



Department of History

HTST 641
Early Medieval Ethnogenesis
Fall 2021

Instructor: Dr. Courtney Konshuh

Email: courtney.konshuh@ucalgary.ca

Office Hours and Location/Method: By appt on zoom. I will post a signup sheet on D2L.

Class Room Location, Days and Times: SS639, Thursdays 2-5pm

Course Delivery: In person

Treaty 7 territory and home to Métis Nation of Alberta, Region III

Description

Who were the Barbarian people who settled across Europe after the 'Fall' of Rome? By the sixth century, there were many successor states across Europe, and more developed over the next centuries. But who were these peoples, and where did they come from? How did they trace their own histories? How did they create unified identities?

This course looks at the origins of early medieval states and the peoples within them. It explores the processes through which disparate groups grew to call themselves a *gens*, a people, and how new identities are created through history-writing. We will look at this through the lens of the ethnogenesis theory. The course has two main objectives: 1) that you learn the history and development of ethnogenesis theory; and 2) that you learn to apply ethnogenesis theory to a topic of your choosing.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the formation of identities in the early medieval world.
2. Use a range of research skills (finding and close reading of primary sources; finding and analysis of secondary sources; identification and use of theoretical approaches) to investigate a research project in this topic.
3. Demonstrate an ability to read and analyze primary sources in translation.
4. Articulate the significance of this material in the development of world history.
5. Demonstrate this significance in academic writing and presentation.
6. Demonstrate an ability to engage with current scholarly debates in the field.

Reading Material

(Required) Textbook:

From Roman Provinces to Medieval Kingdoms. Ed. by Thomas Noble. New York: Routledge, 2006. Available at the University bookstore or as a digital copy. All of the chapters in this volume are available in other formats. Hereafter: TB.

Recommended general introduction:

Geary, Patrick. *The Myth of Nations: the Medieval Origins of Europe*. Princeton: PUP, 2002.

Additional weekly readings, including peer-reviewed journal articles, will be posted on D2L, are available through the library or are open access. I also strongly recommend the following volumes:

After Rome's Fall: Narrators and Sources of Early Medieval History Essays presented to Walter Goffart. Ed. Alexander Murray. Toronto: UofT Press, 1998.

On Barbarian Identity: Critical Approaches to Ethnicity in the Early Middle Ages. Ed. Andrew Gillett. Turnhout: Brepols, 2002.

Borders, Barriers, and Ethnogenesis. Ed. by Florin Curta. Turnhout: Brepols, 2005.

Franks, Northmen, and Slavs: Identities and State Formation in Early Medieval Europe. Eds. Ildar Garipzanov, Patrick Geary, Przemyslaw Urbanczyk. Turnhout: Brepols, 2008.

Post-Roman Transitions Christian and Barbarian Identities in the Early Medieval West. Ed. Walter Pohl and Gerda Heydemann. Turnhout: Brepols, 2013.

History and Anthropology 26.1 (2015).

Series: Historiography and Identity (6 vols) Turnhout: Brepols, 2019-2021.

Esp volumes II and III: [Post-Roman Multiplicity](#), and [Carolingian Approaches](#). These are mostly open access. Volumes IV and V are still in production and will hopefully be released in the coming weeks.

Caveat!

In general our library is not blessed with a wealth of resources on this period, so I request that you all be very considerate in your use of library books. I'll put primary sources on reserve. Please return them quickly, as many others will require the same volumes, or be prepared to share/share images of relevant pages. I will make a discussion forum on D2L for you to request books from each other – if it is not in the library, chances are one of us has it. You will probably need some [inter-library loans](#) which can take several weeks to arrive, so request these early!

Assessment

Method	Due Date	Weight
Participation	weekly	20%
Paper Proposal	Oct 7	P/F
Primary Source	Oct 28	15%
Presentation	TBD	15%
Draft Paper	By midnight three calendar days before your presentation	10%
Paper	By midnight 10 calendar days after your presentation	40%

Participation: Weekly Reading Summaries, Hypothesis and In-class Engagement 20%

Participation consists of:

1. Weekly Reading Summaries including at least 3 informed questions, submitted on D2L by the beginning of class each week (you will each have a personal forum where you can upload these each week and please also bring them to class).
2. Weekly Written Feedback on Hypothesis (optional, but hopefully useful and can replace/supplement engaged discussion participation points)
3. Engaged Discussion (not the same thing as opinion, comes from research and is evidence-based)

