

**THE UNIVERSITY OF WESTERN ONTARIO  
DEPARTMENT OF HISTORY  
HISTORY 3709E. IBERIAN EMPIRES:  
PORTUGAL, SPAIN AND THEIR AMERICAN COLONIES IN A GLOBAL CONTEXT,  
1400-1810**

T.2:30-4:30, Th. 2:30-3:30  
Off. Hours Th.10 -12:00 or by appointment

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The role played by the Iberian nations, often neglected by historians, was pivotal in the development of the Western world. The Iberian kingdoms were the first “modern” nations to expand and control overseas colonies across the Atlantic and to trade on a global scale, and their experiences are vital to the understanding of the leadership of Europe in the centuries to come. The conquest and colonization of previously unknown territories and peoples forced Europe to re-think its religious concepts, geographic knowledge and legal principles that were then adapted and imposed on the territories under its control.

This course will examine the formation of Portugal, Spain and their American empires from the 14<sup>th</sup> century to the early 19<sup>th</sup> century. It will start with the consolidation of the Iberian kingdoms into two separate monarchies and the factors that paved the way for their early expansion into the Atlantic and conclude with the colonies' attempts at independence. Students will analyze the numerous scientific, technological, geographic, political and economic factors that contributed to this expansion as well as its resulting consequences. Although the focus will be on the American colonies, Spain and Portugal's African and Asian possessions and their place in European politics will also be analyzed. The comparison of the various colonial experiences will contribute to an understanding of the global political, economic and scientific role played by the Iberian world.

This third-year course is designed to provide students not only with a general knowledge of the topic but also to help them develop their research, analytical, oral and writing skills. In order to achieve these goals the course will include lectures, discussions on weekly readings, written assignments and oral presentations.

**Outcomes:**

Students will be able to:

- Acquire a general knowledge on the main figures, historical events and theoretical concepts of colonialism.
- Analyze historical events and their consequences in a theoretical framework
- Identify key figures, events and historiographical trends of the Iberian nations and their presence in the Americas.
- Compare the social, economic and political consequences of various colonial societies.
- Connect political and economic ideologies with legislation and social change in colonial societies.
- Analyze and assess primary and secondary texts and utilize them in a written essay.
- Improve oral and written communication skills

## COURSE EVALUATION:

Book reviews	20 (10 each)
Book presentations	10 (5 each)
Short historiographical essay (due Dec. 4)	10
Long historiographical essay (due March 26)	20
Final exam	20
Participation	<u>20</u>
	100

## TEXTBOOKS

William S. Maltby, *The Rise and Fall of the Spanish Empire* (Hampshire, U.K.: Palgrave Macmillan, 2009).

Malyn Newitt, *Portugal in European and World History* (London, England: Reaktion Books, 2009).

Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America*, 7<sup>th</sup> ed., (New York, Oxford, Oxford University Press, 2010).

*Iberian Empires. Selected Readings.*

Readings on line

## COURSE ORGANIZATION

### **Two book reviews and presentations (30% of final grade).**

Students will select two books from a list and write a five page book review on each (worth 10%). They will also give a 15 min. presentation in class (worth 5%). **The review will be due one week after the presentation.** The date of the presentations will vary according to the topic selected.

### **Short historiographical essay (10% of final grade).**

Students will write a five page historiographical review on four readings assigned in class (excluding the textbooks). **Due Dec. 4.**

### **Long historiographical essay (20% of final grade).**

Each student will write a fifteen-page historiographical paper on a selected topic related to the course. The paper will be based on a minimum of seven secondary (a maximum of three titles from the general readings may be included) and two primary sources. A tentative topic and bibliography will be handed before the end of the first semester and must be approved before students begin their research. **Due March 26.**

**Final Exam (20% of final grade). 20**

The final exam will take place during the examinations period.

**Class participation (20% of final grade).**

Class discussion is an essential part of this course and all students are expected to participate. Each week one student will lead the class discussion. Reading of the assigned articles as well as participation in their analysis and discussion is mandatory. The quality of issues discussed as well as individual participation will have an essential role in determining the final mark.

**\* All essays must follow the Chicago style guidelines.**

**\*\*Please Note: All papers must be submitted electronically AND in hard copy  
No late papers will be accepted.  
All requirements must be fulfilled to pass the course.**

## TENTATIVE SCHEDULE

Week 1. Sept. 11.

### **INTRODUCTION: COLONIALISM AND IMPERIALISM**

Week 2. Sept. 18

### **THE IBERIAN BACKGROUND: SPAIN AND PORTUGAL IN THE XIV CENTURY**

- Newitt, *Portugal*, pp. 11- 47
- Bishko, C. J. "The Spanish and Portuguese Reconquest, 1095-1492," in K. M. Setton (ed.), *A History of the Crusades* (6 vols.) (Madison, University of Wisconsin Press, 1975), vol. 3, 396-456.

Week 3. Sept. 25

### **THE IBERIAN EXPANSION INTO THE ATLANTIC: POLITICAL, ECONOMIC AND RELIGIOUS OBJECTIVES.**

- Newitt, *Portugal* 49 -66
- Maltby, *Spanish Empire*, pp. 1-20.
- *Inter caetera* [www.nativeweb.org/pages/legal/indig-inter-caetera.html](http://www.nativeweb.org/pages/legal/indig-inter-caetera.html)
- R. A. Fletcher, "Reconquest and Crusade in Spain, c. 1050-1150" in *The Crusades*, ed. Thomas F. Madden (Oxford, 2002).

Week 4. Oct. 2

### **VOYAGES OF EXPLORATION: SHIPS, INVESTORS AND SEAMEN.**

- Carla Rahn Phillips, *Six Galleons for the King of Spain* (Baltimore and London: The Johns Hopkins University Press, 1986), pp. 152-180.
- Richard A. Paselk, "Medieval Tools of Navigation: An Overview," *The Art, Science and Technology of Medieval Travel*, Robert Bork and Andrea Kann, eds. AVISTA Studies in the History of Medieval Technology, Science and Art (Aldershot, England: Ashgate, 2008), 169-180.

Week 5. Oct. 9.

### **THE PORTUGUESE MODEL: TRADERS AND SETTLERS IN AFRICA AND ASIA.**

- A. R. Disney, *A History of Portugal and the Portuguese Empire*, vol. II (New York: Cambridge University Press, 2009), pp. 27-44 and 84-118.
- A.H.H. DE Oliveira Marques, "Traveling with the Fifteenth-century Discoverers: Their Daily Life," *Vasco da Gama and the Linking of Europe and Asia*, A. R. Disney and E. Booth (eds.), (New Dehli: Oxford University Press, 2000), 30-47.

Week 6. Oct. 16.

**THE CONQUEST AND SETTLEMENT OF THE CARIBBEAN, 1492-1520.**

- Maltby, *Spanish Empire*, pp. 20-29; Burkholder, *Colonial Latin America*, chapter 1.
- Palencia-Roth, Michael, “The Cannibal Law,” *Early Images of the Americas. Transfer and Invention*, Williams, Jerry M. and Robert E. Lewis, eds. (Tucson, Arizona: University of Arizona Press, 1993), pp. 21-64.

Week 7. Oct. 23

**PORTUGAL’S SEA EMPIRE: FROM DIAS TO ALBUQUERQUE.**

- Newitt, *Portugal*, pp. 67-81.
- Disney, *A History of Portugal and the Portuguese Empire*, vol. 2 (New York: Cambridge University Press, 2009), pp. 27-44 and 84-118, vol. II, pp. 119-172.

Week 8. Oct. 30

**THE NATIVE AMERICAN PEOPLES BEFORE COLUMBUS**

- Burkholder, *Colonial Latin America*, chapter 1, pp. 1-23.
- Bernal Díaz, *The Conquest of New Spain*, (New York: Penguin Classics, 1963), pp. 216-243 (Sakai).
- Pedro Carrasco, “The Political Economy of the Aztec and Inca States,” *The Inca and Aztec State; 1400-1800. Anthropology and History*, George Collier, R.I. Rosaldo and J.D. Wirth, eds. 23-41.

Week 9. Nov. 6

**THE CLASH BETWEEN CULTURES: THE CONQUEST IN THE AMERICAS**

- Maltby, *Spanish Empire*, pp. 52-72; Burkholder, *Colonial Latin America*, Ch. 2.
- Inga Clendinnan, *The Cost of Courage in Aztec Society. Essays on Mesoamerican Society and Culture* (New York: Cambridge University Press, 2010), 49-90.
- John F. Guilmartin, Jr., “The Cutting Edge: An Analysis of the Spanish Invasion and Overthrow of the Inca Empire, 1532-1539,” *Transatlantic Encounters*. J.A. Kenneth Andrien and Rolena Adorno, eds. (Berkeley: University of California Press, 1991), pp. 40-69.

Week 10. Nov. 13

**THE TRANSFER OF EUROPEAN INSTITUTIONS.**

- Maltby, *Spanish Empire*, chapter 4, pp. 73-99; *Colonial Latin America*, Ch. 3, p. 83-96.
- John Lynch, “The Institutional Framework of Colonial Spanish America,” *Journal of Latin American Studies*, Vol. 24, Quincentenary Supplement: The Colonial and Post Colonial Experience. Five Centuries of Spanish and Portuguese America (1992), pp.69-81
- John F. Schwaller, “Directorio para Confesores: ‘Lords Who Hold Temporal Government Over Vassals’,” *Colonial Lives. Documents on Latin American History, 1550-1850*, R. Boyer and G. Spurling, eds. (New York: Oxford University Press, 2000), pp. 32-38.

**LONG ESSAY TOPIC AND BIBLIOGRAPHY DUE**

Week 11. Nov. 20

**THE CHALLENGES OF LONG DISTANCE ADMINISTRATION.**

Maltby, *Spanish Empire*, chapter 5, pp. 100-125;

– Jeffrey A. Cole, “Viceregal Persistence Versus Indian Mobility: The Impact of the Duque de la Palata's Reform Program on Alto Peru, 1681-1692,” *Latin American Research Review*, 19:1 (1984), pp. 37-56.

– Kenneth J. Andrien, “Corruption, Inefficiency, and Imperial Decline in the Seventeenth-Century Viceroyalty of Peru,” *The Americas*, Vol. 41, No. 1 (Jul., 1984), pp. 1-20.

Week 12. Nov 27

**MISSIONARIES AND CONVERTS: THE CATHOLIC CHURCH AND THE EMPIRES.**

Newitt, *Portugal*, pp. 113-132; Burkholder, *Colonial Latin America*, Ch. 3, pp. 96-110.

– Sarah Cline, “The Spiritual Conquest Reexamined: Baptism and Christian Marriage in Early 16th Century Mexico,” *Hispanic American Historical Review* 73:3 (1993), pp. 453-80.

–Francisco Morales OFM, “The Native Encounter with Christianity,” *The Americas*, vol. 65:2 (Oct. 2008), pp. 137-159.

Week 13. Dec. 4

**SHORT ESSAY DUE****SLAVERY IN THE IBERIAN AMERICAN COLONIES.**

– Barbara A. Sommer, “Colony of the Sertao. Amazonic Expeditions and the Indian Slave Trade,” *The Americas*, vol. 61:3 (Jan. 2005), 401-428.

– Lynne Guitar, “Boiling It Down. Slavery on the First Commercial Sugarcane Ingenios in the Americas (Hispaniola, 1530-45),” *Slaves, Subjects and Subversives. Blacks in Colonial Latin America*, Jane G. Landers and Barry M. Robinson, eds. (Albuquerque: University of New Mexico, 2006), 39-82.

Week 14. Jan 8, 2013.

**EXTRACTING COLONIAL WEALTH: MINERS AND MERCHANTS.**

Maltby, *Spanish Empire*, chapter 6, pp. 126-148.

– Peter T. Bradley, “The Loss of the Flagship of the Armada del Mar del Sur (1654) and Related Aspects of Viceregal Administration,” *The Americas*, Vol. 45, No. 3, (Jan. 1989), 383-403.

– Noblet Barry Danks, “The Labor Revolt of 1766 in the Mining Community of Real Del Monte,” *The Americas*, Vol. 44, No. 2 (Oct., 1987), pp. 143-165.

Week. 15. Jan. 15

**WORKING THE LAND: HACIENDAS AND PLANTATIONS.**

Burkholder, *Colonial Latin America*, Ch. 5.

– Carlos Sempat Assadourian, “The Colonial Economy: The Transfer of the European System of Production to New Spain and Peru,” *JLAS* vol. 24, Quincentenary Supplement: The Colonial and Post Colonial Experience. Five Centuries of Spanish and Portuguese America (1992), pp. 55-68.

Week 16. Jan. 22

**A GLOBAL ECONOMY**

- A.R. Disney, *A History of Portugal and the Portuguese Empire*, vol. II, pp. 232-262.
- Leslie Bethel, ed., *Colonial Brazil* (Cambridge: Cambridge University Press, 1987) pp. 39-66.

Week 17. Jan 29

**THE TRANSATLANTIC SLAVE TRADE: SPAIN, PORTUGAL AND THEIR AMERICAN COLONIES.**

- Linda A. Newson, Diets, Food Supplies and the African Slave Trade in Early Seventeenth Century Spanish America, *The Americas* 63:4 (April 2007), pp. 401-428.
- Monica Schluk, “Enslavement, the Slave Voyage, and Astral and Aquatic Journeys in African Diaspora Discourse,” *Africa and the Americas. Interconnections during the Slave Trade*, José C. Curto and Renèe Soloudre-La France, eds. (Trenton, N.J.: African World Press, 2005), pp. 185-214 .

Week 18. Feb 5

**DEFENDING THE EMPIRES FROM INTERLOPERS, PIRATES AND COMMERCIAL RIVALS**

- Henry H. Keith, “New World Interlopers: the Portuguese in the Spanish Indies, from Discovery to 1640,” *The Americas* Vol. 25, No. 4 (Apr. 1969), 360-371.
- Ruth Pike, “Black Rebels: The Cimarrons of Sixteenth Century Panama,” *The Americas*, 64:2 (Oct. 2007), pp. 243-266.

Week 19. Feb. 12

**THE MIXING OF CULTURES AND RACES.**

Burkholder, *Colonial Latin America*, Ch. 6.

- “Black Conquistadors: Armed Africans and early Spanish America” *The Americas* 57:2 (Oct. 2000), 171-205.
- “Indian Lords, Hispanic Gentlemen: The Salazars of Colonial Tlaxcala,” *The Americas*, vol. 69 Num. 1 (July 2012), pp. 1-36.

Week 20. Feb. 26

**EVERY DAY LIFE IN THE COLONIES.**

- Patricia A. Mulvey, “Slave Confraternities in Brazil: Their Role in Colonial Society” *The Americas* 39:1 (July 1982), 39-68.
- Kathleen Myers, “A Glimpse of Family Life in Colonial Mexico: A Nun’s Account,” *Latin American Research Review*, 28:2 (1993), 63-87.
- Stanley J. Stein, “Tending the Store: Trade and Silver at the Real de Huautla, 1778-1781,” *HAHR*, vol. 77, No. 3 (Aug., 1997), pp. 377-407.

Week 21. March 5

**THE SOCIAL HIERARCHY: RACE AND CLASS IN A MULTI CULTURAL SOCIETY.**

Burkholder, *Colonial Latin America*, Ch. 7.

– Steven G. Flinchpaugh, “Economic Aspects of the Viceregal Entrance in Mexico City,” *The Americas*, 52:3 (1996), 345-365.

– Ben Vinson III, “Race and Badge: Free Colored Soldiers in Colonial Mexican Militias,” *The Americas* 56:4 (April 2000), 471-496.

Week 22. March 12

**WOMEN IN A MULTI-CULTURAL EMPIRE.**

Burkholder, *Colonial Latin America*, Ch. 6.

– Ana María Presta, “Undressing the *Coya* and dressing the Indian Woman: Market Economy, Clothing and Identities in the Colonial Andes, La Plata (Charcas), Late Sixteenth and Early Seventeenth Centuries,” *HAHR*, 90:1 (February, 2010), 41-74.

– Asuncion Lavrin and Edith Couturier, “Dowries and Wills: A View of Women’s Socioeconomic Role in Colonial Guadalajara and Puebla, 1694-1790,” *HAHR*, 59:2 (May 1979), 280-304.

– Ellen Gunnarsdottir, “The Convent of Santa Clara the Elite and Social Change in Eighteenth Century Querétaro,” *JLAS*, 33:2 (May 2001), 257-290.

Week 23. March 19

**THE EIGHTEENTH CENTURY: DYNASTIC CHANGES, REORGANIZATION, DEFENSE AND EXPANSION**

Maltby, *Spanish Empire*, chapter 7, pp. 149-171; Burkholder, *Colonial Latin America*, Ch. 9.

– Steinar A. Salther, “Bourbon Absolutism and Marriage Reform in Late Colonial Spanish America,” *The Americas* 59:4 (April 2003), 475-509.

– Carlos Marichal; Matilde Souto Mantecón, Silver and *Situados*: New Spain and the Financing of the Spanish Empire in the Caribbean in the Eighteenth Century, *HAHR*, vol. 74, No. 4 (Nov., 1994), pp. 587-613.

Week 24. March 26

**HISTORIOGRAPHICAL ESSAY DUE****THE ENLIGHTENMENT IN THE AMERICAS**

– Angela T. Thompson, “To Save the Children: Smallpox Innoculation, Vaccination and Public Health in Guanajuato, Mexico, 1797-1840,” *The Americas*, 49:4 (April 1993), 431-455.

