



Western University

From the Selected Works of Jason Dyck

2021

HIST2204 (Early Modern Europe, 1350-1650)

Jason Dyck



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| COURSE: | Early Modern Europe, 1350–1650 HIST2204A |
| TERM: | Fall 2021 |
| PRECLUSIONS: | Precludes additional credit for HIST 2203 (no longer offered). |
| CLASS: | Delivered asynchronously online in Brightspace |
| INSTRUCTOR: | Jason Dyck (pronouns: he/him/his) |
| CONTACT: | Virtual Office Hours: Mondays, 19:30–20:30 EDT (or by appointment) Email jason.dyck@carleton.ca |

Territory Acknowledgement:

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation.

Sensitive Content Warning:

The early modern period was a violent time, one filled with wars, massacres, religious conflicts, expulsions, slavery, and colonial expansion. This is not the entire story, of course, but students need to be aware that the past is not always a pretty place and that the past affects us differently in the present. Please be sensitive with the material we are studying and remember that we are given the privilege of looking into the lives of real people. If you have any questions or concerns about the content of any given week, feel free to contact the instructor.

I. Course Description

This course follows some of the major social, political, and cultural developments in continental Europe between 1350 and 1650. It covers the Renaissance, the Reformation, the emergence of the nation-state, the Scientific Revolution, the printing press, the rise of capitalism, and the making of the Atlantic world. Instead of seeing the early modern period as a major break with the medieval past, this course emphasizes continuities as much as it highlights important changes. And rather than focusing only on the deeds of kings, queens, nobles, bishops, popes, and intellectuals, weekly topics include material on the daily lives and struggles of peasants, slaves, tradespeople, and minorities. Overall, this course seeks to understand how Europe – somewhat of a backwater on the global stage during the Middle Ages – emerged from the crises of the fourteenth century to become a powerful force in world history.

II. Learning Outcomes

At the end of this course, you will be able to:

- Understand and explain historical events, people, institutions, movements, and ideas related to the history of early modern Europe between 1350 and 1650
- Analyze and assess primary sources from the early modern period
- Evaluate historical arguments and historical scholarship on early modern Europe
- Recognize and apply historical methods and historical theories to make historical arguments
- Conduct independent research online using primary sources and historical scholarship
- Express in writing the results of historical thinking and research

III. Course Materials

The syllabus, discussion forum readings, important handouts, internet links, and video lectures will all be available for consultation in Brightspace. Weekly readings – which consist of book chapters and excerpts of primary sources – are all available through [ARES](#), Carleton's course reserves.

IV. Course Format

Delivery. This course will be delivered asynchronously online through Carleton's learning management system Brightspace. Students need to be independent learners and effectively manage their time, a useful skill to succeed in this course and one all employers are looking for.

Emails. Throughout this course, students will receive emails every Sunday evening outlining what they are expected to do each week. While this form of communication is a courtesy, students should frequently review the syllabus to make sure they are keeping up with all their deadlines.

Breakdown. There are 12 weeks of instruction in this course, which are divided into 7 modules and 24 lessons. Each week runs from Monday 00:05 EDT to Sunday 23:55 EDT, starting on September 6 and ending on December 5. While lessons for the first week of the course will be made available on September 6, students are not required to do any work until September 8, the first official day of the fall term. Weekly lessons will be made available by 00:05 EDT each Monday and then will be available for the rest of the term.

Lessons. Weekly lessons will be delivered through video lectures by the instructor and other online learning activities. Put in other words, students will be actively engaged in the learning process together with the instructor.

Discussion Forums. There are 12 discussion forums in this course, one for each week. Students are required to regularly participate in discussion forums, which includes reading the required reading, writing posts, and then reading and responding to posts by their fellow classmates and instructor.

Research Skills. There is a collection of seven Story Maps ([Research Skills](#)) on the research process integrated into this course that are related to your research proposal and research paper. These Story Maps are short (between 6 and 9 minutes each) and are designed to help you succeed in this course.

Time. Every lesson takes roughly one hour to complete, and discussion forum participation should take roughly one hour as well, which totals three hours of “class time” a week. Every week you have required readings, which totals roughly forty pages (with no readings for Week 1 and 12). If you read twenty pages an hour, you need roughly two hours to prepare for your discussion forum posts. The time it takes you to complete your assignments depends on how long you study, how much research you do, and what type of writer you are. Start planning at the beginning of the semester to avoid running into problems in November.

