



UNIVERSITY OF
CALGARY

Department of History

HTST 493.39/99

HISTORY OF MEDICINE AND HEALTH CARE II / SELECTED TOPICS IN THE HISTORY OF MEDICINE

Winter 2021

Instructor:	Prof. Frank W. Stahnisch
Email:	fwstahni@ucalgary.ca
Office Hours and Method:	Mondays, 2:00-3:00 pm, and by appt. (marcia.garcia@ucalgary.ca)/synchronous (Zoom [®])
Course Delivery:	Online/synchronous
Synchronous Class Times:	All scheduled class hours (Zoom [®]) / Recording of presentations by instructor for students not in residence (due to Covid-19 situation).
Originally Scheduled Class Times:	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)
Contact information:	Office phone 403-210-6290 (answering machine) 403-220-2481 (administrative course coordinator: Marcia Garcia)
Web:	https://hom.ucalgary.ca/nadine.hoffman@ucalgary.ca
Course librarian:	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: 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** (Jan. 2021 to Feb. 2021) begins with lectures that continue themes that have been explored in the preceding course (HTST493.38/98) and that focus on major developments in the more recent history of medicine and health care. Furthermore, film clips (available through YouTube^(R) or Archive.org etc.) are presented and discussed, which represent major developments in the history of medicine and health care in the 19th and 20th century. Also, documentary films and movie clips are shown and analyzed that describe modern problems and challenges in health care and public health, which are then traced back to their historical origins. The majority of the classes are student-run, since students will present their investigations and research from projects they have undertaken during the term. These include for example themes related to particular disciplinary histories, the place of modern medicine and health care, the relationship of public health and clinical medicine, biographies of laboratory researchers and influential doctors in the history of medicine. During the month of January, the first student presentations will start in class and continue until the second week of March, 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.” Three intensive small group sessions, based on literature presentations, will feature topics from the history of medical science and physiology, the epistemology of

medicine and the increasing diversification of interdisciplinary research and care approaches in modern biomedicine.

- **The Second Part** (March, 2021) 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 nationwide History of Medicine Days (HMD) conference 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 18-20, 2021. 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, as well as interested students from other programs (such as the History and Philosophy of Science minor, International Relations, Neuroscience, or Nursing) who take this course for credit.

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). ^[1]_[SEP]

Assessment:

Method	Due Date	Weight	Learning Outcomes
Seminar participation	Throughout whole course	20%	1, 2, 3, 4, 5
Oral presentations	2 pres. in-class and at HMD	30%	1, 2, 3, 4, 5

Final term paper	April 12, 2021 (Chicago Manual of Style)	50%	1, 2, 3, 4
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Grading Policies:

Grades will be awarded as letter grades. 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:

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

- **1st oral presentation** (30 min. individual presentation) on the specific in-class research project: **15%**
- **2nd oral presentation** (10-12 min. individual presentation) as the refined and revised ppt or poster presentation (poster and 2-3 min. presentation) from the nation-wide History of Medicine Days conference: **15%** - on **Thurs March 18, Friday March 19, or Saturday March 20, 2021**
- One **final term paper**. The 15-page essay (of about 4,000 words, excl. endnotes), which students are required to write on a topic related to the course, is due on **Monday April 12, 2020** (through D2L and copy by email): **50%**
- plus **active participation** in the course and at the HMDs conference with **adequate answers** to questions: **20%**

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 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 **March 25, 2021**.

This seminar-style class will be conducted in an interactive discussion format on Zoom®. 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 15-page essay (of about 4,000 words, excl. endnotes) on a topic related to the course, due at the last Monday during term time (April-12, 2021). This paper will count for 50 per cent of the final grade. Class participation will count for another 20 per cent and includes attendance and regular contributions to discussions. Two oral presentations – one in class and one at the History of Medicine Days Conference (either as an oral presentation or as a poster presentation) – are expected and will count for a total of 30 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.

Academic Integrity Statement

For advice and guidance in writing essays, students are encouraged to read "The History Student's Handbook" (<https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>), which entails very useful general directions, tips, citation and formatting suggestions. Be sure to read the section on plagiarism carefully and observe that you give proper credit to the sources of your work. The policy at the UofC is that all allegations of plagiarism will be reported to the Associate Dean of Students who will rule on the allegations and apply the penalties in the course calendar. Academic dishonesty is a serious offence that can lead to a failing grade and/or expulsion from the UofC.

