

Campus Security (220-5333)

UNIVERSITY OF  
CALGARY**Department of History**

HTST 493.38/98

**HISTORY OF MEDICINE AND HEALTH CARE I  
/ SELECTED TOPICS IN THE HISTORY OF MEDICINE**

Fall 2021

<b>Instructor:</b>	Prof. Frank W. Stahnisch
<b>Email:</b>	fwstahni@ucalgary.ca
<b>Office Hours and Method:</b>	Mondays, 11:00 am-12:00 pm, and by appt. (marcia.garcia@ucalgary.ca) / synchronous (Zoom <sup>(R)</sup> )
<b>Course Delivery:</b>	<b>Online/synchronous</b> (due to COVID-19 Pandemic)
<b>Originally Scheduled Class Times:</b>	Mondays, 12:30-1:20 pm and Thursdays, 5:30-7:20 pm (outside med. exam periods / small-group sessions during med. exam periods take place at the same time)
<b>Synchronous Class Times:</b>	All scheduled class hours (Zoom <sup>(R)</sup> ) / Recording for students not in residence (due to Covid-19 situation).
<b>Contact information:</b>	Office phone 403-210-6290 (answering machine) 403-220- 2481 (administrative course coordinator: Marica Garcia)
<b>Web:</b>	<a href="https://hom.ucalgary.ca/">https://hom.ucalgary.ca/</a>
<b>Course librarian:</b>	<a href="mailto:nadine.hoffman@ucalgary.ca">nadine.hoffman@ucalgary.ca</a>

**Description:** This course is a survey of the history of medicine and health care, particularly in Western societies (Europe and North America), from antiquity to the present. Its general organization focuses on major topics rather than being chronologically based.

**WEB-BASED MATERIALS (Access during term time)**

This course makes use of Desire2Learn (D2L) and the History of Medicine and Health Care program website: (<https://hom.ucalgary.ca/>). Students will find the following materials on D2L: (<https://d2l.ucalgary.ca>).

- the course description
- instructions for “assignments”/HOM “presentations”/HMD “presentations or posters”
- some selected PowerPoint presentations of the lectures and workshops
- discussion handouts for the Thursday workshops
- students’ presentation handouts
- library resource materials and internet links
- bibliography of additional readings for the individual sessions of the course

**Learning Outcomes:** This course (part two) is a survey of the history of medicine and health care, particularly in Western societies (Europe and North America), from antiquity to the present. Its general organization focuses on major topics rather than being chronologically based. The aims are:

- (1) to sketch in thematic blocks main subject lines pertinent to the evolution and status of modern medicine and health care in its cultural contexts;
- (2) to examine the ways in which the body, health and disease were conceptualized in the past, and to situate the major shifts in medical knowledge and healing practice in the context of broader historical changes in Western societies;
- (3) to examine the changing role of “the healer” and the “patient” over time and in differing cultural and social contexts;
- (4) to track the development of some of the major institutional and societal frameworks of medicine and health care – embodied in areas of medical education, life science research, hospital design and health care provision;
- (5) to analyze the ways in which human societies and their healers interacted in the face of medical challenges, both in differing times and parallel cultural evolutions.

The course is basically divided into two parts:

- **The First Part** (Sept. to Nov. 2021) follows a lecture-based format, augmented by individual classes given by external faculty introducing topics of their scholarly expertise and in-depth interest. The Thursday workshops allow for more interactive discussion of respective themes and source material in a cooperative “Oslerian” atmosphere. After an introduction to some major themes, objectives, and sources of the history of medicine, it presents various pre-Modern areas of medicine by discussing topics from Ancient Medicine, such as the “Hippocratic Oath,” Renaissance Medicine and Science, or the History of Anatomy since the Time of the Greeks. It then moves on to exemplify a number of important topics from modern medicine in their genealogy: the revolution in scientific and laboratory medicine, medical education and specialization, the rise of pathology and genetic medicine, elderly patients, and the development of biomedical ethics. Three sessions are further devoted to historical and contemporary issues of Complementary & Alternative Medicine (CAM) to discuss this “parallel system”, present since the Medieval Ages, and its opposition to laboratory-based medicine. Further important modern influences are scrutinized, such as the “Flexner Report” and the history of the Canadian Health Care System, as well as the development of Aboriginal and Western Medicine in Canada.

