



## Department of History

HTST 376  
History of Death in Western Culture  
Winter 2022

**Instructor:** Dr. Anne Moore

**Email:** [amoore@ucalgary.ca](mailto:amoore@ucalgary.ca), if I do not respond in 24 hours, please send again.

**Office Hours and Location/Method:** MWF 11:00-12:30 MW 2:00-3:00 SS 604 in person or email for Zoom appointment.

**Class Room Location, Days and Times:** PF 110 MWF 1:00 – 1:50 pm

**Course Delivery:** In person

### Description

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

### Learning Outcomes

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

### Reading Material

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

### Assessment

Method	Due Date	Weight	Learning Outcome
Précis	Mon, February 7	15 %	1, 2, 5
Research Topic & Socio-Historical Background	Mon. February 14	15 %	1, 3, 5
Research Question, Approach & Annotated Bibliography	Mon. March 14	20 %	1, 2, 3, 5
Research Essay	Mon. April 11	30 %	1, 2, 3, 4, 5
Persuall Annotations	Throughout the Term (see schedule below)	20 %	3

### Grading Policies

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

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

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

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

### Details on Methods of Assessment

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

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

<https://library.ucalgary.ca/c.php?g=664585&p=4671794>

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

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

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

**Précis:** The purpose of a précis is to develop the necessary skills of comprehension and synthesis required in the incorporation of secondary source into research projects. The précis is a summary of the thesis and argumentation of an article. Students will select from the following assigned articles for the course; these are the articles written by Hope, Gee, Grig, Spera, Kreiner, or Barbiera.

There will be specific guidelines available on D2L for this assignment. The précis will be 4 pages double-spaced adhering to the most recent version of the Chicago Manual of Style and will be submitted via dropbox on D2L.

**Research Topic & Context:** Students will provide a brief one-page description of the topic they

wish to research and another two-page description of the relevant socio-historical context in terms of historical period, geographical area or culture (i.e, nation or state or Early New England), religion, social class and primary source(s). Guidelines will be provided on D2L and the assignment will be submitted on D2L via dropbox.

Research Question, Approach and Annotation Bibliography: Students will provide a two- page written explanation of their guiding research question and their specific approach, heuristic category or method of analysis and an annotated bibliography of 1-2 primary sources and 6 secondary sources. The most recent version of the Chicago Manual of Style is to be followed. Guidelines will be posted on D2L and the assignment will be submitted on D2L via dropbox.

Research Essay: Students will submit a thesis-style essay of 6 – 8 (double-spaced) with footnotes and bibliography adhering to the most recent version of the Chicago Manual of Style. This essay will be based on the research question and preliminary bibliography developed earlier in the course. The essay will be submitted via dropbox on D2L.

Perusall Annotations: Students will be required to log into our course on Perusall.com to annotate/explain specific primary source material. This will be indicated on D2L as part of the course schedule and there will be a set of questions to stimulate discussion. Students will receive 4% for 5-7 thoughtful posts or responses to other students' comment. Thoughtful posts or responses arise out of a close reading of the primary source with augmented insights from the course readings.

### **Academic Integrity Statement**

Collaboration in terms of clarifying one's comprehension of the primary and secondary sources and stimulating intellectual conversation is encouraged. In terms of the précis, and research paper, students must submit their own written work based on their own research and analysis.

### **Learning Technologies Requirements**

For this course, students should be acquainted with D2L and Perusall.

All of the required course readings, instructions for assignments, and rubrics will be through the D2L Course Home.

If you are unfamiliar with D2L: <https://elearn.ucalgary.ca/d2l-getting-started/>

In terms of Perusall, there is a link under the content tab in D2L. For more information:

<https://support.perusall.com/hc/en-us/categories/360002173133-Students>

If you wish to have Zoom meetings, I can set these up and send you the necessary meeting information. See,

<https://elearn.ucalgary.ca/getting-started-with-zoom/>

In order to successfully engage in their learning experiences at the University of Calgary, 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 (aspects of D2L seem to work better with Google Chrome); a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled and one should have a broadband internet connection. Microsoft word is the preferred software for written assignments.

### **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.

As is apparent from the topic of the course, there may be topics that are triggering for some students. I suggest you check the schedule below, scan the readings and then speak to me about appropriate accommodations.

### Schedule

Date	Topic & Reading	Important Dates
Jan 10 -14	Looking at Death Culturally: Reading: Nicholas Marshall on D2L	
Jan 17 - 21	Romans: Corpses, Ancestors and Rituals Readings on D2L Hope, “Contempt and Respect” and Gee, “From Corpse to Ancestor”	
Jan 24 - 28	Romans: Corpses, Ancestors and Rituals Readings on D2L: Hope, “A Sense of Grief”	
Jan 31 - Feb 4	Christianity: Cult to Theology Readings on D2L: Gonzalez, “The Christian Cult of the Dead” and Grig “Portraits, Pontiffs and Christianization”	
Feb 7 - 11	Christianity: Cult to Theology Readings in D2L: Spera “The Christianization of Space” and Burns and Jensen, “The Ending of Christian Life.” Augustine “On the Care to be Had for the Dead.” On Persuall	<b>Précis Due: Monday, February 7<sup>th</sup></b> Persuall Discussion on Wednesday February 9th.

Feb 14 - 18	Early Medieval Period Readings on D2L: Kreiner “Autopsies and Philosophies;” Barbiera “Buried Together, Buried Alone” and Finney “The Rise of Gehenna.” Rytting on Perusall	<b>Research Topic and Socio-Historical Context Due: Monday February 14<sup>th</sup></b> Persuall Discussion on Wednesday February 16 <sup>th</sup>
Feb 21 - 25	Term Break, no lectures	
Feb 28 – Mar 4	Early Medieval Period Readings on D2L Craig-Atkins, “Charnel Practices” and Oosterwijk, “This Worlde is but a Pilgrimage.”	
Mar 7 - 11	Liminality and Death Readings on D2L Simpson, “Repentant Soul” and Polina, “Moving Between Life and Death.” Byland Abby Ghosts on Persuall	Persuall Discussion on Wednesday March 9 <sup>th</sup>
Mar 14 - 18	Graveyards to Cemeteries Readings on D2L King “Separated by Death and Color” and Thorsheim “The Corpse in the Garden.”	<b>Research Question, Approach and Annotated Bibliography Due: Monday March 14<sup>th</sup>.</b>
Mar 21 - 25	Mourning Culture – Victorians Readings on D2L Lutz, “The Dead Still Among Us” and Cadwallader, “Spirit Photography.” Kaplan Youtube on Persuall	Persuall Discussion on Wednesday March 23 <sup>th</sup>
March 28 – Apr 1	Homes to Funeral Homes Readings on D2L Laderman, “From House Calls to Funeral Homes.”	
Apr 4 – 8	War Commemoration Readings on D2L Scates, “In Gallipoli’s Shadow” Unknown Soldier on Youtube on Persuall	Persuall Discussion on Wednesday April 6 <sup>th</sup>
Apr 11	Death and Pandemics	<b>Research Essay Due: Monday April 11<sup>th</sup>.</b>

**There is no registrar-scheduled final exam.**

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF  
HISTORY COURSE OUTLINES**

**Departmental Grading System**

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

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.

**Program Advising and Student Information Resources**

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

*Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.*

**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**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

## **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**

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

### ***Media Recording for the Assessment of Student Learning***

The instructor may use media recordings as part of the assessment of students, by prior arrangement. 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.

### **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 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

**Department of History Twitter @ucalgaryhist**

*Winter 2022 (in-person)*