



UNIVERSITY OF  
CALGARY

## Department of History

HTST 487

**Brazilian History since 1500**

Winter 2021

**Instructor:** Hendrik Kraay

**Email:** kraay@ucalgary.ca

**Office Hours and Method:** MW 2:00-2:50 pm (Zoom link on D2L)

**Course Delivery:** Online

**Synchronous Class Times:** 1:00-1:50 pm, Wednesdays: January 13, 20, and 27; February 3, 10, and 24; March 3, 10, 17, and 24; April 7 and 14 (D2L access to Zoom link through Communication tab)

**Originally Scheduled Class Times:** MWF, 1:00-1:50 pm

### **Description:**

This course surveys the history of Brazil, Latin America's largest and most populous country, from the beginnings of Portuguese colonization in 1500 to the present. A single-semester course on the history of such a large and diverse country is necessarily selective. In keeping with the recent Black Lives Matter movement in North America and the ongoing debates about race in Brazilian society, this semester's weekly readings will focus on selected topics in Afro-Brazilian history from the origins of slavery to the present, which we will set in the broader context of Brazilian history. Knowledge of Portuguese is not required for success in this course, but given that the majority of Brazilian history is written in that language, students with reading knowledge of Portuguese are urged to use sources in that language for their research papers.

### **Learning Outcomes:**

After successfully completing HTST 487, you will be able to do the following:

1. Explain key developments in Brazilian history from 1500 to the present.
2. Situate Afro-Brazilian history within the scope of Brazilian history.
3. Critically read and assess secondary sources (articles and book chapters) to identify theses, summarize and analyze historical arguments, and evaluate sources.
4. Communicate your understanding of historical arguments in class discussions.
5. Conduct research for suitable secondary sources for the study of Brazilian history.
6. Express historical arguments in written form based on secondary sources.

**Required Reading Material:*****Textbook Available for Purchase:***

Lilia M. Schwarcz and Heloisa M. Starling, *Brazil: A Biography*. New York: Farrar, Strauss and Giroux, 2018.

***Free:***

Articles for Weekly Readings, available via D2L Reading List in the Tools tab.

*The History Student's Handbook: A Short Guide to Writing History Essays*, available on D2L.

**Assessment:**

Method	Due Date	Weight	Learning Outcomes
Two or Three Articles Analysis Essays	8:00 am, Wednesdays on Dates To Be Selected	20%	2, 3, 6
Seminar Participation	1:00-1:50 pm, Wednesdays	10%	2, 4
Seminar Discussion Question or Comment	8:00 am, Wednesdays	5%	2, 3
Bibliography and Outline (Research Paper Proposal)	12 March	5%	5
Research Paper	31 March	35%	6
Take-Home Final Examination	22 April	25%	1, 2
<b>Total</b>		<b>100%</b>	

**Grading Policies:**

All grades will be assigned as numerical grades (percentages); the official department conversion to letter grades is included in the attachment to this syllabus. See the grading policies specific to each assignment below. If you have any questions about your graded work, please come to see me in office hours or book an appointment for a Zoom meeting at another time.

**Details on Methods of Assessment (Course Requirements):**

This course is a combination of lectures and seminars. You will be assessed in several different ways in this course. Some of the assignments in this course have specific instructions. Please read the following sections of this syllabus carefully, along with supplementary instructions that may be posted on D2L.

**Articles Analysis Essays:** Prior to two (or three) of the seminars, you will write a 500-750-word articles analysis essay that addresses in essay form the following five questions about the articles or books chapters to be discussed:

1. What is the issue that these two authors address? What are the authors' theses (the arguments that each author makes about the topic)?
2. How do the authors go about defending their theses?
3. What sources do the authors use to provide evidence in support of the articles' theses?
4. Offer some constructive criticism of the articles. What logical problems do you see with the articles? Do the authors use evidence well? Can other conclusions be drawn from the same evidence? Do the authors have any assumptions that lead them to make questionable assertions? Do the authors omit important questions? How would consideration of these questions change their conclusions?
5. Consider whether the two authors agree or disagree. What differences or similarities in approach do you see in their analysis? If the authors disagree, with whom do you agree? Why? If the authors agree, who presented the better argument? Why?