- **The Second Part** (Nov. 2021 to Feb. 2022) is essentially student-run and starts with two classes on “Heroes, Rogues, and Charlatans,” in which the students present their own small group interactions with source material and medical writings featuring, for example, “great doctors,” “founders,” “cutting-edge technologies,” “social and scientific break-throughs,” as well as “medical malefactors,” “charlatans,” “outsiders,” or “economic crooks,” thus, questioning traditional positivistic or Whiggish trends in the historiography of medicine and science. At the beginning of January (which is essentially the first part of HTST493.39/.99), the first student presentations will start in class and continue until the last week of February, when the course part of “Selected Topics in the History of Medicine” will end with a featured lecture on the “History of I.V. Injection” paired with practical exercises for the medical and health care students.
- **The Third Part** (March, 2022) is a short but very intensive component of the course. In preparatory workshops, students will have the chance to again rehearse and discuss their preparation of talks, posters, and PowerPoint presentations etc. for the forthcoming History of Medicine Days (HMD) in Calgary. All class members are requested to take part in this student-run conference, an intellectually intriguing, academically rich, and superb social event bringing together undergraduate medical and other students from interdisciplinary fields from all over Canada during March 25-26, 2022. All proposals for panel presentations (10-12 min.) and posters (3-5 min.) related to “Medicine and its Cultural Context” are eligible for selection into the program. This part ends with the submission of a research-based course paper for students from the History Department, the O’Brien Centre for the Health Sciences, and all other students who take HTST493.38/.98 as a credit course.

### Reading Material:

Students are requested to:

1. Purchase the textbooks (available at the Med. Bookstore: <http://www.calgarybookstore.ca/medical.asp>):
  - *The Western Medical Tradition 800 BC to 1800 AD*, eds. L. I. Conrad, M. Never & V. Nutton (Cambridge: Cambridge University Press, 1995) (also available digitally at the library).
  - *Medicine Transformed. Health, Disease and Society in Europe 1800-1930*, ed. D. Brunton (Manchester: Manchester University Press, 2004) (also available digitally at the library).
  - *Medicine, Life and Function: Experimental Strategies and Medical Modernity at the Intersection of Pathology and Physiology*, by Frank W. Stahnisch (Bochum, Freiburg: Projektverlag, 2012) (relevant excerpts have been provided digitally through the Prism office through D2L course).
  - The required readings are extremely important; students will be asked questions about them during the course and in the small-group sessions.

**Recommended Texts** (these are the texts for the reading sessions, which are in the HSL and many are also available through open access and Hathi Trust® as well).

**Details on Methods of Assessment:**

2. Students are also required to complete the following assignments:

Assessment Method	Weight	Due Date
<b>Oral presentation</b> (15 min. individual presentation) “Heroes, Rogues, and Charlatans” (see below) – during class time via Zoom®	<b>25 %</b>	on Thurs. <b>Dec. 2, 2021</b> , or Mon. <b>Dec. 6, 2021</b>
An <b>annotated bibliography</b> of their research topic (7 pp. 1,5-spaced: 4 pp. selected bibliographical references and 3 pp. detailed critical assessment of the lit.) – to be submitted by email (12 am)	<b>45 %</b>	due on Thurs. <b>Dec. 15, 2020</b>
plus <b>active participation</b> in the course & <b>adequate answers</b> to questions – during class time via Zoom® (a preliminary “check-in mark” is provided for feedback purposes around mid-term time, ca. Oct-21, 2021)	<b>30 %</b>	throughout course

**Grading Policies:**

The final grade is in letter format, and partial grades will be given during the term as percentages. The latest version of the *Chicago Manual of Style* is used for this course. Late assignments will be subject to a 5% penalty per workday late.

