



The University of Western Ontario
HISTORY 9719A
Global History: An Introduction
Fall 2020

Friday, 11:30-1:30, weekly online seminar

Professor Frank Schumacher

Virtual Office Hours: Friday 2:00-3:00
Department of History, Office: Lawson Hall 2235
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This course will be offered in a virtual synchronous format – on-line and at a dedicated time.

Course Description:

This seminar examines the theories, methods, and practices of global history. It is an introduction to one of the most vibrant fields of historical inquiry characterized by dynamic research and training opportunities and spirited debates on the scope of inquiry, approaches, and potential outcomes. More than most other fields of historical inquiry, global history is engaged with questions of a very fundamental nature, such as human agency, time, and space. Furthermore, global historians also debate issues of interpretative hegemony, such as Euro-centrism or Western developmental conceptions of modernity, civilization, and development. Finally, historians of the global have utilized those debates to re-examine the conceptual foundations of historical studies. Consequently the field of global history provides ideal opportunities to engage with a wide range of theoretical paradigms and methodological approaches.

In this seminar we will read extensively about such methods and their theoretical contexts, interpretative controversies, and research paradigms with a focus on tensions and the interplay between historical actors and structures. Finally, we will explore the practice of global history with specific attention to global economic and social orders, study political hierarchies and legal regimes, and analyze connections and contestations in histories of global integration and fracturing. We will explore:

- theories and methods of global history
- approaches to writing global history
- the role of actors and human agency
- spatial and environmental forces
- conceptions of time
- global economic orders
- global social and cultural orders
- global political and legal orders
- the role of motion, mobility, and networks
- connections and rejections in global outlooks and practices

Course Materials:

Any serious introduction to the field of global history requires that we tackle a broad range of issues and themes. This is consequently a reading-intensive seminar. The weekly texts interweave explorations of analytical paradigms such as time, space, structures, and actors with discussions of race, gender, and class formations in global political, economic, and social orders. The texts are divided into required and recommended readings; while the former is a necessity for informed discussion, the latter constitutes a potential entry point for further research.

Most of the required readings will be available in digital format through Weldon library; in some cases, however, access to texts is limited by publishing licenses to one reader at a time. I therefore ask that you purchase copies of the following books required for this course:

BECKERT, Sven, *Empire of Cotton: A Global History* (New York: Alfred A. Knopf, 2014).

JASANOFF, Maya, *The Dawn Watch. Joseph Conrad in a Global World* (New York: Penguin Press, 2017).

WENZLHUEMER, Roland, *Doing Global History: An Introduction in 6 Concepts*. (London: Bloomsbury, 2020).

Methods of Evaluation:

The final grade for this course is based on the accumulated results of the following assignments:

Participation:	20%
Research Essay:	50%
Research Presentation:	10%
Seminar Moderation:	20%

1. Participation

The success of the seminar depends on your informed and active participation which in turn requires the completion of assigned readings and prepared attendance.

For the Policy on Accommodation for Illness please see:
(http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf).

2. Research Essay/Presentation

In this seminar you will have the opportunity to develop a research project in global history; this project consists of two components: a 15 minute **presentation of your project on November 27 or December 4** and a research essay of approx. 20pp on a topic mutually agreed upon. Papers will be double-spaced and in standard size font

(i.e. Times New Roman 12pt) with standard margins. Please follow the *Chicago Manual of Style* conventions. **The deadline for electronic submission is December 20.**

3. Seminar Moderation

You will have the opportunity to moderate (or co-moderate depending on seminar size) one weekly session; this moderation exercise is intended to support the development of your teaching effectiveness and requires mastery of the week's topic based on the readings, a handout of key aspects of the topic [handouts include name and date], a list of interpretative questions, and the moderation of our discussions.

