



**Faculty of Arts  
Department of History  
Course Outline  
Fall 2022**

**HTST 493.38/98 (3 credits)**

**Intermediate Topics in History: "History of Medicine and Health Care I"**

<b>Instructor:</b>	Prof. Frank W. Stahnisch
<b>Email:</b>	fwstahni@ucalgary.ca
<b>Telephone:</b>	(403) 210-6290
<b>Office Hours and Location:</b>	Monday, 11:00 a.m.-12:00 p.m. (and by appointment) (Location: CWP [= TRW] 3E41, Dep't. of CHS)
<b>Method:</b>	In Person (face masks must be worn)
<b>Class Room Location</b>	Room 1405 B (Mondays), Health Sciences Centre Room G500 (Thursdays), Health Sciences Centre
<b>Days and Times:</b>	Mondays: 12:30 p.m. – 13:20 p.m. Thursdays: 17:30 p.m. – 19:20 p.m.
<b>Course Delivery:</b>	In Person (face masks are strongly recommended)
<b>Course Librarian:</b>	Nadine Hoffman (nadine.hoffman@ucalgary.ca)

**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.

**Learning Outcomes:**

- (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.

### **Additional Information:**

The weekly schedule of topics and readings (see also below) can be found on D2L too.

The course is basically divided into three parts:

- **The First Part** (Sept. to Nov. 2022) 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. 2022 to Feb. 2023) 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, 2023) 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 17-18, 2023. 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:**

Purchase the following books (e.g. UofC 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).
- *History of Medicine: A Scandalously Short Introduction*, by Jacalyn Duffin (Toronto: University of Toronto Press, 2021<sup>3</sup>) (also available digitally at the library).

The required readings are extremely important; students will be asked questions about them during the course.

In addition, some journal articles that are available online through the TFDL are also used (these are the texts for the reading sessions, which are in the HSL and many are also available through electronic access).

**Assessment:**

Method	Due Date	Weight	Learning Outcome
Seminar participation	<i>Passim.</i>	30%	1, 2, 3, 4, 5
Oral presentations	1 pres. in-class (“Heroes, Rogues, and Charlatans in the HoM”)	25%	1, 2, 3, 4, 5
Annotated bibliography	Dec-8, 2022 (Chicago Manual of Style)	45%	1, 2, 3, 4

**Grading Policies:**

Grades will be determined, based on the departmental grading scheme (see further below). Partial grades will be calculated as percentages (see assessment table above), and a letter grade will be provided as the final mark (rendered visible to the individual student on D2L). 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.

## Details on Methods of Assessment:

Students are required to complete the following assignments:

- **Oral presentation** (15 min. individual presentation)  
“Heroes, Rogues, and Charlatans”: **25%**  
- on **Thurs. Dec. 1, 2022**, or **Mon. Dec. 5, 2022**
- An **annotated bibliography** of their research topic (7 pp. 1,5-spaced: 4 pp. selected bibliographical references and 3 pp. detailed critical assessment of the lit.)  
- due on **Mon. Dec. 5, 2022** before 4:00 p.m. This annotated bibliography must be received on or before the due date, either in class or in the Department of Community Health Science’s main office (CWP [= TRW] Building, Third Floor, Room 3D03-15): **45%**
- plus **active participation** in the course & **adequate answers** to questions: **30%**

Suggestions for possible **research topics** and instructions for presentations can be obtained during the Preparatory Interviews or by making an office appointment. In addition, bibliographical material will be posted on the website of the History of Medicine and Health Care Program.

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 **Oct. 6, 2022** (TRW, Nightingale Room).

## Academic Integrity Statement:

The UofC values academic integrity. 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 also further below). In this course, and especially during the small group sessions, we want to create a supportive and conducive environment, so that each student finds their contributions and positions valued in the overall proceedings and discussions of the course.

## Learning Technologies Requirements:

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

## Inclusiveness, Accommodation, Privacy, and Conduct:

Part of creating an inclusive learning environment involves respecting your classmates. In meeting any university’s mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others 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.

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

**Schedule:**

Date	Topic & Reading	Important Dates
Thurs, 8 Sept.	<p><b>Thematic Course Introduction (Part I)</b>            Anatole Litvak, <i>The Snake Pit</i> (Los Angeles/Hollywood, CA: 20th Century Fox, 1948)</p>	Introduction with Q&A opportunity
Mon, 12 Sept.	<p><b>Thematic Course Introduction (Part II)</b>            Lawrence I. Conrad, Michael Neve &amp; Vivian Nutton, et al., eds. <i>The Western Medical Tradition 800 BC to 1800 AD</i> (Cambridge: Cambridge University Press, 1995), pp. 1-10.</p>	
Thurs, 15 Sept.	<p><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 <i>History of Medicine: A Scandalously Short Introduction</i> (Toronto, ON: University of Toronto Press 2021), pp. 65-89.</p>	
Mon, 19 Sept.	<p><b>How to Choose, Refine, and Present your Topic</b>            Jacalyn Duffin <i>History of Medicine: A Scandalously Short Introduction</i> (Toronto, ON: University of Toronto Press 2021), pp. 476-495; Jane McNaughton, “The Humanities in Medical Education: Context, Outcomes and Structures”, <i>Journal of Medical Ethics: Medical Humanities</i> 26 (2000), pp. 23-30.</p>	
Thurs, 22 Sept.	<p><b>Library Introduction and Hands-on Practicum in HoM Collection</b>            Frank W. Stahnisch, Lisa Petermann and Kerry Sun, “Preface, table of contents &amp; 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 &amp; F. W. Stahnisch (Newcastle upon Tyne: Cambridge Scholars Publishing, 2012), pp. i-xvi; Deborah Brunton, ed. <i>Medicine Transformed. Health, Disease and Society in Europe 1800-1930</i> (Manchester: Manchester University Press, 2004), pp. 387-395.</p>	