**Participation:** Regular attendance, one in-class presentation, and thoughtful discussion demonstrating preparation for class constitute the participation grade.

**Assigned Reading:** All assigned reading can be found through the Health Sciences Library (such as JSTOR<sup>(R)</sup> and PubMed Central® databases / Taylor Family Digital Library, can be acquired through Inter-Library Loan, and can be made available by the instructor unless otherwise specified.

Suggestions for possible **research topics** and instructions for presentations can be obtained during interview office appointments with the course instructor. In addition, bibliographical material will be posted on the D2L site of the History of Medicine and Health Care course. It is imperative that all students pre-read for small-group discussion in class. Text assignments are given to the students who attend the small-group reading sessions – beginning **October 7, 2021**.

This seminar-style class will be conducted in an interactive discussion format. Classes will be predominantly student-led, and it is crucial that students do the readings ahead of time and attend class regularly. Part of the course grade, as detailed above, will depend upon regular class participation. Students will be required to write a 7-page annotated bibliography (of about 2,000 words, excl. endnotes) on a topic related to the course, due on Thursday, **Dec. 15, 2021**. This annotated bibliography will count for 45 per cent of the final grade. Class participation will count for another 30 per cent and includes attendance and regular contributions to discussions. One oral presentation on the “Heroes, Rogues and Charlatans in the History of Medicine” is expected and

will count for a total of 25 per cent of the final grade. The essential readings for this course will be available through the electronic collections in the Taylor Family Digital Library; more material will be offered through D2L.

Three books are required, which are available at the Med. Bookstore (curbside pick-up process), and some are digitally available through the TFDL library. Please include your name and ID number on all assignments and hand in your essays through the D2L site and per email to your instructor (as reconfirmation). **Note:** It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission). Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the **Freedom of Information and Protection of Privacy (FOIP) Act**.

**Participation:** Regular attendance, one in-class presentation, and thoughtful discussion demonstrating preparation for class constitute the participation grade.

**Course Timetable:** This schedule might be altered to take into consideration instructors' and presenters' time constraints and unforeseen situations. The students will be notified ahead of time through Prof. Stahnisch's office.

The University of Calgary values **Academic Integrity**. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the code of student conduct and disciplinary procedures (see <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Non-Academic-Misconduct-Policy.pdf> for more information).

### **On-Line Instruction Statement:**

Instruction occurs via synchronous online lectures and online discussions on Zoom®. PPT slides are used and are individually uploaded to "Desire2Learn" (D2L®) before each class (class times). The dates and times for all synchronous sessions are given below (~ already timetabled for this course). Students will find the following materials on D2L: (<https://d2l.ucalgary.ca>).

- the course description
- instructions for "assignments"/HOM "presentations"/HMD "presentations or posters"
- selected PowerPoint presentations of the lectures and workshops
- discussion handouts for the Thursday workshops
- library resource materials and internet links
- bibliography of additional readings for the individual sessions of the course

### **Learning Technologies Requirements**

UofC access to Zoom® and UofC access to D2L® are required and relied upon. A computer/laptop with a supported operating system is required, as well as current and updated web browsers with webcam (built-in or external) and a microphone and speaker (built-in or external or headset). Current antivirus and/or firewall software needs to be enabled; broadband internet connection is needed (this speaks against using a cellphone for this course).

**Guidelines for Synchronous Sessions**

Since the video conferencing tool Zoom® is used during course activities, students are asked to go online 10-15 min. before the beginning of classes and test her video and mike. The personal camera should be on, the mike muted during the lecture parts but unmuted during discussion periods. Students should find a quiet and individual space (room with the door shut) or a working cubicle in a library. Lecture-based sessions (indicated at the beginning of the class) will be recorded to offer access to students not in residence. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

For example: Zoom® is a video conferencing program that will allow us to meet at specific times for “live” and synchronous classes. To help ensure 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 only intended for students registered in the 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 programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Code-of-Conduct.pdf>). When entering Zoom, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with her UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Non-compliance may be investigated under relevant University of Calgary conduct policies (see above). If the participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session).

