
	Lecturer: Dr Alexander Hill	Class Time: Tu/Th 11:00-12:15	
		Location: ENE241	
		TA: Aaron Bates	
	Email: <a href="mailto:hilla@ucalgary.ca">hilla@ucalgary.ca</a>	Email: <a href="mailto:acbates@ucalgary.ca">acbates@ucalgary.ca</a>	
	Office hours (Zoom): Tuesday 10:00-10:30 and Thursday 12:45- 13:30	Office hours: Tuesday 12:30-13:30 (in- person) and Thursday 10:00-11:00 (Zoom)	

## **HTST412:**

# **Russia and the Soviet Union**

# **Россия и Советский союз**

Colour coding in the course outline: Things to **READ**,  
to **WATCH** and to **COMPLETE**

### **Introduction**

This course is concerned with the history of the Russian Empire and Soviet Union from the reign of Alexander I from 1801 to the present. Moving from Russia's emergence as a great power during the Napoleonic Wars we will examine her attempts to maintain this prominent position in Europe, and in particular after defeat in the Crimean War was seen by many both within and outside the country to highlight Russia's increasing economic and social backwardness. For the period from 1861 to 1914 particular attention will be paid to conflict between reformist and conservative elements in government and society, and the progress of social and economic reform in response to events of 1854-5. We will then move on to look at the causes of Russia's revolutions of 1917, including Russia's participation in the First World War, and the struggle for the political succession during the Russian Civil War.

During the period from October 1917 to 1991 the Bolshevik Party dominated what became, in 1922, the Soviet Union. An important theme for this element of the course will be the relationship between ideology, geopolitics and policy. We will examine the nature of the emergent 'Stalinist' system, 'legitimation' by Soviet victory in the Great Patriotic War, and attempts to reform this system after Stalin's death. The course will conclude with an examination of the collapse of the Soviet Union and a short survey of the politics of post-Soviet Russia to the present.

## The textbook for the course is Gregory L. Freeze (ed.), *Russia: A History*.

Required reading from Freeze, as well as selected journal articles available online through the library, is provided in this outline. **Students are expected to have read all the recommended chapters from Freeze, and read all of those journal articles highlighted in green in the course outline.** **Material from this reading may be examined in the quizzes and final test.** The impact of broader reading on more specific essay responses should not be underestimated – any given period can and should be understood in a broader context. **It is recommended that students read Chapters 1-5 of the textbook prior to the start of the course.**

A number of textbooks/broader works concerned with Imperial Russian and Soviet history are listed at the end of this course outline. These books may serve as useful starting points for your research along with the articles provided for specific lectures – both provide useful sources in their footnotes and bibliographies.

The principal assessment for the course will be a **provisional bibliography**, an **essay** and a **movie critique**. There will be a **fill-in-the-blanks mid-term** (on D2L) and a **multiple-choice final** (in-person). You have some choice in the question you consider for your bibliography and essay. See page 7 of this outline for the possible essay questions. These are the **ONLY** questions for the essay.

### *Lecture Outline and Lecture-Related Reading:*

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N.B. The reading below that is not from the textbook is available in electronic form through electronic journals made available by the library. For advice on accessing such materials if you are unsure then please contact the History liaison librarian, Nadine Hoffman ([nhoffman@ucalgary.ca](mailto:nhoffman@ucalgary.ca)).

#### Week 1 – Tuesday 10 and Thursday 12 January

Tuesday 10 January - **Introductory lecture** – an **introduction to the course and opportunity to ask questions about it.**

Thursday 12 January - **Methodology lecture** – **this lecture is VERY important if you have little experience of History as a discipline – and should be helpful for the course even if you do!**

#### Week 2 – Tuesday 17 and Thursday 19 January

#### **Outline to 1801 and Russian politics and society during the first half the 19th century**

Reading: Freeze, Chapter 6; Susan P. McCaffray, “Confronting Serfdom in the Age of Revolution: Projects for Serf Reform in the Time of Alexander I”, in *The Russian Review*, 64 (January 2005), pp.1-21.

To watch: <https://www.youtube.com/watch?v=w0Wmc8C0Eq0> – certainly to the 22 minute mark. This provides a good overview of key personalities and events to 1801.