Because the articles analysis essay prepares you to lead the discussion (and helps me to prepare for the discussion), it is due to the respective D2L dropbox at 8:00 am on the day of the discussion and late ones cannot be accepted. If a last-minute emergency makes it impossible for you to complete an articles analysis essay, let me know as soon as possible and I will assign you to another week.

You will select the two weeks in which you will do this assignment in the first week of class by signing up for two of the eight groups in D2L (one in the first four weeks of these seminars [27 January; 3, 10, 24 February] and one in the second four weeks of these seminars [3, 10, 17, 24 March]). Students who do not sign up for these groups by the end of the day on 18 January will be randomly assigned to them by D2L.

On the days for which you have prepared an articles analysis essay, you should come prepared to make a **brief** presentation of the major issues that you consider important in the two readings. This presentation should not exceed one minute in length (practice it at home to be sure that you do not exceed the time limit). For this presentation, you may also wish to draw on the discussion questions or comments posted by students to the D2L discussion board, in addition to your seminar-preparation essay.

Articles analysis essays must be properly footnoted according to the style mandated by *The History Student's Handbook*. Those that do not conform to this style will be returned for correction and no grade will be recorded until a correctly-footnoted version is handed in. This is not intended to be punitive; rather, learning the scholarly conventions of a discipline – in this case, the academic convention of history footnotes – is an essential part of advanced courses in any field, just as essential as learning how to conjugate verbs in a foreign-language course or mastering the periodical table in a chemistry course.

If you are not satisfied with your grade on your first articles analysis essay, you may choose to write a third articles analysis essay and the best two out of the three grades will count toward this component of the course.

The seminar on 20 January will be a practice round for this assignment and we will also discuss preparing an articles analysis essay on that day.

Assessment of the articles analysis essays is based on your comprehension of the readings as expressed in your essay, the effectiveness of your answers to the five questions, and the quality of your writing.

Some aspects of this assignment will be easier to do for some sets of articles than for others and I will take this into account when grading the articles analysis essays.

***Seminar Participation:*** Most Wednesday class meetings will be devoted to discussion of two articles or book chapters. You should, therefore, have carefully read the articles before the seminar. Your participation in these seminars will be assessed on the basis of the quality of your contribution to these seminars over the entire semester, not simply your attendance at them. Depending on how the first of these seminars go, it may be necessary to divide the class into two or three smaller groups for a portion of these seminars. An interim seminar participation grade will be assigned at semester's mid-point, along with brief feedback on your contributions thus far.

***Seminar Discussion Question or Comment:*** Before 8:00 am on each Wednesday for which a discussion of articles is scheduled, you will post a question or comment for discussion on the two assigned articles to the respective D2L discussion board. These questions will help shape the seminar and our consideration of the articles. These questions may address issues raised by the questions in the articles analysis essay assignment or other concerns about the reading. You may also use the discussion thread to pose questions about the reading, to comment on points that you did not understand, or to signal things that surprised or puzzled you. This assignment will be assessed on a pass-fail basis, and you will receive a half percentage point for each week in which you make an informed contribution to this discussion.

***Research Paper:*** You will write one research paper of about 2000 words in length; it must conform to the style outlined in *The History Student's Handbook*. As reflected in the weight assigned to this component of HTST 487, selecting a topic and researching it are essential parts of this course. Your essay may examine any topic in Brazilian history since 1500, but given the course theme, it may be helpful to select a topic on Afro-Brazilian history. In due course, we will discuss writing a good research paper. A list of suggested topics and research aids available at the library is available on the course D2L site. The research paper should be based on at least eight to ten substantial sources (including **both books** [when possible] and **articles**, and excluding textbooks). The research paper is due on 31 March.

Your bibliography and outline (research paper proposal) is due on or before 12 March. The bibliography should include at least eight to ten substantial sources (including **both books** [when possible] and **articles**, and excluding textbooks). There is no set format for the bibliography and outline, although the bibliography should, of course, conform to *The History Student's Handbook*. Depending on how far along you are in your research and writing, your outline should include a thesis statement or at least a set of questions, the answers to which will constitute your thesis, as well as a list of the major topics that you plan to address. If your grade on the research paper is higher than that on your bibliography and outline, I will raise the latter to the same grade as the research paper.

Bibliographies and outlines (research paper proposals) received after 12 March are not eligible to be raised to the same grade as that of the research paper.