Office Hours. You can feel free to email the instructor about anything concerning the course and expect to receive a response within 24 hours. Virtual office hours are also a possibility, which are offered via Zoom in Brightspace Mondays between 19:30 EDT and 20:30 EDT. If this time is not suitable, you can make alternative arrangements by emailing the instructor.

Behaviour. Much like in face-to-face settings, you must be courteous with your fellow classmates and with the instructor. People write nasty things online because they feel invisible, but this type of virtual behaviour will not be tolerated in this course. It is okay to respectfully disagree with someone; it is not okay to use vulgar, racist, sexist, or other forms of discriminatory language. Those who do not maintain the behavioral standards of a respectful learning environment may be subject to discipline.

V. Technological Requirements for the Course

This course is delivered entirely online, which means you need regular access to a computer and a reliable internet connection. You will need to know how to navigate Brightspace, complete online quizzes, use your Carleton email account, connect to and use Zoom, play videos, use Google Docs, upload papers, and download and view pdf files. Given that this course concentrates on the research

process, you will need to learn how to search MacOdrum Library Catalogue (Omni), specialized databases, and historical websites on the World Wide Web.

VI. Course Calendar

Module A: Introduction

WEEK 1: Preparing for the Journey (September 6–12)

Lesson #1: Review of the Course Outline

Lesson #2: Packing the Backpack

Discussion Forum #1: Autoethnographies

Discussion Forum Deadlines

- Posts/comments open: September 6
- Posts/comments due: September 12

Reading:

- Jason Dyck, Course Outline for HIST 2204, 2021.
- Jason Dyck, Marking Guide for HIST 2204, 2021.

WEEK 2: Surveying the Land (September 13–19)

Lesson #3: The Idea of Europe

Lesson #4: Sources for Early Modern History

Discussion Forum #2: The Discovery of Europe

Discussion Forum Deadlines

- Posts/comments open: September 13
- Posts/comments due: September 19

Discussion Forum Reading:

- John Hale, "The Discovery of Europe," in *The Civilization of Europe in the Renaissance* (New York: Atheneum; Toronto: Maxwell MacMillan Canada; New York: Maxwell MacMillan International, 1994), 3–27, 38–50.
- Samuel Purchas, "Generall Considerations of Europe (1625)," in *European Identity: A Historical Reader*, ed. Alex Drace-Francis (London: Red Glove Press, 2019), 33–38.

Module B: Late Medieval Developments

WEEK 3: Fourteenth-Century Crises (September 20–26)

Lesson #5: Plagues and Peoples

Lesson #6: Wars and Schisms

Discussion Forum #3: The Black Death

Discussion Forum Deadlines

- Posts/comments open: September 20
- Posts/comments due: September 26

Discussion Forum Reading:

- Paul Slack, “Big Impacts: The Black Death,” in *Plague: A Very Short Introduction* (Oxford: Oxford University Press, 2012), 35–52.
- Giovanni Boccaccio, “Stories from *The Decameron*” in *The Italian Renaissance Reader*, eds. Julia Conaway Bondanella and Mark Musa (New York: Meridian, 1987), 60–74.
- “Environmental Explanations and Responses” in *The Black Death: The Great Mortality of 1348–1350: A Brief History with Documents*, ed. John Aberth, 2nd ed. (Boston: Bedford/St. Martin’s, 2017). 133–143.

WEEK 4: Renaissance Civilizations (September 27–October 3)

Lesson #7: Regional Renaissances

Lesson #8: Humanist Scholarship

Discussion Forum #4: The Renaissance (Wo)man

Discussion Forum Deadlines

- Posts/comments open: September 27
- Posts/comments due: October 3

Discussion Forum Reading:

- Kenneth R. Bartlett, “Petrarch” and “Humanism,” in *A Short History of the Italian Renaissance* (Toronto: University of Toronto Press, 2013), 55–66, 69–86.
- Francesco Petrarca (Petrarch), “Letter to Posterity” and “The Ascent of Mount Ventoux,” in *The Civilization of the Italian Renaissance: A Sourcebook*, ed. Kenneth R. Bartlett, 2nd ed. (Toronto: University of Toronto Press, 2011), 25–33.
- Laura Cereta, “Letter to Augustinus Aemilius: Curse against the Ornamentation of Women,” “Letter to Bibulus Sempronius: A Defense of the Liberal Instruction of Women,” and “Letter to Lucilia Vernacula: Against Women Who Disparage Learned Women,” in *The Civilization of the Italian Renaissance: A Sourcebook*, ed. Kenneth R. Bartlett, 2nd ed. (Toronto: University of Toronto Press, 2011), 144–146, 196–198.

