



**Faculty of Arts
Department of History
Course Outline
Winter 2023**

**HTST 376
History of Death in Western Culture**

Instructor: Dr. Anne Moore

Email: amoore@ucalgary.ca

Office Hours and Location/Method: MW 1:00 – 3:30 SS 604/ In person. Zoom by appointment

Class Room Location, Days and Times: SS 113 MWF 12:00 – 12:50 pm

Course Delivery: In-person

Description

This course surveys attitudes, rituals, theologies, folkways, and materiality associated with dying and death in Western culture. The focus is on the social, cultural, and religious context of death. Due to the subject, the course reviews the various methods, categories of interpretation, and interdisciplinary studies that are utilized in comprehending specific views of death associated with specific historical periods.

Learning Outcomes

1. Identify, describe, and explain the social, religious, and cultural constructions surrounding death in various historical periods.
2. Describe and apply various disciplinary methods used in the analysis of different aspects associated with human mortality.
3. Comprehend, evaluate, and synthesize secondary sources.
4. Analyze, interpret, and assess primary sources.
5. Research, organize, and compose a thesis style essay.
6. Formulate, evaluate, and verbally communicate different perspectives on varying subjects regarding historical views on death.

Reading Material

All reading materials for this course are available through D2L (at no cost to the students) and are accessed (in terms of links or pdfs.) under My Tools: Reading List. The readings are all provided electronically through the University of Calgary library: so, students will need to be signed onto the library to access the material. The reading material consists of primary and secondary sources and ranges from 20-40 pages per week.

Assessment

Method	Due Date	Weight	Learning Outcome
Reflective Reading Quizzes	See schedule below	35% (5% per quiz)	3
Research Topic & Socio-Historical Context	Monday Feb, 13	15%	1, 3, 4
Research Question, Approach & Annotated Bibliography	Monday March 13	20%	1, 2, 3, 5
Research Essay	Wednesday April 12	30%	1, 2, 3, 4, 5

Grading Policies

All assignments will be given a point value that will be indicated in D2L and on the corresponding documents. This point value can be converted to both a percentage mark and a letter grade for the assessment. The D2L gradebook will provide the percentage and letter grade for your convenience. Unsubmitted assignments are graded as a zero in terms of points. Percentages will be rounded down if the mark is .44 or below and rounded up if .5 or above (e.g., 89.44% is 89% and 89.45% is 90%).

Extra credit work is not permitted in this course. This is to ensure the fairness, equity, and respect of all students in the course.

A penalty of 25% per day (including weekends) will be deducted for late assignments.

Any questions about the evaluation of any assignment should be directed to the instructor.

Details on Methods of Assessment

Reflective Reading Quizzes

There will be ten (10) reading quizzes on specific articles. These reading quizzes will evaluate the comprehension of the article's thesis, points of argumentation, rhetorical structure, and implications for understanding aspects of death or the study of death as discussed in the lectures and/or group discussions. The schedule for the quizzes is listed below. The quizzes will be on D2L and will be available from 10:00 pm. on the scheduled day to 10:00 pm on following day. The quizzes will comprise 10-15 randomized multiple-choice and short answer questions (number indicated on D2L) drawn from question banks. The exams will be 15-20 minutes in length (details will be indicated on D2L) The lowest three scores will be dropped.

Research Project

The research project has three components that will be submitted via dropbox on D2L.

Research Topic & Context: Students will provide a brief one-page description of the topic they wish to research and another two-page description of the relevant socio-historical context in terms of historical period, geographical area or culture (i.e. a nation or a state or Early New England), religion, social class and primary source(s). Detailed guidelines are provided on D2L.

Research Question, Approach and Annotation Bibliography: Students will provide a two- page

written explanation of their guiding research question and their specific approach, heuristic category or method of analysis and an annotated bibliography of 1-2 primary sources and 6 secondary sources. Detailed guidelines are posted on D2L.

Research Essay: Students will submit a thesis-style essay of 6 – 8 (double-spaced) with footnotes and bibliography adhering to the most recent version of the Chicago Manual of Style. This essay will be based on the research question and preliminary bibliography developed earlier in the course.