No research papers can be accepted until the bibliography and outline (research paper proposal) has been received and returned.

Late research papers will be penalized three percentage points for each day that they are late. Research papers with footnotes and a bibliography that do not conform to *The History Student's Handbook* will be penalized ten percentage points.

Research papers will be assessed on the quality of your research; your comprehension of the books and articles on which the research paper is based; the effectiveness of your thesis statement; the logic, organization, and coherence of your argument; the quality of your writing; and the accuracy of your scholarly documentation (footnotes and bibliography).

***Take-Home Final Examination:*** The take-home final examination will be distributed on the last day of classes. It will consist of a single integrative question on Brazilian history that you will answer in the form of an essay no longer than 2000 words that draws on material from the lectures, the textbook, and the weekly readings. It will be due on 22 April.

***Submission of Written Assignments:*** All written assignments should be submitted in Word format via the respective Dropbox on D2L. Dropbox folders for each assignment will only be available during the window that the assignment is due; dropbox folders for the seminar preparation essays will only be available to the students whose essays are due on that date. Please do not submit assignments via e-mail.

***Textbook:*** The textbook for this course, Schwarcz and Starling's *Brazil: A Biography*, provides essential background material for the lectures and the seminar discussions. As is normal in history course, not everything in the textbook will be discussed in class, and the textbook readings are not directly linked to the weekly topics, but I will highlight important points from the textbook in the lectures.

**Office Hours and E-mail:**

Please come to see me during scheduled office hours, especially if you are having difficulty with this course. If you cannot meet me during the open Zoom office hours, we can schedule an appointment for another time. Please include "HTST 487" in the subject line of your e-mail messages so that I can differentiate them from spam. I normally attend to e-mail later in the afternoons of workdays and normally do not respond to student e-mails on weekends and holidays.

**Academic Integrity Statement:**

See the attachment to this syllabus for a definition of plagiarism, a serious academic offence, and the procedures that the Faculty of Arts has instituted in cases of alleged plagiarism. Students are welcome to discuss course readings and assignments with each other; however, collaboration in any form on the take-home final examination is not permitted and would constitute a serious academic offence.

**Learning Technologies Requirements:**

The D2L site for this course contains links to the required readings for the Wednesday seminars and other class resources. In order to succeed in this course, students will need reliable access to the following technology: a computer with a supported operating system; a current web browser;

a microphone and speaker (built-in or external, or a headset); current antivirus and/or firewall software enabled; and a broadband internet connection. A webcam is also recommended.

**On-Line Instruction:**

Twelve of our class meetings will take place as synchronous (live, in real time) seminars, on all but one of the Wednesdays during the semester. All students are expected to attend and contribute to these discussions, which may involve group work. For the remaining class “meetings,” recorded lectures of approximately 50 minutes in length will be posted to D2L by 1:00 pm on the days that the class would normally have met.

**Guidelines for Synchronous Sessions (Wednesday Seminars):**

The twelve seminars on Wednesdays in this course will take place via Zoom. Please prepare, as best as you can, to join these seminars from a quiet space that will allow you to be fully engaged in the discussion. You are encouraged to, if possible, turn on your webcams during these discussions, but you may of course use a background image to protect your privacy; click [here](#) for instructions on how to set a virtual background. Please keep your microphone turned off unless you are speaking.

Only students registered in this course may participate in these seminars. Your display name in Zoom should indicate your legal or preferred name as registered with the University of Calgary. If your D2L and Zoom usernames do not reflect your preferred name or identity, you can contact the IT Support Centre to update it in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request.

The seminars will not be recorded, but attendance will be logged by Zoom, so it is important that you join these meetings through D2L with your University of Calgary identity. I will extract the attendance list from Zoom’s record of the meeting to ensure that participation grades are calculated fairly.

To ensure that Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are restricted to students registered in this course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, respect, and responsible digital citizenship (as per the University of Calgary’s **Code of Conduct**).

Non-compliance may be investigated under relevant University of Calgary conduct policies (**Student Non-Academic Misconduct Policy**). If you have difficulties complying with these requirements, contact me so that we can consider appropriate exceptions. For more information on how to get the most out of your Zoom sessions visit the University of Calgary’s Guidelines for Zoom.: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

**Inclusiveness, Accommodation, and Classroom Conduct:**

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called by a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting the 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.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record live classes will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, handouts, and weekly readings, are under the protection of copyright and may not be distributed to third parties under any circumstances.

