



COURSE:	Early Modern Europe, 1350–1650 HIST2204
TERM:	Fall 2019
PRECLUSION:	Precludes additional credit for HIST 2203 (no longer offered)
CLASS:	Day & Time: Thursdays, 12:35PM–2:25PM Room: Patterson Hall 201 (PA 201)
INSTRUCTOR:	Jason Dyck (pronouns: he/him)
CONTACT:	Office: Patterson Hall 452 Office Hrs: Thursdays, 2:30PM–3:30PM (or by appointment) Telephone: 613-520-2600 extension 2830 Email jason.dyck@carleton.ca
TEACHING ASSISTANT:	Meghan Newman (pronouns: she/her)
CONTACT:	Office: TBA Office Hrs: TBA Telephone: TBA Email: meghan.newman@carleton.ca

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

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. Moving beyond the confines of the universities and churches of western Europe, lectures and seminars analyze the revival of the classics and calls for religious reform in a global perspective. 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.

Learning Outcomes:

This course has several learning outcomes related to early modern European history and the craft of history more generally. Upon completion, you will have gained a general knowledge of European history between 1350 and 1650 and the following set of historical skills:

- Bibliographic knowledge to properly format both footnotes and bibliographies
- Research proficiencies to efficiently locate primary and secondary sources
- Critical reading skills to interpret a wide range of historical documents
- Writing techniques to persuasively communicate an argument about the past
- Oral skills to effectively convey your views to others with clarity and accuracy
- Cultural sensitivity to diverse interpretations and ways of viewing the world

Texts:

The syllabus, seminar readings, important handouts, study helps, internet links, lecture outlines, document exercises, and PowerPoint slides will all be available for consultation on cuLearn. Weekly lecture outlines and document exercises will only appear on cuLearn the Wednesday night before lectures on Thursdays and PowerPoint slides will appear on cuLearn after lectures have finished.

Course Calendar:

Lectures. Every week there are two fifty-minute lectures with a ten-minute break between them. It is extremely important that you attend weekly lectures and read the assigned reading beforehand.

Seminars. Weekly lectures are accompanied by fifty-minute seminars. You must attend all seminars and you are required to read the assigned readings beforehand in preparation. Seminar times and locations are as follows:

- Seminar #1: Thursdays, 3:35PM–4:25PM (Southam Hall 313)
- Seminar #2: Fridays, 12:35PM–1:25PM (Patterson Hall 218)

Lecture and Seminar Conduct. You are expected to treat the instructor and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones during both lectures and seminars, and using personal computers for note taking only. Personal computers and other handheld devices will not be used for surfing the web, social media, games, checking email, or for watching videos.

INTRODUCTION

WEEK 1: SURVEYING THE LAND

Lecture #1: Review of the Course Outline (September 5)

Lecture #2: Backpacking through Europe (September 5)

No Seminars

LATE MEDIEVAL DEVELOPMENTS

WEEK 2: FOURTEENTH-CENTURY CRISES

Lecture #3: Plagues and Peoples (September 12)

Lecture #4: Wars and Schisms (September 12)

Lecture Reading:

- Clifford R. Backman, “The Crises of the Fourteenth Century,” in *The Worlds of Medieval Europe*, 3rd ed. (Oxford: Oxford University Press, 2015), 506–543. [cuLearn]

Seminar #1: The Historian’s Toolbox (September 12 or 13)

Seminar Reading:

- Jason Dyck, *Guide to HIST 2204*, 2019. [cuLearn]
- Jeremy D. Popkin, “The Historiographical Revolution of the Early Modern Era,” in *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016), 47–59. [cuLearn]
- Laura Sangha and Jonathan Willis, “Introduction: Understanding Early Modern Primary Sources,” in *Understanding Early Modern Primary Sources*, eds. Laura Sangha and Jonathan Willis (New York: Routledge, 2016), 1–10. [Google Books]

WEEK 3: RENAISSANCE CIVILIZATIONS

Lecture #5: Regional Renaissances (September 19)

Lecture #6: Humanist Scholarship (September 19)

Lecture Reading:

- Jerry Brotton, “Introduction: An Old Master,” in *The Renaissance: A Very Short Introduction* (Oxford: Oxford University Press, 2006), 1–18. [e-Book]
- Hans Holbein the Younger, Jean de Dinteville and Georges de Selve (‘The Ambassadors’), oil on oak, 1533, *National Gallery*, <https://www.nationalgallery.org.uk/paintings/hans-holbein-the-younger-the-ambassadors>.

