Two.
55. Discuss and assess Khrushchev as a Soviet leader.
56. Discuss women's rights and opportunities in the Soviet Union.
57. Analyze the dictatorship of Primo de Rivera in Spain.
58. Why did the Nationalists defeat the Republic in the Spanish Civil War?
59. Discuss Franco's dictatorship in Spain.
60. Discuss dictatorship in Austria from 1919 to the Anschluss.
61. Discuss the rule of Quisling in Norway during World War Two.
62. Discuss King Zog's rule in Albania.
63. Was Salazar's Estado Novo regime in Portugal fascist?
64. Analyze the regime of Miklos Horthy in Hungary.
65. Analyze Tito as a revolutionary.
66. Analyze Tito's leadership of Yugoslavia.
67. Analyze Leonid Brezhnev as a Soviet leader.
68. Analyze the collapse of communism in any Soviet satellite state. (See the instructor before proceeding.)

Academic misconduct:

The University treats cheating, plagiarism, and other academic offenses very seriously. Students

caught committing an offence will likely face one of several possible penalties such as a grade reduction for an assignment or a failed grade for an assignment or the course. They should therefore familiarize themselves with the various forms of academic offenses and the issues surrounding them. Plagiarism regarding the assignments for our course would include, but not be limited to, the following:

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

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>

* Registration Changes and Exemption Requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

Winter 2019