

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF HISTORY
History 3701E
SLAVERY AND ABOLITION IN THE ATLANTIC WORLD
2013-2014

Wednesdays 9:30 am – 12:30 pm
Office Hours: Wednesdays 2:00-3:30 pm
or by appointment

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Slavery has existed in one form or another since time immemorial and, indeed, it continues in the present day. However, the slavery that developed in the early modern Atlantic world differed qualitatively and quantitatively from that which had preceded it. When it reached its apogee in the mid-18C, this racially-based system was conducted by virtually every country in Western Europe and on an unprecedented scale. As a consequence some have argued that the enslavement of African men, women and children underwrote much of the economic development of Western Europe and the Americas, constituting in itself a large scale industry with an extensive infrastructure. At this same point, however, opposition to the slave trade emerged from a number of quarters. European and American efforts to end, first the slave trade and then slavery itself, mobilized humanitarian and religious sentiment on a similarly unprecedented scale. Within a relatively short span of time, this extensive economic system had been outlawed in most of the developed world. Through readings and discussion, this course explores the rise of modern slavery, the structures and impact of the Trans-Atlantic Slave Trade (TAST), the experience of enslavement, the relationship between bound labour and plantation agriculture, the emergence of abolitionist/antislavery activism and the process of Emancipation across the Atlantic world.

Objectives: Students taking this course will:

1. Examine the origins and evolution of the Trans-Atlantic Slave Trade (TAST) and the interconnections among Europe, Africa, North and South America and the Caribbean in the TAST.
2. Compare and contrast the various slave societies that emerged in the Atlantic world between 1500 and 1800.
3. Examine the social and psychological impact of the experience of enslavement.
4. Examine the dynamics of race in the TAST.
5. Analyze the origins and evolution of opposition to the TAST and to slavery itself.
6. Summarize and describe the processes by which slavery ended in various regions of the Americas.
7. Assess the experience and consequences of Emancipation for persons enslaved in various regions of the Americas and the Caribbean.
8. Develop/enhance their skills in the interpretation of primary sources.

9. Develop/enhance their historiographical skills, by analyzing, integrating and synthesizing a particular body of historical research relating to slavery and abolition.
10. Develop/enhance their skills in oral and written communication.

Required Texts:

Sylviane A. Diouf, *Dreams of Africa in Alabama: The Slave Ship Clotilda and the Story of the Last Africans brought to America* (New York: Oxford University Press, 2007). Pbk.

Gad Heuman & Trevor Burnard, *The Routledge History of Slavery* (New York: Routledge, 2012). Pbk.

Harriet Beecher Stowe, *Uncle Tom's Cabin: Or, Life Among the Lowly* [1851] Dover Thrift Edition, (Mineola, NY: Dover Publications, 2005). Pbk.

PLUS: a selection of additional readings (articles, etc.). Most of these are available online through Western Libraries. Where this is not the case, the article will be available on the course website and this will be indicated on the syllabus.

Assignments:

Class Presentations:

Each week in the first term beginning 25 September, groups of students will make **brief** (Not more than 10 minutes – students who exceed this limit will be penalized.) presentations in class describing the evolution of slavery in **one (1)** of the following locations: Barbados, Brazil, Cuba, Guadeloupe & Martinique, Jamaica, Mexico, New France, Puerto Rico, Saint Domingue (i.e. Haiti), Spanish South America (i.e. Columbia, Ecuador, Peru and Chile), and St. Vincent.

These presentations should address the following questions for the specific location under discussion: When, how and why was slavery introduced in this locale? What were the chief sources of enslaved peoples for this location, if known? What did enslaved peoples produce in this place? What was the demographic profile of slavery in this place? What were the institutional supports for slavery, (i.e. legal, religious, or political structures) in this place? Is there evidence of slave resistance in this location? What were the distinguishing characteristics of slavery in this location? Who owned slaves and how widely was slave ownership distributed in this locale? What impact did the geopolitical conflicts of our period (i.e. 1500- 1900) have on slavery in this place? How and when did slavery end in this location? Not all these questions will be answerable for every location, but successful presentations will make an effort to describe the salient features of slavery and the experience of enslaved persons in the place under discussion.

Students must submit a bibliography on their topic on the day of their presentation.