Participation and discussion is taken very seriously; it is the foundation of academic debate. If you are not prepared to engage in conversation in this class be prepared to receive a poor grade. Reading summaries are the basis of class discussions. You will be expected to bring an informal weekly reading report that discusses the assigned readings. An informal report is intended to demonstrate to the instructor that you have prepared your material for in class discussion. The expectation is that you will come to class with at least 1-2 informed questions which you would like to discuss with your colleagues. As the term progresses it will be increasingly important to consider the class readings in relation with your own research project wherever possible. At the end of every class you will receive a grade from 0-2 for your participation. 1 means you showed up, said something useful and submitted your reading summary and questions, 2 means you did this and made several (at least 3) useful contributions – this includes references to the texts we've read, connections between passages in these texts, or pointing to other sources that contradict or affirm what we've read. Opinions without evidence can be helpful to propel the discussion, but do not count towards your useful contributions. During the 3 weeks of presentations, your reading summaries will go to the presenters (again there will be a forum for this on D2L). Please make sure your summary addresses each presentation topic, and you have at least 1 good question for each. It makes sense to do 3 separate summaries of 1 page each for this. I will post the participation grades on D2L at the end of each week. You have until the following Monday to contact me if you want to discuss/dispute your grade.

I want to give you room to take a week or two off in case you are ill or need to self-isolate. Please don't come to class if you are ill! To cover for participation in those weeks, we will be trying out Hypothesis on D2L, a text-annotation software the university is piloting. If you participate on this you can get your participation points in the same way. I'd like to encourage you to use this tool every week. You get 1 point for at least 10 annotations on hypothesis and a reading summary, and 2 points for engaging with others (at least 3 useful contributions) who have also annotated in addition to your at-least-10 annotations. The same guidelines apply to these as above. Refer to texts, cross-reference and suggest connections or further reading. Hypothesis is a pilot so hopefully it works. I will revise these requirements if it is a disaster.

Lively debate is welcome, but disrespect of others is not – ethnogenesis intersects with contemporary ideas of nationalism and identity so it is important to be considerate. I will shut the class down immediately if people get out of line. Participation is out of 20 points in total. It is up to you how you get these points, but since there are more than 10 classes, you have some wiggle room.

Primary Source Study

1250 words

This is a close reading and analysis of a primary source relevant to the area you will be presenting on. I suggest you clear your primary source (and a specific passage relevant for your analysis) with me in advance but this is not required. Your analysis should situate, analyse and evaluate the extract. For a literary piece, draw attention to the author's goals, biases and projected audience. For an object, show for

whom the object was intended and what it tells us about contemporary culture. In both cases, you will use the evidence to show how wider conclusions can be made about how that culture is being represented and why. Good primary studies tend to include the following: 1. Situate: What type of document/object is it? Who is the author/maker? Why was it made and for whom? What is the nature of the source, looking at themes, allusions, intended audience, bias etc. 2. Analyse: What is going on – what is this text about, what kind of object is it and what would it be used for? Pay close attention to the language used or depictions/decorations chosen and explain the focus and significance of the content. Place this in contemporary context (e.g. does this follow standard style for a literary piece; are there analogous objects from this or another culture). 3. Evaluate: What is the historical significance of the document or object and how can it be used to show an aspect of ethnogenesis? It is ALWAYS a good idea to have a thesis and arguments in written work. You are not just describing, you are using background and context to argue something about your source.

Paper Proposal

300-word abstract for your projected presentation

I will post a Call for Papers on D2L and you will ‘apply’, simulating proposing a paper for a formal conference. This is pass/fail, but you must pass in order to give your presentation. I will give you feedback and a second shot in case your proposal is untenable but hopefully that will not be necessary! We will talk about how to draft a proposal in class and I will post some successful examples on D2L. A successful proposal contains the following information:

- What you are studying
- How you will do it / what your methodology is
- What sources are you using
- Why / What the relevance is
- A bibliography (in Chicago style) with 2 primary sources and 10 secondary sources

Individual In-class presentation 15%

Each student will lead 60 minutes of a session on a topic chosen in consultation with the instructor. This includes you selecting primary and secondary sources for the class to read, a 20-minute presentation, and leading a 40-minute discussion. I will guide you through this process, you will be well prepared. You will not get to pick the date of your presentation, since I will group the presentations together in sessions (just like at a conference).

The purpose of a presentation is to help you to write a better research paper. This assignment will prepare you to give formal conference papers. You will write most of your paper in advance of the presentation, present some of your findings to the group and guide the class through a discussion of some important research questions. Finally, you will use the feedback and perspectives you gain in class to rewrite/restructure/finish your research paper. This process mimics that academic process of article-writing.