Seminar #2: The Renaissance (Wo)man (September 19 or 20)

Seminar 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. [cuLearn]
- 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. [cuLearn]
- 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. [cuLearn]

EARLY MODERN COMMUNITIES

WEEK 4: ENTRENCHED HIERARCHIES

Lecture #7: The Three Estates (September 26)

Lecture #8: Daily Life for the Masses (September 26)

Lecture Reading:

- Mark Konner, “Social Relations and the Structure of Society,” in *Early Modern Europe: The Age of Religious War, 1559–1715* (Peterborough: Broadview Press, 2006), 31–51. [cuLearn]

Seminar #3: Family and Childhood (September 26 or 27)

Seminar 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. [e-Book]
- 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. [cuLearn]

WEEK 5: POLITICAL DEVELOPMENTS

Lecture #9: Princes and Parliaments (October 3)

Lecture #10: Government Rituals (October 3)

Lecture Reading:

- Merry E. Wiesner-Hanks, “Politics and Power, 1450–1600,” in *Early Modern Europe, 1450–1789*, 3rd ed. (Cambridge: Cambridge University Press, 2013), 88–90, 97–125. [cuLearn]

Seminar #4: Political Theory (October 3 or 4)

Seminar Reading:

- Eugene F. Rice, Jr. and Anthony Grafton, “Early Modern Political Thought: New Visions of the State,” in *The Foundations of Early Modern Europe, 1460–1559*, 2nd ed. (New York: W. W. Norton & Company, 1994), 140–145. [cuLearn]
- Merry E. Wiesner-Hanks, “Gender and Power,” in *Women and Gender in Early Modern Europe*, 3rd ed. (Cambridge: Cambridge University Press, 2008), 276–298. [cuLearn]

- 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. [cuLearn]
- Thomas More, “Utopia,” 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), 58–62. [cuLearn]

CHRISTENDOM FRACTURED

WEEK 6: GLOBAL REFORMATIONS

Lecture #11: Protestant and Radical Reformers (October 10)

Lecture #12: Early Modern Catholicism (October 10)

- Nicholas Terpstra, “Early Modern Catholicism,” in *The Oxford Handbook of Early Modern European History, 1350–1750 (Volume 1)*, ed. Hamish M. Scott (Oxford: Oxford University Press, 2015), 601–624. [cuLearn]

Seminar #5: Reformation Christianities (October 10 or 11)

Seminar Reading:

- Peter Marshall, “Introduction” and “Reformations,” in *Reformation: A Very Short Introduction* (Oxford: Oxford University Press, 2009), 16–40. [e-Book]
- 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), 48–78. [cuLearn]

WEEK 7: CONFLICTING CONFESSIONS

Lecture #13: The Wars of Religion (October 17)

Lecture #14: Early Modern Martyrdom (October 17)

Lecture Reading:

- Brian Sandberg, “Sectarian Violence and Religious Warfare, 1560s–1640s,” in *War and Conflict in the Early Modern World, 1500–1700* (Malden: Polity Press, 2016). [cuLearn]

Seminar #6: The Morisco Problem (October 17 or 18)

Seminar 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. [cuLearn]
- 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. [cuLearn]
- 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. [cuLearn]

- 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. [cuLearn]

WEEK 8: READING WEEK (OCTOBER 21-25)

No Lectures

No Seminars

CULTURAL TRANSFORMATIONS

WEEK 9: POPULAR BELIEFS

Lecture #15: Social Discipline (October 31)

Lecture #16: Magic and Witchcraft (October 31)

Lecture Reading:

- Henry Kamen, “Communities of Belief,” in *Early Modern European Society* (London and New York: Routledge, 2000), 52–69. [cuLearn]
- Michael R. Lynn, “Magic and Witchcraft in Early Modern Europe,” The Newberry Library, 2019, <https://dcc.newberry.org/collections/magic-and-witchcraft-in-early-modern-europe#related-resources>.