Week 3 – Tuesday 24 and Thursday 26 January

### **The Great Reforms and beyond: From reform to reaction**

Reading: Freeze, Chapter 7; Steven L. Hoch, “Did Russia’s Emancipated Serfs Really Pay too Much for too Little Land? ...”, in *Slavic Review*, 63(2) (2004), pp.247-274; Serge A. Zenkovsky, “The Emancipation of the Serfs in Retrospect”, in *The Russian Review* 20(4) (1961), pp.280-293.

Week 4 – Tuesday 31 January and Thursday 2 February

### **Nicholas II and the collapse of Tsarism in Russia**

Reading: Freeze, Chapter 8

Week 5 – Tuesday 7 February and Thursday 9 February

### **From October Revolution to Intervention and Civil War**

Reading: Freeze, Chapter 9; Vladimir Brovkin, “Identity, Allegiance and Participation in the Russian Civil War”, in *European History Quarterly*, Volume 22, Number 4 (1992), pp.541-567.

To watch: <https://www.youtube.com/watch?v=cV9G1QUIm7w> – ignore the last minute, which is an advertisement. Whilst there is debate as to the extent to which Russia was a fledgling democracy after the February Revolution of 1917, this video material provides a good overview of key events during the revolutionary period of 1917.

Week 6 – Tuesday 14 February and Thursday 16 February [Thursday 16 February - **Provisional bibliography due**] [Friday 17 February - **Fill-in-the blanks Quiz on D2L**]

### **From War Communism to NEP: Politics, Economy, Culture and the rise of Stalin**

Reading: Freeze, Chapter 10; Anne E. Gorsuch, “NEP Be Damned: Young Militants in the 1920s and the Culture of Civil War, in *The Russian Review* 56 (4) (1997), pp.564-580; Robert Himmer, “The Transition from War Communism to the New Economic Policy: An Analysis of Stalin’s Views”, in *The Russian Review* 53 (4) (1994), pp.515-529.

Week 7 – Week of Tuesday 21 February – READING WEEK

Week 8 – Tuesday 28 February and Thursday 2 March

### **Stalin’s Revolution: the period of Collectivization and Rapid Industrialization**

Reading: Freeze, Chapter 11; R.W. Davies, “Soviet Military Expenditure and the Armaments Industry, 1929-33: A Reconsideration”, in *Europe-Asia Studies* 45 (4) (1993), pp.577-608; James R. Harris, “The Growth of the Gulag: Forced Labour in the Urals Region, 1929-1931”, in *The Russian Review* 56 (2) (1997), pp. 265-280; N.S. Simonov, “Strengthening the

Defence of the Land of the Soviets”: The 1927 “War Alarm” and its Consequences”, in *Europe-Asia Studies* 48 (8) (1996), pp.1355-1364.

Week 9 – Tuesday 7 March and Thursday 9 March

### Political Violence in the Soviet Union in the 1930s and The Soviet Union’s road to war

Reading: Oleg Khlevniuk, “The objectives of the Great Terror, 1937-1938”, in David Hoffmann (ed.), *Stalinism: The Essential Readings* (Oxford: Blackwell, 2003), pp.81-104 – uploaded to D2L; J. Arch Getty, “Excesses are not Permitted”: Mass Terror and Stalinist Governance in the Late 1930s”, in *The Russian Review* 61 (2) (2002), pp.113-138; Hiroaki Kuromiya, “Accounting for the Great Terror”, in *Jahrbücher für Geschichte Osteuropas*, Volume 53, Number 1 (2005), pp.86-101; Kevin McDermott, “Stalinism from Below?: Social Preconditions of and Popular Responses to the Great Terror”, in *Totalitarian Movements and Political Religions*, Volume 8, Numbers 3-4 (September-December 2007), pp.609-622. [This material may be used for your movie critique, but you will not get credit for these articles in terms of your research].

and

Alexander Hill, “Stalinism and the West”, in Gordon Martel (ed.), *The Blackwell Companion to International History 1900-2000* (Oxford: Blackwell, 2007), pp.257-268 – uploaded to D2L; Carley, “Behind Stalin’s Moustache: Pragmatism in Early Soviet Foreign Policy, 1917-1941” in *Diplomacy & Statecraft* 12(3) (2001), pp.159-174; T.J. Uldricks, “The Icebreaker Controversy: Did Stalin Plan to Attack Hitler?”, in *Slavic Review*, Vol. 58, No. 3 (Autumn 1999), 626-643.