This assignment will be evaluated by the instructor (60% of the grade -- 6/10 marks) for the content and bibliography, and the effectiveness and quality of the presentation; and by the partners in the assignment (40% of the grade – 4/10 marks) for contribution and collaboration by their peer in the research and preparation of the presentation. This assignment will be discussed in class on Wednesday, 11 September 2013 and the selection of locations will be made in class the following week..

Historiography Essay:

Due Wednesday, 13 November 2013. Students will select ***one (1)*** topic from an assigned list, each topic will list four articles/extracts on a particular historical debate. Students will be expected to find one or two further articles/extracts on this topic. Working from these five/six articles/extracts students will write a 1000 word historiographical essay on this topic. In this essay, students will be expected to state the historical problem and present the different positions taken by the various authors, taking into account such factors as ideological orientation of the authors, evidence on which a given author draws, political contexts in which the article/extract was written and so forth. By these means the student will outline the way in which scholarship on the topic in question has evolved. The essay should conclude with a discussion of the current state of understanding on this topic and suggestions for aspects of the question that remain unexplored.

Further details and guidelines for this assignment will be discussed in class on 6 November 2013 and can be found on the course website.

Research Essay:

Students will write a research essay of 15-20 pages. In preparation for this assignment students will submit a 1-2 page essay proposal, plus a tentative bibliography on ***Wednesday, 8 January 2014***. The essay proposal must include a statement of the question the essay will explore, should discuss briefly the work of two or three historians who have previously investigated this or related topics and should identify the primary sources on which the student intends to draw for her/his own research.

Further details and guidelines for this assignment will be discussed in class on 4 December 2013 and can be found on the course website.

On ***Wednesday, 5 February 2014***, students will bring ***THREE (3)*** copies of a first draft of the paper to class. This first draft should be a minimum of 10-12 pages long and should be written in complete sentences, with standard paragraphing and foot/endnotes. ***Any student who fails to comply with this requirement should expect to forfeit a substantial portion of his/her participation mark for this term.***

On ***Wednesday, 12 February 2014***, these first drafts will be discussed in class. The final version of the essay is to be submitted both to Turnitin.com and in hard copy on ***Wednesday, 12 March 2014***.

Please note: A late penalty of 2% of the value of each assignment per day will be levied on all assignments submitted after their respective deadlines.

Students seeking ACADEMIC ACCOMMODATION on medical or compassionate grounds should consult the following website:

www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

All documentation relating to requests for academic accommodation for all assignments in

this course should be submitted to the Dean's Office in the student's home faculty. For students in the Faculty of Social Science this is the Academic Counselling Office, Room 2105, SSC. Phone: 519-661-2011. Fax: 519-661-3384. ssaco@uwo.ca

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 note: A copy of the Faculty of Social Science policy on PLAGIARISM has been attached to this syllabus.

Final Exam:

The final exam will be a "take-home" exam. The questions will be distributed at the last class, (i.e. Wednesday, 2 April 2014) and the exam is to be handed in both to Turnitin.com and in hard copy to the History Department Office, (2201 Lawson Hall) by 4:30 pm **Wednesday, 16 April 2014.**

Evaluation:

Class Presentations	10%
Historiographical Essay	20%
Essay Proposal & Bibliography	5%
Essay	30%
Participation	10%
Final Exam (Take Home)	<u>25%</u>
Total	100%

Lecture/Discussion Topics

11 September 2013: **Introduction: What does it mean to be a Slave?**

Readings: Heuman and Burnard, *Routledge History of Slavery*, Introduction, 1-16.

18 September: **Slavery in the Mediterranean World from the Classical Period to 1400.**

Readings: Heuman and Burnard, *Routledge History of Slavery*, Chapter One, 19-34.

Robin Blackburn, "The Old World background to European colonial slavery." *William & Mary Quarterly* (hereafter *WMQ*) 54:1 (1997): 65-102.

Kate Lowe, "Visible Lives: Black Gondoliers and Other Black Africans in Renaissance Venice." *Renaissance Quarterly* 66:2 (2013): 412-452.

A.J.R. Russell-Wood, "Iberian Expansion and the Issue of Black Slavery: Changing Portuguese Attitudes, 1440-1770." *American Historical Review* (hereafter *AHR*) 83(1978):16-42).

25 September: **The Emergence of Modern Slavery in the Atlantic World**

In-Class Presentations Begin

Readings: Heuman and Burnard, *Routledge History of Slavery*, Chapter Four, 64 – 79.

