COURSE DETAILS

I. COURSE DESCRIPTION

This course surveys the history of Latin America from the late fifteenth century to the present. The colonial era will be examined in the first three weeks by concentrating on the encounter between Europeans, Amerindians, and Africans. Colonialism will be presented as a multiethnic conversation, one that was filled with violence and informed by power relations, but one that also saw all ethnic groups participating in the formation of colonial societies and hence to the general shape of Spanish and Portuguese rule. The modern period of Latin America will be studied in the final three weeks by focusing on the ways in which all ethnic groups participated in the process of nation building. Given that the region experienced roughly three hundred years of European colonialism before it splintered into individual countries, the various legacies of the colonial era will be followed in race relations, artistic developments, politics, and culture.

II. COURSE OBJECTIVES

This course has several objectives that deal specifically with the history of Latin America and the craft of history more generally. After having completed this course you will have learned about some of the general themes of the region’s past. But more importantly, you will have hopefully gained an appreciation and excitement for the cultural creativity of Europeans, Amerindians, and Africans during both the colonial and modern periods. During both lectures and seminars you will be listening to the multiplicity of Latin American voices through an analysis of a wide range of sources: histories, hagiographies, indigenous codices, letters, engravings, religious and secular paintings, travel narratives, diaries, photographs, and material culture. By the end of this course you will have obtained the following set of historical skills:

- The ability to distinguish between primary and secondary sources
- Critical reading skills to interpret a wide range of historical documents
- Critical viewing skills to interpret a wide range of visual images

III. COURSE REQUIREMENTS AND EVALUATION

1. LECTURES AND LECTURE READING

Every day there will be 1.5 hours of lecture. It is extremely important that you attend daily lectures, read the assigned reading beforehand, and participate in our document exercises of primary sources. Since the take-home final exam is based upon lecture material, it is imperative that you listen attentively and take appropriate notes.
2. SEMINARS AND SEMINAR READINGS/IMAGES

Each lecture will be immediately followed by a 1 hour seminar in which you are responsible for the following:

- Viewing and analyzing the assigned images
- Reading and reflecting upon the required readings
- Attending daily seminars
- Participating generously

Your overall seminar grade will be evaluated based upon the following two interrelated elements:

- Attendance
- Participation

**ATTENDANCE** is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you have more than two unexcused absences you will automatically receive a zero for your final seminar grade.

**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 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.

3. ESSAY #1: DESCRIBING THE “INDIAN”

i. Description and Purpose

The first assignment of this course will be an analysis of Christopher Columbus’s letter describing his first voyage to the New World. Urs Bitterli suggests that men like Columbus did not have “any interest in the Indians for their own sake.” Based upon your own reading of Columbus, do you agree with Bitterli’s assessment? The purpose of this assignment is to think about the different ways in which Europeans both understood and described the “other” they encountered in the New World. This document analysis provides you with an opportunity to exercise your historical imagination and to engage with a primary source in a critical fashion. Make sure to review the “Guide to Writing an Essay” and “Sample Paper” posted on Sakai before writing your paper.

ii. Important Details

**Due Date, Time, and Place:** July 12, 2:00PM, SSC-3010

**Length:** 5 pages (double-spaced, 12-font, Times New Roman)

**Sources:**

4. ESSAY #2: DESCRIBING THE “SPANIARD”

i. Description and Purpose

The second assignment of this course will be an analysis of one section from Felipe Guaman Poma de Ayala’s *The First New Chronicle and Good Government* (ca. 1615). Rolena Adorno argues that after Guaman Poma was expelled from Huamanga he “went from a position of collaboration with the Spanish colonial regime . . . to an attitude of exposing its injustices and excesses.” Based upon your own reading of Guaman Poma, how do you think this change influenced his description of colonial society in Peru? The purpose of this assignment is to think about the different ways in which indigenous peoples both understood and described the “other” they were forced to encounter in their homelands. This document analysis, much like the first one, provides you with yet another opportunity to exercise your historical imagination and to engage with a primary source in a critical fashion. Make sure to review the “Guide to Writing an Essay” and “Sample Paper” posted on Sakai before writing your paper.