**Inclusiveness and Accommodation**

“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.”

You may wish to signal your level of receptiveness to other sorts of accommodations. For example, “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.”

**Schedule:** Course activities are planned as synchronous classes on Zoom®.

Date	Topic & Readings	Due Dates
<b>Thurs, 9 Sept</b>	<b>Thematic Course Introduction (Part I)</b> Anatole Litvak, <i>The Snake Pit</i> (Los Angeles/Hollywood, CA: 20 <sup>th</sup> Century Fox, 1948)	Alumni Student Introductions: TBA
<b>Mon, 13 Sept</b>	<b>Thematic Course Introduction (Part II)</b> Lawrence I. Conrad, Michael Neve & Vivian Nutton, et al., eds. <i>The Western Medical Tradition 800 BC to 1800 AD</i> (Cambridge: Cambridge University Press, 1995), pp. 1-10.	
<b>Thurs, 16 Sept</b>	<b>What Makes a Disease a Disease?</b> Gunther B. Risse, "Epidemics and medicine: the influence of disease on medical thought and practice", <i>Bulletin of the History of Medicine</i> 53 (1979), pp. 505-519; Jacalyn Duffin, "Discovery and disease: history, philosophy, and medicine in the year 2000", <i>History and Philosophy of the Life Sciences</i> 23 (2001), pp. 75-85.	
<b>Mon, 20 Sept</b>	<b>How to Choose, Refine, and Present your Topic</b> David S. Jones, Jeremy A. Greene, Jacalyn Duffin, and John Harley Warner, "Making the Case for History in Medical Education," <i>Journal for the History of Medicine and Allied Sciences</i> 70 (2014): 623-52; Jane McNaughton, "The Humanities in Medical Education: Context, Outcomes and Structures", <i>Journal of Medical Ethics: Medical Humanities</i> 26 (2000), pp. 23-30.	
<b>Thurs, 23 Sept</b>	<b>Library Introduction and Online Practicum re HoM Collection</b> Frank W. Stahnisch, Lisa Petermann and Kerry Sun, "Preface, table of contents & participation list", in <i>The Proceedings of the 18th Annual History of Medicine Days Conference 2009. The University of Calgary Faculty of Medicine</i> , eds. L. Petermann, K. Sun & F. W. Stahnisch (Newcastle upon Tyne: Cambridge Scholars Publishing, 2012), pp. i-xvi; Robert Gordon, "A book collector's perspective", in <i>A short history of neurology: the British contribution, 1660-1910</i> , ed. F. C. Rose (Oxford: Butterworth-Heinemann, 1999), pp. 237-274.	
<b>Mon, 27 Sept</b>	<b>Ancient Medicine I</b> Vivian Nutton, "Medicine in the Greek World, 800-50 BC", in <i>The Western Medical Tradition 800 BC to 1800 AD</i> , eds. L. I. Conrad, M. Neve & V. Nutton (Cambridge: Cambridge University Press, 1995), pp. 11-38; Vivian Nutton, "Roman Medicine, 250 BC to 200 AD", <i>ibid.</i> , pp. 39-70.	
<b>Thur, 30 Sept</b>	<b>NATIONAL DAY FOR TRUTH AND RECONCILIATION – NO CLASS!</b>	