On Writing:

While a fundamental tool for historians (and scholars in general), most students of history rarely reflect on the very mundane aspects of the writing process. It is somehow assumed that the 'how' is intuitively known to scholars in a process of 'learning by doing'. But how do we write well? How do we transmit our ideas to paper as clearly as possible? Somewhat not surprisingly there are many writing guides on the market which claim to turn their readers into beautifully effective writers. In preparation for this tutorial I would like you to bring the opening paragraph(s) of your essay; please also take a look at these very short recommendations by Kurt S. Vonnegut "How to Write with Style" (1980), at: <https://kmh-lanl.hansonhub.com/pc-24-66-vonnegut.pdf>

You might find these brief guides helpful as well:

PZREWORSKI, Adam, Frank Salomon, *On the Art of Writing Proposals. Some Candid Suggestions for Applicants to Social Science Research Council Competitions* (New York: Social Science Research Council, rev. 1995), at: <https://www.ssrc.org/publications/view/7A9CB4F4-815F-DE11-BD80-001CC477EC70/>

HARVARD COLLEGE WRITING CENTER, *A Brief Guide to Writing the History Paper*, 2007, at: https://hwpi.harvard.edu/files/hwp/files/bg_writing_history.pdf

Course Schedule and Readings:

September 11 Introduction: "Finding our Way into the Topic"

This first meeting outlines the course structure and mutual expectations; in preparation for this class please listen to Prof. Sebastian Conrad discuss approaches to global history in *The Global History Podcasts*, October 29, 2019, <https://theglobalhistorypodcast.com/>

September 18

What is Global History? Reflections on Theories and Methods

In this session we will discuss fundamental questions about the field based on our readings: what is global history? Is it merely the historical study of globalization? What are differences and similarities between global, world, and transnational history? Which methods of historical inquiry are used by practitioners of global history? What are the main controversies as to the potential merits and shortcomings of the field?

Required Readings:

ADELMAN, Jeremy, "What is Global History Now?", in: *Aeon* (March 2, 2017), at: <https://aeon.co/essays/is-global-history-still-possible-or-has-it-had-its-moment>

CONRAD, Sebastian, *What is Global History?* Princeton: Princeton University Press, 2016.

Recommended Readings:

Take a look at published graduate student work in the global history program at the Free University of Berlin. Which topics are studied, which methodologies and theories employed, and which sources are utilized in those articles? In preparation please review some of the issues of *Global Histories: A Student Journal*, at: <https://www.globalhistories.com/index.php/GHSJ> How can this inform your own work?

September 25

How Do We Write Global History? Reflections on Theories and Methods II

This week we will continue our theoretical and methodological reflections with a particular interest in the practicalities of global history and its analytical lenses. We will discuss the following parameters and their specific relevance for writing global history: connections, space, time, actors, and structures. We will also explore criticisms of the field of global history.

Required Readings:

BELL, David, "This is What Happens When Historians Overuse the Idea of the Network", in: *The New Republic* (October 25, 2013), at: <https://newrepublic.com/article/114709/world-connecting-reviewed-historians-overuse-network-metaphor>

MARCOVICH, Gabriela Goldin, "On the Potentialities (and Limits) of Collaboration in Global History", in: *L'Atelier du Centre de recherches historiques* 2018, at: <https://journals.openedition.org/acrh/8074#quotation>

PALEN, Marc-William, "In Defense of Global History", *Imperial & Global Forum*, November 17, 2013, at: <https://imperialglobalexeter.com/2013/11/17/in-defense-of-global-history/> --- please also read the response by David Bell.

WENZLHUEMER, Roland, *Doing Global History. An Introduction in 6 Concepts*. London: Bloomsbury, 2020.

Recommended Readings:

BECKERT, Sven, Dominic Sachsenmaier (eds.), *Global History, Globally: Research and Practice around the World* (London: Bloomsbury, 2018).

BELICH, James, John Darwin, Margret Frenz, Chris Wickham (eds.), *The Prospect of Global History* (Oxford: Oxford University Press, 2016).

BERG, Maxine (ed.), *Writing the History of the Global: Challenges for the Twenty-First Century* (Oxford: Oxford University Press, 2013).

HUNT, Lynn, *Writing History in the Global Era* (New York: W.W. Norton, 2014).