<b>Weekly Schedule</b>		
<b>Dates</b>	<b>Topic &amp; Reading</b>	<b>Important Dates</b>
<b>Part I: Colonial Brazil</b>		
	Textbook Reading: Schwarcz and Starling, <i>Brazil</i> , chaps. 1-5 (pp. 1-153)	
11-15 Jan.		13 Jan.: Live Seminar for Class Introductions
18-22 Jan.	Kathleen J. Higgins, “Masters and Slaves in a Mining Society: A Study of Eighteenth-Century Sabará, Minas Gerais,” <i>Slavery and Abolition</i> 11:1 (May 1990): 58-73. Timothy Walker, “Slave Labor and Chocolate in Brazil: The Culture of Cacao Plantations in Amazonia and Bahia (17 <sup>th</sup> to 19 <sup>th</sup> Centuries),” in <i>Food and Foodways</i> 15:1-2 (Jan.-June 2007): 75-106.	20 Jan.: Live Seminar on Slave Labor (Higgins and Walker)

Weekly Schedule		
Dates	Topic & Reading	Important Dates
25-29 Jan.	Kalle Kananoja, "Infected by the Devil, Cured by <i>Calundu</i> : African Healers in Eighteenth-Century Minas Gerais, Brazil," <i>Social History of Medicine</i> 29:3 (August 2016): 490-511. James E. Wadsworth, "Jurema and Batuque: Indians, Africans, and the Inquisition in Colonial Northeastern Brazil," <i>History of Religions</i> 46:6 (Nov. 2006): 140-61.	27 Jan.: Live Seminar on Slave Culture (Kananoja and Wadsworth); Group 1 AA Essay I due
<b>Part II: From Colony to Independent Empire</b>		
	Textbook Reading: Schwarcz and Starling, <i>Brazil</i> , chaps. 6-9 (pp. 154-266)	
1-5 Feb.	Luis Nicolau Parés, "Militiamen, Barbers, and Slave-Traders: Mina and Jeje Africans in a Catholic Brotherhood," <i>Tempo</i> 20 (2014): 1-32. Mariana Dantas, "Picturing Families between Black and White: Social Mobility in Colonial Minas Gerais, Brazil," <i>The Americas</i> 73:4 (Oct. 2016): 405-26.	3 Feb.: Live Seminar on Freed, Free, and <i>Mestiço</i> (Parés and Dantas); Group 2 AA Essay I due
8-12 Feb.	Kirsten Schultz, "The Crisis of Empire and the Problem of Slavery: Portugal and Brazil, c. 1700-1820," <i>Common Knowledge</i> 11:2 (Spring 2005): 264-82. Hendrik Kraay, "Slaves, Indians, and the 'Classes of Color': Popular Participation in Brazilian Independence," in <i>The Cambridge History of the Age of Atlantic Revolutions</i> , ed. Willem Klooster (Cambridge: Cambridge University Press, forthcoming).	10 Feb.: Live Seminar on Empire, Slavery, and Independence (Schultz and Kraay); Group 3 AA Essay I due
15-19 Feb.	Reading Week: No Class Meetings	
<b>Part III: The Regency and Pedro II's Reign</b>		
	Textbook Reading: Schwarcz and Starling, <i>Brazil</i> , chaps. 10-12 (pp. 267-354)	

