

University of Western Ontario  
Department of History  
2013-2014

## **History 3301E: COLONIAL BRITISH AMERICA**

Tuesday 3:30 pm to 5:30 pm. STVH 1119

Note: STVH = Stevenson Lawson Hall

### **Timothy Compeau**

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Office Telephone: TBD

Office Hours: TBD

Course Description: This seminar explores the establishment of English colonies in America, conflict and relations with Native Americans, the enslavement of Africans, and European migration to the colonies. The course examines the political, social, and cultural development of the colonies through the American Revolution and the formation of the United States of America to 1800.

Seminars are arranged in rough chronological order and focus on specific themes and historiographical debates. The primary focus will be on culture and society, but economic, military, and political history will also be explored.

### **Learning Objectives:**

After completing the course, students will be able to:

- identify major events, concepts and personalities concerned with exploration, invasion and early settlement of colonial British America, 1550-1600; intercolonial differences and British Atlantic integration, 1660-1750; the American Revolution and the formation of the American republic, 1750-1800.
- analyze different historical perspectives (e.g. diverse indigenous and settler groups), and describe contemporary viewpoints (e.g. about race, gender roles, social orders, religion, political values).
- examine how British imperial expansion, integration and disintegration occurred within a context of international competition, ideas, and movements (e.g. New France, New Spain comparison).
- solve research problems by identifying a topic, refining it to a significant and answerable historical question, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions.
- analyze short primary source texts, utilizing them in writing a research essay.
- analyze secondary sources, including their sources, methods, argument, strengths, limitations, potential implications and significance for the field; and use secondary sources to consider why questions asked and topics studied by historians have changed over time.

### **Marking Scheme:**

Seminar Presentation: 10%  
Book Review: 10%. Due October 22, 2013.  
Historiography Paper: 20%. Due December 3, 2013.  
Final Paper: 30%. Due April 8.  
Workshop Presentation and Commentating: 10%  
Participation: 20%

### **Required Texts:**

Alan Taylor, *Colonial America: A Very Short Introduction*, (New York, Oxford University Press, 2013).

David Hackett Fischer. *Albion's Seed: Four British Folkways in America*. (New York: Oxford University Press, 1991).

Simon P. Newman, *Embodied History: The Lives of the Poor in Early Philadelphia*, (Philadelphia: University of Pennsylvania Press, 2003).

All other readings will be available using JSTOR or will be provided by the instructor.

**Prerequisite(s):** 1.0 course in History at the 2200 level or above.\*

A note on prerequisite: "Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites." ([http:// www.uwo.ca/univsec/handbook/exam/courseoutlines\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/exam/courseoutlines_undergrad.pdf) issued 2011 02)

### **Course Requirements:**

**Seminar Presentation:** Each student is required to select a seminar of particular interest to them and give a 15 to 20 minute presentation providing context and background for the readings. The presenter will then begin the seminar discussion by posing thoughtful questions or ideas to the class. Students must submit a bibliography outlining their sources. Ideally, students should try to match their seminar presentation with their topic for the major essay.

**Book Review:** Students will choose from a list of scholarly monographs (or choose their own with the instructor's approval) and write a concise five (5) page review. Reviews must evaluate the main argument, the historian's evidence and use of sources, discuss strengths and shortcomings of the work, and place the monograph within the wider historiography of the subject. A handout and further instruction will be provided in class. **DUE: Oct. 22.**

**Historiographical Paper:** Students must write a fifteen (15) page essay exploring the historiography of their intended major essay topic. The essay must identify the major scholarly works that have shaped the study of the topic and the key questions historians have attempted to answer. Students are encouraged to include their own arguments that will help them place their final paper within the historiography. More information and guidance will be provided by the instructor in class. **Due: Dec. 3.**

**Final Paper and Workshop:** Students will compose a 6000 word (approx.. 24 page) formal essay based on primary sources. Each student must circulate their paper to the class and present a condensed version in seminar during the final month of the course. One student will be assigned to critique and comment on the paper. Students may then revise their papers and submit them by April 8.

**ATTENDANCE REQUIREMENT:** NO STUDENT WILL PASS THE COURSE WHO HAS MORE THAN SIX UNEXCUSED ABSENCES. AN ABSENCE MAY ONLY BE EXCUSED BY A RECOMMENDATION FROM ACADEMIC COUNSELLING.