Learning Technologies Requirements:

Instruction occurs via synchronous online lectures and online discussions on Zoom®. Some PPT slides are used and are individually uploaded to "Desire2Learn" (D2L®). The dates and times for all synchronous sessions are given below (~ already timetabled for this course). The Zoom® session links will be found in the D2L course shell under "Communications," together with all respective links to the online office hours closer to the begin of classes. In addition, Marcia Garcia will send out an email with Zoom® course links and office hours links prior to the beginning of classes.

Students will find the following materials on D2L: (<https://d2l.ucalgary.ca>).

- the course description ^[L]_[SEP]
- selected PowerPoint presentations^[L]_[SEP] of the lectures and workshops
- discussion handouts of the Thursday workshops
 - students' presentation handouts ^[L]_[SEP]
 - library resource materials and internet links ^[L]_[SEP]
 - bibliography of additional readings for the individual sessions of the course

On-Line Instruction Statement:

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 use is encouraged to enhance communication and discussions, 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. 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 Code of Conduct). 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. Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed 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. 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).

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

Inclusiveness, Accommodation, and Classroom Conduct:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their

Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the “flu”) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/index.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals>.

Date	Topic & Reading	Important Dates
Mon, Jan 11	<p>Thematic Course Introduction / Film Sequence on the Polio Myelitis Epidemic (The Individual versus the Public Perspective in Medicine)</p> <p>Christopher J. Ruttly, “The Middle-Class Plague: Epidemic Polio and the Canadian State”, <i>Canadian Bulletin of Medical History</i> 13 (1996), pp. 277-314; T[au] Pederson, “Turning on a Dime: The 75th Anniversary of America’s March Against Polio”, <i>FASEB Journal</i> 27 (2013), pp. 2533-2535.</p>	Student Presentations: TBA
Thurs, Jan 14	<p>Eugenics, Tuskegee, and the Development of Biomedical Ethics</p> <p>James Moore, “The Fortunes of Eugenics,” in <i>Medicine Transformed. Health, Disease and Society in Europe 1800-1930</i>, ed. D. Brunton (Manchester: Manchester University Press, 2004), pp. 266-297; Thomas G. Benedek & John Erlen, “The Scientific Environment of the Tuskegee Study of Syphilis, 1920-1960,” in <i>Perspectives in Biology and Medicine</i> 43 (1999), pp. 1-30.</p>	
Mon, Jan 18	<p>Intersections between Religious and Cultural Values with the History of Public Health</p> <p>Stephen M. Modell, Toby Citrin, Susan B. King, and Sharon L.R. Kardia, “The Role of Religious Values in Decisions about Genetics and the Public’s Health”, <i>Journal of Religion and Health</i> 53 (2014), pp. 702-714; Jeff Levin, “Engaging the Faith Community for Public Health Advocacy: An Agenda for the Surgeon General”, <i>Journal of Religion and Health</i> 52 (2013), pp. 368-385.</p>	
Thurs, Jan 21	<p>“The Road to Wellville”</p> <p>Anonymous, “Dr. John Harvey Kellogg”, <i>The British Medical Journal</i> 4331 (1944),</p>	