Weekly Schedule		
Dates	Topic & Reading	Important Dates
22-26 Feb.	Richard Graham, "Free Africans and the State in Slavery Times," in <i>Racial Politics in Contemporary Brazil</i> , ed. Michael Hanchard (Durham: Duke University Press, 1999), 29-58. Sidney Chalhoub, "Illegal Enslavement and the Precariousness of Freedom in Nineteenth-Century Brazil," in <i>Assumed Identities: The Meanings of Race in the Atlantic World</i> , ed. John D. Garrigus and Christopher Morris (College Station: Texas A&M University Press, 2010), 88-115.	24 Feb.: Live Seminar on Free and Enslaved in a Constitutional Monarchy (Graham and Chalhoub); Group 4 AA Essay I due
1-5 March	Hendrik Kraay, "Bystander Interventions and Literary Portrayals: White Slaves in Brazil, 1850s-1880s," <i>Slavery and Abolition</i> 41:3 (2020): 599-622. Camillia Cowling, "Debating Womanhood, Defining Freedom: The Abolition of Slavery in 1880s Rio de Janeiro," <i>Gender and History</i> 22:2 (Aug. 2010): 284-301.	3 March: Live Seminar on Race and Declining Slavery (Kraay and Cowling); Group 1 AA Essay II due
<b>Part IV: From "Old Republic" to "New State"</b>		
	Textbook Reading: Schwarcz and Starling, <i>Brazil</i> , chaps. 13-16 (355-498)	
8-12 March	Maria Cecília Velasco e Cruz, "Puzzling Out Slave Origins in Rio de Janeiro Port Unionism: The 1906 Strike and the Sociedade de Resistência dos Trabalhadores," <i>Hispanic American Historical Review</i> 86:2 (May 2006): 205-45. Leonardo Affonso de Miranda Pereira, "Flor do Abacate: Workers of African Descent, Dancing Associations, and Nationality in Rio de Janeiro, 1898-1914," <i>Journal of Latin American Studies</i> 50:1 (Feb. 2018): 1-29.	10 March: Live Seminar on Work and Culture after Abolition (Cruz and Pereira); Group 2 AA Essay II due 12 March: Bibliography and Outline (Research Paper Proposal) Due

Weekly Schedule		
Dates	Topic & Reading	Important Dates
15-19 March	Sueann Caulfield, "Interracial Courtship in the Rio de Janeiro Courts, 1918-1940," in <i>Race and Nation in Modern Latin America</i> , ed. Nancy Appelbaum et al. (Chapel Hill: University of North Carolina Press, 2003), 163-86. Scott Ickes, "'Adorned with a Mix of Faith and Profanity That Intoxicates the People': The Festival of the Senhor do Bonfim in Salvador, Bahia, Brazil," <i>Bulletin of Latin American Research</i> 24:2 (April 2005): 181-200.	17 March: Live Seminar on Race and Culture in Mid-Twentieth-Century Brazil (Caulfield and Ickes); Group 3 AA Essay II due
<b>Part V: Modern Brazil</b>		
	Textbook Reading: Schwarcz and Starling, <i>Brazil</i> , chaps. 17-Afterword (pp. 499-602).	
22-26 March	Jerry Davila, "Challenging Racism in Brazil: Legal Suits in the Context of the 1951 Anti-Discrimination Law," <i>Varia História</i> 33:61 (Jan.-April 2017): 163-85. Paulina L. Alberto, "Para Africano Ver: African-Bahian Exchanges in the Reinvention of Brazil's Racial Democracy, 1961-63," <i>Luso-Brazilian Review</i> 45:1 (2008): 78-117.	24 March: Live Seminar on Race and Racism in a "Racial Democracy" (Davila and Alberto); Group 4 AA Essay II due
29 March-2 April		31 March: Research Paper Due 2 April: No Class Meeting
5-9 April.	Ilka Boaventura Leite, "The Brazilian Quilombo: 'Race,' Community and Land in Space and Time," <i>Journal of Peasant Studies</i> 42:6 (2015): 1225-40. Edward Shore, "Geographies of Resistance: Quilombos, Afro-Descendants, and the Struggle for Land and Environmental Justice in Brazil's Atlantic Forest," <i>Afro-Hispanic Review</i> 36:1 (Spring 2017): 58-78.	5 April: No Class Meeting 7 April: Live Seminar on the New Quilombo (Leite and Shore); Optional Extra or Make-Up AA Essay Due

<b>Weekly Schedule</b>		
<b>Dates</b>	<b>Topic &amp; Reading</b>	<b>Important Dates</b>
12-15 April		14 April: Live Seminar for Final Examination Review
19-29 Apr.	Final Examination Period	22 April: Take-Home Final Examination Due

**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.

<b>Percentage</b>	<b>Letter Grade</b>	<b>Grade Point Value</b>	<b>Description</b>
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.

**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 it 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](#).

### **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 of Calgary Calendar*, [Section K: Integrity and Conduct](#).

### **Academic Accommodations**

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

### **Copyright**

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](#).

### **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

**Campus Security (220-5333)**

**Department of History Twitter: @ucalgaryhist**

*Winter 2021*