Eltis, David, "Europeans and the Rise and Fall of African Slavery," *AHR* 98 (1993): 1399-1423.

David Wheat, "Mediterranean Slavery, New World Transformations: Galley Slaves in the Spanish Caribbean, 1578-1635." *Slavery & Abolition* (hereafter *S&A*) 31:3(2010): 327-344.

2 October: **The Atlantic Slave Trade: Africa**

Readings: Heuman and Burnard, *Routledge History of Slavery*, Chapter Two, 35-51.

Diouf, Sylviane A., *Dreams of Africa in Alabama: The Slave Ship Clotilda and the Story of the Last Africans brought to America*, 30–71.

Law, Robin, and Kristin Mann. "West Africa in the Atlantic Community: The Case of the Slave Coast." *WMQ* 56:2 (1999): 307-334.

Thompson, Alvin O., "The African 'Maafa.' The Impact of the Transatlantic Slave Trade on Western Africa." *Journal of Caribbean History* 2008 42(1): 67-90.

9 October: **The Middle Passage**

Readings: Diouf, Sylviane A., *Dreams of Africa in Alabama*, 72–89.

Vincent Brown, "Social Death and Political Life in the Study of Slavery." *AHR* 114:5 (2009): 1231-1249.

Marcus Rediker, "History from below the water line: Sharks and the Atlantic slave trade." *Atlantic Studies* 5: 2 (2008): 285-297.

Sowande' Mustakeem,. "'She must go overboard & shall go overboard': Diseased bodies and the spectacle of murder at sea." *Atlantic Studies* 8: 3(2011): 301-316.

16 October: **The Atlantic Slave Trade: The Americas**

Readings: Heuman and Burnard, *Routledge History of Slavery*, Chapter Five, 80 – 98.

Trevor Burnard, and Kenneth Morgan. "The Dynamics of the Slave Market and Slave Purchasing Patterns in Jamaica, 1655-1788." *WMQ* 58:1 (2001): 205- 229.

Lin, Rachel Chernos, "The Rhode Island Slave-Traders: Butchers, Bakers and Candlestickmakers." *S&A* 23:3 (2002): 21-38

William A. Pettigrew, "Parliament and the Escalation of the Slave Trade, 1690-1714." *Parliamentary History* 26 - Supplement (2007): 12 - 26.

23 October: **The Experience of Enslavement: Olaudah Equiano and 12 Million Others**

Readings: Heuman and Burnard, *Routledge History of Slavery*, Chapter Six, 101-118.

Barbara Bush,. "African Caribbean Slave Mothers and Children: Traumas of Dislocation and Enslavement Across the Atlantic World." *Caribbean Quarterly* 56: 1/2 (2010): 69-94.

Diouf, Sylviane A., *Dreams of Africa in Alabama*, 90–125.

Jerome S..Handler, "Survivors Of The Middle Passage: Life Histories Of Enslaved Africans In

British America." *S&A* 23:1(2002): 25-56.

Marshall, Kenneth E. 2004. "Powerful and Righteous: The Transatlantic Survival and Cultural Resistance of an Enslaved African Family in Eighteenth-Century New Jersey." *Journal of American Ethnic History* 23: 2: 23-49.

30 October: **The Demographics of Slavery: The Real Cost of Sugar**

Readings: Heuman and Burnard, *Routledge History of Slavery*, Chapter Seven, 119 – 137 & Chapter Eight, 138 -153.

Dunn, Richard S., "The Demographic Contrast between Slave Life in Jamaica and Virginia, 1760-1865(1)" *Proceedings of the American Philosophical Society* 151:1 (2007): 43-60.

Flávio Dos Santos Gomes, "Africans and Slave Marriages in Eighteenth-Century Rio De Janiero." *Americas* 67: 2 (2010): 153-184.

6 November: **Regional Variations in New World Slavery**

Discussion of Historiography Assignment

Readings:

Carl N. Degler, "Slavery in Brazil and the United States: an Essay in Comparative History." *AHR* 75: 4 (1970): 1004-1028.

Aisha K. Finch, "Scandalous Scarcities: Black Slave Women, Plantation Domesticity, and Travel Writing in Nineteenth-Century Cuba." *Journal of Historical Sociology* 23:1 (2010): 101-143.

