



Department of History



HTST 485 World War II Fall Semester 2021

Instructor: Alexander Hill

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Course Delivery: In person (the course may be switched by the University to online either temporarily or for the remainder of the course if dictated by circumstances related to Covid). **MASKS are COMPULSORY in class – students will be asked to leave if they are not wearing a mask.**

Office Hours and communication: Zoom office hours Monday 10:30-11:00 and Wednesday 11:00-11:30 (link and password to be posted on D2L News prior to each office hour) or by appointment.

Class Time: MWF 13:00-13:50

Location: AD 140

TA: Carter Brust

TA email: carter.brust1@ucalgary.ca

TA office hours: TBA

COLOUR KEY: To DO; TO READ; TO WATCH

COURSE DESCRIPTION:

This course is concerned with the road to and course of the Second World War. The lectures for this course will typically deal with subject matter in chronological sequence, stopping to focus on particular themes such as the war at sea or the war in the air. Although particular focus will be placed on the European theatre, the overall aim is to highlight the war as being a global war and to highlight the interconnectedness of the different theatres of the war.

COURSE OUTCOMES:

At the end of the course, students should:

Be able to identify key events and battles, individuals, groups and processes in the course and outcome of the Second World War

Have gained a broad understanding of cause and consequence, change and continuity and similarity and difference for the period of the Second World War

Be familiar with and critical towards a range of source materials used by historians in understanding the past and in particular the Second World War

Be able to construct a historical argument by analyzing and interpreting a variety of relevant secondary sources

Have gained a critical appreciation for the manner in which elements of the Second World War have been presented in selected movies

Be able to present their historical argument in a systematic and coherent manner in written form

READING:

The course textbook is:

Gerhard L. Weinberg, *World War II: A Very Short Introduction* (Oxford: OUP, 2014)

If this book is not available to you through the bookstore, then it can be acquired directly from Oxford University Press, Chapters/Indigo, Amazon and other vendors.

For the purposes of the **final test** it is assumed that students **will have read the above textbook**.

Also required for the course is:

Richard Overy, *The Battle of Britain* (London: Penguin Books, 2010)

This book is required reading for the movie critique assignment (see below, page 4-6)

It is strongly recommended that you also **watch the documentary materials** provided as links and **do the additional reading where possible**. All journal articles listed in this outline as additional (optional) reading are available electronically through the library. The additional reading will not be specifically tested in the quizzes/final test. You are encouraged to use both the textbook and journal articles in the outline in the written assessment for the course, but where the outline asks you to **find research materials** those research materials should be in addition to course texts and those provided in the course outline. The *Battle of Britain* book by Richard Overy is **required reading** for the movie critique assignment.

The library is well stocked with materials on military history, and perhaps particularly so for World War II. For your written work, for which you are being graded not only on what you write but your **research**, make good use of journal articles in particular, many of which are available electronically. Their contents can be searched through a number of journal search engines, one of the best being *Historical Abstracts*, accessible through the library web pages under databases. Footnotes/endnotes in journal articles should prove useful in locating more detailed works, both journal articles and books.

ASSESSMENT:

Fill-in-the-blanks Quiz 1	15 fill-in-the-blank questions to be completed within 50 minutes between 13:00 and 21:00 on Friday 15 October on D2L.	See page 8 of this outline	10% of the final mark
Fill-in-the-blanks Quiz 2	15 fill-in-the-blank questions to be completed within 50 minutes between 13:00 and 21:00 on Friday 5 November on D2L.		10% of the final mark
Movie critique 1 (compulsory) The Battle of Britain (UK, 1969) - https://www.youtube.com/watch?v=svrMTq53fhM	Due Monday 4 October by 9:00 am. Submission to folder on D2L as Word file or pdf.	See page 5-6 of this outline	30% of final mark
Movie critique 2 (optional) The Enemy Below (US, 1957) - https://www.youtube.com/watch?v=ny6oZED1Hm8	Due Wednesday 8 December by 21:00. Submission to folder on D2L as Word file or pdf.		30% of final mark (replaces the mark for Movie critique 1 if higher)
Campaign/battle analysis 1 (compulsory) Choose one of the following topics: From the Phoney War to the Battle of France, September 1939-June 1940 Operation 'Barbarossa' (including 'Operation Typhoon') The War in North Africa, 1940-1943	Due Monday 8 November by 9:00 a.m. Submission on the template provided to folder on D2L as Word file or pdf.	See page 6-7 of this outline	40% of final mark
Campaign/battle analysis 2 (optional) Choose one of the following topics: The War in the Pacific – The Period	Due Wednesday 8 December by 21:00 (in the appropriate drop box on D2L) on		40% of final mark (replaces the mark for Campaign/

