Faculty of Arts
Department of History
Course Outline
Winter 2023

HTST 200 L01
Events and Ideas that Changed the World: Empires

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
TA: Gorata Sello
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Class Room Location, Days and Times: ST 140, MWF 10:00 – 10:50
Course Delivery: In-Person

Description
This is an introductory course designed for non-history majors.[1] For hundreds of years, empires were the major political, economic, and social structure of human civilizations. Recently, there has been a renewed interest in empires as the effects of colonization and globalism are analyzed and discussed. We will examine four empires – Persian (Achaemenid), Tang, Abbasid, and Ottoman – to gain some understanding of the aspects of empire, how and why empires rose and fell, and the relevance of "empire" for understanding contemporary phenomenon.

Learning Outcomes
At the end of the course, successful students should be able to:
1. Describe, with complexity and nuance, the different forms of empire and imperialism.
2. Explain the various political, social, and ideological strategies associated with development and decline of different empires.
3. Compare cross-culturally different expressions of empire.
4. Comprehend and evaluate secondary sources in terms of argumentation and content.
5. Demonstrate improved listening and note-taking skills.
6. Demonstrate improved analytical and critical thinking skills.

Reading Material
All reading and video resources for this course are available through D2L (at no cost to students) and are accessed (in terms of links) 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 for the course is approximately 25 pages a week. The videos provide general background information for each empire under discussion.

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[1] History 200 cannot be counted toward the program requirements of the history major or minor.

Assessment

Method	Due Date	Weight	Learning Outcome
Module Exam #1	January 30	15%	1, 2, 4, 5, 6
Module Exam #2	February 27	15 %	1, 2, 3, 4, 5, 6
Module Exam #3	March 20	20%	1, 2, 3, 4, 5, 6
Module Exam #4	Registrar TBA	20%	1, 2, 3, 4, 5, 6
Reading Quizzes	See Schedule Below	30%	4

Grading Policies
All exams, and quizzes will be given a weighted point value that will be indicated on D2L. This point value can be converted to a percentage mark and the corresponding letter grade (see the History 200 Grading System below). The D2L gradebook will provide the percentage and letter grade for the course for your convenience. The Grading System for History 200 is different from the standard Grading System used in the History Department. Exams, and quizzes that are not submitted will receive a zero grade. Final marks will **NOT** be rounded up (i.e., 94.99 is an A not a A+).

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

If students have questions about the evaluation of exams, or quizzes, please contact Dr. Anne Moore, the instructor.

Details on Methods of Assessment
Exams: Each of the first three modules concludes with an exam which will cover the reading material, basic comprehension of the videos and the lecture material. The exams will be available through D2L and will be comprised of 50 randomized questions drawn from a question pool. The exams will be 50 minutes in length with a grace period of 5 minutes (that will not show on the D2L clock). The exams will be available over a 24 hour period (from 10:00 a.m. to 10:00 a.m.) beginning on the designated date. Remember to give yourself enough time to complete the exam before the designated period ends.

The final exam will be scheduled by the Registrar during the exam period (April 15-26). The exam will be comprised of 60 randomized questions drawn from question banks. This exam will be 60 minutes (with a grace period of 5 minutes) given electronically via D2L. The final exam will be available for a shorter period of time (i.e., 4 hours). More information will be available during the class.

These exams will include a possible combination of multiple-choice, true-false, multi-select, and matching questions.

If students encounter difficulties with D2L, they are asked to take a screen shot and contact the instructor by email as soon as possible.

Reading Quizzes: For most of the assignment readings, there will be a quiz designed to test students' comprehension of the reading. The schedule for the quizzes is listed below. The quizzes will be on D2L and will be available from 10:00 a.m. on the scheduled day to 10:00 a.m. on following day. The quizzes will comprise 10-15 randomized multiple-choice questions (number indicated on D2L) drawn from question banks. The exam will be 15-20 minutes in length (details will be indicated on D2L) The lowest two scores will be dropped.