Assignment:

- [Primary Source Blog \(due September 27\)](#)

Module C: Early Modern Communities

WEEK 5: Entrenched Hierarchies (October 4–10)

Lesson #9: The Three Estates

Lesson #10: Daily Life for the Masses

Discussion Forum #5: Family and Childhood

Discussion Forum Deadlines

- Posts/comments open: October 4
- Posts/comments due: October 10

Discussion Forum Reading:

- Linda Pollock, "Parent-Child Relations in Europe 1500–1800," in *Family Life in Early Modern Times*, eds. Marzio Barbagli and David Kertzer (New Haven: Yale University Press, 2001), 191–206, 218–220.
- Monica Chojnacka and Merry E. Wiesner-Hanks, eds. "Childhood," in *Ages of Women, Ages of Man: Sources in European Social History, 1400–1750* (London: Pearson Education, 2002), 6–12, 16–26.

WEEK 6: Political Developments (October 11–17)

Lesson #11: Princes, Parliaments, and Popular Protests

Lesson #12: Composite Monarchies

Discussion Forum #6: Gender and Power

Discussion Forum Deadlines

- Posts/comments open: October 11
- Posts/comments due: October 17

Discussion Forum Reading:

- Merry E. Wiesner-Hanks, "Gender and Power," in *Women and Gender in Early Modern Europe*, 3rd ed. (Cambridge: Cambridge University Press, 2008), 276–298.
- María de Zayas y Sotomayor, "To the Reader," in *Exemplary Tales of Love and Tales of Disillusion*, eds. and trans. Margaret R. Greer and Elizabeth Rhodes (Chicago: University of Chicago Press, 2009), 45–51.
- Jean Bodin, "Concerning the Family," in *Six Books of the Commonwealth*, trans. M. J. Tooley (Barnes & Noble, 1967), 6–10.
- Niccolò Machiavelli, "The Prince," in *Perspectives from the Past: Primary Sources in Western Civilizations*, vol. 2., *From the Age of Exploration through Contemporary Times*, eds. James Brophy, Joshua Cole, John Robertson, Thomas Max Safley, and Carol Symes, 5th ed. (New York: W. W. Norton & Company, 2012), 49–53.

Module D: Christendom Fractured

WEEK 7: Global Reformations (October 18–24)

Lesson #13: Protestantism and Anabaptism

Lesson #14: Early Modern Catholicism

Discussion Forum #7: Reform Movements

Discussion Forum Deadlines

- Posts/comments open: October 18
- Posts/comments due: October 24

Discussion Forum Reading:

- James D. Tracy, “The Reformation in European Perspective” and “Europe’s Reformations in Global Perspective,” in *Europe’s Reformations, 1450–1650: Doctrine, Politics, and Community* (Lanham: Rowman & Littlefield Publishers, 2006), 13–28, 297–310.
- Merry E. Wiesner-Hanks, ed., “Reforms and Reformations in Christianity,” in *Religious Transformations in the Early Modern World: A Brief History with Documents* (Boston: Bedford/St. Martin’s, 2009), 48–64, 75–78.

Assignment:

- Research Proposal (due October 18)

READING WEEK (October 25–29)

No Lessons

No Discussions

WEEK 8: Conflicting Confessions (November 1–7)

Lesson #15: The Wars of Religion

Lesson #16: Early Modern Martyrdom

Discussion Forum #8: The Morisco Problem

Discussion Forum Deadlines

- Posts/comments open: November 1
- Posts/comments due: November 7

Discussion Forum Reading:

- Brian A. Catlos, “Christians in Name: The Morisco Problem (1499–1614),” in *Muslims of Medieval Latin Christendom, c. 1050–1614* (Cambridge: Cambridge University Press, 2014), 281–308.
- Francisco Bermúdez de Pedraza, “The Moriscos of Granada (1638),” in *Early Modern Spain: A Documentary History*, ed. Jon Cowans (Philadelphia: University of Pennsylvania Press, 2003), 143–

145.