<b>Mon, 4 Oct</b>	<b>Ancient Medicine II</b> Heinrich von Staden, “‘In a pure and holy way’: Personal and professional conduct in the Hippocratic Oath?”, <i>Journal of the History of Medicine and Allied Sciences</i> 51 (1996), pp. 404-437; Paul Weindling, “The origins of informed consent: The International Scientific Commission of Medical War Crimes, and the Nuremberg Code”, <i>Bulletin of the History of Medicine</i> 75 (2001), pp. 37-71.	
<b>Thurs, 7 Oct</b>	<b>From Galen to “Galenism”: Medicine in Late Antiquity, Islam, and the Early Medieval West (1<sup>st</sup> Small Group Session)</b> Heinrich von Staden, “Anatomy as rhetoric: Galen on dissection and persuasion”, <i>Journal of the History of Medicine and Allied Sciences</i> 50 (1995), pp. 47-66; Vivian Nutton, “Medicine in Late Antiquity and the Early Middle Ages”, in <i>The Western Medical Tradition 800 BC to 1800 AD</i> , eds. L. I. Conrad, M. Neve & V. Nutton (Cambridge: Cambridge University Press, 1995), pp. 71-87; Lawrence I. Conrad, “The Arab-Islamic Medical Tradition”, <i>ibid.</i> , pp. 93-138.	
<b>Mon, 11 Oct</b>	<b>THANKSGIVING DAY – NO CLASS!</b>	
<b>Thurs, 14 Oct</b>	<b>Interview Day &amp; Topic Assignment (Office Hours on Zoom®)</b> Students can bring material related to their research interests. Topic lists are also handed out. (30 min. for each student)	mandatory meetings.
<b>Mon, 18 Oct</b>	<b>Renaissance Medical Science: William Harvey</b> George Kimball, “William Harvey and His Methods”, <i>Studies in the Renaissance</i> 10 (1963), pp. 192-210; George Basalla, “William Harvey and the Heart as a Pump”, <i>Bulletin of the History of Medicine</i> 36 (1962), pp. 467-470.	
<b>Thurs, 21 Oct</b>	<b>History of Oncology and Clinical Trials in Canada</b> Fedir Razumenko, “The Beginnings of Canadian Cooperative Clinical Cancer Trials Program and the American Influences, 1962-1976”, <i>Canadian Bulletin of Medical History</i> 37 (2020), pp. 23-49; Charles R. R. Hayter, “The Clinic as Laboratory: The Case of Radiation Therapy, 1896–1920”, <i>Bulletin of the History of Medicine</i> 72 (1998), pp. 663-688.	
<b>Mon, 25 Oct</b>	<b>History of Paediatrics since the Early Modern Period</b> George Weisz: “Early Debates and The Bremen Guidelines”, in <i>Divide and Conquer. A Comparative History of Medical Specialization</i> (Oxford: Oxford University Press, 2005), pp. 107-124; D. Baillargeon, “Quebec’s physicians, infant mortality and nationalist politics, 1910-1940”, <i>Canadian Bulletin of Medical History</i> 19 (2002), pp. 113-137; Andrew Wear, “Medicine in Early Modern Europe, 1500-1700” in <i>The Western Medical Tradition 800 BC-1800 AD</i> (Cambridge: Cambridge University Press, 1995), part I: pp. 215-273.	