	p. 64; Alice Ross, "Health and Diet in 19 th -Century America: A Food Historian's Point of View", <i>Historical Archaeology</i> 27 (1993), pp. 42-56.	
Mon, Jan 25	History of Public Health Deborah Brunton, "Dealing with Disease in Populations: Public Health, 1830-1880," in <i>Medicine Transformed. Health, Disease and Society in Europe 1800-1930</i> (Manchester: Manchester University Press, 2004), pp. 180-210; Paul Weindling, "From Germ Theory to Social Medicine: Public Health, 1880-1930," <i>ibid.</i> , pp. 239-265.	
Thurs, Jan 28	Early Orthopaedic Approaches and their Relation to Diagnostic Technology / Early Female Neurosurgeons in Canada Martina Schluender and Thomas Schlich, "The Emergence of 'Implant-Pets' and 'Bone-Sheep': Animals as New Biomedical Objects in Orthopaedic Surgery," in <i>History and Philosophy of the Life Sciences</i> 31 (2009), pp. 429-460; Jaclyn J. Renfrow, Analiz Rodriguez, Taylor A. Wilson, Isabelle M. Germano, Aviva Abosch, and Stacey Quintero Wolfe, "Tracking Career Paths of Women in Neurosurgery," in <i>Neurosurgery</i> 82 (2018), pp. 576-582.	
Mon, Feb 1	History of the Relationship between Physiotherapy and the Modern Field of CTE Research and Treatment Greg Miller, "A Battle No Soldier Wants to Fight", <i>Science</i> 333 (2011), pp. 517-519; Thomas Keller, "Railway Spine Revisited: Traumatic Neurosis or Neurotrauma?", <i>Journal of the History of Medicine and Allied Sciences</i> 50 (1995), pp. 507-524.	
Thurs, Feb 4	Skin Diseases during the Early Modern Period and their Cultural Context / "One Flew Over the Cuckoo's Nest" A. Fessler, "Skin Diseases in 17 th and 18 th Century Lancashire Local History Documents", <i>Bulletin of the History of Medicine</i> 27 (1953), pp. 414-419; Laura Hirshbein and Sharmalie Sharvananda, "History, Power and Electricity: American Popular Magazine Accounts of Electroconvulsive Therapy, 1940-2005". <i>Journal of the History of the Behavioral Sciences</i> 44 (2008), pp. 1-15.	
Mon, Feb 8	Paediatric Surgery D. K. Nakayama, "Vignettes from the History of Pediatric Surgery," <i>Journal of Pediatric Surgery</i> 55 (2020), pp. 1-37; G. W. Holcomb, 3 rd , "The Journal of Pediatric Surgery: Its First 50 Years," <i>Journal of Pediatric Surgery</i> 53 (2018), pp. 212-216.	
Thurs,	The Introduction of Critical Care Medicine at the ACH /	

Feb 11	A Case Study from the History of Microbiology D. L. Levin, J. J. Downes, and I. D. Todres, "History of Pediatric Critical Care Medicine," <i>Journal of Pediatric Extensive Care</i> 2 (2013), pp. 147-167; Raymond N. Doetsch, "History of Microbiology," <i>Science</i> 146 (1964), p. 956.	
	Term Break – No classes !!	
Mon, Feb 22	Early History of Brain Surgery and Localizationism Jeremy C. Ganz and Juergen Arndt, "A History of Depressed Skull Fractures from Ancient Times to 1800," <i>Journal of the History of the Neurosciences</i> 23 (2014), pp. 233-251; Axel Karenberg, "Cerebral Localization in the Eighteenth Century: An Overview," <i>Journal of the History of the Neurosciences</i> 18 (2003), pp. 248-253.	
Thurs, Feb 25	The Health Professionals' Roles in the History of Abortion in Alberta / An Exploration of the Structural Critique of the Health Care System by Norman Bethune Susan A. McDaniel and Karol J. Krótki, "Estimates of the Rate of Illegal Abortion and the Effects of Eliminating Therapeutic Abortion, Alberta 1973-74," <i>Canadian Journal of Public Health</i> 70 (1979), pp. 393-398; Gabriel Nadeau, "A T.B.'s Progress – The Story of Norman Bethune," <i>Bulletin of the History of Medicine</i> 8 (1940), pp. 1135-1171.	
Mon, Mar 1	History and the Future of Medicine Stephen Lock, "Medicine in the Second Half of the Twentieth Century", in <i>Western Medicine: An Illustrated History</i> , ed. I. Loudon (Oxford: Oxford University Press, 1997), pp. 123-144; Timothy Lenoir, "Science and the Academy in the 21st Century: Does Their Past Have a Future in an Era of Computer-Mediated Networks?" in <i>Ideale Akademie: Vergangene Zukunft oder konkrete Utopie?</i> , ed. W. Vosskamp (Berlin: Akademie Verlag, 2002), pp. 113-129.	
Thurs, March 4	The Transition from Religious, Charity-Based Nursing Education to the Establishment of Secular Nursing Programs Pauline O. Jardine, "An Urban Middle-Class Calling: Women and the Emergence of Modern Nursing Education at the Toronto General Hospital 1881-1914". <i>Urban History Review</i> 17 (1989), pp. 176-190; Barbara Mann Wall, "American Catholic Nursing. An Historical Analysis,"	