Mon, 26 Sept.	<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.	
Thurs, 29 Sept.	<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.	
Mon, 3 Oct.	<b>Renaissance Medical Science: William Harvey</b> Jacalyn Duffin <i>History of Medicine: A Scandalously Short Introduction</i> (Toronto, ON: University of Toronto Press 2021), pp. 39-64; Lawrence I. Conrad et al., eds. <i>The Western Medical Tradition 800 BC to 1800 AD</i> (Cambridge: Cambridge University Press, 1995), pp. 215-361.	
Thurs, 6 Oct.	<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.	
Mon, 10 Oct.		Thanksgiving Day
Thurs, 13 Oct.	<b>Interview Days and Topic Assignment (Office Hours)</b> Students can bring material related to their research	Topics are assigned

	interests. Topic lists are also handed out.	
Mon, 17 Oct.	<p><b>Renaissance Physicians</b> Lawrence I. Conrad et al., eds. <i>The Western Medical Tradition 800 BC to 180 AD</i> (Cambridge: Cambridge University Press, 1995), pp. 215-361; Jacalyn Duffin <i>History of Medicine: A Scandalously Short Introduction</i> (Toronto, ON: University of Toronto Press 2021), pp. 9-38.</p>	
Thurs, 20 Oct.	<p><b>History of Paediatrics since the Early Modern Period</b> Denyse 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 to 1800 AD</i> (Cambridge: Cambridge University Press, 1995), part I: pp. 215-273.</p>	
Mon, 24 Oct.	<p><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.</p>	
Thurs, 27 Oct.	<p><b>History of Contemporary Pathology</b> Lawrence I. Conrad et al., eds. <i>The Western Medical Tradition 800 BC to 180 AD</i> (Cambridge: Cambridge University Press, 1995), pp. 371-476; Jacalyn Duffin <i>History of Medicine: A Scandalously Short Introduction</i> (Toronto, ON: University of Toronto Press 2021), pp. 166-203.</p>	
Mon, 31 Oct.	<p><b>History of Anatomy &amp; Medical Museums</b> Deborah Brunton, ed. <i>Medicine Transformed. Health, Disease and Society in Europe 1800-1930</i> (Manchester: Manchester University Press, 2004), pp. 1-30; Jacalyn Duffin <i>History of Medicine: A Scandalously Short Introduction</i> (Toronto, ON:</p>	

	University of Toronto Press 2021), pp. 1-30.	
Thurs, 3 Nov.	<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 (2019), 26 pp. (forthcoming); 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.	
Mon, 7 Nov.		Fall Break
Thurs, 10 Nov.		Fall Break
Mon, 14 Nov.	<b>Medicine &amp; Science</b> Deborah Brunton, ed. <i>Medicine Transformed. Health, Disease and Society in Europe 1800-1930</i> (Manchester: Manchester University Press, 2004), pp. 239-265; Jacalyn Duffin <i>History of Medicine: A Scandalously Short Introduction</i> (Toronto, ON: University of Toronto Press 2021), pp. 231-255.	
Thurs, 17 Nov.	<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.	
Mon, 21 Nov.	<b>History of Complementary Medicine I</b> Lawrence I. Conrad et al., eds. <i>The Western Medical Tradition 800 BC to 180 AD</i> (Cambridge: Cambridge University Press, 1995), pp. 477-494; Renate Wittern, “The origins of homoeopathy in Germany”, <i>Clio Medica</i> 22 (1991), pp. 51-63.	
Thurs, 24 Nov.	<b>History of Complementary Medicine II</b> Robert Juette, “The history of non-conventional	



	<p>medicine in Germany: a concise overview”, <i>Medical History</i> 43 (1999), pp. 342-358; F. W. Stahnisch &amp; 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.</p>	
Mon, 28 Nov.	<p><b>History and Development of Aboriginal and Western Medicine in Canada</b>  George Graham-Cumming, “Health of the Original Canadians, 1867-1967”, <i>Medical Services Journal of Canada</i> 23 (1967), pp. 115-166; Laurie Meijer-Dress, “Indian Hospitals and Aboriginal Nurses: Canada and Alaska”, <i>Canadian Bulletin of Medical History</i> 27 (2010), pp. 139-161.</p>	
Thurs, 1 Dec.	<p><b>Mon, 2 Dec: Heroes, Rogues, and Charlatans I</b>  David M. Jackson, “Bach, Handel, and the Chevalier Taylor”, <i>Medical History</i> 12 (1968), pp. 385-393; Stan Finger &amp; 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.</p>	
Mon, 5 Dec.	<p><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 &amp; 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.</p>	Submission of Term paper

**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. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

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.

### Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

### Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

## **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

## **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

## **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

## **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 IN LEARNING ENVIRONMENTS**

### **Media Recording for Study Purposes (Students)**

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

### **Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

### **Media recording for assessment of student learning**

The instructor may use media recordings as part of the assessment of students. 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. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments”.

### **Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials”.

### **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 and gender-based 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**

*Updated July 2022*