Seminar #7: The World of Carnival (October 31 or November 1)

Seminar Reading:

- Edward Muir, “Carnival and the Lower Body,” in *Ritual in Early Modern Europe* (Cambridge: Cambridge University Press, 1997), 85–116. [cuLearn]
- “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. [cuLearn]
- “Wetnursing Carnival Songs,” in *Lives Uncovered: A Sourcebook of Early Modern Europe*, ed. Nicholas Terpstra (Toronto: Toronto University Press, 2019), 50. [cuLearn]
- 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. [cuLearn]

WEEK 10: REVOLUTIONARY IDEAS

Lecture #17: The Scientific Revolution (November 7)

Lecture #18: The Military Revolution (November 7)

Lecture Reading:

- Margaret C. Jacob, “Why Did the Scientific Revolution Happen?,” in *The Scientific Revolution: A Brief History with Documents* (Boston: Bedford, 2010), 1–22. [cuLearn]
- Geoff Mortimer, “Introduction: Was There a ‘Military Revolution’ in the Early Modern Period,” in *Early Modern Military History, 1450–1815*, ed. Geoff Mortimer (New York: Palgrave), 1–5. [Google Books]

Seminar #8: The Printing Revolution (November 7 or 8)

Seminar 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. [cuLearn]
- 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. [cuLearn]
- *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].
- *Index Librorum Prohibitorum*, Beacon for Freedom of Expression, http://www.beaconforfreedom.org/liste.html?tid=415&art_id=556.
- Hans Jacob Christoph von Grimmelshausen, “In What Manner He Learned to Read and Write in the Wild Woods,” in *The Adventurous Simplicissimus: Being the Description of the Life of a Strange Vagabond Named Melchior Sternfels von Fechshaim* (London: William Heinemann, 1912), 41–42. <https://archive.org/details/adventurousimpl00grimrich/page/40>

OVERSEAS ENCOUNTERS

WEEK 11: ATLANTIC ENTANGLEMENTS

Lecture #19: Colonization in the Near Atlantic and the Caribbean (November 14)

Lecture #20: The Creation of the Atlantic World (November 14)

Lecture Reading:

- Karen Ordahl Kupperman, “Thinking Atlanticly” and “Atlantic Beginnings” in *The Atlantic in World History* (Oxford: Oxford University Press, 2012), 1–2, 20–43. [cuLearn]

Seminar #9: The Transatlantic Slave Trade (November 14 or 15)

Seminar Reading:

- Herbert S. Klein, “Slavery in Western Development” and “The European Organization of the Slave Trade,” in *The Atlantic Slave Trade* (Cambridge: Cambridge University Press, 2010), 1–16, 75–91. [cuLearn]
- “The Spread of Slavery and the Atlantic Slave Trade,” in *World History in Documents: A Comparative Reader*, ed. Peter Stearns, 2nd ed. (New York: New York University, 2008), 177–189. [cuLearn]
- “Stowage of the British Slave Ship ‘Brookes’ under the Regulated Slave Trade, Act of 1788,” Plan of the British Slave Ship Brookes, 1789, The Library of Congress, Printed Ephemera Collection, Portfolio 282, Folder 43, <https://www.loc.gov/pictures/item/98504459/>.

WEEK 12: GLOBAL CONNECTIONS

Lecture #21: World Trade (November 21)

Lecture #22: Jesuit Missions (November 21)

Lecture Reading:

- Robert W. Allen and Ken Albala, “Food and People,” in *Food in Early Modern Europe* (Westport: Greenwood Press, 2003), 14–20. [Google Books]
- Thomas M. Cohen and Emanuele Colombo, “Jesuit Missions,” in *The Oxford Handbook of Early Modern European History, 1350–1750*, vol. II, *Cultures and Power*, ed. Hamish Scott (Oxford: Oxford University Press, 2015), 254–279. [cuLearn]

Seminar #10: The Columbian Exchange (November 21 or 22)

Seminar Reading:

- Rebecca Earle, “The Columbian Exchange,” in *The Oxford Handbook of Food History*, ed. Jeffrey M. Pilcher (Oxford: Oxford University Press, 2012), 342–357. [cuLearn]
- 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. [e-Book]
- Thomas Hariot, “An Elizabethan Scientist Admires Indian Agriculture,” in *Atlantic Lives: A Comparative Approach to Early America*, ed. Timothy J. Shannon (New York: Pearson, 2004), 30–33. [cuLearn]
- 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. [cuLearn]

CONCLUSION

WEEK 13: ARRIVING HOME

Lecture #23: Early Modern Legacies (November 28)

Lecture #24: Unpacking the Backpack (November 28)

Lecture Reading:

- Anthony Pagden, “Europe: Conceptualizing a Continent,” in *The Idea of Europe: From Antiquity to the European Union*, eds. Anthony Pagden and Lee H. Hamilton (Cambridge: Cambridge University Press, 2002), 33–54. [cuLearn]

Seminar #11: Migrants, Refugees, and Exiles (November 28 or 29)

Seminar Reading:

- Henry Kamen, “Leisure, Work, and Movement,” in *Early Modern European Society* (London and New York: Routledge, 2000), 40–51. [cuLearn]
- David B. Ruderman, “Jews on the Move,” in *Early Modern Jewry: A New Cultural History* (Princeton: Princeton University Press, 2010), 23–37. [cuLearn]
- Nicholas Terpstra, “Mobility, Community, and Religious Identity in the Early Modern Period: An Alternative Reading of the Long Reformation,” in *Early Modern Ethnic and Religious Communities in Exile*, ed. Yosef Kaplan (Newcastle: Cambridge Scholars Publishing, 2017), 1–6, 20–24. [Google Books]
- Ida Altman and James Horn, “Introduction,” in *“To Make America”: European Emigration in the Early Modern Period*, eds. Ida Altman and James Horn (Berkeley: University of California Press, 1991), 1–15. [Google Books]

WEEK 14: UPCOMING JOURNEYS

Lecture #25: The Uses of History (December 5)

Lecture #26: Review of the Take-Home Final Exam (December 5)

- Peter N. Stearns, “Why Study History?,” *American Historical Association*, 1998, [https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-\(1998\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998)).
- Constance Schulz, Page Putnam Miller, Aaron Marrs, and Kevin Allen, “Careers in History: An Introduction,” in *Careers for Students of History* (American Historical Association, 2002),

<https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history> [Browse through the other sections of this document that are of interest to you]

Seminar #12: Make-Up (If Necessary) (December 5)

Evaluation:

I. Course Requirements

1. Seminar Participation	20%	Every week
2. Research Skills Exercise	10%	September 26, 2019
3. Document Analysis	15%	October 17, 2019
4. Research Paper	25%	November 7, 2019
5. Take-Home Final Exam	30%	December 21, 2019

1. Seminar Participation (20%) – Every week

Description and Purpose. Every week lectures are accompanied by fifty-minute seminars. You are responsible for the following: (1) viewing and analyzing the assigned images, (2) reading and reflecting upon the required readings, (3) attending weekly seminars, and (4) participating generously with your seminar group. The purpose of seminars is to provide you with the opportunity to practice the age-old art of persuasion. Oral communication is fundamental to historical practice and crucial to any future career path you may take. More information about seminar participation is available in the *Guide to HIST2204A*.

Resources:

- See the list of readings in the “Course Calendar” of this syllabus above.

2. Research Skills Exercise (10%) – September 26, 2019

Description and Purpose. The first assignment of this course is a research skills exercise in which you are required to visit the MacOdrum Library. Libraries are wonderful places, storehouses of accumulated knowledge and information in various printed and electronic forms. But more than impressive physical structures, libraries are spaces of personal transformation in which we learn about ourselves and the world we inhabit, both past and present. To embark on this fascinating journey of self-discovery and scholarship, it is necessary to learn how to establish a manageable research topic, search terms, and how to find relevant materials in the library or specialized databases. You also need to understand the distinction between primary and secondary sources, the difference between popular and scholarly sources, and how to cite your sources in proper bibliographic form. The purpose of this assignment is to prepare you for your research paper and to equip you with the necessary research skills you need for the craft of history, university life, and for any career path you may take. A template of the assignment and a more detailed description of how you will be evaluated is available on cuLearn.

Resources:

- Jason Dyck, *Guide to HIST 2204*, 2019.

Submission Details:

- **Medium:** WORD DOCUMENT on cuLearn
- **File Name:** surname_givenname_skills_HIST2204 (e.g. smith_john_skills_HIST2204)
- **Length:** See the fill-in-the blank template on cuLearn for more details
- **Format:** 12-font, Times New Roman
- **Citation Style:** Chicago Manual of Style

3. Document Analysis (15%) – October 17, 2019

Description and Purpose. The second assignment of this course is an essay comparing Christopher Columbus’s (ca. 1450–1506) first letter about his initial voyage to the Caribbean with Pero Vaz de Caminha’s (1450–1500) early letter on Brazil. You will carefully and critically read through these two letters and compare how Columbus and Caminha described the land and peoples they encountered in the so-called New World. What do their writings teach us about European values in the early modern period? As you read through these two letters, consider the textual imbalance of the early encounter. Europeans—not indigenous peoples—recorded what happened in these two cases and they did so according to their own cultural assumptions. The purpose of this assignment is to provide you with an opportunity to exercise your historical imagination and to engage with primary sources in a critical fashion. You must think about the biases of the authors and how they viewed the world they were experiencing. More information about essays for this course is available in the *Guide to HIST2204A*.