	<i>Medizinhistorisches Journal</i> 47 (2012), pp. 160-175.	
Mon, Mar 8	An Exploration of the History of ‘Anti-Psychiatry’ Peter Schmiedebach and S[tefan] Priebe, “Social Psychiatry in Germany in the Twentieth Century: Ideas and Models,” <i>Medical History</i> 48 (2004), pp. 449-472; Roy Porter, “Anti-Psychiatry and the Family: Taking the Long View,” <i>Clio Medica</i> 49 (1998), pp. 257-281.	
Thurs, March 11	Presentation Rehearsals and Power Point Discussion Workshop Peter Cruse, “University of Calgary Students Keen to Revisit Medical History,” <i>Canadian Medical Association Journal</i> 156 (1997), p. 628; Jock Murray, “(Rev. of) Proceedings of the 10 th Annual History of Medicine Days, University of Calgary, W. A. Whitelaw, ed., Calgary: Faculty of Medicine, University of Calgary, 2001, 338 p.,” <i>Canadian Bulletin of Medical History</i> , 20 (2003), p. 185f.	
Mon, Mar 15	Poster Discussion and Poster Presentation Rehearsals William Osler, “A Note on the Teaching of Medical History,” <i>British Medical Journal</i> 2167 (1902), p. 93; Martin Duke, “Medicine and the Arts,” <i>Academic Medicine</i> 82 (2007), p. 881.	
Thurs, March 18	History of Medicine Days Conference (First Conference Day) (3 full days of 24 hrs. in total) ^[SEP] All abstracts in the <i>Binder of the History of Medicine Days</i> conference 2021 (provided by Prof. Stahnisch’s office for all conference participants).	
Fri, March 19	History of Medicine Days Conference (Second Conference Day) (3 full days of 24 hrs. in total) ^[SEP] All abstracts in the <i>Binder of the History of Medicine Days</i> conference 2021 (provided by Prof. Stahnisch’s office for all conference participants).	
Sat, March 20	History of Medicine Days Conference (Third Conference Day) (3 full days of 24 hrs. in total) ^[SEP] All abstracts in the <i>Binder of the History of Medicine Days</i> conference 2021 (provided by Prof. Stahnisch’s office for all conference participants).	
Thurs, March 25	Medicine in Early Modern Europe (1st Small Group Session) Andrew Wear, “Medicine in Early Modern Europe, 1500-1700” 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), part I: pp. 215-273; Emma C. Spary, “Political, Natural, and Bodily Economies”, in <i>Cultures of Natural History</i> , eds. N. Jardine, A. J. Secord & E. C. Spary (Cambridge, Cambridge University Press, 1996), pp. 178-196; Roy Porter, “The Eighteenth Century”, in: 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), pp. 371-475.	
Thurs, April 1	The Laboratory Revolution in Medicine (2nd Small Group Session) Bob Frank, “The Telltale Heart: Physiological Instruments, Graphic Methods, and Clinical Hopes 1854-1914”, in <i>The Investigative Enterprise. Experimental Physiology in Nineteenth-Century Medicine</i> , eds. W. Coleman & F. L. Holmes (Berkeley, Los Angeles, London: The University of California Press, 1988), pp. 211-290; 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. 81-114; Deborah Brunton, “The Rise of Laboratory Medicine”, in <i>Medicine Transformed. Health, Disease and Society in Europe 1800-1930</i> , ed. D. Brunton (Manchester: Manchester University Press, 2004), pp. 92-118.	
Thurs, Apr 8	Interdisciplinary Approaches in the 20th Century: The Examples of Neuroscience, Molecular Genetics, and Public Health (3rd Small Group Session) Deborah Brunton, “Access to Health Care, 1880-1930”, in <i>Medicine Transformed. Health, Disease and Society in Europe 1800-1930</i> , ed. D. Brunton (Manchester: Manchester University Press, 2004), pp. 364-394; Carl F. Craver, “The Making of a Memory Mechanism,” <i>Journal of the History of Biology</i> 36 (2003), pp. 153-195; Paul Keating & Alberto Cambrosio, “The New Genetics and Cancer. The Contributions of Clinical Medicine in the Era of Biomedicine”, in <i>History of Medicine and Allied Sciences</i> 56 (2001), pp. 321-352. / Submission of Term Paper!	Final Term Paper Due

Final Exam to be scheduled by registrar: No.

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.

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.

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