<b>Thurs, 28 Oct</b>	<b>Renaissance Physicians</b> Peregrine Horden, "The Earliest Hospitals in Byzantium, Western Europe, and Islam", <i>Journal of Interdisciplinary History</i> 35 (2005), pp. 361-389; Nancy Siraisi, "Physicians and history in Renaissance culture", <i>Renaissance Quarterly</i> 53 (2000), pp. 1-30.	
<b>Mon, 1 Nov</b>	<b>Pathology and Clinical Medicine – The Birth of the Clinic</b> L.S. Jacyna, "The Localization of Disease", in <i>Medicine Transformed. Health, Disease and Society in Europe 1800-1930</i> , ed. D. Brunton (Manchester: Manchester University Press, 2004), pp. 1-30; Hilary Marland, "The Changing Role of the Hospital, 1800-1900", <i>ibid.</i> , pp. 31-60.	
<b>Thurs, 4 Nov</b>	<b>History of Contemporary Pathology</b> E. M. Tansey, "The Physiological Tradition", in <i>Companion Encyclopaedia of the History of Medicine</i> , eds. W. F. Bynum & R. S. Porter (London, New York: Routledge, 1996), pp. 120-152; James R. Wright, Jr., "The Development of the Frozen Section Technique, The Evolution of Surgical Biopsy, and the Origins of Surgical Pathology", <i>Bulletin of the History of Medicine</i> 59 (1985), pp. 295-326.	
<b>7-13 Nov</b>	<b>READING WEAK – NO CLASSES!</b>	
<b>Mon, 15 Nov</b>	<b>History of Anatomy &amp; Medical Museums</b> Roger French, "The Anatomical Tradition", in <i>Companion Encyclopaedia of the History of Medicine</i> , eds. W. F. Bynum & R. S. Porter (London, New York: Routledge, 1996), pp. 81-101; Ken Arnold and Thomas Soederqvist, "Medical Instruments: Immediate Impressions & Historical Meanings," <i>Isis</i> 102 (2011), p. 718-29.	
<b>Thurs, 18 Nov</b>	<b>Medieval Medicine (2<sup>nd</sup> Small Group Session)</b> Vivian Nutton, "Medicine in Late Antiquity and the Early Middle Ages", in <i>The Western Medical Tradition 800 BC to 1800 AD</i> , eds. L. I. Conrad, M. Neve & V. Nutton (Cambridge: Cambridge University Press, 1995), pp. 71-87; Faith Wallis, "Inventing diagnosis: Theophilus' De urinis in the classroom", <i>Dynamis</i> 20 (2000), pp. 31-73; John A. Alford, "Medicine in the Middle Ages: The Theory of a Profession", <i>The Centennial Review</i> 23 (1979), pp. 377-396.	
<b>Mon, 22 Nov</b>	<b>Medicine &amp; Science</b> Russel C. Maulitz, "Channel Crossing: The Lure of French Pathology for English Medical Students, 1816–35", <i>Bulletin of the History of Medicine</i> 55 (1981), pp. 475-96; Frank W. Stahnisch <i>Medicine, Life and Function: Experimental Strategies and Medical Modernity at the Intersection of Pathology and Physiology</i> (Bochum, Freiburg: Projektverlag, 2012), pp. 115-130.	
<b>Thurs, 25 Nov</b>	<b>History of Complementary Medicine I</b> Renate Wittern, "The origins of homoeopathy in Germany", <i>Clio Medica</i> 22 (1991), pp. 51-63; Robert Juette, "The history of non-conventional medicine in Germany: a concise overview", <i>Medical History</i> 43 (1999), pp. 342-358.	

<b>Mon, 29 Nov</b>	<b>History of Complementary Medicine II</b> Stow Persons, "The Decline of Homeopathy – The University of Iowa, 1876–1919," <i>Bulletin of the History of Medicine</i> 65 (1991), pp. 74-87; F. W. Stahnisch & M. J. Verhoef, "The Flexner Report of 1910 and its Impact on Complementary and Alternative Medicine and Psychiatry in North America in the 20 <sup>th</sup> Century", <i>Evidence-Based Complementary and Alternative Medicine</i> 10 (2012), pp. 1-10.	
<b>Thurs, Dec 2</b>	<b>Heroes, Rogues, and Charlatans I</b> D.M. Jackson, "Bach, Handel, and the Chevalier Taylor", <i>Medical History</i> 12 (1968), pp. 385-393; Stan Finger & David A. Gallo, "The power of a musical instrument: Franklin, the Mozarts, Mesmer, and the Glass Harmonica", in <i>History of Psychology</i> 3 (2000), pp. 326-343.	x
<b>Mon Dec 6</b>	<b>Heroes, Rogues, and Charlatans II</b> Charles S. Bryan, "Aequanimitas Redux: William Osler on detached concern <i>versus</i> humanistic empathy", in <i>Perspectives in Biology and Medicine</i> 49 (2006), pp. 384-392; Marc Dewey, Udo Schagen, Wolfgang U. Eckart & Eva Schoenenberger, "Ernst Ferdinand Sauerbruch and His Ambiguous Role in the Period of National Socialism", in <i>Annals of Surgery</i> 244 (2006), pp. 315-321.	x
<b>Thurs, Dec 15</b>	<b>Submission of Critically Annotated Bibliography!</b>	Final Paper Due

**Note:** You must complete all assignments and exams, or a grade of F may be assigned at the discretion of the instructor. If you miss a required course component, please contact your instructor as soon as possible.

**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 (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.

**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)*