Stuart B. Schwartz, "Patterns of Slaveholding in the Americas: New Evidence from Brazil." *AHR* 87: 1 (1982): 55-- 86.

13 November: **Masters and Slaves***Historiography Assignment Due*****

Readings: Heuman and Burnard, *Routledge History of Slavery*, Chapter Ten, 170 - 186, & Chapter Eleven, 187 – 203.

Edward E. Baptist, "'Cuffy,' 'Fancy Maids,' and 'One-Eyed Men': Rape, Commodification, and the Domestic Slave Trade in the United States." *AHR* 106:5 (2001): 1619—51.

Matt D. Childs, "Master-Slave Rituals of Power at a Gold Mine in Nineteenth-Century Brazil." *History Workshop Journal* 53: 1(2002): 43-72

Edward B. Rugemer, "The Development of Mastery and Race in the Comprehensive Slave Codes of the Greater Caribbean during the Seventeenth Century." *WMQ* 70:3 (July 2013): 429-458

20 November: **The Racialization of Atlantic Slavery**

Readings: Heuman and Burnard, *Routledge History of Slavery*, Chapter Fifteen, 248 – 264.

John D. Garrigus, "Redrawing the Colour Line: Gender and the Social Construction of Race in Pre-Revolutionary Haiti." *Journal Of Caribbean History* 30:1-2 (1996): 28-50.

Nicholas Hudson, "From Nation to Race: The Origin of Racial Classification in Eighteenth-Century Thought." *Eighteenth-Century Studies* 29:3(1996): 247-264.

Newman, Brooke N. 2011. "Contesting 'Black' Liberty and Subjecthood in the Anglophone Caribbean, 1730s-1780s." *Slavery & Abolition* 32, no. 2: 169-183.

Silvia Hunold Lara, "Customs and Costumes: Carlos Julião And The Image Of Black Slaves In

Late Eighteenth-Century Brazil." *S&A* 23:2 (2002): 125-146.

27 November: **The Economics of Slavery**

Readings:

Francisco Vidal, Luna, and Herbert S. Klein.. "Slave Economy and Society in Minas Gerais and São Paulo, Brazil in 1830." *Journal of Latin American Studies* 36:1 (2004): 1-28.

Kari J Winter, "Jeffrey Brace in Barbados: Slavery, Interracial Relationships, and the Emergence of a Global Economy." *Nineteenth-Century Contexts* 29:2-3 (2007): 111-125.

Damian Alan Pargas, "'Various Means of Providing for Their Own Tables': Comparing Slave Family Economies in the Antebellum South." *American Nineteenth Century History*, 7:3 (2006) : 361-387.

4 December: **Resistance to Enslavement**

Discussion of Bibliography Assignment

Readings: Heuman and Burnard, *Routledge History of Slavery*, Chapter Twelve, 204-219 & Chapter Thirteen, 220 – 233.

D. Geary, "'Atlantic Revolution' or Local Difficulty: Aspects of Revolt in Brazil, 1780–1880." *Australian Journal of Politics & History*, 56: 3 (2010): 336-350.

Gail. Saunders, "The Long Road To Freedom. Persistent Resistance Among The Enslaved In The Bahamas." *Journal Of The Bahamas Historical Society* 34, (2012): 56-64.

Maurice St. Pierre, "The 1823 Guyana Slave Rebellion: A Collective Action Reconsideration." *Journal Of Caribbean History* 41:1/2 (June 2007): 142-169.

Second Term

8 January 2014: **Slavery and the Enlightenment**

Essay Bibliography Due

Readings: Celia M. Azevedo, "Rocha's 'The Ethiopian Redeemed' and the Circulation of Anti-Slavery Ideas." *S&A* 24:1 (2003): 1010-126.

James Delbourgo,. "The Newtonian slave body: Racial enlightenment in the Atlantic World." *Atlantic Studies* 9:2 (2012): 185-207.

Laurent Dubois, "An Enslaved Enlightenment: rethinking the intellectual history of the French Atlantic," *Social History* 31:1 (2006) : 1-14.

Guenther, Michael. 2011. "A peculiar silence: The Scottish Enlightenment, political economy, and the early American debates over slavery." *Atlantic Studies* 8, no. 4: 447-483.

