



Department of History

HTST 201 L01 The History of Europe Fall 2022

Instructor: Dr. GR Wilkinson

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Office Hours and Location/Method: Th 2.00-3.00pm SS646/In person

Class Room Location, Days and Times: ES 162 T/Th 12.30-1.45pm

Course Delivery: In person

Description

This course will act as an introduction to the History of Europe and to the practice of History as a discipline. The time period of the course is from the ancient period to start of the twentieth century and will encompass diverse aspects of historical enquiry that will provide a range of historical styles and concentrations. Thus, we will be looking at social, cultural, political, military, gender, material, art, intellectual, and economic histories. Our particular themes will illustrate the changes and inclusions that have generated the rise and relative fall of European hegemony.

Learning Outcomes

The objective of this course is to encourage students to see the development of European history over time, to understand the importance of historical chronology, and to see the power of ideas in motivating people. Students are also encouraged to view history from the multifarious perspectives of social, cultural, intellectual, military, and gender perspectives among others, in order to see that historical enquiry is complex and challenging, as well as exciting and enticing. Students will be encouraged to see the world historically and with an historical context in mind.

Reading Material

Lynn Hunt, et. al. *The Making of the West: Peoples and Cultures*, 2019 (MotW)

Assessment

Method	Due Date	Weight
Primary Source Analysis	Oct 20, 2022	25%
Mid-Term Examination	Nov 3, 2022	25%
Final Examination	Registrar Scheduled	30%
Weekly Quizzes	Weekly	20% (10 @ 2% each)

Grading Policies

Grades will follow the Department grading system. If there is a question about a particular grade, students should discuss it with the person who graded it in the first instance. Extensions should be requested well before the assignment is due if possible.

Details on Methods of Assessment

The assignments in the course are designed to balance between written work and examinations. Assignments will build upon each other so that the skills developed in one assignment will be employed in the next. Students must NOT book holidays or employment opportunities in the expectation of having an early examination.

Primary Document Analysis

Students will be given a range of primary documents and asked to answer questions in order to demonstrate understanding of the important role of these documents. Length is to be 5-6 pages. **Date: Oct 20**

Value: 25%

Mid-term Examination

Mid-term examination will cover material discussed in the lectures and the readings. It will consist of single-word answers and short-answer questions.

Date: Nov 3

Value: 25%

Final Examination

The final examination will build upon the elements in the midterm, and it will include an essay component. Students will be able to concentrate on essay topics of their choice.

Date: Scheduled by the Registrar

Value: 30%

Weekly Quizzes

These quizzes will be a mixture of fill in the blank, multiple choice, True or False questions taken from the readings and lectures each week. There will be 12 quizzes and the best 10 will be graded. Each one will be worth 2% and will be posted every Friday on D2L for you to complete within 24 hours.

Date: Weekly

Value: 20%

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

Inclusiveness, Accommodation, Privacy, and Conduct

We are 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 must 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 fellow 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 share 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

Date	Topic & Reading	Important Dates
Week 1: Sept 6-8	Introduction to the Course Reading: None	
Week 2: Sept 13-15	Early Western Civilization and the Near East Reading: <i>MotW</i> , Chapters 1 and 2	
Week 3: Sept 20-22	The Greeks Reading: <i>MotW</i> , Chapters 3 and 4	
Week 4: Sept 27-29	The Romans Reading: <i>MotW</i> , Chapters 5 and 6	
Week 5: Oct 4-6	The Heirs of Rome Reading: <i>MotW</i> , Chapters 7 and 8	
Week 6: Oct 11-13	Fragmentation and Commerce Reading: <i>MotW</i> , Chapters 9 and 10	
Week 7: Oct 18-20	The Middle Ages Reading: <i>MotW</i> , Chapters 11 and 12	Oct 20, Primary

		Source Analysis
Week 8: Oct 25-27	Renaissance and Reformation Reading: <i>MotW</i> , Chapters 13 and 14	
Week 9: Nov 1-3	Wars, Disorder, and the Search for Order Reading: <i>MotW</i> , Chapters 15 and 16	Mid-Term Examination November 3
Week 10: Nov 8-10	Reading Week (no classes)	
Week 11: Nov 15-17	The Atlantic System and Enlightenment Reading: <i>MotW</i> , Chapters 17 and 18	
Week 12: Nov 22-24	Revolution and Napoleon Reading: <i>MotW</i> , Chapters 19 and 20	
Week 13: Nov 29-Dec 1	Industrialization and Nationalism Reading: <i>MotW</i> , Chapters 21 and 22	
Week 14: Dec 6	Empire, Modernity, War Reading: <i>MotW</i> , Chapters 23 and 24	

Final Exam to be scheduled by registrar during exam period (Dec 10-21)

**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

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