of Uninterrupted Japanese Victories Allied Strategic bombing of Germany The Battle of the Atlantic D-Day and Beyond - Operation 'Overlord' to the fall of Paris	<u>the template provided.</u>		battle analysis 1 if higher)
Final test	30 multiple-choice questions covering the whole course, to be completed within 1 hour on D2L between 13:00 and 21:00 on Wednesday 8 December.	See page 8 of this outline	10% of final mark

MOVIE CRITIQUE:

In order to score highly on your **movie critique – presented in the style of a movie review for an academic journal** - you must:

- ***Have watched** and engaged with the movie concerned.
- * **Have analysed the content of the movie** in the light of the historical literature – how is the movie accurate in its portrayal of events in the light of the historical literature, and how is it not?
- ***Support your argument with evidence/examples** – both referencing the movie and the historical literature. **For ANY major assertion relating to the accuracy of the movie portrayal of events you should provide at least one piece of evidence/illustrative material from the historical literature.**
- *Provide evidence/illustrative material for a particular point that should, **ideally** in most cases, take the form of BOTH aggregate data from academic works (e.g. statistical information) and a piece of individual testimony (e.g. from a memoir, interview or opinion in an official source).
- ***Acknowledge sources used in your footnotes**, and all works in your footnotes should be in your bibliography.
- ***Footnote** and **provide a bibliography** in a format accepted in academic historical work (**references should not be embedded in the text**). **For references** there is an essay writing guide that provides guidance at:

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

***In addition to any reading provided in this course outline, students are expected to have found and used AT LEAST THREE academic article-length pieces of academic scholarship (here taken as having referenced sources) IN ADDITION to any materials provided in this course outline. A book chapter or essay may be considered as equivalent to an academic journal article. If more than two chapters or essays are being used from a single book then the book is to count as one source for the purposes of the requirement to find four article-length pieces of academic scholarship.**

For the compulsory movie critique (Critique 1) one aspect of the movie that you might like to critique is the portrayal of the periodization of the Battle of Britain, i.e. its different phases.

For the optional critique (Critique 2) you should certainly consider the extent to which the movie accurately portrays the nature of typical engagements between submarines and escort vessels during the Second World War.

CAMPAIGN/BATTLE ANALYSIS:

For this assignment you will be provided with a template (a Word document) on D2L. PLEASE USE THE TEMPLATE PROVIDED. You are welcome to reformat the template as long as you keep the basic column structure with the final column on the right being for marks. **The analysis involves answering the following questions and providing references to your sources in the boxes provided:**

*Where did the campaign or battle take place? (3 marks available) (Over what geographical areas did the campaign/battle take place? This may have changed over time).

*During what period did the campaign or battle take place? (Is there any debate over this in the historical literature?) (7 marks available) (Whilst answering this question may be straightforward in some instances, in others beginning and end points may be subject to debate in the literature. Where the campaign/battle is typically broken down into phases in the literature, you should indicate that this is the case).

*What were the opposing sides (nationalities)? (5 marks available) (Please consider those powers not only involved in the fighting, but also providing significant support to those engaged in combat).