**Late Papers/Extensions:**

Under normal circumstances, late papers will be accepted no later than 7 days (one week) after the deadline, and late papers will be graded with a deduction of 2% per day. Late papers must only be submitted to the History Department office (Lawson Hall Room 2201) drop-box, so that they can be officially date stamped. Do not slide papers under the instructor's door.

**Academic Accommodation on Medical Grounds:**

Students are reminded that academic accommodation on medical grounds can in most instances **only** be granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the following website:

[https://studentservices.uwo.ca/secure/medical\\_document.pdf](https://studentservices.uwo.ca/secure/medical_document.pdf) or be picked up at the Academic Counselling Office in the student's home faculty. (For Social Science students 2105 SSC.) For the Policy on Accommodation for Medical Illness, see <https://studentservices.uwo.ca/secure/index.cfm>). All medical documentation should be taken to Academic Counselling.

**Academic Accommodation on Non-Medical Grounds:**

If a student is absent from class, the absence may be excused only if so recommended by an academic counselor.

A student who is absent from class may choose to email the instructor with comments, questions and observations about the assigned readings. This email can be considered for participation points in lieu of oral participation that class (if sent within one week of the missed class). This will earn participation points only in the case of an excused absence.

If a student is absent on a day on which his/her oral presentation is scheduled, and academic counselling recommends that the absence be excused (for medical or non-medical reasons), then the oral presentation will be rescheduled for the next possible class without penalty. If a student is absent for his/her oral presentation and academic counselling does not recommend academic accommodation in this case, then the student will earn a 0 for that oral

assignment. In any event the student is encouraged to meet with the instructor to discuss the content of the presentation.

Documentation for either medical or non-medical academic accommodation is typically required in this course, and any such documentation must be submitted by the student to the faculty academic counselors.

### IMPORTANT NOTES/WEBSITES:

Students should read carefully and thoroughly the Faculty of Social Science **“Instructions for Students Registered in Social Science Who are Unable to Write Tests or Examinations or Submit Assignments as Scheduled”** and **“Plagiarism”** statement. See attached.

They should also be aware of the Registrar’s deadlines.

Websites for Registrarial Services: <http://www4.registrar.uwo.ca>

The Student Development Centre (SDC) services: <http://www.sdc.uwo.ca>

For information related to accessibility, including accessible routes, temporary service disruptions, and university policies related to accessibility issues, see Western’s Accessibility Website: [www.accessibility.uwo.ca/students.index.htm](http://www.accessibility.uwo.ca/students.index.htm)

Services for Students with Disabilities in the Student Development Centre:  
<http://www.sdc.uwo.ca/ssd> or [ssd@uwo.ca](mailto:ssd@uwo.ca) 519-661-2111 x82147

History Department: [www.ssc.uwo.ca/history](http://www.ssc.uwo.ca/history)

### Statement on Academic Offences:

“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf).”  
[[www.uwo.ca/univsec/handbook/exam/courseoutlines\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/exam/courseoutlines_undergrad.pdf) issued 2011 02]

### 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 offence (see Scholastic Offence Policy in the Western Academic Calendar.)” [[www.uwo.ca/univsec/handbook/exam/crsout.pdf](http://www.uwo.ca/univsec/handbook/exam/crsout.pdf)]

Students may be asked to submit research notes, so students should keep all research notes for all assignments in this course until after they have obtained their final grade for the course. Read carefully the attached statement on plagiarism, and ask your instructor if you have questions.

Remember to back up all notes and coursework both on your computer and externally (e.g. external backup system, paper copy, and/or email files to yourself), including research notes and drafts of essays.

## **Seminar Schedule**

### **Semester I**

#### **1. Sept. 10/13: Course Introduction**

#### **2. Sept. 17/13: A Brief Introduction to Colonial America**

Alan Taylor, *Colonial America: A Very Short Introduction*. Entire book.

#### **3. Sept. 24/13: Contact**

Ronald Takaki, "Tempest in the Wilderness: The Racialization of Savagery." *The Journal of American History*, Vol. 79, No. 3, Discovering America: A Special Issue (Dec., 1992): 892-912.

James H. Merrell, "The Indians' New World: The Catawba Experience." *The William and Mary Quarterly*, 3<sup>rd</sup> Series, Vol. 41, No. 4 (Oct. 1984):537-565.

