



**History 2411 Fall 2019-2020
Canada to 1871**

Monday, Wednesday, Friday 12:30-1:20 Barclay Rm 021

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Office Hours: Tuesday 9:30-11:30 or by appointment

Virtual Office Hours: Wednesday 2-4pm on Moodle

Course Description

Welcome to History 2411! This course surveys key topics in the history of the lands within today’s Canada from the period just before European contact to the 1871 census. Topics include: cultural, social, and gender history, European migration, slavery, colonial-Indigenous relations, war, political change, technological development, Maritime Union, and Confederation.

Land Acknowledgement

Before we begin the proceedings, I would like to acknowledge, honour, and pay respect to the traditional owners and custodians (from all four directions), of the land on which we gather. It is upon the unceded ancestral lands of the Mi’kmaw people, that Mount Allison University is built. While this area is known as Sackville, NB the territory is part of the greater territory of Mi’kma’ki.

As we share our own knowledge, teaching, learning, and research practices within this University, may we also pay respect to the knowledge embedded forever within the Indigenous custodianship of this country. Welilioq

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Textbooks, Grading, and Objectives

Required Textbook

Belshaw, John Douglas. *Canadian History: Pre-Confederation*. BC Open Access Textbook, 2016.

You can download this textbook for free [here](#).

Optional History Writing Guides:

- Storey, William Kelleher and Towser Jones, *Writing History: A Guide for Canadian Students, Canadian Edition*. Oxford: Oxford University Press 2016.
- Rampolla, M. *A Pocket Guide to Writing in History*, 9th ed. Boston and New York: Bedford/St Martin's, 2017.

Older editions of these history writing guides are also helpful and readily available second-hand.

Supplementary Resources will be posted to the Moodle page for this class.

Grading

Assignment	Due Dates	Grade Percentage
Film Assignment (4-5 pages double spaced)	October 2	15%
Major Research Paper (10-12 pages double spaced)	November 22	25%
Midterm	October 16	15%
Class Discussions	See schedule below	15%
Final Exam	December TBA	30%

To qualify for a passing grade all assignments and exams must be completed.

Learning Outcomes and Course Objectives

At the end of this course, students should be able to:

- Develop and demonstrate a knowledge of the major events, ideologies, and people that shaped the military/diplomatic, political, social, intellectual/cultural, and economic history of Canada to 1871
- Demonstrate a knowledge of historical processes that shaped the history of the territory that is now Canada (ideologies, technologies and industrialization, civil movements, medicine, militarization, and environmental factors)

- Analyze and effectively use primary and secondary historical sources in class, research, and writing
- Improve and sharpen verbal and written communication, reading, note-taking, and study skills
- Recognize and explain the changing physical and political geography of Indigenous, Colonial, and Federal Canada
- Identify, locate, evaluate, analyse, and effectively use a variety of forms of historical evidence, including sources available on the Internet, in digital or museum collections, in the University Library, and where applicable archival databases
- Employ evidence to develop their historical arguments
- Compare, contrast, and analyse historical arguments by examining: journal articles, monographs, and films; the ways in which historians link evidence to argumentation; and the different approaches and methods that historians have taken toward topics under study
- Apply their knowledge of what constitutes well-grounded historical analysis in a variety of fora comprising class discussions and regular writing assignments, including one major essay of 12-14 pages
- Demonstrate mastery of the mechanics of a good history paper, including effective thesis questions and statements as well as proper grammar, style, citation practices, and formatting
- Learn different approaches to studying history
- Understand the effects of historical commemoration

Course Schedule

Week One: Introduction to Canadian History

September 4: Introduction and Course Expectations

September 6: Doing Canadian History

Reading: Belshaw, Chapter 1 (When Was Canada?)

Week Two: Indigenous Canada: Pre-and-Post-Contact

September 9: Pre-Contact Indigenous Canada

Readings: Belshaw 2.2 (History without Archives) and 2.4 (The Millennia before Contact)

September 11: Contact

Readings: Belshaw, 5.3 (The Widowed Land), 5.4 (Strategic Encounters), 5.5 (Strategic Alliances), and 5.7 (Five Nations: War, Population and Diplomacy)

September 13: Pre-Contact Indigenous Canada and Contact (Class Discussion)

Secondary Source Readings:

- Charles C. Mann, "[1491](#)," *The Atlantic*, 1, March 2002.
- Gregory Kennedy, Thomas Peace, and Stephanie Pettigrew, "Social Networks across Chignecto: Apply Social Network Analysis to Acadie, Mi'kma'ki and Nova Scotia, 1670-1751," *Acadiensis: Journal of the History of the Atlantic Region* 47(1) (2018): 8-40.