*What were the strengths of the opposing forces? (10 marks available) (In your answer you should provide information as a minimum for BOTH sides at the beginning and end of your periodization above. Students are required to provide largely statistical material for this answer)

*Who, if anyone, could be deemed to have 'won' the campaign/battle and why?

(15 marks available) (The 'why' part of this question should make up at least 50% of your answer)

*What measurable outcomes were there for the campaign/battle? (15 marks available) (Measurable outcomes are just that – things that can be measured, for example, military and territorial losses).

*What other outcomes were there for the campaign/battle? (15 marks available) (The focus for this answer is on immediate consequences, that may be military, political, economic and so forth).

*What was the significance of the campaign for the wider war (and what debate is there over this in the historical literature)? (15 marks available) (How does this campaign fit into the wider war? Your answer for this question should consider less immediate consequences than for the previous question).

*Bibliography (15 marks available)

You will receive marks for the **quality of your responses**, including the quality, depth and breadth of the material you offer in your answers; **the quality of your sources**; and the **quality and accuracy of your writing and referencing** respectively.

In addition to any reading provided in this outline, students are expected to have found and used AT LEAST FOUR academic article-length pieces of academic scholarship (here taken as having referenced sources). A book chapter or essay may be considered as equivalent to an academic journal article. If more than two chapters or essays are being used from a single book then the book is to count as one source for the purposes of the requirement to find four article-length pieces of academic scholarship or their equivalent.

The maximum number of words per analysis is 1,600 excluding sources and bibliography. The recommended maximum word lengths for each question are just that – a recommended maximum. In some instances, and particularly for the earlier questions, you may not require all of the words up to the recommended maximum, and may use those words later on in the piece of work for the more analytical questions.

In order to pass the course you must have completed BOTH Movie Critique 1 and Campaign/Battle Analysis 1

Penalties

Where applicable, a flat 5% will be deducted for exceeding word limits for a particular question/piece of work (by more than 5%), and you will not gain credit for that material beyond the word limit.

A flat 10% will be deducted for every complete week or part thereof during which work is overdue without prior agreement with the lecturer or due cause (as documented according to university requirements).

Work submitted after 21:00 on Wednesday 8 December will not be accepted and a mark of 0 recorded for that piece of work unless the necessary indication of extenuating circumstances is provided. Failure to take the quizzes during the allotted hours or final test during the time allotted from 1:00 pm on Wednesday 8 December to 21:00 that same day will result in a score of 0 for the test without evidence of extenuating circumstances.

Assistance

If you are struggling with the workload for the course please get in touch with me sooner rather than later, so that we can work together to get you through the course.

FILL-IN-THE-BLANKS QUIZZES – SAMPLE QUESTION:

On 22 June 1941 the German-led Axis launched an invasion of the Soviet Union under the codename _____ .

The correct answer is Barbarossa! The correct answer will be a single word. Capitalizations have to be accurate to score the mark on these questions. There will only be one correct spelling for any words in the blanks with cases of capitalization being clear cut.

If you struggle with capitalization, please remember that the names of countries, people and places are typically capitalized, as are the names of SPECIFIC wars and military operations, e.g. Operation Overlord.

For more information on capitalization see

[Capitals: Help with Capitals // Purdue Writing Lab](#) [Accessed 19 August 2021]

FINAL TEST – MULTIPLE-CHOICE-SAMPLE QUESTION:

'Barbarossa' was the codeword for the German invasion of

- a) France
- b) Norway
- c) The Soviet Union
- d) Poland

The correct answer here is c) The Soviet Union!

COURSE SCHEDULE:

Week 1 – Wednesday 8 September: **Introduction**

Friday 10 September: **Methodology** The methodology lecture is EXTREMELY important for successful completion of the assignments for those who are new to History courses in particular.

Week 2 – Week of Monday 13 September: **The Road to War in Europe, Poland and the Phoney War**

Additional reading: Talbot Charles Imlay, “A Reassessment of Anglo-French Strategy during the Phoney War”, in *English Historical Review*, cxix, 481 (April 2004), pp.333-372.