Winthrop Jordan, *Whiteman's Burden: The Historical Origins of Racism in the United States*, (New York: Oxford University Press, 1974). Chapter 1.

John Thornton, "The African Experience of the '20. and Odd Negroes' Arriving in Virginia in 1619." *The William and Mary Quarterly*, 3<sup>rd</sup> Series, Vol. 55, No. 3 (July 1998):421-434.

#### **4. Oct. 1/13: New England and Puritan Culture**

Fischer, *Albion's Seed*, 3-205.

#### **5. Oct. 8/13: Virginia: Servants and Planters**

Fischer, *Albion's Seed*, 207-418.

#### **6. Oct.15/13: Delaware and the Backcountry**

Fischer, *Albion's Seed*, Complete.

#### **7. Oct. 22: Native/Settler Conflict Book Review Due.**

Virginia DeJohn Anderson, "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England." *The William and Mary Quarterly*, 3<sup>rd</sup> Series, Vol. 51, No. 4 (Oct., 1994): 601-624

Daniel K. Richter, "War and Culture: The Iroquois Experience." *The William and Mary Quarterly*, 3<sup>rd</sup> Series, Vol. 40, No. 4 (Oct., 1983): 528-559.

### **8. Oct. 29: Colonial Slavery**

Edmund S. Morgan, "Slavery and Freedom: The American Paradox." *The Journal of American History*, Vol. 59, No. 1 (June 1972):5-29.

Winthrop Jordan, *The White Man's Burden: The Historical Origins of Racism in the United States*, (New York: Oxford University Press, 1974). Chapter 2.

Philip D. Morgan, *Slave Counterpoint: Black Culture in the Eighteenth Century Chesapeake and Lowcountry*, (Chapel Hill: The University of North Carolina Press, 1998), Prelude, Chapter 7.

### **9. Nov. 5: Women in Colonial America**

Lois Green Carr and Lorena S. Walsh, "The Planter's Wife: The Experience of White Women in Seventeenth-Century Maryland." *The William and Mary Quarterly*, 3<sup>rd</sup> Series, Vol. 34, No. 4 (Oct., 1977): 542-571

Cornelia Hughes Dayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village." *The William and Mary Quarterly*, 3<sup>rd</sup> Series, Vol. 48, No. 1 (Jan., 1991): 19-49.

Irmira Wawrzyczek, "The Women of Accomack versus Henry Smith: Gender, Legal Recourse, and the Social Order in Seventeenth-Century Virginia." *The Virginia Magazine of History and Biography*, Vol. 105, No. 1 (Winter, 1997): 5-26.

### **10. Nov. 12: Witchcraft**

John Demos, *Entertaining Satan: Witchcraft and the Culture of Early New England*, (New York: Oxford University Press, 1982), Chapter 9.

Richard Godbeer, *The Devil's Dominion: Magic and Religion in Early New England*, (New York: Cambridge University Press, 1992) Chapter 6 (pages 179-222).

Elaine G. Breslaw, "Tituba's Confession: The Multicultural Dimension of the 1692 Salem Witch-Hunt." *Ethnohistory*, Vol. 44, No. 3 (Summer, 1997): 535-556

### **11. Nov. 19: The Great Awakening**

Nancy L. Rhoden, "George Whitefield: Transatlantic Revivalist" in Ian K. Steele and Nancy L. Rhoden ed. *The Human Tradition in Colonial America*, (Wilmington: Scholarly Resources Inc. 1999): 217-236.

Frank Lambert, "'I Saw the Book Talk': Slave Readings of the First Great Awakening" *The Journal of African American History* , Vol. 87, The Past before Us (Winter, 2002): 12-25.

Selected Sermons

### **12. Nov. 26: Merchants, Markets, and Consumers**

T. H. Breen, "An Empire of Goods: The Anglicization of Colonial America, 1690-1776" *Journal of British Studies*, Vol. 25, No. 4, Re-Viewing the Eighteenth Century (Oct., 1986): 467-499.

Toby L. Ditz, "Shipwrecked; or, Masculinity Imperiled: Mercantile Representations of Failure and the Gendered Self in Eighteenth-Century Philadelphia" *The Journal of American History* , Vol. 81, No. 1 (Jun., 1994): 51-80.

Richard Lyman Bushman, "Markets and Composite Farms in Early America." *The William and Mary Quarterly* , 3<sup>rd</sup> Series, Vol. 55, No. 3 (Jul., 1998): 351-374.