October 2 Actors in Global History

In this class we will explore how actors and agency relate to structural forces in global history. We will pay specific attention to cosmopolitan biographies and ask how biographical writing offers a vantage point for writing the history of the global.

Required Readings:

COSSART, Brice, “‘Global Lives’: Writing Global History with a Biographical Approach”, in: *Entremons. UPF Journal of World History* 5 (June 2013): 1-14, online.

JASANOFF, Maya, *The Dawn Watch. Joseph Conrad in a Global World* (New York: Penguin Press, 2017).

Recommended Readings:

JANZ, Oliver, Daniel Schönplflug (eds.), *Gender History in a Transnational Perspective: Networks, Biographies, Gender Orders* (New York: Berghahn Press, 2014).

KLEIN, Thoralf, “Biography and the Making of Transnational Imperialism: Karl Gutzlaff on the China Coast, 1831-1851, in: *Journal of Imperial and Commonwealth History* 47:3 (2018): 415-445.

OGBORN, Miles, *Global Lives: Britain and the World, 1550-1800* (Cambridge: Cambridge University Press, 2008).

SCHENCK, Marcia C., Jiyoan Kim, “A Conversation about Global Lives in Global History: South Korean Overseas Travelers and Angolan and Mozambican laborers in East Germany during the Cold War”, in: *L’Atelier du Centre de recherches historiques* 2018, at: <https://journals.openedition.org/acrh/8113#quotation>

OSSART, Brice, “‘Global Lives’: Writing Global History with a Biographical Approach”, in: *Entremons. UPF Journal of World History* 5 (June 2013): 1-14, online.

October 9

Spaces in Global History

This week we will explore the impact of the ‘spatial turn’ on the field of global history. In difference to world history, global history is less concerned with a complete planetary perspective but primarily interested in understanding how space is socially and culturally constructed with an eye to global interconnectedness or fracturing. A key question is: How have humans interacted with spaces and how has this interaction shaped or restrained their agency as actors in global history?

Required Readings:

MIDDELL, Matthias, Katja Naumann, “Global History and the Spatial Turn: From the Impact of Area Studies to the Study of Critical Junctures of Globalization”, in: *Journal of Global History* 5:1 (March 2010): 149-170.

OSTERHAMMEL, Jürgen, *The Transformation of the World. A Global History of the Nineteenth Century* (Princeton: Princeton University Press, 2014), chapter III “Where Was The Nineteenth Century”, 77-116.

SCHUMACHER, Frank, “Reclaiming Territory: The Spatial Contours of Empire in U.S. History”, in: Steffi Marung, Matthias Middell (eds.), *Spatial Formats under the Global Condition* (Berlin/Boston: DeGruyter, 2019), 107-148.

Recommended Readings:

EPPLÉ, Angelika, Kirsten Kramer, “Globalization, Imagination, Social Space: The Making of Geopolitical Imaginaries”, in: *Forum for Inter-American Research* 9:1 (2016): 41-63, http://interamericaonline.org/wp-content/uploads/2016/05/03_fiar-Vol-9.1-Epple-Kramer-41-63.pdf

HOGANSON, Kristin L., *The Heartland: An American History* (New York: Penguin, 2019).

MAIER, Charles S., *Once Within Borders. Territories of Power, Wealth, and Belonging since 1500* (Cambridge, MA: Belknap Press, 2016).

MARUNG, Steffi, Matthias Middell (eds.), *Spatial Formats under the Global Condition* (Berlin/Boston: DeGruyter, 2019).

MIDDELL, Matthias (ed.), *The Routledge Handbook of Transregional Studies* (New York: Routledge, 2019).

October 16

Environment, Space, and Place

This week we will examine the interaction of humans with their environment with specific attention to two aspects of global environmental history, the role of oceanic spaces, and the impact of natural catastrophes on the development of a global consciousness of interconnectivity.

Required Readings:

ARMITAGE, David, Alison Bashford, Sujit Sivasundaram (eds.), *Ocean Histories* (Cambridge: Cambridge University Press, 2017), “Introduction”, 1-28.

