

Campus Security (220-5333)



Department of History

HTST 493.39/99

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

Winter 2022

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 (due to COVID-19 Pandemic: https://news.ucalgary.ca/news/important-covid-19-update-university-will-remain-open-classes-will-resume-monday-remote-learning)
Synchronous Class Times:	All scheduled class hours (Zoom [®]) / Recording 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)
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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. 2022 to Feb. 2022) 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, valuable films 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” – paired with practical exercises for the medical and health care students. 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, 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 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 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, 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 (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)
 - *Medicine Transformed. Health, Disease and Society in Europe 1800-1930*, ed. D. Brunton (Manchester: Manchester University Press, 2004)
 - *Medicine, Life and Function: Experimental Strategies and Medical Modernity at the Intersection of Pathology and Physiology*, by Frank W. Stahnisch (Bochum, Freiburg: Projektverlag, 2012)
 - 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 as well).

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.

Assessment:

Method	Due Date	Weight	Learning Outcomes
Seminar participation	Active participation in the course & adequate answers to questions – during class time via Zoom® (a preliminary “check-in mark” is provided for feedback purposes around mid-term time, ca. March-14, 2021)	20%	1, 2, 3, 4, 5
Oral presentations	2 presentations in-class and at HMD – - in-class (30 min. individual presentation) during class time via Zoom® - HMD (12 min. individual presentation or 3 min. poster presentation) either as physical/hybrid or online via Zoom® [depending on Covid-situation in March]	30%	1, 2, 3, 4, 5
Final term paper	April 19, 2022 – to be submitted by email (11:59 pm) (Chicago Manual of Style)	50%	1, 2, 3, 4

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 **Friday March 25**, or **Saturday March 26, 2022**
- 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 **Tuesday April 19, 2022** (11:59 pm / 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 17, 2022**.

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 on Tuesday April 19, 2022 (11:59 pm). 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.

Students are required to buy three books at the UofC Bookstore (curbside pick-up process), where these are made available. 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.

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

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^(R). PPT slides are used and are individually uploaded to "Desire2Learn" (D2L^(R)) 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.”

“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 & Reading	Important Dates
Mon, Jan 10	<p>Thematic Course Introduction / Film Sequence on the Polio Myelitis Epidemic (The Individual versus the Public Perspective in Medicine)</p> <p>Christopher J. Ruddy, “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>	X
Thurs, Jan 13	<p>History of Public Health</p> <p>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.</p>	
Mon, Jan 17	<p>Exploring the Historical Intersection of Sport and Medicine</p> <p>Mark Dyreson, “Sport History and the History of Sport in North America”, <i>Journal of Sport History</i> 34 (2007), pp. 405-414; Sarah Teetzel, “Sports, Medicine, and the Emergence of Sports Medicine in the Olympic Games: The Canadian Example”, <i>Journal of Sport History</i> 34 (2007), pp. 75-86.</p>	
Thurs, Jan 20	<p>“The Case if Ayurveda and Responses to Integrative Medicine”</p> <p>Steven Engler, “‘Science’ vs. ‘Religion’ in Classical Ayurveda”, <i>Numen</i> 50 (2003), pp. 416-463; F. W. Stahnisch & M. J. Verhoef, “The Flexner Report of 1910 and its Impact on Complementary and Alternative Medicine and Psychiatry</p>	

	in North America in the 20 th Century”, <i>Evidence-Based Complementary and Alternative Medicine</i> 10 (2012), pp. 1-10.	
Mon, Jan 24	Eugenics, Tuskegee, and the Development of Biomedical Ethics 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.	
Thurs, Jan 27	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.	
Mon, Jan 31	“The Road to Wellville” Anonymous, “Dr. John Harvey Kellogg”, <i>The British Medical Journal</i> 4331 (1944), 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.	
Thurs, Feb 3	Exploring the Intersections Between the Judicial System and Health Care – The Case of the Police Force in Alberta Ted McCoy, “The Unproductive Prisoner: Labor and Medicine in Canadian Penitentiaries”, <i>Labor</i> 6 (2009), pp. 95-112; Malcolm Bow and F.T. Cook, “The History of the Department of Public Health of Alberta”, <i>Canadian Public Health Journal</i> 8 (1935), pp. 384-396.	
Mon, Feb 7	The Historical Development of Technical Procedures in Modern Surgery D. K. Nakayama, “Vignettes from the History of Pediatric Surgery,” <i>Journal of Pediatric Surgery</i> 55 (2020), pp. 1-37; 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.	
Thurs, Feb 10	The History of the Intersection Between Paediatrics and Hygiene Using the Case Example of Poliomyelitis Anne Hardy, “Poliomyelitis and the Neurologists: The View	

	from England, 1896-1966,” <i>Bulletin of the History of Medicine</i> 71 (1997), pp. 249-272; Editorial, “The Dissemination of Poliomyelitis,” <i>The British Medical Journal</i> 2 (1945), pp. 323-324.	
Mon, Feb 14	The Paradoxes of Pain in Historical Context Frank W. Stahnisch, “Objectifying ‘Pain’ in the Modern Neurosciences: A Historical Account of the Visualization Technologies Used in the Development of an ‘Algesiogenic Pathology’, 1850 to 2000,” <i>Brain Sciences</i> 17 (2015), pp. 521-545; John Jarrell and Frank W. Stahnisch, “Contextualizing Ovarian Pain in the Late 19 th Century: Ovarian-Based Treatments of ‘Hysteria’,” <i>Journal of the History of the Neurosciences</i> 30 (2021), pp. 375-389.	
Thurs, Feb 17	History of Medicine in Pre-Colonial Africa K. David Patterson, “Disease and Medicine in African History: A Bibliographical Essay,” <i>History in Africa</i> 1 (1974), pp. 141-148; Bruce Fetter, “Pease Porridge in a Pot: ‘The Social Basis of Health and Healing in Africa,’” <i>History in Africa</i> 20 (1993), pp. 43-51.	
Feb 21-25	Term Break – No classes !!	
Mon, Feb 28	Scottish Enlightenment Influences on 18th-Century Medical Education and Practice Robert D. Thornton, “The University of Edinburgh and the Scottish Enlightenment,” <i>Texas Studies in Literature and Language</i> 10 (1968), pp. 415-422; John Henry, “Historical and Other Studies of Science, Technology and Medicine in the University of Edinburgh,” <i>Notes and Records of the Royal Society of London</i> 62 (2008), pp. 223-235.	
Thurs, March 3	A Historical Case Study Regarding the Emergence of Gastroenterology as a Sub-Discipline in Medicine David Hogan, “History of Geriatrics in Canada,” <i>Canadian Bulletin of Medical History</i> 24 (2007), pp. 131-150; George Weisz, “From divisions of medicine to specialities,” in <i>Divide & Conquer. A Comparative History of Medical Specialization</i> (Oxford: Oxford University Press, 2005), p. 191-209.	
Mon, March 7	“Sicko” (Film and Discussion) 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, March 10	The Implementation of Music Therapy for the Treatment of Dementia: Seen Through a Historical Lens Melissa Brotons, Susan M. Koger, and Patty Pickett-Cooper, "Music and Dementias: A Review of Literature," <i>The Journal of Music Therapy</i> 34 (1997), pp. 2-15; Orii McDermott, Nadia Crellin, Hanne Mette Ridder, and Martin Orrell, "Music Therapy in Dementia: A Narrative Synthesis Systematic Review," <i>International Journal of Geriatric Psychiatry</i> 28 (2013), pp. 781-794.	
Mon, March 14	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 17	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.	
Mon, Mar 21	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.	X
Thurs, March 24	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	X

	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.	
Fri, March 25	History of Medicine Days Conference (First Conference Day) (2 full days of 24 hrs. in total) 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).	X
Sat, March 26	History of Medicine Days Conference (Second Conference Day) (2 full days of 24 hrs. in total) 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).	X
Thurs, March 31	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 7	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.	

University Closed April 15-18. **There is no registrar-scheduled final exam.**

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.

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 schedule. 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 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

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

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