All written assignments will be double-spaced, Times New Roman Font, 12 pt. and adhering to Chicago Manual of Style. Consult:

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

<https://guides.library.uq.edu.au/referencing/chicago17/introduction>

Assignments that do not adhere to Chicago will be returned unmarked to students for revision and must be resubmitted within 48 hours.

There will be guidelines and/or rubrics provided on D2L for all written assignments.

Academic Integrity Statement

Collaboration in terms of clarifying one's comprehension of the primary and secondary sources and stimulating intellectual conversation is encouraged. There will be several classes scheduled for this type of collaboration in the form of group discussions. In terms of the research paper and reading quizzes students must submit their own work based on their own research and analysis.

Learning Technologies Requirements

The D2L site for this course is pivotal because it will be the site for accessing the reading material, the reading quizzes and submission of the components for the research project (see D2L.ucalgary.ca) If you are unfamiliar with D2L see the following

(<https://elearn.ucalgary.ca/getting-started-with-d2l-students/>). I will also use D2L as a way to keep students informed about the class and other activities; so please consult it on a regular basis. I will be emailing students on a routine basis; so, students should be using their **U of C provided email address** (see: <https://www.ucalgary.ca/registrar/student-centre/set-your-ucalgary-emailit-account>).

In addition, students in this course will need reliable access to the following technology: a computer with a supported operating system; a current and updated web browser; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled, and broadband internet connection.

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible, or invisible.

If you face circumstances that require an informal accommodation or adjustment, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a different name

or pronoun, please contact the instructor by email or during office hours as soon as possible.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the [University Calendar](#), permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your 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 have 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.

Schedule

Week	Date	Topic & Reading	Important Dates
1	Jan 9 - 13	Rites of Passage Roman Death & Afterlife "Religion and the Family" by Valerie M. Warrior "Death and the Afterlife" by Rebecca I. Denova	
2	Jan 16 - 20	The Corpse <i>Communitas</i> "Dealing with the Dead" by James Bodel	Reading Quiz: Jan 18
3	Jan 23 - 27	Christian Martyrs Christian Death and Burial "The Cult of Paul on the Appian Road" by David L. Eastman "The Ending of Christian Life: Death and Burial" by J. Patout Burns and Robin M. Jensen	Reading Quiz on Eastman: Jan 25
4	Jan 30 – Feb 3	Grief, Bereavement and Mourning "Autopsies and Philosophies" by Jamie Kreiner "Maternal Lament" by Kisha Tracy	Reading Quiz on Tracy: Feb 1
5	Feb 6 – 10	Visualizing Death "This World is but A Pilgrimage" by Sophie Oosterwijk	Reading Quiz on Oosterwijk: Feb 8
6	Feb 13 - 17	Preparing to Die "Dying 101" by Juanita Feros Ruys	Research Topic Due: Feb 13 Reading Quiz on Ruys: Feb 15

7	Feb 20 - 24	Reading Week	No Classes
8	Feb 27 – Mar 3	Graveyards to Cemeteries “Separated by Death and Color” by Charlotte King “The Corpse in the Garden” by Peter Thorsheim	Reading Quiz on King: March 1 Reading Quiz on Thorsheim: March 3
On	March 6 – 10	Victorian Mourning Culture “The Dead Still Among Us” by Deborah Lutz “Spirit Photography” by Jen Cadwallader	Reading Quiz on Lutz: March 8
10	March 13 – 17	Wars and Commemoration “In Gallipoli’s Shadow” by Bruce Scates	Reading Quiz on Scates: March 15 Research Question Due: March 13
11	March 20 - 24	Disaster and Disease “Remember Me to the Folks” by Kandace Bogaret and Mark Osbourne Humphries	
12	March 27 - 31		
13	April 3 - 7	Homes to Funeral Homes “From House Calls to Funeral Homes” by Gary Laderman	Reading Quiz on Laderman: April 5 No Class on Good Friday
14	April 10 - 12		No Class on Easter Monday Research Paper Due: April 12

There is no Registrar-scheduled final exam.

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. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

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

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

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

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

Plagiarism

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

- Failing to cite sources properly
- 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

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

Academic Accommodation

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

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

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

Instructor Intellectual Property

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

Copyright Legislation

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

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

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

MEDIA RECORDING IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

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

will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments.”

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials.”

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 and gender-based 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

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