WOOD, Gillen D’Arcy, *Tambora: The Eruption that Changed the World* (Princeton: Princeton University Press, 2015).

Recommended Readings:

ARMITAGE, David, Allison Bashford (eds.), *Pacific Histories: Ocean, Land, People* (Basingstoke: Palgrave, 2014).

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

CUSHMAN Gregory T., *Guano and the Opening of the Pacific World: A Global Ecological History* (Cambridge: Cambridge University Press, 2014).

MCNEILL, J.R., Erin Stewart Mauldin (eds.), *A Companion to Global Environmental History* (Chichester: Wiley-Blackwell, 2012).

RADKAU, Joachim, *Nature and Power: A Global History of the Environment* (Cambridge, Cambridge University Press, 2008).

October 23 Global Conceptions of Time

As Roland Wenzlhuemer observed in *Doing Global History*: “Just as space was shown to be a dynamic socio-cultural phenomenon produced by social relations, the same applies to time. As the temporal relations between entities change, so does time change in terms of its perception, representation, and measurement.” (70) Like space, temporal perceptions are thus shaped by cultural and social preferences and this week we will explore the struggle for and resistance to unified global time. We will also reflect on the issue of periodization in history in general and global history in particular with specific reference to synchronic and diachronic understandings of global historical developments.

Required Readings:

OGLE, Vanessa, *The Global Transformation of Time, 1870-1950* (Cambridge, MA: Harvard University Press, 2015).

OSTERHAMMEL, Jürgen, *The Transformation of the World. A Global History of the Nineteenth Century* (Princeton: Princeton University Press, 2014), chapter II “When Was The Nineteenth Century”, 45-76.

Recommended Readings:

KERN, Stephen, *The Culture of Time and Space, 1880-1918, 2nd edition* (Cambridge, MA: Harvard University Press, 2003).

NANNI, Giordano, *The Colonisation of Time: Ritual, Routine, and Resistance in the British Empire* (Manchester: Manchester University Press, 2012).

OGLE, Vanessa, “Whose Time Is It? The Pluralization of Time and the Global Condition, 1870s-1940s”, in: *American Historical Review* 118:5 (December 2013): 1376-1402.

SCHMIDTPOTT, Katja, “Die Propagierung moderner Zeitdisziplin in Japan, 1906-1931“, in: *Geschichte und Gesellschaft* 25 (2015): 123-155.

October 30 Global Economic Orders

The development of global economic orders provides an excellent trajectory to measure integrative and disruptive dynamics in global history. There are multiple ways to study this topic: one could explore the spread of capitalist modes of production; alternatively one could also focus on the transformations of labor regimes and their concrete and tangible impacts on the lives of human beings around the world. One possible way of bridging both analytical angles is to explore the global impact of specific commodities. The specifics of how such commodities were produced, traded, and circulated through the global economy provides an excellent opportunity to study the intersection of economic, labor, and social regimes.

Required Readings:

BECKERT, Sven, *Empire of Cotton: A Global History* (New York: Alfred A. Knopf, 2014).

Recommended Readings:

ECKERT, Andreas (ed.), *Global Histories of Work* (Berlin/Boston: DeGruyter, 2016).

ELTIS, David, Stanley L. Engerman, Seymour Drescher, David Richardson (eds.), *The Cambridge World History of Slavery, Volume 4 AD 1804 - AD2016* (Cambridge: Cambridge University Press, 2017).

OSTERHAMMEL, Jürgen, *The Transformation of the World. A Global History of the Nineteenth Century* (Princeton: Princeton University Press, 2014), chapter XIII “Labor: The Physical Basis of Culture”, 673-709.

POMERANZ, Kenneth, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton: Princeton University Press, 2000).

TOPIK, Steven C., Allen Wells, „Commodity Chains in a Global Economy”, in: Emily S. Rosenberg, *A World Connecting 1870-1945* (Cambridge, MA: The Belknap Press of Harvard University Press, 2012), 593-812.