15 January: **The Humanitarian Impulse: Antislavery Thought in the Age of Revolution**

Readings: Heuman and Burnard, *Routledge History of Slavery*, Chapter Sixteen, 267 – 280.

Brown, Christopher L. "Empires without Slaves: British Concepts of Emancipation in the Age of the American Revolution." *WMQ* 56:2 (1999): 273-306.

Drescher, Seymour. "History's Engines: British Mobilization in the Age of Revolution." *WMQ* 66:4(2009): 737-756.

Polgar, Paul J., "'To Raise Them to an Equal Participation': Early National Abolitionism, Gradual Emancipation, and the Promise of African American Citizenship," *Journal of the Early Republic* 31:2 (2011): 229-258.

22 January: **Saint-Domingue**

Readings: Robin Blackburn, "Haiti, Slavery, and the Age of the Democratic Revolution." *William and Mary Quarterly*, 63:4 (2006): 643- 674.

Matt Clavin, "Race, Rebellion, and the Gothic." *Early American Studies, An Interdisciplinary Journal* 5, no. 1 (2007): 1-29.

*Philip Edmondson, "To Plead Our Own Cause": The St. Domingue Legacy and the Rise of the Black Press." *Prospects* 29, (2005):121-154 (on course website)

*Ada Ferrer, "Cuban Slavery and Atlantic Antislavery." *Review: A Journal of The Fernand Braudel Center* 31, no. 3 (July 2008): 267-295. (on course website)

29 January: **Abolition of the Atlantic Slave Trade**

Readings: Heuman and Burnard, *Routledge History of Slavery*, Chapter Seventeen, 281 – 297.

John Coffey, "'Tremble, Britannia!': Fear, Providence and the Abolition of the Slave Trade, 1758–1807*." *English Historical Review* 127:527(2012): 844-881.

David Richardson, "The Ending of the British Slave Trade in 1807: The Economic Context," *Parliamentary History* 26 - Supplement (2007): 127-140.

James Walvin, "The Slave Trade, Abolition And Public Memory" *Transactions of the Royal Historical Society*, 19(2009): 139-149

5 February: **Gradualism: Colonization and Amelioration**

***** First Drafts of Essay Due*****

Readings:

Abasiattai, Monday B. "The Search for Independence: New World Blacks in Sierra Leone and Liberia, 1787-1847." *Journal of Black Studies* 23:1 (1992): 107-116.

Claudius Fergus, "Dread of insurrection": Abolitionism, Security, and Labor in Britain's West Indian Colonies, 1760-1823." *WMQ* 66:4 (2009): 757-780.

Beverly Tomek, " 'From motives of generosity, as well as self-preservation': Thomas Branagan, Colonization, and the Gradual Emancipation Movement." *American Nineteenth Century History* 6: 2 (2005): 121-147.

12 February: **Essay Seminar**

Reading Week 17-21 February

26 February **Black Abolitionists**

Readings: Alejandro De la Fuente,. "Slaves and the Creation of Legal Rights in Cuba: Coartación and Papel." *Hispanic American Historical Review* 87, no. 4 (November 2007): 659-692.

Pisarz-Ramirez, Gabriele. "'The Darkest Is Before The Break Of Day'." *Atlantic Studies* 4, no. 1 (April 2007): 37-50.

Manisha Sinha, "To 'Cast Just Obloquy' On Oppressors: Black Radicalism in the Age of Revolution." *WMQ* 64:1 (2007): 149-160.

Van Gosse, "'As a Nation, The English Are Our Friends': The Emergence of African American Politics in the British Atlantic World, 1772-1861." *AHR* 113:4 (2008): 1003-1028.

5 March **The Emergence of Immediatism**

Readings: Roger Anstey, Emilia Viotti DaCosta and David Brion Davis, "Slavery and the Protestant Ethic," *Historical Reflections*; 6:1 (1979):157-172.

David Blight,. "Perceptions of Southern Intransigence and the Rise of Radical Antislavery Thought, 1816-1830." *Journal of the Early Republic* 3:2(1983): 139-163.

David Brion Davis, "The Emergence of Immediatism in British and American Antislavery Thought." *Mississippi Valley Historical Review* 49:2 (1962): 209-230.

Ryan Jordan, "Quakers, "Comeouters," and the Meaning of Abolitionism in the Antebellum Free States." *Journal of The Early Republic* 24:4(2004): 587-608.