To watch: <https://www.youtube.com/watch?v=0b4g4ZZNC1E&t=2982s> .

Material from <https://www.youtube.com/watch?v=zHmxmUfekdQ> will be used in class.

Week 3 – Week of Monday 20 September (i.e. Monday, Wednesday and Friday): **The Battle of France** and **The Battle of Britain**

Additional reading: Peter Jackson, “Returning to the Fall of France: Recent Work on the Causes and Consequences of the ‘Strange Defeat’ of 1940”, in *Modern and Contemporary France*, Volume 12, Number 4 (2004), pp.513-536; Eugenia C. Kiesling, “The Fall of France: Lessons from the 1940 Campaign”, in *Defence Studies*, Volume 3, Number 1 (Spring 2003), pp.109-123.

The Battle of Britain – THIS READING IS USEFUL FOR YOUR MOVIE CRITIQUE -

M.P. Barley, “Contributing to its own Defeat: The Luftwaffe and the Battle of Britain”, in *Defence Studies*, Volume 4, Number 3 (Autumn 2004), pp. 387-411

Douglas C Dildy, “The Air Battle for England: The Truth Behind the Failure of the Luftwaffe's Counter-Air Campaign in 1940”, in *Air Power History*, Vol. 63 Issue 2 (Summer 2016), pp27-40

Samir Puri, “The Role of Intelligence in deciding the Battle of Britain”, in *Intelligence & National Security*, Volume 21, Number 3 (June 2006), pp.416-439

To watch: <https://www.youtube.com/watch?v=o2zFMSbc18M> or (longer, but in many senses better) https://www.youtube.com/watch?v=52YOKT_O10U

Week 4 – Week of Monday 27 September: **The War in North Africa and the**

Mediterranean

Additional reading: Lucio Ceva, "The North African Campaign 1940-1943: A Reconsideration", in *The Journal of Strategic Studies*, Volume 13, Number 1 (March 1990) pp.84-104.

Material from <https://www.dailymotion.com/video/x68jmlr> [YOU MAY NEED TO COPY DAILYMOTION LINKS INTO YOUR BROWSER) will be used in class.

Week 5 – Week of Monday 4 October: **Barbarossa**, **Moscow**, **Stalingrad**

Additional reading: Bernd Wegner, "The road to defeat: The German campaigns in Russia 1941–43", in *The Journal of Strategic Studies*, Volume 13, Number 1 (1990), pp. 105-127.

To watch: <https://www.youtube.com/watch?v=6CerdjvePsg&t=152s>. You might also want to watch <https://www.dailymotion.com/video/x68qudk> - a wider overview of the war on the Eastern Front from 1941-1943 (which can be watched instead of the individual documentaries on Barbarossa, Moscow, Stalingrad and Kursk if you are pushed for time! ☺)

<https://www.youtube.com/watch?v=csaCO3DzhQ0> and

Week 6 – Week of Monday 11 October [Monday 11 October is Thanksgiving, so no class that day]: **The Road to Pearl Harbour** [QUIZ 1 – FRIDAY 15 October – 50 minutes during class time onwards to 21:00 on D2L]

Additional reading: Jonathan Parshall, "Reflecting on Fuchida, or "A Tale of Three Woppers", in *Naval War College Review*, Volume 63, Number 2 (Spring 2010), pp.127-138.

To watch: <https://www.youtube.com/watch?v=fWj5Roi-Dxg>

Material from <https://www.dailymotion.com/video/x68jmjg> will be used in class.

Week 7: Week of Monday 18 October **The War in the Air** and **The Battle of the Atlantic**

Additional reading: Kenneth P. Werrell, "The Strategic Bombing of Germany in World War II: Costs and Accomplishments", in *The Journal of American History*, Volume 73, Number 3 (December 1986), pp.702-713.
Marc Milner, "The Battle of the Atlantic", in *The Journal of Strategic Studies*, Volume 13, Number 1 (March 1990), pp.45-66.