WONG, R. Bin, “Possibilities of Plenty and the Persistence of Poverty: Industrialization and International Trade”, in: Sebastian Conrad, Jürgen Osterhammel (eds.), *An Emerging Modern World 1750-1870* (Cambridge, MA: The Belknap Press of Harvard University Press, 2018), 251-409.

WALLERSTEIN, Immanuel, *The Modern World System, 4 volumes* (Berkeley: University of California Press, 2011).

ZEUSKE, Michael, “Historiography and Research Problems of Slavery and the Slave Trade in a Global-Historical Perspective”, in: *International Review of Social History* 57:1 (April 2012): 87-111.

November 13 Global Social and Cultural Orders

In global history economic, social and cultural orders have always been intertwined. For example capitalist modes of production deeply affected conceptions of time and forced fundamental changes and adjustments where civilizations appeared to be lacking the appropriate ‘modernizing’ cultural contexts. At the same time, economic orders and their work regimes and labor practices also shaped and sustained social hierarchies. Those orders were often underwritten by racialized violence and advanced the global formation of social strata and their respective class cultures. This week we will explore the potential contours of a global social history.

Required Readings:

DRAYTON, Richard, “Race, Culture, and Class: European Hegemony and Global Class Formation, circa 1800-1950”, in: Christof DeJung, David Motadel, Jürgen Osterhammel (eds.), *The Global Bourgeoisie: The Rise of the Middle Classes in the Age of Empire* (Princeton: Princeton University Press, 2019), 339-358.

OSTERHAMMEL, Jürgen, *The Transformation of the World. A Global History of the Nineteenth Century* (Princeton: Princeton University Press, 2014), chapter XV “Hierarchies: The Vertical Dimensions of Social Space”, 744-778.

Recommended Readings:

BALLANTYNE, Tony, Antoinette Burton, “Introduction : Bodies, Empires, and World Histories”, and “Postscript: Bodies, Genders, Empires: Reimagining World Histories”, in: Ballantyne, Burton (eds.), *Bodies in Contact. Rethinking Colonial Encounters in World History* (Durham, NC: Duke University Press, 2005), 1-17 and 405-424.

ECKERT, Andreas (ed.), *Global Histories of Work* (Berlin/Boston: DeGruyter, 2016).

ELTIS, David, Stanley L. Engerman, Seymour Drescher, David Richardson (eds.), *The Cambridge World History of Slavery, Volume 4 AD 1804 - AD2016* (Cambridge: Cambridge University Press, 2017).

LENSKI, Noel, Catherine M. Cameron (eds.), *What Is A Slave Society? The Practice of Slavery in Global Perspective* (Cambridge: Cambridge University Pres, 2018).

OSTERHAMMEL, Jürgen, “Hierarchies and Connections: Aspects of a Global Social History”, in: Sebastian Conrad, Jürgen Osterhammel (eds.), *An Emerging Modern World 1750-1870* (Cambridge, MA: The Belknap Press of Harvard University Press, 2018), 663-888.

WIESENER-HANKS, Merry E., “Gendered World History”, in: David Christian (ed.), *The Cambridge World History Vol. 1 Introducing World History, to 10,000 BCE* (Cambridge: Cambridge University Press, 2015), 234-260.

November 27 Global Political and Legal Orders

Both economic and socio-cultural orders were deeply embedded in and connected to the historical development of empires and nation-states. This week we will explore the dynamic interplay between those dimensions of the global during the ‘long nineteenth century’ and discuss how these polities, their simultaneously universalist and exclusionary ideologies, and their legal regimes laid the structural foundations for multiple and competing global visions for political order.

--The second seminar half is reserved for research project presentations--

Required Readings:

HILL, Christopher, “National Histories and World Systems: Writing Japan, France, and the United States”, in: Q. Edward Wang, Georg G. Iggers (eds.), *Turning Points in Historiography: A Cross-Cultural Perspective* (Rochester: University of Rochester Press, 2002), 163-184, online:

<https://clhilldotnet.files.wordpress.com/2013/09/hill-national-histories-and-world-systems.pdf>

ROSHWALD, Aviel, “On Nationalism”, in: J. R. McNeill, Kenneth Pomeranz (eds.), *The Cambridge World History Vol. 7 Production, Destruction and Connection, 1750-Present, Part One: Structures, Spaces, and Boundary Making* (Cambridge: Cambridge University Press, 2015), 306-330.