- Philip III, “Decree of Expulsion of the Moriscos (1609),” in *Early Modern Spain: A Documentary History*, ed. Jon Cowans (Philadelphia: University of Pennsylvania Press, 2003), 145–149.
- Cristoph Weiditz, “Christoph Weiditz’s Drawing of a Morisco Woman and Her Daughter at Home (1529),” *Colonial Latin America: A Documentary History*, eds. Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (Wilmington: Scholarly Resources, 2002), 87–90.

Module E: Cultural Transformations

WEEK 9: Popular Beliefs (November 8–14)

Lesson #17: Social Discipline

Lesson #18: Magic and Witchcraft

Discussion Forum #9: The World of Carnival

Discussion Forum Deadlines

- Posts/comments open: November 8
- Posts/comments due: November 14

Discussion Forum Reading:

- Edward Muir, “Carnival and the Lower Body,” in *Ritual in Early Modern Europe* (Cambridge: Cambridge University Press, 1997), 85–116.
- “Carnival and Lent,” in *A Reformation Sourcebook: Documents from an Age of Debate*, ed. Michael W. Bruening (Toronto: University of Toronto Press, 2017), 217–223.
- “Wetnursing Carnival Songs,” in *Lives Uncovered: A Sourcebook of Early Modern Europe*, ed. Nicholas Terpstra (Toronto: Toronto University Press, 2019), 50.
- Antonio Alamanni, “Carnival Song: The Triumph of Death,” in *The Civilization of the Italian Renaissance: A Sourcebook*, ed. Kenneth R. Bartlett, 2nd ed. (Toronto: University of Toronto Press, 2011), 227–228.

WEEK 10: Revolutionary Ideas (November 15–21)

Lesson #19: The Scientific Revolution

Lesson #20: The Military Revolution

Discussion Forum #10: The Printing Revolution

Discussion Forum Deadlines

- Posts/comments open: November 15
- Posts/comments due: November 21

Discussion Forum Reading:

- Mark Knights and Angela McShane, “From Pen to Print: A Revolution in Communications?,” in *The*

European World, 1500–1800: An Introduction to Early Modern History, ed. Beat Kümin, 3rd ed. (New York: Routledge, 2018), 249–260.

- Elizabeth L. Eisenstein, “Defining the Initial Shift” and “Some Features of Print Culture,” in *The Printing Revolution in Early Modern Europe* (Cambridge: Cambridge University Press, 1983), 12–22, 42–51.
- *Gutenberg Bible*, British Library, <https://www.bl.uk/treasures/gutenberg/homepage.html>. [Read through “The Basics” and “Background” and then look at a few images of the Gutenberg Bible].

Module F: Overseas Encounters

WEEK 11: Atlantic Entanglements (November 22–28)

Lesson #21: The Creation of the Atlantic World

Lesson #22: The Transatlantic Slave Trade

Discussion Forum #11: The Columbian Exchange

Discussion Forum Deadlines

- Posts/comments open: November 22
- Posts/comments due: November 28

Discussion Forum Reading:

- Rebecca Earle, “The Columbian Exchange,” in *The Oxford Handbook of Food History*, ed. Jeffrey M. Pilcher (Oxford: Oxford University Press, 2012), 342–357.
- José de Acosta, “Book IV,” in *Natural and Moral History of the Indies*, trans. Frances López-Morillas (Durham: Duke University Press, 2002), xvii–xviii, 226–233, 239–240.
- Thomas Gage, “On Chocolate (1648),” in *Mexican History: A Primary Source Reader*, eds. Nora E. Jaffary, Edward W. Osowski, and Susie S. Porter (Boulder: Westview Press, 2010), 124–127.