ii. Important Details

Due Date, Time, and Place: July 19, 2:00PM, SSC-3010

Length: 5 pages (double-spaced, 12-font, Times New Roman)

Sources:


5. ESSAY #3: RESEARCH PROPOSAL AND PAPER

i. Description and Purpose

The third assignment of this course will be a research paper on a topic from either the colonial or modern period of Latin America. Essay topics will be based upon lecture/seminar themes and will be posted on Sakai for your viewing. The purpose of this assignment is to provide you with an opportunity to exercise your research and analytical skills. 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. Each essay must include at least 2 primary sources and at least 5 secondary sources. Using primary and secondary readings from the lecture/seminar topic you choose is permissible, but the course textbook should not be one of the sources in your bibliography. Online sources must be used with extreme caution; Wikipedia and other similar sources are to be avoided at all costs. As you carry out your research you must look for work by reputable scholars, which means performing word searches in the library catalogue and other databases of scholarly journals. All students must email the instructor a short proposal (1 page, double-spaced) and a bibliography on or before July 25. Make sure to review the
“Guide to Writing an Essay,” “Sample Paper,” and “Research Essay Resources” posted on Sakai before beginning your research and writing. It is also extremely important to get started early since the D. B. Weldon Library will be closed from August 4–12 for electrical repairs.

ii. Important Details
Due Date (Proposal): July 25 (via email)
Due Date, Time, and Place (Paper): August 10, 2:00PM, SSC-3010
Length: 10 pages (double-spaced, 12-font, Times New Roman)
Sources:
  - At least 2 primary sources
  - At least 5 secondary sources (both journal articles and books)

6. TAKE-HOME FINAL EXAM
i. Description and Purpose
   The take-home final exam will be a series of essays based upon the entire course and it will be handed out at the last lecture of the semester. You should treat a 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.

ii. Important Details
Due Date, Time, and Place: August 21, 4:30PM, History Department (drop box)
Length: 10 pages (double-spaced, 12 font, Times New Roman)
Sources:
  - Lecture reading, document exercises, and images
  - Seminar readings and images

7. EVALUATION SCHEME
*You need to hand in all assignments to receive a passing grade in this course.
*You need to pass the final exam to receive a passing grade in this course.

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<thead>
<tr>
<th>COMPONENTS OF THE COURSE</th>
<th>PERCENTAGE OF THE FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Participation</td>
<td>20%</td>
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<tr>
<td>Essay # 1: Describing the “Indian”</td>
<td>10%</td>
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<td>Essay # 2: Describing the “Spaniard”</td>
<td>10%</td>
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<td>Essay # 3: Research Paper</td>
<td>25%</td>
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<tr>
<td>Proposal/Bibliography</td>
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<tr>
<td>Take-Home Final Exam</td>
<td>30%</td>
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IV. COURSE BOOKS
The following course textbooks are available in the campus bookstore:

- The History of Latin America HIST 2501E course package (all readings/images for this course are in this package with the exception of those available online) [$67.89]
ADMINISTRATIVE/Academic Matters

I. Email Policy

Emails will be checked weekly between Monday and Friday. Every message sent should indicate in the subject line “HIST 2501E” or it may be placed into junk mail. You may email the instructor about any questions you have concerning the course.

II. Sakai

The syllabus, important handouts, internet links, photographs, lecture outlines, seminar questions, and the take-home final exam will all be available for consultation on Sakai. It should be noted, however, that lecture outlines will only appear on Sakai by noon of each day between Monday and Friday. You are strongly encouraged to print off these lecture outlines and bring them with you to class as guides. The take-home final exam will be handed out at the last lecture of the semester but will only be available on Sakai the following day.

III. Plagiarism

Plagiarism—taking credit for someone else’s work, be it an idea, a citation, or an essay found on the internet—is a serious offence and will be treated accordingly. For further details on plagiarism and academic dishonesty more generally you should consult the Scholastic Offence Policy in the Western Academic Calendar.