You choose a small selection of primary documents around which your presentation will be based. These materials will be loaded onto D2L one week in advance of the presentation for your fellow students, along with guiding questions and a thesis statement so your classmates can orient themselves as to what they should focus on in their readings. You must provide me with this material more than a week in advance so I can put it on D2L – if I do not get this material in time, I will consider your presentation withdrawn and you will not be able to submit the essay. Your presentation will provide the class both with some background to the topic as well as introduce areas which you would like to cover in the following class discussion. This can include anything that you think will be relevant to your research paper, but a successful presentation has the same structure as a paper – thesis, around 3 main arguments, evidence to

prove your points, and a conclusion. The average North American can read around 3000 words in 20 minutes but it varies of course. It is helpful to have a handout, powerpoint, or outline to distribute so the class can follow your presentation and stay on task for the discussion; you can also put important primary or secondary quotations on a handout for points you discuss during the presentation or as a discussion aid. Including a list of primary and secondary sources in your presentation and/or handout is helpful in case your classmates are interested in your topic and wish to read more about it.

N.B. If you have not seen me at least twice by one week before your presentation to confirm your topic and primary sources and submitted your sources for discussion to me by email, I will not allow you to present and you will receive 0 for both presentation and research paper.

Research Paper

Rough Draft 10% Due Monday, 11:59pm, three days before your presentation

Final Paper 40% Due Sunday, 11:59pm, ten days after your presentation

3000 words, including notes but excluding bibliography ($\pm 10\%$ tolerance)

The major writing assignment will consist of a research essay on an aspect of early ethnogenesis. It must be based on primary sources (in translation) or on a selection of material objects and supported by secondary scholarly research. You will choose, narrow, and refine your own topic in consultation with the instructor (who reserves to herself a veto on topics). Working with objects and primary sources is difficult and requires more preparation time than projects based entirely on secondary material. Be sure to leave yourself enough time to prepare your paper. Extensions will not normally be granted.

- Students will be expected to choose their own topics within the broader context of the subject matter of the course
- You will be required to use at least three (3) substantial or several shorter primary sources and at least ten (10) secondary sources when writing their papers. This is the minimum of sources you must consult in order to receive a passing grade. If you want an excellent grade, you will consult substantially more.
- Any student who writes a paper which revolutionises the field of early medieval studies will receive an A in the course regardless of your other assignments.

General guidelines for papers

- All written assignments besides the proposal are formal research essays, double spaced with full footnotes and a bibliography (according to the [History Student's Handbook](#) or Rampolla's *Pocket Guide to Writing in History*)
- Good papers will be free of errors of grammar, spelling and punctuation. They will have a clear structure, consisting of an introduction (with a thesis statement), a body and a conclusion.
- Arguments will be supported with reference to the primary texts, but long quotations (over three lines) should generally be avoided.
- Do not simply summarize readings—I want to read your analysis and viewpoint, supported by strong and thoughtful arguments.
- save your MS Word, Pages, or Open Office document with the filename format LASTNAME Assignment (example: Konshuh Chapter Response) and submit online. Please do not submit pdfs.

Grading Policies

I am happy to provide you with detailed feedback on your papers. Please note I do not read emails sent within 24 hours of your receiving your grade. Please wait at least 24 hours before contacting me so we can have a more productive conversation.

Grades will be given in percentage throughout the semester, except for your paper proposal, which is pass/fail. The Paper Proposal must receive a passing grade or I will not accept your paper. If you are unhappy with a grade, please come to see me as a first resort. We can then discuss your work and I can outline the process for an appeal if necessary. Final grades of 69 and 79 will be rounded up. No other grades will be rounded.

Extensions

Everyone gets one 3-day, no-questions-asked extension on any single written assignment. I am flexible about additional extensions as long as you speak with me in advance. I do not respond to extension emails sent within 24 hours of a deadline – if there is an emergency, contact me. The final date I can accept papers for this course is December 14 – if there is an emergency and you need longer, you must apply for a [deferral](#).

Schedule

Date	Topic	Assignment
Sept 9	Introduction	
Sept 16	Fall of Rome? How to write a book review	
Sept 23	Origins of a theory Medieval research tools	
Sept 30	Schools and Critiques How to respond to a CFP	
Oct 7	The Franks I	CFP: Paper Proposal
Oct 14	The Franks II Finding a good primary source	
Oct 21	Literary Approaches	
Oct 28	Archaeological Approaches	Primary Source Study
Nov 4	TBD – we will decide together	
Nov 8-12	Reading Week	
Nov 18	Presentations	
Nov 25	Presentations	
Dec 2	Presentations	
Dec 9	Conclusions and looking forward	

There is no registrar-scheduled final exam.

Provisional Readings (I will update and add to these as we go along depending on your interests)

Sept 9: Introduction

Noble, Thomas. “Introduction.” TB

Sept 16: Fall of Rome?