Resources:

- Christopher Columbus, “Letter of Columbus Describing the Results of His First Voyage,” in *The Journal of Christopher Columbus*, trans. Cecil Jane (New York: Bonanza Books, 1989), 191–202. [cuLearn]
- Pero Vaz de Caminha, “The Letter of Pero Vaz de Caminha,” in *Early Brazil: A Documentary Collection to 1700*, ed. Stuart B. Schwartz and trans. Clive Willis and Stuart B. Schwartz (Cambridge: Cambridge University Press, 2010), 1–9. [cuLearn]

Submission Details:

- **Medium:** WORD DOCUMENT on cuLearn
- **File Name:** surname_givenname_analysis_HIST2204 (e.g. smith_john_analysis_HIST2204)
- **Length:** 5 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** Chicago Manual of Style

4. Research Paper (25%) – November 7, 2019

Description and Purpose. The third assignment of this course is a research paper based upon the research topic you chose in the Research Skills Exercise. A research paper is designed to provide you with an opportunity to exercise your research and analytical skills and to refine your historical imagination. 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 8 secondary sources. As you carry out your research, you must look for work by reputable scholars in the library and other scholarly databases. More information about essays for this course is available in the *Guide to HIST2204A*.

Resources:

- At least 2 primary sources
- At least 6 secondary sources (both scholarly journal articles and books)

Submission Details:

- **Medium:** WORD DOCUMENT on cuLearn
- **File Name:** surname_givenname_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 (30%) – December 21, 2019

Description and Purpose. The take-home final exam is a series of essays based upon the entire course that will be made available on cuLearn after the last lecture of the term. You should treat a take-home final exam as an opportunity to demonstrate what you have learned in both lectures and seminars. A successful take-home final exam is a reflection of your own personal engagement with the material covered throughout the entire course.

Resources:

- Lecture and seminar reading, material, document exercises, and images.

Submission Details:

- **Medium:** WORD DOCUMENT on cuLearn
- **File Name:** surname_givenname_exam_HIST2204 (e.g. smith_john_exam_HIST2204)
- **Length:** 8 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** Chicago Manual of Style

II. Grading Details

***For a more detailed description of how you will be evaluated in this course (with rubrics), see the Guide to HIST2204 posted on cuLearn.**

1. Completion of Coursework and Late Policy

- Students who do not complete all coursework will be assigned a failing grade.
- Students with more than 4 unexcused seminar absences will not pass the course.
- Assignments handed in late will be penalized 5% 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 provide a doctor's note for illnesses and establish a new due date with the instructor.

2. Requirements for Seminar Attendance and Participation

- Attendance is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you are unable to participate in a seminar, you should communicate with the instructor **beforehand** and not after the fact.
- Participation in weekly seminars means reading the required readings, viewing the assigned images, and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and that provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion.
- Anyone who fails to attend a seminar will be given an **automatic zero** for their participation mark in that specific seminar.

3. Requirements for Written Assignments and the Take-Home Final Exam

- 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).

4. Student Access to Assignments and the Take-Home Final Exam

- All written assignments for this course will be graded and returned to students with comments and track changes that will be available for viewing on cuLearn.
- The first assignment of this course will be graded and returned to students with comments and track changes by October 10, 2019.
- The take-home final exam will be graded but will not be returned with comments and track changes. All exams will be retained by the Department of History for one calendar year.

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)
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)

F Failure. No academic credit WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

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, 2019: 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 6, 2019: Last day for academic withdrawal from **fall** courses.

April 7, 2020: 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.

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

- Department of History (2828) 400 PA
- Registrar's Office (3500) 300 Tory
- Academic Advising Centre (7850) 302 Tory
- Paul Menton Centre (6608) 500 Unicentre
- Centre for Student Academic Support – Study Skills, Writing Seminars, Bounce Back (3822) 4th fl Library

Application for Graduation Deadlines

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