WONG, R. Bin, “Self Strengthening and Other Political Responses to the Expansion of European Economic and Political Power in: J. R. McNeill, Kenneth Pomeranz (eds.), *The Cambridge World History Vol. 7 Production, Destruction and Connection, 1750-Present, Part One: Structures, Spaces, and Boundary Making* (Cambridge: Cambridge University Press, 2015), 366-394.

Recommended Readings:

AYDIN, Cemil, “Regions and Empires in the Political History of the Long Nineteenth Century”, in: Sebastian Conrad, Jürgen Osterhammel (eds.), *An Emerging Modern World 1750-1870* (Cambridge, MA: The Belknap Press of Harvard University Press, 2018), 35-247.

AYDIN, Cemil, *The Politics of Anti-Westernism in Asia. Visions of World Order in Pan-Islamic and Pan-Asian Thought* (New York: Columbia University Press, 2007).

BALLANTYNE, Tony, Antoinette Burton, “Empires and the Reach of the Global”, in: Emily S. Rosenberg, *A World Connecting 1870-1945* (Cambridge, MA: The Belknap Press of Harvard University Press, 2012), 285-431.

BENTON, Lauren, *Rage for Order: The British Empire and the Origins of International Law, 1800-1850* (Cambridge, MA: Harvard University Press, 2016).

COOPER, Frederick, Jane Burbank, *Empires in World History: Power and the Politics of Difference* (Princeton: Princeton University Press, 2010).

FASSBENDER, Bardo, Anne Peters, “Introduction: Towards a Global History of International Law”, in: Fassbender/Peters (eds.), *The Oxford History of International Law* (Oxford: Oxford University Press, 2012), 1-26.

GETACHEW, Adom, *Worldmaking after Empire: The Rise and Fall of Self-Determination* (Princeton: Princeton University Press, 2019).

MAIER, Charles S., “Leviathan 2.0: Inventing Modern Statehood”, in: Emily S. Rosenberg, *A World Connecting 1870-1945* (Cambridge, MA: The Belknap Press of Harvard University Press, 2012), 29-282.

WEITZ, Eric D., *A World Divided. The Global Struggle for Human Rights in the Age of Nation-States* (Princeton: Princeton University Press, 2019).

December 4 Connections, Contestations, and Challenges

In our last seminar we will return to some of the fundamental questions about the field of global history discussed at the outset. How do current practitioners see the future of the field? What are their criticisms of field’s evolution and which solutions do they propose? Most importantly, we will reflect on how learning about this field, its theoretical parameters, methodological approaches, and empirical insights, has affected the way we think and write about history.

--The second seminar half is reserved for research project presentations--

Required Readings:

DIRLIK, Arif, “Performing the World: Reality and Representation in the Making of World Histor(ies), in *Journal of World History* 16:4 (December 2005): 391-410.

DRAYTON, Richard, David Motadel, “Discussion: The Futures of Global History”, in: *Journal of Global History* 13 (2018): 1-21.

EPPLÉ, Angelika, Calling for a Practice Turn in Global History: Practices as Drivers of Globalization(s)”, in: *History and Theory* 57:3 (September 2018).

OSTERHAMMEL, Jürgen, “Global History and Historical Sociology”, in: James BELICH, John Darwin, Margret Frenz, Chris Wickham (eds.), *The Prospect of Global History* (Oxford: Oxford University Press, 2016), 23-43.

GHOBRAL, John-Paul A., "Introduction: Seeing the World Like a Microhistorian", in: *Past & Present* 242 Issue Supplement 14, November 2019: 1-22.

Additional Statements

Academic Offences:

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

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Accessibility Options:

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 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

Medical Issues

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. This site provides links the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

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.

Scholastic 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:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ 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.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.