

# Tender Violence: Cultures of 19<sup>th</sup>-century American Expansion

Western University

2013-2014

Prof. Laurel Clark Shire

HIS 2391E, T/H, 10:30-11:30, Classroom TBA

Office hours: LH 2226, W 11-2 & by appointment

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Over the course of the nineteenth century new territory, including Florida, Texas, New Mexico, California and Hawaii, became American through a variety of (often violent) means. Manifest Destiny – the ideology that the United States was destined by God to annex all of North America, and perhaps the entire Western Hemisphere – underwrote and justified this territorial expansion. Many of the people who lived in these territories experienced what one American called the “tender violence” of Americanization, even as they changed the definition of who and what constituted an “American” person or place. This course is intended for undergraduate students who are interested in the social and cultural history of American expansion. Topics will include land policy, the removal of indigenous people, the extension of slavery, and the importance of race, gender, class and sexuality in these processes. Together, we will read recent scholarship in U.S. social, cultural, political, and diplomatic history that engages with the history of territorial expansion in North America, as well as overseas filibustering and military ventures. We will be reading and thinking about U.S. expansion from the 1803 Louisiana Purchase, through the annexations of Florida and northern Mexico, the California Gold Rush, multiple conflicts with Native American groups, the Civil War, filibusters to the Pacific Sandwich Islands (aka Hawaii) and South America, and invasions of Cuba and the Philippines at the turn of the twentieth century. We will read books, articles, and primary sources and work to interpret them together. Assessments will include discussion questions and participation, primary source interpretation, exams, and short essays.

## Course Objectives

Content - By the end of this course you will be able to:

- describe the expansion of the U.S. from 1803 to 1900, and explain the significant outcomes of this process to individuals, groups, and the history of North America
- describe and analyze some of the many ways that diverse Americans justified, debated, decried, or criticized the expansion of the U.S. into new territories
- identify and analyze some of the cultural and political tools that Americans developed to support expansion – from land policy to sensational novels
- answer this question with your own educated, reasoned opinion: “What was the most important factor driving U.S. expansion in the 19<sup>th</sup> century: was it slavery, immigration, capitalism, nationalism or something else?”

Skills - By the end of this course you will be able to

- identify, analyze, and interpret primary historical sources
- identify the *arguments* as well as the relevant information in scholarly articles and books (secondary sources)
- write a properly cited essay with a strong argument and persuasive evidence

### **Course Grade Components**

Discussion questions and participation in class and online:	10%
2 Essays:	20%
Primary Source Interpretations:	10%
Mid-Year Exam (December exam period):	30%
Final Exam (April exam period):	30%

The following **course texts** are available at the bookstore and on reserve at Weldon Library:

Jesse Alemán and Shelley Streeby, *Empire and the Literature of Sensation: An Anthology of Nineteenth-Century Popular Fiction* (Rutgers, 2007)

Amy S. Greenberg, *Manifest Manhood and the Antebellum American Empire* (Cambridge, 2005)

Karl Jacoby, *Shadows at Dawn: An Apache Massacre and the Violence of History* (Penguin, 2009)

Eric T. L. Love, *Race over Empire: Racism and U.S. Imperialism, 1865-1900* (Univ. of North Carolina, 2004)


Leonard L. Richards, *The California Gold Rush and the Coming of the Civil War* (Knopf, 2007)

Louis S. Warren, *Buffalo Bill's America: William Cody and the Wild West Show* (Knopf, 2005)

Other course readings (in the table below) are either available full-text online via Weldon Library (use Summon), are available online (see links), or will be posted on OWL.

### **Participation**

Your participation grade is based on your contributions in class and online, as well as your preparedness in class. You **MUST** bring all readings and homework with you to class on the due dates – failing to bring them to class will lower your grade. Every class meeting and OWL forum is an opportunity for you to earn 3 points toward your participation grade. To do so, you should be prepared, on task, courteous, and you should take the initiative to participate. During class, I keep track of who makes valuable contributions and engages with the material and with your classmates with a 3, 2, 1 or 0.

Excused absences are omitted from this grade.  In order to accommodate diverse learning and communication styles there will be many (24) online

Forums on our course OWL site where you must post a Discussion Question (due dates below) AND respond to questions posed by your classmates. These forum threads will also be graded on a 0-3 point scale. A more detailed rubric will be provided in class.

*Other things that will affect your participation grade:*

- **Attendance - Scientists have proven that attending class improves your grades. It's also just plain common sense. For your own success: come to class!** Religious holidays, games (for athletes) and documented illness are excusable absences. If you must miss class, please e-mail me to let me know. When you are absent, you are still expected to read, write and do homework. It is up to you to provide explanations and supporting documentation in order to be excused, I will not remind you to provide them. Unexplained absences (or excessive tardiness) will negatively affect your participation grade.
- **Comportment and Courtesy** - Come to class on time. Turn off your phones. Feel free to snack as long as it is not disruptive to discussion. **Studies have also shown that when students use technology in the classroom off-task (that is, to Facebook or email or e-chat during class) it not only lowers their grade, but also the grades of all the students around them who can see their screens and are involuntarily distracted.** If you take notes on a smartphone, tablet, or laptop, please stay on task on screen, do not attempt to multi-task during class (which studies have shown actually makes you dumb) and please close your device during discussion as a courtesy to your classmates. I am not the technology police, and I will not interrupt class to correct this behavior. But I will mark your participation as zero (0) if you are clearly off task during class.

### Assignments

Most assignments are due in class (or by email just before class to [profshire@gmail.com](mailto:profshire@gmail.com)). In some cases (see below) assignments are due at other times. Please take note. Late assignments should be emailed to [profshire@gmail.com](mailto:profshire@gmail.com), and will be downgraded 5 points per day late (ie, on day 2 you will get the best grade out of 95 points rather than 100). After one week I will no longer accept any assignment. If you anticipate having a hard time meeting a particular deadline, please come talk to me about an extension. Make-up exams can only be arranged with the approval of the Dean.



### Discussion Questions

Six times during the course, you will be responsible for writing one class discussion question and posting it to OWL Forums by 5pm on the Wednesday before class/tutorials meet on Thursday. You may write a question about any or all of the readings assigned in that week. Your objectives for this assignment are to facilitate class discussion, help your colleagues identify the main arguments and implications of the reading, and encourage comparisons with readings and ideas from other weeks of the course. You are each in one of four small groups for the purposes of assigning due dates for Discussion Questions. However, this is NOT GROUP WORK, just a shared due date for every member of each group. These discussion questions count for 20% of your overall participation grade (Participation is 10% of your overall grade).

### Essays

You will write two essays during this course, for 22 November and 28 February. Topics will be announced in class at least one week before each is due. They will require you to think analytically and comparatively about several weeks of course readings. Each will be approximately 1750 words, typed, double

spaced, with 2.5cm margins in a 12 pt font. They should include a thesis, evidence, and references to your sources. Unless otherwise instructed, use only sources from this course to write them. These are worth 20% of your grade, or 10% each. I prefer electronic copies sent to [profshire@gmail.com](mailto:profshire@gmail.com) by the date and time due, but if you would like to turn in a paper copy, you may also do that. I will send your graded essay with my comments back to you by email unless you request a paper copy. All written material in this course will be uploaded to turnitin.com.



**Primary Source Analyses (4 worksheets, 4 short essays)**



Worksheets:

Think of these as “labs” for history students. A worksheet with the questions one must answer as the first steps of analyzing a primary historical source will be distributed in class and on OWL. On the dates indicated below (26 September, 10 October, 9 January, 1 April), please complete this worksheet for the primary sources indicated. Answer each question as fully as you possibly can to maximize the points you earn. These count for 2% of your overall grade (0.5% each). These are a tool to help you prepare to write successful primary source analysis essays, and succeed on the exams.

Primary Document Analysis Essays:

These are the next step in learning how to apply your history knowledge. On 17 October, 5 November, 11 February, and 18 March you will write analyses of primary sources in essay form (rather than just filling in a worksheet). You will develop a thesis statement that interprets the document in historical context, and then offer evidence (drawn from the course and perhaps your own research) to help persuade readers that your thesis is correct. Each will be 500-700 words in length. These are worth 8% of your overall grade, or 2% each.

**Exams**

You will write a mid-year and a final exam in this course. The exams may ask you to identify terms (who, what, when, where, how and why significant?), match dates with events, put events in the right order, write essays, or analyze a primary source such as a document, map, or image. The midyear exam is worth 30% of your grade, and the final exam (which will be comprehensive and include material from the entire year) is also worth 30%.

**WEEKLY SCHEDULE**

*Reading listed under a date below is due ON that date in class.*

**The instructor reserves the right to add supplementary readings or to require less reading in any given week.**

		Topic	Readings	Assignments due
September	10	<b>Welcome and Introductions</b>		
September	12	<b>Expansion in the Early Republic</b>	Reginald Horsman, “The Dimensions of an ‘Empire for Liberty’: Expansion and Republicanism, 1775-1825.” <i>Journal of the Early Republic</i> 9, no. 1 (April 1, 1989): 1–20.	Discussion Questions Group W due by 5pm Weds. On OWL Forum

September	17	<b>Race and Expansion: African Slaves</b>	Adam Rothman, "Slavery and National Expansion in the United States," <i>OAH Magazine of History</i> , April 2009, 23-28	
September	19	<b>Race and Expansion: Indigenous Americans</b>	Theda Perdue, "The Legacy of Indian Removal." <i>The Journal of Southern History</i> 78, (1) (02) (2012): 3-36  and a primary document TBA	Discussion Questions Group X due by 5pm Weds. On OWL Forum
September	24	<b>Gender, Sexuality, and Expansion</b>	Amy Kaplan, "Manifest Domesticity," <i>American Literature</i> , Vol. 70, No. 3, (Sep., 1998), pp. 581-606	
September	26	<b>Gender, Sexuality, and Expansion</b>	Andrea Smith, <i>Conquest: Sexual Violence and American Indian Genocide</i> (South End Press, 2005), Introduction and Chapter 1  Primary source: "The Snake Clan Returns to Florida," from <i>A Seminole Legend: The Life of Betty Mae Tiger Jumper</i> (Gainesville, Fl: Univ. Press of Florida, 2001) pp. 3-7	Discussion Questions Group Y due by 5pm Weds. On OWL Forum  Primary Source Questionnaire on "The Snake Clan..." - type answers and bring to class to turn in (or email before class and bring an e-copy with you to class)
October	1	<b>Louisiana Purchase</b>	Wanda S. Pillow, "Searching for Sacajawea: Whitened Reproductions and Endarkened Representations," <i>Hypatia</i> Volume 22, Number 2, Spring 2007, 1-19  go to * <a href="http://lewisandclarkjournals.unl.edu">http://lewisandclarkjournals.unl.edu</a> and read the general intro and one entry (your choice - there is a search function); optional: read the Note on Sacagawea by James Ronda (on the journals site at UNL)	Discussion Questions Group Z due by 5pm *Monday* On OWL Forum
October	3	<b>The War of 1812</b>	Colin G. Calloway, "The End of an Era: British-Indian Relations in the Great Lakes Region after the War of 1812," <i>Michigan Historical Review</i> , Vol. 12, No. 2 (Fall, 1986), pp. 1-20	Discussion Questions Group W due by 5pm Weds. On OWL Forum
October	8	<b>Antebellum Race and Science</b>	Reginald Horsman, "Scientific Racism and the American Indian in the Mid-Nineteenth Century," <i>American Quarterly</i> , Vol. 27, No. 2 (May, 1975), pp. 152-168	
October	10	<b>Antebellum Race and Science</b>	2 Primary Sources: Samuel G. Morton, <i>Crania Americana; or, A Comparative View of the Skulls of Various Aboriginal Nations of North and South America: To which is Prefixed An Essay on the Varieties of the Human Species</i> , 1839: excerpts at <a href="http://chnm.gmu.edu/exploring/19thcentury/debateoverslavery/pop_morton.html">http://chnm.gmu.edu/exploring/19thcentury/debateoverslavery/pop_morton.html</a> and images at	Primary Source Questionnaire on Morton OR Cartwright - type answers and bring to class to turn in (or email before class and bring an e-copy with you to class)  Discussion Questions Group X due by 5pm Weds. On OWL Forum

			<p><a href="http://archive.org/details/cihm_38366">http://archive.org/details/cihm_38366</a> (you will have to skim pages to find images)</p> <p>"Diseases and Peculiarities of the Negro Race," by Dr. Samuel Cartwright in <i>DeBow's Review of the Southern and Western States</i>, Volume XI, New Orleans, 1851) at <a href="http://www.pbs.org/wgbh/aia/part4/4h3106t.html">http://www.pbs.org/wgbh/aia/part4/4h3106t.html</a>; See also: Genesis, Chapter 11</p>	
October	15	<b>The Annexation of Florida</b>	<p>Grant Foreman, "Seminole Removal," excerpt from <i>Indian Removal: the Expulsion of the Five Civilized Tribes</i> (Norman, 1974), pp. 315-323, 332-341 (introduction and primary documents - Military reports from the trail to the West)</p> <p>Jean Chaudhuri "Oral Account of the Second Seminole War and Removal from Florida," recalled from an Interview with an anonymous Seminole elder in the 1970s, Samuel Proctor Oral History Program Collection, University of Florida <a href="http://www.history.ufl.edu/oral/projects.html">http://www.history.ufl.edu/oral/projects.html</a> (Oral history handed down through generations of Seminoles)</p>	
October	17	<b>Invasion/Settlement of Florida</b>	<p>2 Primary sources: Andrew Welch, "A Narrative of the Life and Sufferings of Mrs. Jane Johns," (1837) (approx. 24 pages)</p> <p>Bartholomew Lynch journal, 1837-1839, original at Florida State University, Strozier Library, Special Collections, Manuscript 180, Box 152: excerpts (approx. 30 pages)</p>	Primary Document Analysis #1 due - choose from any of the primary documents Oct. 15-17 (more details to come)
October	22	<b>Texas...</b>	<p>Lyon Rathbun, "The Debate over Annexing Texas and the Emergence of Manifest Destiny," <i>Rhetoric &amp; Public Affairs</i>, 09/2001, Volume 4, Issue 3, pp. 459 – 493</p> <p>Thomas Corwin, "Against the Mexican War"</p>	***Start reading one of the texts in Aleman and Streeby***
October	24	<b>... and all of Mexico?</b>	<p>Ernesto Chavez, <i>The U.S. War with Mexico: A Brief History with Documents</i> (Bedford/St. Martin's, 2008), Part One, and</p> <p>3 documents: O'Sullivan, Douglass, and Magoffin</p>	Discussion Questions Group Y due by 5pm Weds. On OWL Forum

October	29	<b>US-Mexico War</b>	Shelly Streeby, <i>American Sensations</i> , "Introduction: City and Empire in the American 1848," 3-37  Jesse Aleman and Shelly Streeby, <i>Empire and Literature of Sensation</i> , read the "Introduction" and "a Note on the Texts," and the Text of your choice	
November	5		Write! In class: writing workshop	Primary Document Analysis #2 due by midnight Tuesday 5 Nov: choose from any of the literary texts in Aleman & Streeby, <i>Empire and Literature of Sensation</i>
November	7	<b>US-Mexico War</b>	Brian Delay, "Independent Indians and the U.S.-Mexican War," <i>The American Historical Review</i> , Vol. 112, No. 1 (Feb., 2007), pp. 35-68	Discussion Questions Group Z due by 5pm Weds. On OWL Forum
November	12	<b>Filibusters</b>	Amy Greenberg, <i>Manifest Manhood</i> , Introduction and Chapter 1	
November	14	<b>Filibusters</b>	Robert E. May, "Reconsidering Antebellum U.S. Women's History: Gender, Filibustering, and America's Quest for Empire," <i>American Quarterly</i> , Volume 57, Number 4, December 2005, pp. 1155-1188	Discussion Questions Group W due by 5pm Weds. On OWL Forum
November	19	<b>Filibusters</b>	Amy Greenberg, <i>Manifest Manhood</i> , Chapters 2, and either 4 or 5 (your choice)	
November	21	<b>Oregon Territory &amp; Gadsden Treaty</b>	*Cameron Addis, "The Whitman Massacre: Religion and Manifest Destiny on the Columbia Plateau, 1809-1858," <i>Journal of the Early Republic</i> Vol. 25, Number 2, Summer 2005; pp. 221-258; Late Night with Jimmy Fallon, "The Gadsden Purchase" 9 March 2009 (google it)	Discussion Questions Group X due by 5pm Weds. On OWL Forum  DUE Friday 22 November by 11:59pm: Critical Analysis Essay #1; more details in class on 5 Nov
November	26	<b>Gold Rush Era Encounters in Latin America</b>	Amy Greenberg, <i>Manifest Manhood</i> , Chapters 3 and 6	
November	28	<b>California</b>	Yolanda Venegas, "The Erotics of Racialization: Gender and Sexuality in the Making of California," <i>Frontiers: A Journal of Women Studies</i> , Volume 25, Number 3, 2003: pp. 63-89	Discussion Questions Group Y due by 5pm Weds. On OWL Forum
December	3	<b>Sandwich Islands (Hawaii)</b>	Amy Greenberg, <i>Manifest Manhood</i> , Chapter 7 and Conclusion	
December	5	<b>Expansion and the Civil War</b>	Leonard Richards, <i>The California Gold Rush and the Coming of the Civil War</i> , Prologue, Chapters 1-2	Discussion Questions Group Z due by 5pm Weds. On OWL Forum

December		Exam period	Midterm Examination - 2 hours - mixed short answer and essay, date and location TBA	
January	7	<b>Expansion and the Civil War</b>	Leonard Richards, <i>The California Gold Rush and the Coming of the Civil War</i> , Chapter 2 through the Epilogue	
January	9	<b>Civil War Era Violence Along the Frontier</b>	Student Choice: Sand Creek or Dakota War? Watch: "The Sand Creek Massacre: Seven Hours that Changed American History," on demand via Weldon Library; Ari Kelman, <i>A Misplaced Massacre</i> , Preface and Chapter 1; OR Kathleen Z. Derounian-Stodola, <i>The War in Words</i> , xiii, 15-46, 214-239	Discussion Questions Group Y due by 5pm Weds. On OWL Forum Primary Source Questionnaire on the primary source we choose to read - type answers and bring to class to turn in (or email before class and bring an e-copy with you to class)
January	14	<b>New Mexico</b>	Laura Gómez, <i>Manifest Destinies</i> , 1-46	
January	16		Laura Gómez, <i>Manifest Destinies</i> , 47-80	Discussion Questions Group X due by 5pm Weds. On OWL Forum
January	21	<b>Violence over the Land</b>	Karl Jacoby, <i>Shadows at Dawn: An Apache Massacre and the Violence of History</i> , Foreword and pages 1-94	
January	23		Karl Jacoby, <i>Shadows at Dawn</i> , pp. 95-188	Discussion Questions Group Z due by 5pm Weds. On OWL Forum
January	28		Karl Jacoby, <i>Shadows at Dawn</i> , pp. 189-278	
January	30	<b>The Sentimental Empire</b>	Laura Wexler, "Tender Violence: Literary Eavesdropping, Domestic Fiction, and Educational Reform," in Shirley Samuels, ed., <i>The Culture of Sentiment: Race, Gender and Sentimentality in Nineteenth-Century America</i> (New York: Oxford Univ. Press, 1992): 9-38	Discussion Questions Group W due by 5pm Weds. On OWL Forum
February	4	<b>Playing Indian</b>	Louis S. Warren, <i>Buffalo Bill's America: William Cody and the Wild West Show</i> (Knopf, 2005), Part One	Choose the image you will write about at <a href="http://www.loc.gov/teachers/classroommaterials/connections/hist-am-west/thinking.html">http://www.loc.gov/teachers/classroommaterials/connections/hist-am-west/thinking.html</a>
February	6		Louis S. Warren, <i>Buffalo Bill's America: William Cody and the Wild West Show</i> (Knopf, 2005), Part Two	Discussion Questions Group Y due by 5pm Weds. On OWL Forum
February	11		Louis S. Warren, <i>Buffalo Bill's America: William Cody and the Wild West Show</i> (Knopf, 2005), Part Three	Primary Document Analysis #3 due by midnight Tuesday 11 Feb: choose from any of the images available through the digital collection of the Denver Public Library: "History of the American West, 1860-1920: Photographs from the Collection of the Denver Public Library" - <a href="http://www.loc.gov/teachers/classroommaterials/connections/hist-am-west/thinking.html">http://www.loc.gov/teachers/classroommaterials/connections/hist-am-west/thinking.html</a>



February	13	<b>The Idea of the "Frontier" in US History</b>	Frederick Jackson Turner, "The Significance of the Frontier in American History," paper presented to a special meeting of the American Historical Association at the World's Columbian Exposition in Chicago, Illinois in 1893. Is this a primary document or a secondary source? How should we analyze it?	Discussion Questions Group X due by 5pm Weds. On OWL Forum
February	18-20	Enjoy Reading Week – Start reading Silko, Hagedorn, and Diaz for March. ☺		
February	25	<b>People and Borders</b>	Jeremy Adelman and Stephen Aron, "From Borderlands to Borders: Empires, Nation-States, and the Peoples in between in North American History," <i>The American Historical Review</i> , Vol. 104, No. 3 (Jun., 1999), pp. 814-841	
February	27	<b>Pushed to its Limits: America Imagines an Empire Abroad</b>	Eric T. L. Love, <i>Race over Empire: Racism and U.S. Imperialism, 1865-1900</i> (Univ. of North Carolina, 2004; Preface and Chs 1-2; Rudyard Kipling, "The White Man's Burden"	Discussion Questions Group Z due by 5pm Weds. On OWL Forum  <b>DUE Friday 28 February by 11:59pm: Critical Analysis Essay #2; more details in class on 13 Feb.</b>
March	4		Eric T. L. Love, <i>Race over Empire: Racism and U.S. Imperialism, 1865-1900</i> (Univ. of North Carolina, 2004, Chs. 3-4	Primary Document Analysis #4 due by midnight 18 March: Find and analyze a primary source about the Philippine-American or Spanish-American War. Write a Primary Document Analysis and include your source (or a link to it, but I prefer a hard copy if reasonable).
March	6		Eric T. L. Love, <i>Race over Empire: Racism and U.S. Imperialism, 1865-1900</i> (Univ. of North Carolina, 2004, Ch. 5 and Epilogue	Discussion Questions Group W due by 5pm Weds. On OWL Forum
March	11	<b>Gender and Empire</b>	*Kristin L. Hoganson, <i>Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars</i> (New Haven, CT: Yale Univ. Press, 1998): pp. 1-67	
March	13		*Kristin L. Hoganson, <i>Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars</i> (New Haven, CT: Yale Univ. Press, 1998): pp. 133-155, 200-208	Discussion Questions Group Y due by 5pm Weds. On OWL Forum
March	18		*Laura Wexler, "What a Woman Can Do with a Camera," from her <i>Tender Violence: Domestic Visions in an Age of US Imperialism</i> (UNC Press, 2000): 15-51	<b>Primary Document Analysis #4 due by midnight 18 March: Find and analyze a primary source about the Philippine-American or Spanish-American War. Write a Primary Document Analysis in essay form, and include your source (or a link to it, but I prefer a hard copy if reasonable).</b>