IV. Submission and Late Policy

Under no circumstances will an assignment be handed in electronically or by fax. Assignments that are handed in late without the instructor’s permission will be penalized 10% of the assignment’s worth per day after the due date (weekends count as two days). Anyone seeking after accommodation on medical grounds must complete a University of Western Ontario Student Medical Certificate. The form can be found in a pdf file online at https://studentservices.uwo.ca/secure/index.cfm.

V. Grading

To earn a passing grade in this course you must hand in all of the given assignments. All submitted papers that do not have a bibliography and/or are less than the required length will be returned to you as incomplete and given a zero. For more information on how to write an essay see the “Guide to Writing an Essay” and “Sample Paper” on Sakai. Here are some of the general characteristics your papers should have:

- A title page stating the title of your paper, your name, course code, 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, organized structure, and intelligent use of sources
- 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
VI. 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 will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

VII. COURSE WITHDRAWAL

If you wish to withdraw from this course without academic penalty you must do so before July 18, 2012.

LECTURES AND SEMINARS

I. LECTURE AND SEMINAR TOPICS, READINGS, AND IMAGES

[PS] = Primary Source
[SS] = Secondary Source

WEEK I: THE ENCOUNTER

DAY I (JULY 9)
LECTURE #1: REVIEW OF COURSE OUTLINE/INTRODUCTION
Lecture Reading:

SEMINAR #1: BACKPACKING IN LATIN AMERICA

DAY II (JULY 10)
LECTURE #2: THE MEXICA
Lecture Reading:
• [SS] Martin/Wasserman. Latin America and Its People: 31–40. [Course text]

SEMINAR #2: EARLY EXPERIMENTS IN ETHNOGRAPHY
Seminar Readings and Images:
• [PS] Go to http://www.latinamericanstudies.org/florentine-codex.htm to view some of the accompanying illustrations of the Florentine Codex.

DAY III (JULY 11)
LECTURE #3: THE INCAS
Lecture Reading:
• [SS] Martin/Wasserman. Latin America and Its People: 40–51. [Course text]
SEMINAR #3: THE INCAS AND THEIR SPANISH HISTORIANS

Seminar Readings and Images:
- [PS] Go to Sakai to view Jason Dyck’s photographs of Saqsaywaman and Cuzco. [Sakai]
- [PS] Pedro de Cieza de León. “Of the Manner and Fashion in Which the City of Cuzco is Built . . .,” “Of How They Had Chroniclers to Keep Record . . .” “How the Sovereigns of Peru Were Greatly Loved,” and “Of the Custom the Incas had of Commemorating in Their Songs . . .” In The Incas. Translated by Harriet de Onis (Norman: University of Oklahoma Press, 1959): 143–149, 172–175, 185–190. [Course pack]

DAY IV (JULY 12)
LECTURE #4: THE “DISCOVERY” OF THE NEW WORLD
Lecture Reading:
- [SS] Martin/Wasserman. Latin America and Its People: 51–69. [Course text]

SEMINAR #4: INITIAL CONTACT ON HISPANIOLA
Seminar Readings and Images:

DAY V (JULY 13)
LECTURE #5: THE ATLANTIC SLAVE TRADE
Lecture Reading:
- [SS] Martin/Wasserman. Latin America and Its People: 158–163. [Course text]

SEMINAR #5: SLAVE RESISTANCE IN BRAZIL
Seminar Readings and Images:

WEEK II: CONQUEST AND RESISTANCE
**DAY VI (JULY 16)**

**LECTURE #6: THE FALL OF TENOCHTITLÁN AND TAWANTINSUYU**

Lecture Reading:
- [SS] Martin/Wasserman. *Latin America and Its People*: 69–83. [Course text]

**SEMINAR #6: THE VISION OF THE VANQUISHED**

Seminar Readings and Images:

**DAY VII (JULY 17)**

**LECTURE #7: THE “SPIRITUAL ENCOUNTER”**

Lecture Reading:
- [SS] Martin/Wasserman. *Latin America and Its People*: 83–95. [Course text]