This is a good time to watch *Defence Counsel Sedov* if you haven’t already done so, the fictional movie about the Great Purges that is the subject of the [movie critique](#). The movie is available on D2L.

Week 10 – Tuesday 14 March [[Defence Counsel Sedov – film review due](#)] and Thursday 16 March

### The Great Patriotic War

Reading: Freeze, Chapter 12; Hosking, G., “The Second World War and Soviet National Consciousness”, *Past and Present*, Volume 175, No.1 (2002), pp.162-187; Evan Mawdsley, “Stalin: Victors are not Judged”, in the *Journal of Slavic Military Studies*, Volume 19, Number 4 (December 2006), pp.705-725.

Week 11 – Tuesday 21 March and Thursday 23 March

### From Late Stalinism to the ‘Thaw’ and The Brezhnev Years

Reading: Freeze, Chapter 13; Vladimir Mau, “The Road to Perestroika: Economics in the USSR and the Problems of Reforming the Soviet Economic Order”, in *Europe-Asia Studies* 48 (2) (1996), pp.207-224 and Suri, Jeremi, The Promise and Failure of ‘Developed Socialism’: The Soviet ‘Thaw’ and the Crucible of the Prague Spring, 1964-1972, in *Contemporary European History* 15(2) (2006), pp. 133-158.

Week 12 – Tuesday 28 March and Thursday 30 March

**The Soviet Withdrawal – The End of Communism in Eastern Europe and The Collapse of the Soviet Union**

Reading: Freeze, Chapter 14; G. Lundestad, “ ‘Imperial Overstretch’, Mikhail Gorbachev, and the End of the Cold War”, in *Cold War History*, Volume 1, Number 1 (August 2000), pp. 1-20; David Norlander, “Khrushchev’s Image in the Light of Glasnost and Perestroika”, in *The Russian Review* 52 (2) (1993), pp.248-264;; Jane R. Zavisca, “Explaining and Interpreting the End of Soviet Rule”, in *Kritika*, Volume 12, Number 4 (2011), pp.925-40; V. Zubok, “Gorbachev and the End of the Cold War: Perspectives on History and Personality”, in *Cold War History*, Volume 2, Number 2 (January 2002), pp.61-100; [Gorbachev remembered: Respected in the West, detested in Russia \(theconversation.com\)](#)

Week 13 – Tuesday 4 April and Thursday 6 April

**Russia: From Yeltsin to Putin and The War in Ukraine**

Reading: Freeze, Chapter 15 plus Alexander Hill, [Why Vladimir Putin still has widespread support in Russia \(theconversation.com\)](#); as well as Geoffrey Roberts, ‘Now or Never’: The Immediate Origins of Putin’s Preventative War in Ukraine (JMSS).

**Tuesday 11 April [Final Quiz AND Essay due]**

Assessment:

Provisional bibliography	Thursday 16 February by 15:00 (submitted in the appropriate folder on D2L)	A bibliography of 5 items, excluding the textbook and references provided in the course outline, in preparation for one of the essay questions, with up to 30 words per item as annotation describing what the source covers that is relevant to your essay topic. E.g. 'the article is concerned with the role of the tsar in the abolition of serfdom, and argues that the tsar played a central role in the process'.	5% This is pass/fail
<i>Defence Counsel Sedov</i> – film review	Tuesday 14 March by 15:00 (submitted in the appropriate folder on D2L)	A short (up to 1,000 words excluding title references) film review of the movie <i>Defence Counsel Sedov</i> from the perspective of an historian, i.e. what does the movie portray well and poorly about the history of the Great Purges? You should make at least three substantive points with references, and reference at least THREE separate sources. <b>Word count does not include title and references.</b>	30%
'Fill-in-the-blanks' test	Friday 17 February – between the hours of 9:00 am and 9:00 pm on D2L	A short 'fill-in-the-blanks' test covering material for the previous week's lectures (10 questions to be completed within 30 minutes).	10%
Essay	Tuesday 11 April by 15:00 (submitted in the appropriate folder on D2L)	A short essay of up to 2,500 words excluding references and bibliography in the word count. You should have AT LEAST four substantive analytical points in your essay. You may use sources from the course outline in addition to sources you found yourself. Sources to sustain your argument should be referenced. You should use AT LEAST 5 distinct sources. <b>Word count does not include references and bibliography.</b>	45%
Final quiz	Tuesday 11 April in class	A multiple-choice quiz (30 questions to be completed within one hour – one correct answer out of five possible answers) covering material for the whole course.	10%

Where applicable a flat 5% penalty will be deducted per week for late submission of a bibliography without prior agreement with me or other official sanction. Any work submitted after 15:00 on Tuesday 11 April will not be accepted and a mark of 0 recorded for that piece of work without prior agreement or official permission obtained through the appropriate channels.

Where applicable a flat 5% penalty will be deducted for significantly (>100 words) exceeding the word limit on the essay, with material beyond the specified word limit not being considered in the awarding of a mark.

**Bibliography and Essay questions [Choose ONE]:**

[The material in square brackets following the question is there to give you some indication of what to do and not to do!]

- 1) *Why did Russia suffer defeat on home territory in the Crimean War of 1854-5?* [Try to provide both long-term and short-term factors, and do not focus solely on military ones]
- 2) *Do the 'Great Reforms' of Alexander II deserve the label 'Great'?* [Here you will need to decide what 'Great' means – where it could mean either 'significant' or 'worthy of praise' for example. A strong essay – and particularly if an extended one – will consider both of these possible interpretations of 'Great'].
- 3) *Was the First World War a catalyst for or the principal cause of the February Revolution of 1917?* [If doing this essay you must consider BOTH possible longer term factors and the period of the war. It is useful to define what a 'catalyst' is early on in the essay]
- 4) *Why did the Bolsheviks overcome their opponents during EITHER the period a) from February to October 1917 OR b) from October 1917 to February 1921?* [Only look at period a) or b). This essay requires a detailed examination of the chain of events for a) in particular]
- 5) *To what extent did Stalin lead 'revolutionary' change in the Soviet Union in the late 1920s and 1930s?* [Here you might take 'revolutionary' to mean continuing the goals of the October 1917 revolution or 'dramatic'/'significant' in terms of change, as where we talk of the 'Industrial Revolution' for example. You should try to consider both].
- 6) *Why did the Great Purges take place in 1936-1938?* [This question requires that you not only explain why the Great Purges took place, but why they took place in the years that they did!]
- 7) *What explains changing Soviet attitudes towards the West in the period 1921-1941?* [This essay requires a detailed analysis of attitudes over the period concerned, and is best tackled chronologically by breaking down the period of the essay into sub-periods].
- 8) *How much credit should we give Stalin for Soviet victory in the Great Patriotic War?* [Not only should you examine Stalin's leadership role, but also consider those factors that were not dependent on Stalin. Try to factor in Soviet preparations for war as well as the war itself]
- 9) *Was the Soviet Union 'Stalinist' after 1953?* [As part of this essay you will have to provide a meaningful definition of Stalinism, and consider whether the Soviet Union was Stalinist under Khrushchev, Brezhnev and Gorbachev]
- 10) *What was more important in the collapse of the Soviet Union in 1991 – 'agency' or 'structure'?* [It is useful in this essay to provide a definition for 'agency' and 'structure' early on. A good essay will see significance to both 'agency' and 'structure', but try to assess which was more important when and why]

**In order to score highly on the bibliography, you must:**

\*Have provided at least 5 items in the bibliography.



- \*Provide items suitable as sources for the essay question selected (that is suitable for a piece of academic work and with content that would actually help answer the question chosen).
- \*Have included both books (you may actually end up only using a single chapter in your essay) and journal articles.
- \*Have completed the bibliography in an appropriate format for an historical essay (see below).

**In order to score highly on your essay you must:**

- \*Have been answering the question.
- \*Have an argument, and have made the appropriate number of analytical points as part of it.
- \*Support your argument with evidence/concise examples. As a rough guide, any significant assertion should be followed by some sort of example/piece of illustrative material to support it (with the source footnoted).
- \*Show evidence of critical judgement (i.e. do not simply accept all sources at face value).
- \*Use appropriately academic sources.
- \*Reference sources in an appropriate manner (see below) and provide a suitably formatted bibliography. You need to provide page numbers for references.

**In order to score highly on the film review you must:**

- \*Have shown in your writing that you watched the movie!
- \*Have assessed the movie for its historical rather than artistic merits
- \*Have made at least THREE substantive assessments of the content of the movie compared to the history as reflected in historical sources. For example [you can use this as one of your points, but you won't get quite as much credit for it as if you'd come up with something not in the course outline! ☺], were the accusations being made against the agronomists fanciful? No – as evidenced in the piece of actual archival footage (and many other printed sources to which you have access) of a speech by Soviet leader Mikoian at the end of the movie!
- \*Have provided references to academic or primary sources in order to sustain your argument as to the historical credibility of the movie.
- \*Have referenced your sources in an appropriate manner for an academic piece of work in History.

**Students will be penalised for consistently poor spelling, grammar and syntax.**

Sources and referencing

Textbooks should generally be used to orientate yourself within the topic and literature, but are generally best not cited. **Please footnote rather than providing endnotes.** Remember that all works in your footnotes should be in your bibliography. If in doubt, Chicago style referencing is probably the best option. **References embedded in the text (e.g. APA) are NOT acceptable.**

A guide to essay writing, including referencing and producing a bibliography, is provided at <http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/EssayHandbook.pdf> or through the menu bar on the left hand side at <http://hist.ucalgary.ca/undergraduate>

### Grading:

All work will be graded using the standardized departmental table for the conversion of percentages to letter grades – provided at the end of this outline. The final letter grade will be calculated from the percentage marks for each assignment and not from the letter grades accompanying them.

In line with university regulations, final tests will not be returned to students.

### **Additional Reading Material and Research Assistance:**

The following is a list of textbook-like reading material available to you from the library that you may use to better orientate yourself and as a starting point for research. This list of such works far from exhaustive and other editions of these works may also be available from the library. Make sure that any such works you use in your essay are scholarly (reference sources) and as up-to-date as possible. As a general rule, you should not be using secondary sources published before 1950. You might like to make use of journal article indexes such as *Historical Abstracts* in the research for your essays, in addition to ‘citation mining’ books and articles. For research assistance contact the History liaison librarian, Nadine Hoffman.

General (covering both Imperial Russia and the Soviet Union) (in order of chronological starting point):

Riasanovsky	A History of Russia (8 <sup>th</sup> ed.) – see also 7 <sup>th</sup> ed.	DK40.R5 2011
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Imperial Russia:

Hosking	Russia – People and Empire 1552-1917	DK49.H67 1997
Waldron	Governing Tsarist Russia	DK113.W35 2007
Pushkarev	The Emergence of Modern Russia 1801-1917	DK189.P861 1985
Thaden	Russia since 1801 – The Making of a New Society	DK189.T32 1971.C.2

The Soviet Union:

Hosking	A History of the Soviet Union 1917-1991	DK266.H66 1992
Nove	An Economic History of the USSR	HC335.N68 1989
Kenez	A History of the Soviet Union from the Beginning to the End	DK266.K43 1999
Service	A History of Twentieth Century Russia	DK266.S497 1997.C.1
Mawdsley	The Stalin Years: The Soviet Union 1929-1953	DK267.M38 1998

Ward Lovell	Stalin's Russia The Shadow of War: Russia and the USSR 1941-present	DK267.W357 1999 DK266.3.L68 2010
Overy Keep	Russia's War Last of Empires – A History of the Soviet Union 1945- 1991	D764.O94 1997 DK267.K44 1995
Kotkin	Armageddon Averted – The Soviet Collapse 1970-2000	DK274 .K838 2008

### *Learning Outcomes:*

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At the end of the course, students should:

\*Be able to Identify key events, stages, individuals, groups and processes in Russian and Soviet history, and in particular from 1801 to 1991

\*Have gained a broad understanding of cause and consequence, change and continuity and similarity and difference in the above period of Russian/Soviet history

\*Be familiar with and critical towards a range of source materials used by historians in understanding the past and in particular the above period of Russian/Soviet history

\*Be able to construct a historical argument by analyzing and interpreting a variety of relevant secondary sources

\*Be able to present their historical argument in a systematic and coherent manner in written form

### **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.

Percentage	Letter Grade	Grade Point Value	Description
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**

*Updated November 2022*