March	20	<b>Legacies of Manifest Destiny</b>	Thomas R. Hietala, "Ch. 8 – The Myths of Manifest Destiny," in his <i>Manifest Design: American Exceptionalism &amp; Empire</i> (Cornell Univ. Press, rev. ed., 2003): pp. 255-272	Discussion Questions Group X due by 5pm Weds. On OWL Forum
March	25	<b>The Empire Talks Back</b>	Leslie Marmon Silko, <i>Gardens in the Dunes</i> (1999)	Due by midnight Tuesday April 1: Primary Source Questionnaire on ANY of the primary sources we are reading March 25-April 1.
March	27	Students are invited to suggest alternate texts or films for Mar 25- April 1	Jessica Hagedorn, <i>Dream Jungle</i> (2003)	Discussion Questions Group W due by 5pm Weds. On OWL Forum
April	1		Junot Diaz, <i>The Brief Wondrous Life of Oscar Wao</i> (2007)	Due by midnight Tuesday April 1: Primary Source Questionnaire on ANY of the primary sources we are reading March 25-April 1.
April	3	<b>Manifest Destiny in the 21st Century</b>	John A. Wickham, "September 11 and America's War on Terrorism: A New Manifest Destiny?," <i>The American Indian Quarterly</i> , Volume 26, Number 1, Winter 2002; pp. 116-144	
April	8		Amy Kaplan, "Where Is Guantánamo?" <i>American Quarterly</i> , Vol. 57, No. 3. (Sep., 2005), pp. 831-858	Discussion Questions Group Z due by 5pm *MONDAY* On OWL Forum
April		<b>Exam Period</b>	<b>Final Exam: Mixed Short Answer and Essay, 3 hours, date and location TBA</b>	

### Prof. Shire's Policies on Plagiarism and Cheating

Plagiarism includes all of the following:

1. the use, without adequate attribution, of another writer's words or thoughts (this includes the work of another student, information from a website, or ideas or text from any published source)
2. submitting the work of another as your work (If a student submits someone else's paper as original work, and with knowledge of the paper's author, both individuals may be dismissed)
3. Submitting work you wrote for another course without permission
4. the use of term paper writing services

To avoid plagiarism in your own work, fully reference everything you turn in. Paraphrased text and ideas should be referenced, as well as direct quotes. If you take just an idea or some conceptualization from a source, you are obligated to reference it, or you will be guilty of plagiarism. You will not avoid plagiarism by simply changing a couple of words in the quote and claiming that you have paraphrased the material. It is better to err on the side of too many references rather than to flirt with plagiarism. Bear in mind that your instructor will be acutely aware of any discrepancies between your class performance, including your style of writing on essay exams, and the quality of your papers.

These are actions that may be taken in response to an act of academic dishonesty:

- the student will receive a 0 for the assignment
- the student will be dropped from the course and/or a grade of "F" be assigned

- the student will be suspended for the remainder of the current semester, losing credit for his/her current academic program, or for the following semester or year
- the student will be dismissed from the university

Please refer to these resources online for more information about Western University's Academic Integrity policies:

- [uwo.ca/ombuds/student/cheating.html](http://uwo.ca/ombuds/student/cheating.html)
- [lib.uwo.ca/researchmodules/socialsciences/writingyourownpaper/index.html](http://lib.uwo.ca/researchmodules/socialsciences/writingyourownpaper/index.html)

## **SUPPORT SERVICES**

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*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)