**SEMINAR #7: FRANCISCAN MISSIONARY ACTIVITY**

Seminar Readings and Images:

**DAY VIII (JULY 18)**

**LECTURE #8: WORK IN THE CITY AND THE COUNTRYSIDE**

Lecture Reading:
- [SS] Martin/Wasserman. *Latin America and Its People*: 101–125. [Course text]

**SEMINAR #8: SILVER MINING IN POTOSÍ**

Seminar Readings and Images:
**DAY IX (JULY 19)**

**LECTURE #9: THE INDIAN REPUBLIC**

Lecture Reading:

**SEMINAR #9: FELIPE GUAMAN POMA DE AYALA**

Seminar Readings and Images:

**DAY X (JULY 20)**

**LECTURE #10: MISSIONARY ACTIVITY ON THE FRONTIER**


**SEMINAR #10: THE JESUIT MISSIONS OF PARAGUAY**

Seminar Reading and Film:

**WEEK III: COLONIAL IDENTITIES**

**DAY XI (JULY 23)**

**LECTURE #11: THE MIRACULOUS AND EVERYDAY LIFE**

**SEMINAR #11: SANTA ROSA DE LIMA**

Seminar Readings and Images:

**DAY XII (JULY 24)**

**LECTURE #12: THE COLONIAL SOCIORACIAL PYRAMID**

Lecture Reading:
- [SS] Martin/Wasserman. *Latin America and Its People*: 155–168. [Course text]
SEMINAR #12: CASTA PAINTINGS
Seminar Reading and Images:

DAY XIII (JULY 25)
LECTURE #13: GENDER IN COLONIAL SOCIETY
Lecture Reading:
- [SS] Martin/Wasserman. Latin America and Its People: 168–185. [Course text]

SEMINAR #14: HONOUR AND SEXUALITY
Seminar Readings:

DAY XIV (JULY 26)
LECTURE #14: THE BOURBON REFORMS
Lecture Reading:
- [SS] Martin/Wasserman. Latin America and Its People: 186–203. [Course text]

SEMINAR #14: CREOLE PATRIOTISM
Seminar Readings:

DAY XV (JULY 27)
LECTURE #15: LATE COLONIAL DEVELOPMENTS
Lecture Reading:
- [SS] Martin/Wasserman. Latin America and Its People: 203–215. [Course text]

SEMINAR #15: COLONIAL LEGACIES
Seminar Readings and Images:
WEEK IV: IMAGINING NEW NATIONS

DAY XVI (JULY 30)
LECTURE #16: THE END OF COLONIALISM?
SEMINAR #16: INDEPENDENCE
Seminar Readings and Images:

DAY XVII (JULY 31)
LECTURE #17: POSTCOLONIAL CONSTRUCTION
Lecture Reading:
- [SS] Martin/Wasserman. Latin America and Its People: 242–262. [Course text]
SEMINAR #17: CAUDILLOS
Seminar Readings:

DAY XVIII (AUGUST 1)
LECTURE #18: THE RISE OF LIBERALISM
Lecture Reading:
- [SS] Martin/Wasserman. Latin America and Its People: 262–270. [Course text]
SEMINAR #18: PROGRESS
Seminar Readings and Images:
- [PS] View the anonymous plates (1–5) in Antonio García Cubas. The Republic of Mexico


**DAY XIX (AUGUST 2)**

**LECTURE #19: AFRO-LATIN AMERICA**

Lecture Reading:

- [SS] Martin/Wasserman. Latin America and Its People: 271–287. [Course text]

**SEMINAR #19: SLAVERY AND EMANCIPATION IN BRAZIL**

Seminar Readings and Images:


**DAY XX (AUGUST 3)**

**LECTURE #20: IN SEARCH OF THE SUBLIME**

Lecture Reading:


**SEMINAR #20: COSTUMBRISMO**

Seminar Reading and Images:


**WEEK V: MODERNIZATION AND SOCIAL CHANGE**
DAY XXI (AUGUST 7)
LECTURE #21: NEOCOLONIALISM
Lecture Reading:
- [SS] Martin/Wasserman. Latin America and Its People: 300–320. [Course text]

SEMINAR #21: MODERNIZING GOODS
Seminar Readings and Images:

DAY XXII (AUGUST 8)
LECTURE #22: LATIN AMERICAN NATIONALISMS
Lecture Reading:
- [SS] Martin/Wasserman. Latin America and Its People: 320–326. [Course text]

SEMINAR #22: INDIGENISMO
Seminar Readings and Images:

DAY XXIII (AUGUST 9)
LECTURE #23: POPULISM
Lecture Reading:
- [SS] Martin/Wasserman. Latin America and Its People: 327–351. [Course text]

SEMINAR #23: URBAN POVERTY
Seminar Readings and Images:

DAY XXIV (AUGUST 10)
LECTURE #24: LATIN AMERICAN ART IN THE TWENTIETH CENTURY
Lecture Reading:
SEMINAR #24: MEXICAN MURALISM
Seminar Readings and Images:

- [PS] Go to Olga’s Gallery at [http://www.abcgallery.com](http://www.abcgallery.com) to view works by Diego Rivera and David Alfaro Siqueiros.

WEEK VI: THE COLD WAR AND DEMOCRATIZATION

DAY XXV (AUGUST 13)
LECTURE #25: DREAMS OF SOCIAL CHANGE
Lecture Reading:


SEMINAR #25: LIBERATION THEOLOGY
Seminar Readings and Images:


DAY XXVI (AUGUST 14)
LECTURE #26: THE COLD WAR IN CENTRAL AMERICA
Lecture Reading:


SEMINAR #26: RIGOBERTA MENCHÚ TUM
Seminar Readings and Images:

- [PS] Go to YouTube and watch a speech by Rigoberta Menchú at the Human Forum Conference at [http://www.youtube.com/watch?v=ynUExUp1hC4](http://www.youtube.com/watch?v=ynUExUp1hC4) and [http://www.youtube.com/watch?v=dBAOqK9KvU](http://www.youtube.com/watch?v=dBAOqK9KvU).


**DAY XXVII (AUGUST 15)**

**LECTURE #27: MEMORIES OF DICTATORSHIP**

Lecture Reading:

**SEMINAR #27: MOTHERS OF THE DISAPPEARED**

Seminar Readings and Images:
- [PS] Go to [http://www.pbase.com/rayker/mothers&page=all](http://www.pbase.com/rayker/mothers&page=all) to view Raymond Ker’s photographs of the Mothers of the Plaza de Mayo from the year 2005.

**DAY XXVIII (AUGUST 16)**

**LECTURE #28: THE TIDE OF NEOLIBERALISM**

Lecture Reading:

**SEMINAR #28: TRANSMIGRANT MEXICAN FARM WORKERS**

Seminar Readings and Images:
- [SS] Go to YouTube and watch an interview with Vincenzo Pietropaolo about migrant Mexican farm workers at [http://www.youtube.com/watch?v=1x-sW_iaJZs](http://www.youtube.com/watch?v=1x-sW_iaJZs).