Above Us the Waves - THIS READING IS USEFUL FOR THE SECOND (OPTIONAL) MOVIE CRITIQUE: Michele Magnozzi, "One Torpedo, One Ship': An appraisal of Otto Kretschmer's U-boat tactics, 1939–1941", in *The Mariner's Mirror*, 107:2 (2021), pp. 202-215.

To watch:

and <https://www.dailymotion.com/video/x68qud0> ;
https://www.youtube.com/watch?v=5LTBUtm87rU&list=PL3H6z037pboHQz8AfHE1ql_9s4VK55prX&index=8

Week 8 – Week of Monday 25 October **From Kursk to the Dnepr** and **On to Warsaw**

To watch:

https://www.youtube.com/watch?v=y_bjuREfUbU and
<https://www.youtube.com/watch?v=rJAEdLnZsgI>

Week 9 – Week of Monday 1 November: **The Italian Campaign**, **The Road to D-Day**
[Quiz 2 – FRIDAY 5 November – 50 minutes during class time onwards to 21:00 on D2L]

Additional reading: Brian Holden Reid, "The Italian Campaign, 1943-45: A Reappraisal of Allied Generalship", in *The Journal of Strategic Studies*, Volume 13, Number 1 (March 1990), pp.128-161.

Material from

https://www.youtube.com/watch?v=5LTBUtm87rU&list=PL3H6z037pboHQz8AfHE1ql_9s4VK55prX&index=8 will be used in class

Week 10 – READING WEEK

Week 11 – Week of Monday 15 November: **D-Day and the Second Front** and **The Defeat of Nazi Germany – Autumn 1944 – May 1945**

Additional reading: Stephen T. Powers, "The Battle of Normandy: The Lingering Controversy", in *Journal of Military History*, Volume 56, Number 3 (July 1992), pp.455-471; Martin Watts, "Operation Market Garden: Strategic Masterstroke or Battle of the Egos?", in *History*, Volume 98, Issue 330 (April 2013), pp.191-201.

Evan Mawdsley, "Stalin: Victors are not Judged", in the *Journal of Slavic Military Studies*, Volume 19, Number 4 (2006), pp.705-725; Philips O'Brien, "East versus West in the Defeat of Nazi Germany", in *The Journal of Strategic Studies*, Volume 23,

Number 2 (June 2000), pp.89-113.

To watch:

https://www.youtube.com/watch?v=eiEK_1Rqvw8&t=1886s

Material from <https://www.dailymotion.com/video/x68yzix> and <https://www.dailymotion.com/video/x3p7c0i> will be used in class

Week 12 – Week of Monday 22 November – **The Final Solution (the Holocaust)**

Additional reading: David Cesarani, 'Introduction' to David Cesarani (ed.), *The Final Solution: Origin and Implementation* (Abingdon: Routledge, 1994), pp.1-29. This is available as an ebook through the library. Focus on the first half of this piece.

Material from <https://www.dailymotion.com/video/x695nly> will be used in class.

Week 13 – Week of Monday 29 November: **Island Hopping-The Road to the Japanese Home Islands** and **The Bomb I**

Additional reading: Louis Allen, "The Campaigns in Asia and the Pacific", in *The Journal of Strategic Studies*, Volume 13, Number 1 (March 1990), pp.162-192.

To watch: <https://www.youtube.com/watch?v=1w30FkSXYTE> and

Materials from <https://www.dailymotion.com/video/x69bwnz> will be used in class

Week 14 – Week of Monday 6 December [Monday and Wednesday] – **The Bomb II**
[Final test – Wednesday 8 December – 1 hour from class time to 21:00 on D2L]

Materials from <https://www.dailymotion.com/video/x69jdnd> will be used in class

Please note that the above lecture outline is provisional and may be subject to modification.

**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 (i.e. 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 [Note from Alexander Hill – your final percentage score will be rounded up to the nearest whole percentage point before your mark is converted to a letter grade].

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)