Assignment:

- Research Paper (due November 22)

Module G: Conclusion

WEEK 12: Arriving Home (November 29–December 5)

Lesson #23: Early Modern Legacies

Lesson #24: Unpacking the Backpack

Discussion Forum #12: Farewells

Discussion Forum Deadlines

- Posts/comments open: November 29
- Posts/comments due: December 5

Assignment:

- Take-Home Final Exam (due December 23)

VII. Evaluation

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|-----------------------------------|-----|--------------------|
| 1. Discussion Forum Participation | 30% | Weekly |
| 2. Primary Source Blog | 10% | September 27, 2021 |
| 3. Research Proposal | 15% | October 18, 2021 |
| 4. Research Paper | 25% | November 22, 2021 |
| 5. Take-Home Final Exam | 20% | December 23, 2021 |

1. Discussion Forum Participation (30%) – Weekly

Description and Purpose. There are 12 discussion forums throughout this course, which are online discussions that provide students with the opportunity to engage with each other and the instructor. Discussion forums take the place of seminars in the face-to-face environment. Each week you need to read the required readings, reflect on them, and then craft a 200-word post in Brightspace. You are also required to comment on at least two other posts written by your classmates for that same week. The purpose of discussion forums is to establish a social presence in the online environment, but it also allows you to critically engage with primary and secondary sources and to practice your writing skills.

Groups:

Instructions on your discussion forum group will be made available in the FAQs on the course site in Brightspace. While you are only allowed to post and comment in your assigned group, you are more than welcome to see what the rest of your classmates are saying as all posts are available to everyone in the class.

Resources:

- See weekly discussion forum readings under “Course Calendar,” which are all available through [ARES](#).

Submission Details:

- **Medium:** Discussion forums in Brightspace
- **Length:** 200 words
- **Number:** 10 out of the 12 discussion forums

2. Primary Source Blog (10%) – September 27, 2021

Description and Purpose. You will choose a primary source from a list in Brightspace to analyze in an informal blog. Ask yourself who the author is, why they were writing, when they were writing, and who they were writing for. As you read through and interpret the text, think about what it teaches us about the given historical context in which it was written. The purpose of the primary source blog is to provide you with an opportunity to critically engage with a primary source, an exercise that will nicely prepare you for your research paper. Avoid retelling what is in the text; instead, exercise your historical

imagination to tease out its significance.

Resources:

- One primary source of your choosing from the list of primary sources in Brightspace

Submission Details:

- **Medium:** WORD DOCUMENT in Brightspace
- **File Name:** surname_givenname_blog_HIST2204 (e.g. smith_john_blog_HIST2204)
- **Length:** 2 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style*

2. Research Proposal (15%) – October 18, 2021

Description and Purpose. To write a research paper, you need to learn the difference between primary and secondary sources, the types of scholarly sources available in the library, the distinction between popular and scholarly works, and the criteria for peer-review. You also need to know how to properly cite a book, an article (chapter) from an edited volume, and a scholarly journal article. [Research Skills](#) – a series of seven brief Story Maps on the research process – is designed to help you learn about these important aspects of scholarly literature and more. You are required to read through this collection of Story Maps first, which will help you do well on the research proposal and the research paper

Next, you need to choose a manageable research topic of interest to you on early modern European history. Be specific by clearly identifying what you plan to investigate, the group of people you will be focusing on, the region you wish to cover, and the chronology of your study. After this, establish a research question from the topic that looks something like the following: “What were agricultural practices like among peasants in the kingdom of Castile between 1469 and 1598?” Identify three of the most important concepts in your research question and provide keywords for each of these three concepts. With these concepts and keywords, you then need to craft simple and complex search strings to search for books and edited volumes on the MacOdrum Library website and scholarly journal articles using JSTOR (or other relevant library databases).

You are required to find one primary source, a monograph, an article (chapter) from an edited volume, and a journal article on your topic (with screenshots of the sources you found). Once you have located these four items, you need to craft an annotated bibliography. The purpose of the proposal is to teach you how to establish a manageable research topic, search terms, and how to find relevant materials in the library and specialized databases. A sample research proposal is available for viewing in Brightspace.