**DAY XXIX (AUGUST 17)**

**LECTURE #29: CONCLUSION/REVIEW OF TAKE-HOME FINAL EXAM**

Lecture Reading:
II. LECTURE AND SEMINAR SCHEME

<table>
<thead>
<tr>
<th>CLASS</th>
<th>LECTURE</th>
<th>SEMINAR</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Review of Course Outline/Introduction</td>
<td>Backpacking in Latin America</td>
<td>July 9</td>
</tr>
<tr>
<td>Day 2</td>
<td>The Mexica</td>
<td>Early Experiments in Ethnography</td>
<td>July 10</td>
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<tr>
<td>Day 3</td>
<td>The Incas</td>
<td>The Incas and Their Spanish Historians</td>
<td>July 11</td>
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<td>Day 4</td>
<td>The “Discovery” of the New World</td>
<td>Initial Contact on Hispaniola</td>
<td>July 12</td>
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<td>Day 5</td>
<td>The Atlantic Slave Trade</td>
<td>Slave Resistance in Brazil</td>
<td>July 13</td>
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<tr>
<td>Day 6</td>
<td>The Fall of Tenochtitlan and Tawantinsuyu</td>
<td>The Vision of the Vanquished</td>
<td>July 16</td>
</tr>
<tr>
<td>Day 7</td>
<td>The “Spiritual Encounter”</td>
<td>Franciscan Missionary Activity</td>
<td>July 17</td>
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<tr>
<td>Day 8</td>
<td>Work in the City and the Countryside</td>
<td>Silver Mining in Potosi</td>
<td>July 18</td>
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<tr>
<td>Day 9</td>
<td>The Indian Republic</td>
<td>Felipe Guaman Poma de Ayala</td>
<td>July 19</td>
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<tr>
<td>Day 10</td>
<td>Missionary Activity on the Frontier</td>
<td>The Jesuit Missions of Paraguay</td>
<td>July 20</td>
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<tr>
<td>Day 11</td>
<td>The Miraculous and Everyday Life</td>
<td>Santa Rosa de Lima</td>
<td>July 23</td>
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<tr>
<td>Day 12</td>
<td>The Colonial Socioracial Pyramid</td>
<td>Casta Paintings</td>
<td>July 24</td>
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<tr>
<td>Day 13</td>
<td>Gender in Colonial Society</td>
<td>Honour and Sexuality</td>
<td>July 25</td>
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<tr>
<td>Day 14</td>
<td>The Bourbon Reforms</td>
<td>Creole Patriotism</td>
<td>July 26</td>
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<tr>
<td>Day 15</td>
<td>Late Colonial Developments</td>
<td>Colonial Legacies</td>
<td>July 27</td>
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<tr>
<td>Day 16</td>
<td>The End of Colonialism?</td>
<td>Independence</td>
<td>July 30</td>
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<tr>
<td>Day 17</td>
<td>Postcolonial Construction</td>
<td>Caudillos</td>
<td>July 31</td>
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<tr>
<td>Day 18</td>
<td>The Rise of Liberalism</td>
<td>Progress</td>
<td>August 1</td>
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<td>Day 19</td>
<td>Afro-Latin America</td>
<td>Slavery and Emancipation in Brazil</td>
<td>August 2</td>
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<tr>
<td>Day 20</td>
<td>In Search of the Sublime</td>
<td>Costumbrismo</td>
<td>August 3</td>
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<td>Day 21</td>
<td>Neocolonialism</td>
<td>Modernizing Goods</td>
<td>August 7</td>
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<td>Day 22</td>
<td>Latin American Nationalisms</td>
<td>Indigenismo</td>
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<td>Day 23</td>
<td>Populism</td>
<td>Urban Poverty</td>
<td>August 9</td>
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<td>Day 24</td>
<td>Latin American Art in the Twentieth Century</td>
<td>Mexican Muralism</td>
<td>August 10</td>
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<td>Day 25</td>
<td>Dreams of Social Change</td>
<td>Liberation Theology</td>
<td>August 13</td>
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<tr>
<td>Day 26</td>
<td>The Cold War in Central America</td>
<td>Rigoberta Menchú Tum</td>
<td>August 14</td>
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<td>Day 27</td>
<td>Memories of Dictatorship</td>
<td>Mothers of the Disappeared</td>
<td>August 15</td>
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<td>Day 28</td>
<td>The Tide of Neoliberalism</td>
<td>Transmigrant Mexican Farm Workers</td>
<td>August 16</td>
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<tr>
<td>Day 29</td>
<td>Conclusion</td>
<td>Review of Take-Home Final Exam</td>
<td>August 17</td>
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</table>

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com). The following rules pertain to the acknowledgements necessary in academic papers.
A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

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Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University’s policy on medical accommodation. Please go to http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca.