



**UNIVERSITY OF
CALGARY**

Department of History

HTST 427-01:

Ideas and Events that Shaped Modern Europe

Fall 2021

Instructor: Dr. Glenn Wilkinson

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Office Hours and Location/Method: TTh 11.00am-12.00pm, SS 646 In Person

Class Room Location, Days and Times: MS 319, TTh 9.30-10.45am

Course Delivery: In person

Description

This course will cover aspects of the important ideas and their effects on nineteenth-century Europe. Topics will include a historical study of romanticism, liberalism, nationalism, socialism, Darwin and Darwinism, the rediscovery of the 'irrational', the rise of the social sciences, modernism/modernity, and literary and artistic alienation. This course will examine the 'isms' but it will also go beyond them to search for social, cultural, and intellectual meanings of what it meant to be 'modern' in the nineteenth century.

Learning Outcomes

The objectives of this course include: the understanding of European imaginations and the profound changes new ideas and inventions had on their perceptions, attitudes, and world views; the development of critical thinking; the writing of history research papers; and fostering the ability to understand the purpose and importance of historical enquiry.

Reading Material

The following books are required to read and are available in the Bookstore for purchase. Any other form of acquisition is acceptable (renting, eBook, library etc.)

1. Robin Winks, *Europe and the Making of Modernity, 1815-1914*
2. Hannu Salmi, *Nineteenth Century Europe: A Cultural History*

Assessment

Method	Due Date	Weight
Outline and Bibliography	October 7, 2021	20%
Draft/Status Report	November 18, 2021	20%
Term Paper	Dec 7, 2021	50%
Weekly Quizzes	Weekly	10%

Grading Policies

Grades will be assigned a letter grade and 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.

Outline and Annotated Bibliography

Students will create an outline for the major project that is at least one full page in length. The outline should state your thesis (what you plan to prove or the question you wish to answer) and how you wish to organise your work. The bibliography should consist of at least 10 sources (books, journal articles and academically-based web sites) with a paragraph explaining how and why you plan to use the source. You should also state the manner in which you plan to construct your project. The more information you give me the more marks I can give you. This is not a contract – you can change your topic or approach before you write your essay. *Please note that encyclopaedia (including Wikipedia) and non-scholarly websites are not appropriate resources for post-secondary level work.*

Due: October 7

Value: 20%

Draft Paper/Status Report

Students will be expected to submit a draft/status report of their final paper. Details of the makeup and expectations will be posted and discussed in class.

Date: November 18

Value: 20%

Term Paper

Papers can cover any aspect of the course but should address the themes discussed in the lectures and the readings. The length of the paper to be 15-20 pages double-spaced. Your essay must use proper citation methods, as mentioned in the [The History Student's Handbook](#), and have a clear thesis.

Due: December 7

Value: 50%

Weekly Quizzes

Students will be asked questions of the lectures and readings in a very brief quiz every week to cover material examined the week before in lectures and readings. There will be 12 quizzes and the best 10 scores will count.

Date: Weekly

Value: 10%

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 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 7-9	Introductions and What is an Idea? Readings: Winks, Introduction; Salmi, Introduction	
Week 2: Sept 14-16	Revolution and Romanticism Readings: Winks, Chapters 1 and 2	

Week 3: Sept 21-23	Ideas and Ideologies Readings: Winks, Chapter 5; Salmi, Chapter 4	
Week 4: Sept 28-Oct 2	Industrialization Readings: Chapter 3; Salmi, Chapters 2	
Week 5: Oct 5-7	Culture and Consumption Readings: Winks, Chapter 4; Salmi, Chapter 6	Outline and Bibliography
Week 6: Oct 13-14	Darwin and Darwinism Readings: Winks, Chapter 8	
Week 7: Oct 19-21	Urbanization Readings: Winks, Chapter 4 (cont'd)	
Week 8: Oct 26-28	The State Readings: Winks, Chapter 7	
Week 9: Nov 2-4	Imperialism Readings: Winks, Chapter 9; Salmi, Chapter 8	
Week 10: Nov 8-12	Term Break, no classes	
Week 11: Nov 16-18	Modernism Readings: Winks, Chapter 10; Salmi, Chapter 3 and 9	Draft/Status
Week 12: Nov 23-25	Work and Leisure Readings: Salmi, Chapter 5	
Week 13: Nov 30-Dec 2	Cinematic Time Readings: Salmi, Chapter 7	Term Paper
Week 14: Dec 7-9	Things to Come Readings: Winks, Chapter 11; Salmi, Chapter 10	

There will be no Final Exam in this course.

**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 time table. 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 U of C Student Academic Misconduct [Policy](#) and [Procedure](#) 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

Fall 2021 (in-person)