12 March: **West Indian Emancipation**

Readings: Heather Cateau,. "Amazing Grace? Revisiting the Issue of the Abolitionists." *Journal of Caribbean History* 42:1 (2008): 111-130.

Jonathan Curry-Machado, "How Cuba Burned with the Ghosts of British Slavery: Race, Abolition and the Escalera." *Slavery & Abolition* 25:1(2004):71-93.

Nick Draper,. "'Possessing Slaves': Ownership, Compensation and Metropolitan Society in Britain at the time of Emancipation 1834-40." *History Workshop Journal* 64 (2007): 74-102.

Gad Heuman, "Riots And Resistance In The Caribbean At The Moment Of Freedom." *Slavery & Abolition* 21: 2(2000): 135-149.

19 March: **Slavery and 19C Racial Thought *** Final Draft of Essay Due *****

Readings: *Robert Kenny,. "From the Curse of Ham to the curse of nature: the influence of natural selection on the debate on human unity before the publication of *The Descent of Man*." *British Journal of the History of Science* 40:3 (2007): 367-388. (on course website)

Christopher A. Luse,. "Slavery's Champions Stood at Odds: Polygenesis and the Defense of Slavery." *Civil War History* 53:4 (2007): 379-412.

Mandy Reid, "Racial Profiling: Visualizing Racial Science on the Covers of Uncle Tom's Cabin, 1852-1928." *Nineteenth-Century Contexts* 30: 4 (2008): 369-387.

26 March: **Antislavery Organizing/Antislavery Politics**

Readings: Camillia Cowling, "'As a slave woman and as a mother': women and the abolition of slavery in Havana and Rio de Janeiro." *Social History* 36, no. 3 (August 2011): 294-311.

Julie Roy Jeffrey, "The Liberty Women of Boston: Evangelicalism and Antislavery Politics." *New England Quarterly* 85:1(2012): 38-77.

John Matsui, "Kindling Backfires: Cultivating a National Antislavery Movement, 1836–1838." *Slavery & Abolition* 34:3 (2013): 465-484.

Harriet Beecher Stowe, *Uncle Tom's Cabin; Or, Life Among the Lowly*, entire.

Marcus Wood,. 2007. "Creative confusions: Angelo Agostini, Brazilian slavery and the rhetoric of freedom." *Patterns of Prejudice* 41, no. 3/4: 245-270.

2 April: **Emancipation I**

Readings: Heuman and Burnard, *Routledge History of Slavery*, Chapter Eighteen, 298 – 313.

Blouet, Olwyn M. 1991. "Earning And Learning In The British West Indies: An Image Of Freedom In The Pre-Emancipation Decade, 1823-1833." *Historical Journal* 34, no. 2: 391-409.

Brown, Laurence and Tara Inniss, "The Slave Family in the Transition to Freedom: Barbados, 1834-1841," *S&A* 26:2 (2005): 257-269.

Keith S. Hébert, "The Bitter Trial of Defeat and Emancipation: Reconstruction in Bartow County, Georgia, 1865-1872." *Georgia Historical Quarterly* 92:1 (2008): 65-92.

Thomas N. Tyson, David Oldroyd, and Richard K. Fleischman.. "Accounting, Coercion And Social Control During Apprenticeship: Converting Slave Workers To Wage Workers In The British West Indies, c.1834-1838." *Accounting Historians Journal* 32:2 (2005): 201-231.

10 April: **Emancipation II and After**

Readings: Heuman and Burnard, *Routledge History of Slavery*, Chapter Nineteen, 314 – 330.

Henrice Altink, "To Wed or Not to Wed?": The Struggle to Define Afro-Jamaican Relationships, 1834-1838." *Journal Of Social History* 38:1(2004): 81-111.

Camillia Cowling,. "Negotiating Freedom: Women of Colour and the Transition to Free Labour in Cuba, 1870-1886." *S&A* 26:3 (2005): 377-391.

Stanley L. Engerman,. "Economic Adjustments To Emancipation In The United States And British West Indies." *Journal Of Interdisciplinary History* 13:2 (1982): 191-220.

Akiko Ochiai,. "The Port Royal Experiment Revisited: Northern Visions of Reconstruction and the Land Question." *New England Quarterly* 74, no. 1(2001).: 94-118.

SUPPORT SERVICES

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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 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