Goffart, Walter. “The Barbarians in Late Antiquity and How They Were Accommodated in the West.’ TB

Heather, Peter. "Foedera and Foederati of the Fourth Century." TB
Liebeschütz, Wolf. "Cities, Taxes, and the Accommodation of the Barbarians: The theories of Durliat and Goffart." TB

Sept 23: Origins

Geary, Patrick. "The Crisis of European Identity." TB
Wood, Ian. "Barbarians, Historians, and the Construction of National Identities." *Journal of Late Antiquity* 1 (2008): 61-81. Available through the Library
Pohl, W. "Historiography and Identity: Methodological Perspectives." In: *Historiography and Identity I: Ancient and Early Christian Narratives of Community: 7-50*. Turnhout: Brepols, 2019.
<https://www.brepolonline.net/doi/abs/10.1484/M.CELAMA-EB.5.119122>
Filotico Francesco. "Reinhard Wenskus and the Concept of Ethnicity in the Age of Barbarian Invasions." In: *Nuova rivista storica* 95(2011): pp. 787-826.

Sept 30: Schools and Critiques

Vienna School vs Toronto School and other critiques
I expect you to figure out by yourself what the Vienna School and Toronto School are, what each camp believes, and the main critiques made of the Vienna School. Please find at least 3 articles to post on Hypothesis and do short (2-3 pages) write-up on the main characteristics of the Vienna School and the criticism levied against it, which we will discuss in class. I strongly encourage you to collaborate on this – here I am throwing you in the deep end. You will likely start with general internet searches and work up to looking for specific peer-reviewed articles. Some of the books I have suggested may be useful, and Noble mentions some in his introduction as well.

Oct 7: The Franks I

Clovis's burial
Gregory of Tours' *Libri Historiarum*
Lebecq, Stéphane. "The Two Faces of King Childeric: History, archaeology, historiography." TB
Fischer, Andreas. "The Appropriation of History: The Austrasians, Gregory of Tours, and Fredegar." In *Historiography and Identity II: Post-Roman Multiplicity and New Political Identities: 65-93*. Turnhout: Brepols, 2020. On D2L
Murray, Alexander. "The Composition of the Histories of Gregory of Tours and Its Bearing on the Political Narrative" In: *A Companion to Gregory of Tours*, ed. Alexander Murray. Leiden: Brill, 2016. Available online through the library.

Oct 14: The Franks II

Liber Historiae Francorum
Fredegar's *History*
Salic Law
Reimitz, Helmuth. "Genre and Identity in Merovingian Historiography." In *Historiography and Identity II: Post-Roman Multiplicity and New Political Identities: 161-211*. Turnhout: Brepols, 2020.
<https://www.brepolonline.net/doi/abs/10.1484/M.CELAMA-EB.5.118565>
Wood, Ian. "Defining the Franks: Frankish origins in early medieval historiography." TB
McCormick, Michael. "Frankish Victory Celebrations." TB
Goetz, Hans-Werner. "On the Difficulties of Tracing a Religious Identity in the Early Middle Ages: Some Methodological Remarks and a Case Study on Gregory of Tours's Perception and Assessment of Other Religions." In: *Historiography and Identity I: Ancient and Early Christian Narratives of Community: 65-93*. Turnhout: Brepols, 2019.
<https://www.brepolonline.net/doi/abs/10.1484/M.CELAMA-EB.5.119124>

Oct 21: Literary Approaches

Wolfram, Herwig. "Gothic History as Historical Ethnography." TB

Wolfram, Herwig. "*Origo et religio*: Ethnic traditions and literature in early medieval texts." TB

Pohl, Walter. "Telling the Difference: Signs of Ethnic Identity." TB

Pohl, Walter. "Gender and Ethnicity in the Early Middle Ages." TB

Oct 28: Archaeological Approaches

Effros, Bonnie. "Grave Goods and the Ritual Expression of Identity." TB

Härke, Heinrich. "Archaeologists And Migrations: A problem of attitude?" TB

Hallsall, Guy. "Movers and Shakers: The Barbarians and the Fall of Rome." TB

The rest of the readings will be determined according to your interests.

Learning Technologies Requirements

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.

There is a D2L site for this course that contains relevant class resources and materials. We are going to try out Hypothesis, a text-annotation tool which will be available via D2L.

If I have 24 hours of warning that 3 or more people are self-isolating, we will relocate the class to zoom for those weeks.

Inclusiveness, Accommodation, Privacy, and Conduct

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. Otherwise, I am a reasonable person. If something is going on, talk with me and we will find a solution.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your fellow 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 share 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.

**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 (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

Writing

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

Academic Misconduct

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

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

Plagiarism

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

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

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

Academic Accommodation

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

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

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the

instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have

experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

Fall 2021 (in-person)