Academic Integrity Statement
The on-line exams are **NOT** collaborative **NOR** open-book; they are written with the assumption that the student will draw upon their understanding and synthesis of the material presented in the readings, videos and in the lectures.

Learning Technologies Requirements
The D2L site for this course is pivotal because it will be the site for exams and quizzes (see D2L.ucalgary.ca) If you are unfamiliar with D2L see the following (https://elearn.ucalgary.ca/getting-started-with-d2l-students/). We will use D2L as a way to keep students informed about the class and other activities; so please consult it on a regular basis. The instructor 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	Introduction to Course and Empires: Readings; "Are Empires Always Bad?" "Imperial Trajectories"	**Practice Quizzes on Readings by Pennock et al and Burbank. Available from January 9-23**
2	Jan 16-20	Achaemenid Empire Video: *Birth of a Nation*	
3	Jan 23-27	Achaemenid Empire: Readings: "The Achaemenid Persian Empire: From Medes to Alexander" "From the Mediterranean to the Indus Valley."	**Reading Quiz #1 on Walters- Jan 23** **Reading Quiz #2 on Briant - Jan 27**
4	Jan 30-Feb 3	Tang Dynasty Video: *The Story of China with Michael Wood*	**Module Exam #1 (Empires and Achaemenids): Jan 30** **No Class**
5	Feb 6-10	Tang Dynasty: Reading: "Cities and Urban Life"	**Reading Quiz #3 on Benn – Feb 6**
6	Feb 13-17	Tang Dynasty: Reading: "Memorials and Essays: Political Protest in Late Medieval China"	**Reading Quiz #4 on McMullen- Feb 13**
7	Feb 20-25	Reading Week: No Classes	
8	Feb 27 – Mar 3	Abbasid Caliphate Video: *Abbasid Caliphate*	**Module Exam #2 (Tang Dynasty) – Feb 27** **No Class**
9	March 6-10	Abbasid Caliphate Reading: "The Lifeblood of the Empire: Trade and Traders in the Abbasid Age"	**Reading Quiz #5 on Bennison – Mar 6**
10	March 13-17	Abbasid Caliphate Reading: "The Public Role of Dhimmis During Abbasid Times"	**Reading Quiz #6 on Sirry – March 13**

11	March 20-24	Ottoman Empire Video: "The Ottomans: Europe's Muslim Emperors – Episode 1"	**Module Exam #3 – March 20 No Class**
12	March 27-31	Ottoman Empire Reading: "Introducing the Ottoman Empire" – No Quiz attached. "Scholars in Mehmed II's Nascent Imperial Bureaucracy"	**Reading Quiz #7 on Atcil's on Scholars in Mehmed– March 27**
13	April 3-7	Ottoman Empire Reading: "Peasant Protest in Late Ottoman Empire"	**Reading Quiz #8 on Aytekin– April 3 No Class on April 7 Good Friday**
14	April 10-12	Ottoman Empire	**No Class on April 10 Easter Monday**

Module Exam #4 will be scheduled by the Registrar between April 15-26.

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is approved by the History Department faculty for use **only in History 200**. Please note, it is different from the standard grading system used by the History Department. Final marks **will not** be rounded up (i.e., if you get a 79.97, it's a B, not a B+).

Percentage	Letter Grade	Grade Point Value	Description
95-100	A+	4.00	Outstanding performance
90-95	A	4.00	Excellent performance
85-90	A-	3.70	Approaching excellent performance
80-85	B+	3.30	Exceeding good performance
75-80	B	3.00	Good performance
70-75	B-	2.70	Approaching good performance
65-70	C+	2.30	Exceeding satisfactory performance
60-65	C	2.00	Satisfactory performance
55-60	C-	1.70	Approaching satisfactory performance.
53-55	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-53	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Writing

All written assignments 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

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