### **13. Dec. 3: Historiographical Paper Due.**

## **Semester II**

### **14. Jan. 7/14: Finding and Using Primary Sources**

Library Tutorial with UWO Librarian Elizabeth Mantz. Room: TBD.

### **15. Jan. 14/14: Gentility and Manners**

Michael Zuckerman, "Tocqueville, Turner, and Turds: Four Stories of Manners in Early America," *Journal of American History*, 85 (1998): 13-42.

Peter Thompson, "'The Friendly Glass': Drink and Gentility in Colonial Philadelphia" *The Pennsylvania Magazine of History and Biography* , Vol. 113, No. 4 (Oct., 1989): 549-573.

William Guthrie Sayen, "George Washington's 'Unmannerly' Behavior: The Clash between Civility and Honor" *The Virginia Magazine of History and Biography*, Vol. 107, No. 1, The Private George Washington: A Bicentennial Reconsideration (Winter, 1999): 5-36.

## **16. Jan. 21/14: The Seven Years' War in North America**

Fred Anderson, *A People's Army: Massachusetts Soldiers and Society in the Seven Years' War*, (Chapel Hill, N.C.: University of North Carolina Press, 1985). Chapters 1, 4, 5.

Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*, (New York: Cambridge University Press, 1991). Chapters 6 and 7 (pp. 223-314).

## **17. Jan. 28/14: The Popular Revolution**

Pauline Maier, "Popular Uprisings and Civil Authority in Eighteenth-Century America" *The William and Mary Quarterly*, Third Series, Vol. 27, No. 1 (Jan., 1970): 3-35.

Benjamin H. Irvin, "Tar, Feathers, and the Enemies of American Liberties, 1768-1776" *The New England Quarterly*, Vol. 76, No. 2 (Jun., 2003): 197-238.

Alfred F. Young, "George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the Memory of the American Revolution", *The William and Mary Quarterly*, Third Series, Vol. 38, No. 4 (Oct., 1981): 561-623.

## **18. Feb. 4/14: The American Revolution I**

Richard Buell Jr., "Freedom of the Press in Revolutionary America: Evolution of Libertarianism, 1760-1820" in Bernard Bailyn, John Hench ed. *The Press and the American Revolution*, (Worcester, MA: American Antiquarian Society, 1980): 59-97.

Thomas Paine, *Common Sense* (1776)

Charles Inglis, *The True Interest of America Impartially Stated* (1776)

Other Pamphlets and Newspapers to be explored in class.

## **19. Feb. 11/14: The American Revolution II**

Judith L. Van Buskirk, "Gentlemen at War" and "The Web of Family" in Judith L. Van Buskirk. *Generous Enemies: Patriots and Loyalists in Revolutionary New York*, (Philadelphia: University of Pennsylvania Press, 2002).

Colin G. Calloway, "'We Have Always Been the Frontier': The American Revolution in Shawnee Country" *American Indian Quarterly*, Vol. 16, No. 1 (Winter, 1992): 39-52.

Woody Holton, "'Rebel against Rebel': Enslaved Virginians and the Coming of the American Revolution" *The Virginia Magazine of History and Biography*, Vol. 105, No. 2 (Spring, 1997): 157-192.



**Reading Week Feb. 17-21. No Classes.**

**20. Feb.25/14: Life in the New Republic I: Elites**

Alan Taylor, "The Art of Hook & Snivey": Political Culture in Upstate New York during the 1790s," *The Journal of American History* , Vol. 79, No. 4 (Mar., 1993): 1371-1396.

Joanne B. Freeman, "Dueling as Politics: Reinterpreting the Burr-Hamilton Duel" *The William and Mary Quarterly* , Third Series, Vol. 53, No. 2 (Apr., 1996): 289-318.

Cynthia A. Kierner, "'The Dark and Dense Cloud Perpetually Lowering over Us': Gender and the Decline of the Gentry in Postrevolutionary Virginia" *Journal of the Early Republic* , Vol. 20, No. 2 (Summer, 2000): 185-217.

**21.Mar. 4/14: Life in the New Republic II: The Poor**

Newman, *Embodied History*.

**22. Mar. 11/14: Workshop**

**23. Mar. 18/14: Workshop**

**24. Mar.25/14: Workshop**

**25. Apr. 1/14: Workshop**

**26. Apr. 8: All papers due.**

**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)

*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.*

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