Resources:

- One primary source
- One monograph
- One chapter from an edited volume

- One scholarly journal article

Submission Details:

- **Medium:** WORD DOCUMENT in Brightspace
- **File Name:** surname_givename_proposal_HIST2204 (e.g. smith_john_proposal_HIST2204)
- **Length:** See the sample research proposal available in Brightspace for more details
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style*

4. Research Paper (25%) – November 22, 2021

Description and Purpose. You will write a research paper on the topic you chose for your research proposal. To accomplish this task, you need to be able to find relevant material on a topic in the library, organize your findings, and then construct an argument about what you discovered. Be passionate about the topic you have chosen by investigating a research question that matches both your intellectual interests and academic curiosity. Each essay must include at least 2 primary sources and at least 6 secondary sources. As you carry out your research, you must look for work by reputable scholars in the library and other scholarly databases. The purpose of a research paper is to provide you with an opportunity to practice your ability to tell good stories with sound arguments and to exercise your research and analytical skills.

Resources:

- At least 2 primary sources
- At least 6 secondary sources (3 of which must be scholarly books)

Submission Details:

- **Medium:** WORD DOCUMENT in Brightspace
- **File Name:** surname_givename_essay_HIST2204 (e.g. smith_john_essay_HIST2204)
- **Length:** 8 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style*

5. Take-Home Final Exam (20%) – December 23, 2021

Description and Purpose. The take-home final exam is an essay based upon the entire course that will be made available in Brightspace on the last day of classes (December 10, 2021). The purpose of the exam is not so much to test you as it is an opportunity for you to reflect on what you have learned in the course.

Resources:

- Lesson materials: video lectures and lesson activities
- See weekly discussion readings under “Course Calendar,” which are all available through [ARES](#)

Submission Details:

- **Medium:** WORD DOCUMENT in Brightspace
- **File Name:** surname_givenname_exam_HIST2204 (e.g. smith_john_exam_HIST2204)
- **Length:** 6 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style*

VIII. Grading Details

***For a complete look at how you will be evaluated, please see the *Marking Guide* in Brightspace.**

a. Completion of Coursework and Late Policy

- Students who do not complete all coursework will be assigned a failing grade.
- Assignments handed in late will be penalized 2% of the assignment's worth per day after the due date (including weekends). All extensions must be approved by the instructor beforehand and only valid excuses will result in permission to hand in an assignment late. To receive an extension, you need to show responsibility by communicating with the instructor and establishing a new due date. **When requesting an extension, you should always specify the number of days you need.**

b. Requirements for Discussion Forum Participation

- Participation is mandatory for all students for discussion forums and only proper excuses will be considered acceptable reasons for not participating. If you are unable to participate in a discussion forum, you should communicate with the instructor **beforehand** and not after the fact.
- Anyone who fails to post on a given weekly discussion forum will be given an **automatic zero** for their participation mark for that specific discussion forum.
- While participation in weekly discussion forums is a requirement, you have the option of opting out of two of them. It would be wise to save these "passes" for weeks in which you have a lot of assignments due.

c. Requirements for Written Assignments

- A title page with the title of your paper, your name, course code, instructor, and the date.
- An introduction clearly stating the theme of your paper and its general argument.
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar.
- A manageable topic and organized structure.
- An intelligent use of sources and signs of original research.
- A quality of analysis and a general demonstration of effort.
- An informative conclusion concisely summing up your paper.
- A bibliography and footnotes according to the *Chicago Manual of Style*.
- A format using 12-font and Times New Roman letters on double-spaced pages.
- A page number at the top or bottom of every page (excluding the title page).

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

| | | | |
|------------------|-----------------|-----------------|--|
| A+ = 90-100 (12) | B = 73-76 (8) | C - = 60-62 (4) | F = 0-49 (0) – Failure: no academic credit |
| A = 85-89 (11) | B - = 70-72 (7) | D+ = 57-59 (3) | |
| A - = 80-84 (10) | C+ = 67-69 (6) | D = 53-56 (2) | |
| B+ = 77-79 (9) | C = 63-66 (5) | D - = 50-52 (1) | |

The following additional final course grades may be assigned by instructors:

| | |
|-----|---|
| DEF | Official deferral of final exam (see "Petitions to Defer") |
| GNA | Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available. |
| IP | In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration. |
| WDN | Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes. |

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 30, 2021: Last day for a full fee adjustment when withdrawing from **fall and fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

December 10, 2021: Last day for academic withdrawal from **fall** courses.

April 12, 2021: Last day for academic withdrawal from **fall/winter (full year)** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

CONTACTS (613-520-2600, phone ext.)

- Department of History history@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1