Week 25. April 2

**THE DECLINE OF THE IBERIAN EMPIRES**

Newitt, *Portugal*, pp. 132-173; Maltby, *Spanish Empire*, chapter 8, pp. 172-192.

– Patricia H. Marks, “Confronting a Mercantile Elite: Bourbon Reformers and the Merchants of Lima, 1765-1796,” *The Americas*, Vol. 60, No. 4 (Apr., 2004), pp. 519-558.



**HISTORY 3709E**  
**LIST OF READINGS**

Felipe Fernández Armesto, *Christopher Columbus* (Oxford, New York: Oxford University Press, 1992).

Felipe Fernández Armesto, *Ferdinand and Isabella* (N.Y.: Dorset Press, 1991).

Phillips, William D., and Carla Rahn Phillips, *The Worlds of Christopher Columbus* (Cambridge: Cambridge University Press: 1992).

Restall, Mathew, *Seven Myths of the Spanish Conquest* (New York: Oxford University Press, 2003)

Inga Clendinnen, *Aztecs: An Interpretation* (Cambridge, England: Cambridge University Press, 1991).

Michael E. Smith, *The Aztecs* (Cambridge, Mass.: Blackwell Publishers, 1996).

Anna Lanyon, *Malinche's Conquest* (St Leonards, Australia: Allen & Unwin, 1999).

A.J.R. Russell-Wood, *The Portuguese Empire: A World on the Move* (Baltimore: Johns Hopkins University Press, 1998).

Alfred W. Crosby, *Germes, Seeds and Animals: Studies in Ecological History* (Armonk, N.Y.: M.E. Sharpe, 1994).

Alfred W. Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, Conn.: Greenwood Press, 1972).

Suzanne Austin Alchon, *A Pest in the Land: New World Epidemics in a Global Perspective*, (Alberta, 2003)

Elinor G. K. Melville, *A Plague of Sheep: Environmental Consequences of the Conquest of Mexico* (Cambridge, England: Cambridge University Press, 1994).

John Super, *Food, Conquest and Colonization* (Albuquerque, N.M.: University of New Mexico Press, 1988).

Edith Boorstein Couturier, *The Silver King: The Remarkable Life of the Count of Regla in Colonial Mexico* (Albuquerque, University of New Mexico, 2003).

Bakewell, Peter, *Silver and Entrepreneurship in Seventeenth-Century Potosí: The Life and Times of Antonio López de Quiroga* (Albuquerque: University of New Mexico Press, 1988).

Peter J. Bakewell, *Miners of the Red Mountain* (Albuquerque: University of New Mexico, 1984).

Brian P. Owensby, *Empire of Law and Indian Justice in Colonial Mexico* (Stanford, Cal., Stanford University Press, 2008)

A.J. R. Russell Wood, *Black Man in Slavery and Freedom in Colonial Brazil* (London: The Macmillan Press, 1982).

Herman L. Bennett, *Africans in Colonial Mexico: Absolutism, Christianity and Afro-Creole Consciousness, 1570-1640* (Bloomington, IN: Indiana University Press, 2005).

Kris E. Lane *Pillaging the Empire: Piracy in the Americas, 1500-1750* (Armonk, N.Y.: M.E. Sharpe, 1998).

Adam Warren, *Medicine and Politics in Colonial Peru. Population Growth and the Bourbon Reforms* (University of Pittsburgh Press, 2010).

Sherry Fields, *Pestilence and Head Colds. Encountering Illness in Colonial Mexico* (Columbia University Press, 2003).

Russel-Wood, *Fidalgos and Philanthropists. The Casa da Misericordia of Bahia, 1550-1755* (London: Macmillan, 1968).

Kathryn Burns, *Colonial Habits: Convents and the Spiritual Economy of Cuzco, Perú* (Durham: Duke University Press, 1999).

Karen Vieira Powers, *Women in the Crucible of Conquest: The Gendered Genesis of Spanish American Society, 1500-1600.* (Albuquerque, N.M.: University of New Mexico Press, 2005).

Maxwell, Kenneth, *Pombal, Paradox of the Enlightenment* (Cambridge, 1995).

Kirsten Schultz, *Tropical Versailles: Empire, Monarchy, and the Portuguese Royal court in Rio de Janeiro, 1808-1821* (New York: Routledge, 2001).

Donald B. Cooper, *Epidemic Disease in Mexico City 1761-1813 An Administrative, Social and Medical Study* (Austin: University of Texas Press, 1965).

*If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.*

*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.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

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](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](mailto:rdashfo@uwo.ca)