

The University of Calgary
Historical Studies (HTST) 201 (01)
EUROPE SINCE 1500
Spring 2016

Class times and location: Mondays and Wednesdays, 4:00 - 6:45 p.m., SB 105

Instructor: Brad Rennie

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Office hours: Mondays and Wednesdays, 3:00 - 3:45 p.m.

Course Description:

This course examines major events and developments in European history since 1500, including the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, the French Revolution, industrialization, social and political trends, colonialism and imperialism, key wars, totalitarianism, and globalization. It also considers the origins and impact of such events and developments and how they, along with related belief systems, shaped modern western civilization. Lectures will take most of the class time, though there will be some discussions and small-group exercises.

Required Readings:

Marvin Perry, *Sources of the Western Tradition*, Volume II: From the Renaissance to the Present, Eighth Edition (2012). Available in the Bookstore.

The History Student's Handbook. Free at hist.ucalgary.ca -- click on "Essay Guide" on the left.

Optional Reading:

Marvin Perry, *Western Civilization: A Brief History*, Volume 2: From the 1400s, Tenth Edition (2013). THIS BOOK IS ON ONE-HOUR RESERVE IN THE LIBRARY.

Grading:

Document analysis	10%	Due May 25
First exam	25%	Written on June 6
Research Paper	25%	Due June 22
Oral participation	10%	
Final exam	30%	Scheduled by the Registrar

To receive a passing grade for the course, students must complete the document analysis and the research paper and write both exams.

Exams:

Neither exam will be open book. To help students prepare for the exams, I'll post an information sheet before each exam. The final exam will not be cumulative; it will only cover material after the first exam.

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").

The participation mark will be based mainly on frequency of participation. I'll record how often students contribute to discussions and group exercises and will use those numbers to help determine participation marks.

Electronic devices:

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

Schedule:**MAY 9, 11**

Introduction to the course. The making of western civilization before 1500. The origins, ideas, art, architecture, spread, politics, and impact of the Renaissance. Late Medieval challenges to the church. Martin Luther and the Protestant Reformation. The Counter (Catholic) Reformation.

Required readings:

- *Sources*, Pico, 8-9; Machiavelli, 10-13, Luther, 15-17.

Optional reading:

- *Western Civilization*, xxv-xxxiv, 183-207.

MAY 16

The emergence of centralized states. The rise and decline of Hapsburg Spain. French absolutism. Constitutional monarchy and revolution in England. Decentralization in the Holy Roman Empire and the Thirty Years' War. The rise of Austria and Prussia. The westernization of Russia. European expansion and colonialism. Agricultural developments and the growth of trade, industry, and a European-driven global economy. Popular culture and the witch craze.

Required readings

- *Sources*, Hobbes, 21-2; Locke, 54-6.

Optional reading

- *Western Civilization*, 210-34.

MAY 18

The causes, key players, discoveries, and effects of the Scientific Revolution. The Enlightenment's thinkers, ideas, and impact. Enlightened despotism. Warfare and new alliances.

Required readings:

- *Sources*, Galileo, 34-7; Bacon, 39-40; Harvey, 41-3; Descartes, 43-6; Kant, 52-3; Locke, 65-6; Diderot, 68-70; Rousseau, 71-4; Beccaria, 74-6.

Optional reading:

- *Western Civilization*, 237-62.

MAY 25: Document analysis due

The origins, causes, events, and legacy of the French Revolution. The rise, policies, military exploits, and downfall of Napoleon. Was he a defender of the Revolution?

Required readings:

- *Sources*, Grievances of the Third Estate, 94-6; Sieyes, 96-7; de Tocqueville, 98-9; Declaration of the Rights of Man and of the Citizen, 100-1; Wollstonecraft, 102-5; Robespierre, 110-11; Napoleon, 117-21.

Optional reading:

- *Western Civilization*, 267-91.

JUNE 6: First exam -- written in the first part of class

The agricultural revolution. The Industrial Revolution: new technologies and the expansion of manufacturing, trade, and transportation; urbanization and family labour. Working-class life and reform. Ideologies and intellectual currents to the early nineteenth century: romanticism, idealism, conservatism, liberalism, democracy, early socialism, nationalism.

Required readings:

- *Sources*, Smith, 129-30; Malthus, 130-2; Sadler Commission, 133-5; Owen, 144-6; Blake, 150-1; Burke, 153-5.

Optional readings:

- *Western Civilization*, 293-307, 309-23.

JUNE 8

The Congress of Vienna. The revolutions of 1820-32 and 1848 and their outcomes. Cavour, Garibaldi, and the unification of Italy. Bismarck and the unification of Germany. Nationalist challenges in the Hapsburg Empire. Mid-nineteenth-century belief systems: realism, naturalism, positivism, Social Darwinism, Marxism, anarchism, new forms of liberalism, early feminism. Scientific advances.

Required readings:

- *Sources*, Mill, 158-59; Tristan, 165-8; Belinsky, 173; Ibsen, 174-8; Marx and Engels, 184-9; Hobhouse, 190-1; Spencer, 191-2.

Optional reading:

- *Western Civilization*, 326-45, 348-61.

JUNE 13

The second industrial revolution and related developments. The working class, unions, women, moderate socialism, and British politics. Bismarck and the German Empire. Bonapartism, the Paris Commune, the Third Republic, and the Dreyfus Affair in France. Reform and the growing crisis in Russia. The rise of racial nationalism and anti-Semitism.

Required readings:

- *Sources*, Osterroth, 195-8; Booth, 198-200; Mill, 204-6; Pankhurst, 207-9; Wright, 211-13; Chamberlain, 215; Ahlwardt, 218-20; The Dreyfus Affair, 220-1; The Kishinev Pogrom, 1903, 222-4, Herzl, 224-6.

Optional reading:

- *Western Civilization*, 364-81.

JUNE 15

Imperialism and its impact. The decline of the Ottoman Empire. Irrationalism, new social thinkers, modernism, modern physics, and the fading of the Enlightenment tradition.

Required readings:

- *Sources*, Rhodes, 230-2; Morel, 238-41; Meinertzhagen, 241-4; German Brutality, 245-6; The Boxer Rebellion, 247-8; The Edinburgh Review, 249-51; Hobson, 251-3; Dostoyevsky, 256-9; Nietzsche, 261-4; Freud, 265-7; Le Bon, 268-71; Marinetti, 272-4.

Optional reading:

- *Western Civilization*, 381-92, 395-413.

JUNE 20

European alliances and the outbreak of World War One. The war's developments and conclusion. The Paris Peace Conference and the Treaty of Versailles and its consequences. The Russian Revolution. The war's mark on western consciousness.

Required readings:

- *Sources*, von Treitschke, 278; von Bernhardt, 279; Wilson, 297-9; Doregeles, 283-4; Remarque, 289-91; Clemenceau, 299-301; Army Intelligence Report, 302-3; Valery, 305-6; von Salomon, 307-8.

Optional reading:

- *Western Civilization*, 419-47.

JUNE 22: Research paper due

What is totalitarianism? Stalin and communist Russia. Mussolini and fascist Italy. The German republic, the rise of Hitler, and Nazi Germany. Democracy and authoritarianism in other countries. Thought and culture.

Required readings:

- *Sources*, Kopelev, 317-19; Razgon, 330-4; Mussolini, 335-7; Hitler, 344-8; Ludecke, 348-9; Mann, 349-50; Huizinga, 364-5; Berdyaev, 366-7.

Optional reading:

- *Western Civilization*, 450-86.

JUNE 27

The road to World War Two, its outbreak, and the major battles. The holocaust. The defeat of the Axis powers. The war's impact.

Required readings:

- *Sources*, Rumbold, 370-1; Messersmith, 372; Chamberlain, 379-80; Churchill, 380-2; Guderian, 386-7; Churchill, 388-90; The Indoctrination, 391-3; Camus, 408-9.

Optional reading:

- *Western Civilization*, 489-511.

JUNE 29

The Cold War and the rebuilding of Europe. Political, economic, and diplomatic developments. Decolonization. The collapse of communism and the war in Yugoslavia. The European Union, contemporary Europe, and globalization. The future?

Required readings:

- *Sources*, Khrushchev, 447-8; Medvedev, 450-3; Djilas, 454-6; Gorbachev, 468-70; Havel, 474-5; Chivers, 477-82; Zakaria, 483-6.

Optional reading:

- *Western Civilization*, 517-36; 539-56; 558-9.

Document analysis (due May 25)

What is required? In at least three pages of double-spaced text (approximately 750 words), you'll analyze and compare any one of the 18 pairs of related (primary-source) readings listed below (they're all in your *Sources* book). You should begin by briefly contextualizing the readings (tell us when and why they were written and who wrote them). Then, in a page to a page and a half, you should summarize the two readings' content. Don't gloss over this part -- it's a foundation for the rest of your paper. Next, in the last part of your paper, you should address as many of the following questions/statements as are relevant to your two readings:

- What were both authors' "agendas" -- what were they trying to get their readers to believe?
- How are the readings, especially their arguments and key points, similar and different?

- When read together, how do the two readings complement each other?
- What can historians learn/glean from these two readings about the time periods they came from and the events/ideas they describe/express?

Here are the pairs of readings to choose from for this assignment. Again, pick any one of the following 18 pairs of readings:

1. Petrarch, "The Father of Humanism," 2-3, and Bruni, "Study of Greek Literature and a Humanist Educational Program," 5-7
2. Bishop Jacques-Benigne Bossuet, "Politics Drawn from the Very Words of Holy Scripture," 18-19, and "The English Declaration of Rights," 24-5
3. Thomas Paine, "The Age of Reason," 61-2, and Baron d'Holbach, "Good Sense," 62-4
4. Society of the Friends of Blacks, "Address to the National Assembly in Favor of the Abolition of the Slave Trade," 106-7, "Petition of the Jews of Paris, Alsace, and Lorraine to the National Assembly, January 28, 1790," 107-9
5. Samuel Smiles, "Self-Help and Thrift," 141-3, and Robert Owen, "A New View of Society," 143-6
6. William Woodsworth, "Tables Turned," 149-50, Johann Wolfgang von Goethe, "Faust," 151-2
7. Klemens von Metternich, "The Odious Ideas of the Philosophes," 155-6, and Joseph de Maistre, "Essay on the Generative Principle of Political Constitutions," 156-7
8. Ernst Moritz Arndt, "The War of Liberation," 160-1, and Giuseppe Mazzini, "Young Italy," 161-3
9. Houston Stewart Chamberlain, "The Importance of Race," 214-15, and Pan-German League, "'There are Dominant Races and Subordinate Races'," 216
10. Joseph Chamberlain, "The British Empire: Colonial Commerce and 'The White Man's Burden'," 232-4, Karl Pearson, "Social Darwinism: Imperialism Justified by Nature," 234-6
11. Heinrich von Treitschke, "The Greatness of War," 277-8, and Henri Massis and Alfred de Tarde, "The Young People of Today," 279-80
12. Stefan Zweig, "Vienna: 'The Rushing Feeling of Fraternity'," 284-6, and Bertrand Russell, "London: 'Average Men and Women Were Delighted at the Prospect of War'," 287-8
13. Naomi Loughnan, "Genteel Women in the Factories," 293-5, Magda Trott, "Opposition to Female Employment," 295-6
14. A. O. Avdienko, "The Cult of Stalin," 324-5, and Yevgeny Yevtushenko, "Literature as Propaganda," 325-6
15. Max Cohen, "I Was One of the Unemployed," 337-40, and Heinrich Hauser, "With Germany's Unemployed," 340-3
16. Louis P. Lochner, "Book Burning," 353-4, and Joseph Roth, "'The Auto-Da-Fe of the Mind'," 354-6
17. Hertha Nathorff, "A German-Jewish Doctor's Diary," 357-9, and Marta Appel, "Memoirs of a German-Jewish Woman," 359-61
18. William L. Shirer, "Berlin Diary," pp. 373-4, and Stefan Zweig, "The World of Yesterday," 376-7

Research paper (due June 22)

What is required? You'll analyze any one of the historical figures in the list below. The paper must be at least six pages of double-spaced text (approximately 1550 words) and must be based on at least five sources.

What sources do I use? One of your five or more sources **must** be the reading(s) from your Sources book indicated beside the name of the person you choose to write about from the list below. Especially if your Sources reading(s) is (are) short, you should try to consult the original book(s) or document(s) from which your reading(s) was (were) taken. Those original books and documents are noted in the "Credits" section of your Sources book (pp. 525-31). Any original book or document you consult counts as one of your five or more sources. Your other sources should be good scholarly articles and/or books. You can use your *Western Civilization* textbook as a source if it contains information on your historical person. Book biographies of your person are very good sources; general histories of the country and time period your person lived in may also have useful information on her or him. **Do not use encyclopaedias, especially Wikipedia, and do not use websites.** Scholarly journals found online are not considered websites; you can use 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 if you can't find enough sources on your own, ask one of the librarians. 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 specific page numbers to indicate the exact pages you drew information from for the sentence(s) leading up to your footnote or endnote number. **IT'S NOT O.K. to include the pages of an entire journal article or book chapter in a footnote or endnote.** If you do, you'll be penalized! To compile your footnotes or endnotes, you must follow the examples in the relevant section of the History Student's Handbook (available free at hist.ucalgary.ca -- click on "Essay Guide" on the left).

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. Your paper should have at least 13 footnotes or endnotes.

What should my paper focus on? The paper should not be merely descriptive; nor should it provide needless detail or trivia about your person's life. Rather, it should address the following question: What was his or her historical importance – how did he or she impact his or her society or the world? Depending on your person, you may also wish to address this question: What can

we learn about his or her society from his or her life – how did he or she reflect his or her society? In discussing your person’s historical impact, concentrate on his or her immediate impact rather than his or her long-term impact; it is alright to briefly discuss his or her impact on today’s Europe or on today’s western civilization (if he or she had such an impact), but do not devote too much attention to this “modern” impact, and do not exaggerate it.

What approach should I take? Generally, the paper should make an argument about the person’s historical significance. 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 your paper’s main points support your argument.

How do I use the Sources book reading(s) as a source? Your *Sources* book reading(s) should be a major source for your paper. Roughly a quarter of your paper – but not much more than that – should be an analysis of your *Sources* reading(s), and your paper must have footnotes or endnotes referring to that (those) *Sources* reading(s). It is up to you where you place that analysis in your paper, but try to fit it smoothly into the story of your person’s life. In other words, do not just tack it onto the end of your paper or throw it in the middle in a way that does not make sense to your paper as a whole. Your analysis of the *Sources* reading(s) should address at least most of the following questions: How does (do) my *Sources* reading(s) relate to my person’s historical importance? What is the main argument and what are the main points in this reading or these readings? How does my historical figure support that argument or those points? What was her or his agenda in this writing or speech – what did she or he hope to accomplish?

How many quotations should I have? 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. Matter-of-fact information and plain statements and sentences from your sources should be paraphrased in your own words.

How do I use quotations? Short quotations (up to two sentences long) 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. Such longer block quotes must not be enclosed with quotation marks. All quotations should 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). For example:

In his *Reflections on the Revolution in France*, the conservative thinker Edmund Burke declared, “You [revolutionaries] chose to act as if you had never been molded into civil

society.”¹

Speaking to a closed session of the twentieth Party Congress on February 25, 1956, Nikita Khrushchev, first secretary of the Soviet Communist Party, criticized Stalin for his “extreme methods and mass repressions” and for persecuting innocent party members.²

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. See the above examples.

Where do I go for help? I'm willing to assist you at any stage of the process – from researching to writing. I would even be happy to look at an outline or a rough draft of your paper before the due date.

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

Following is the list of historical figures for the paper and the accompanying *Sources* book reading(s) you must analyze as part of your paper. CHOOSE ANY ONE. Remember that you must consult at least five sources for your paper, not just the *Sources* book reading(s) shown beside your person's name. To help you decide who you wish to write on, see the brief summaries of each person before each *Sources* book reading.

The Renaissance and the Rise of Modernity

- 1.) Pico della Mirandola, “Oration on the Dignity of Man,” 8-9.
- 2.) Niccolo Machiavelli, “The Prince,” 10-13.

The Reformation

- 3.) Martin Luther, “On Papal Power, Justification by Faith, the Interpretation of the Bible, and the Nature of the Clergy,” 15-17.

Early Political Thought

- 4.) Thomas Hobbes, “Leviathan,” 21-2.

The Scientific Revolution

- 5.) Nicolaus Copernicus, “On the Revolutions of the Heavenly Spheres,” 30-1.
- 6.) Galileo Galilei, “Letter to the Grand Duchess Christina and Dialogue Concerning the Two Chief World Systems – Ptolemaic and Copernican,” 34-7.
- 7.) Francis Bacon, “Attack on Authority and Advocacy of Experimental Science,” 39-40.
- 8.) Rene Descartes, “Discourse on Method,” 44-6.
- 9.) Isaac Newton, “Principia Mathematica,” 47-9.

The Enlightenment

- 10.) Immanuel Kant, "What is Enlightenment?" 52-3.
- 11.) John Locke, "Second Treatise on Government," 54-6, "Essay Concerning Human Understanding," 65-6.
- 12.) Voltaire, "A Plea for Tolerance and Reason," 58-61, and "Candide," 80-2.
- 13.) Jean Jacques Rousseau, "The Social Contract," 71-4.
- 14.) Denis Diderot, "Encyclopedia," 68-70, "Encyclopedia: 'Men and Their Liberty Are Not Objects of Commerce,'" 78, and "Supplement to the Voyage of Bouganville," 83-6.
- 15.) Marquis de Condorcet, "Progress of the Human Mind," 87-9.
- 16.) Montesquieu, "The Persian Letters," 86-7.

The Age of the French Revolution

- 17.) Alexis de Tocqueville, "Critique of the Old Regime," 98-9, and "The June Days," 168-9.
- 18.) Mary Wollstonecraft, "A Vindication of the Rights of Woman," 102-5.
- 19.) Maximilien Robespierre, "Republic of Virtue," 110-11.
- 20.) Napoleon Bonaparte, "Leader, General, Tyrant, Reformer," 117-21.

The Industrial Revolution

- 21.) Adam Smith, "The Division of Labor," 127-8, and "The Wealth of Nations," 129-30.
- 22.) Thomas Malthus, "On the Principle of Population," 130-2.

Romanticism, Reaction, and Revolution

- 23.) William Blake, "Milton," 150-1.
- 24.) Edmund Burke, "Reflections on the Revolution in France," 153-5.
- 25.) Flora Tristan, "'Workers, Your Condition is Miserable and Distressing,'" 165-8.

Thought and Culture in the Era of Science and Industry

- 26.) Henrik Ibsen, "A Doll's House," 174-8.
- 27.) Charles Darwin, "Natural Selection," 179-83.
- 28.) Karl Marx, "Communist Manifesto," 184-9.
- 29.) Herbert Spencer, "The Man Versus the State," 191-2.
- 30.) John Stuart Mill, "On Liberty," 158-9, and "The Subjection of Women," 204-6.

Politics and Society, 1845-1914

- 31.) William Booth, "In Darkest England," 198-200.
- 32.) Emmeline Pankhurst, "Why We Are Militant," 207-9.

The New Imperialism

- 33.) Cecil Rhodes, "Confession of Faith," 231-2.

Modern Consciousness

- 34.) Fyodor Dostoyevsky, "Notes from Underground," 256-9.
- 35.) Sigmund Freud, "A Note on the Unconscious in Psychoanalysis and Civilization and Its Discontents," 265-7, and "A Legacy of Embitterment," 308-10.

The Great War and Its Aftermath

- 36.) Woodrow Wilson, "The Idealistic View," 297-9.
- 37.) V.I. Lenin, "The Call to Power," 304.

Totalitarianism

- 38.) Joseph Stalin, "The Hard Line," 315-16.
- 39.) Nikita Khrushchev, "Khrushchev's Secret Speech," 327-9, and "Report to the Twentieth Party Congress," 447-8.
- 40.) Benito Mussolini, "Fascist Doctrines," 335-7.
- 41.) Adolf Hitler, "Mein Kampf," 344-8, and "'Poland Will Be Depopulated and Settled with Germans,'" 383-4.
- 42.) Thomas Mann, "An Appeal to Reason," 349-50.

World War Two

- 43.) Neville Chamberlain, "In Defence of Appeasement," 379-80.
- 44.) Winston Churchill, "'A Disaster of the First Magnitude,'" 380-2, and "'Blood, Toil, Tears, and Sweat,'" 388-90.
- 45.) Albert Camus, "I am Fighting You Because Your Logic is as Criminal as Your Heart," 408-9.

The Post-World War Two Era

- 46.) Mikhail Gorbachev, "Perestroika," 468-70.

Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, 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, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

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. 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 coursepack 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 (SS 656). 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*, 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:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) 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.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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 www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

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.

Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: <http://www.ucalgary.ca/secretariat/privacy>

Emergency Evacuation Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

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>

Spring/Summer 2016