Primary Source Reading:

- "[1749 Renewal at Chebucto of the Treaty of 1725](#)" NS Archives.

Week Three: Missionary New France

September 16: French Exploration and Missionary Activity

Readings: Belshaw, 3.4 (England and France in the Age of Discovery) and 3.6 (France in the Americas)

September 18: Film: *Black Robe* (1991)

September 20: Film: *Black Robe* (1991)

Readings for Film Assignment:

- Churchill, Ward. "And They Did it Like Dogs in the Dirt: An Indigenist Analysis of *Black Robe*." In *Fantasies of the Master Race: Literature, Cinema, and the Colonization of American Indians*, edited by Ward Churchill, 225-238. San Francisco: City Lights Books, 1998.
On Reserve at R. P. Bell Library
- Haavik, Kristof. "In Defence of *Black Robe*: A Reply to Ward Churchill." *American Indian Culture and Research Journal* 31(4) (2007): 97-120. **On Reserve at R. P. Bell Library**
- Lees, Dominic. "Cinema and Authenticity: Anxiety in the Making of the Historical Film." *Journal of Media Practice* 17(2-3): 199-212.

Week Four: New France

September 23: New France (Acadia)

Readings: Belshaw, 4.2 (Acadia) and 6.10 (Acadia 1713-1755)

September 25: New France (St. Lawrence)

Reading: Belshaw, 4.3 (Canada, 1608-1663), 4.4 (Wendake/Huronian and the Fur Trade), 4.5 (The Heroic Age of New France), 4.6 (Canada, 1663-1763) and 4.7 (Canada and Catholicism)

September 27: New France (Class Discussion)

Secondary Source Readings:

- Gregory Kennedy, "Marshland Colonization in Acadia and Poitou during the 17th Century," *Acadiensis* 42(1) (2013): 37-66.
- Brett Rushforth, "Slavery, the Fox Wars, and the Limits of Alliance," *The William and Mary Quarterly* 63(1) (2006): 53-80.

Primary Source Reading:

- *The Jesuit Relations and Allied Documents*, Vol. 7, Part I, Chapter IV: "[What One Must Suffer in Wintering with the Savages](#)," pp. 31-37.

Week Five: French and English Wars of Conquest

September 30: Intercontinental Rivalries

Readings: Belshaw, 6.2 (The British Colonies, ca. 1600-1700), 6.4 (International Fisheries), and 6.9 (Colonial Conflict to 1713)

October 2: Conquest and the Seven Years' War

Film Assignment Due

Readings: Belshaw, 6.11 (The Seven Year's War)

October 4: Aftermath of the Seven Years' War: Pontiac's War, The Royal Proclamation

Week Six: British North America at War

October 7: The American Revolution and the Loyalists

Readings: Belshaw, 7.4 (Revolutionary British America), 7.5 (Interwar Years: The Atlantic Colonies), and 7.6 (Interwar Years: The Canadas)

October 9: The War of 1812

Readings: Belshaw, 7.8 (The War of 1812)

October 11: War and Peace (Class Discussion)

Secondary Source Readings:

- Elizabeth A. Fenn, "Biological Warfare in Eighteenth-Century North America: Beyond Jeffery Amherst," *The Journal of American History* 86(4) (2000): 1552-1580.
- Cecilia Morgan, "'Of Slender Frame and Delicate Appearance': The Placing of Laura Secord in the Narratives of Canadian Loyalist History," *Journal of the Canadian Historical Association* 5(1) (1994): 195-212.

Primary Sources:

- ["The Battle of Lundy's Lane: Appeal to Canadian School Children – Monument to be Erected to Laura Secord and Her Husband,"](#) *The Globe*, November 5, 1892.
- William Elmes, ["The Brilliant Achievement of the Shannon ... in boarding and capturing the United States Frigate Chesapeake off Boston, June 1st 1813 in fifteen minutes,"](#) National Maritime Museum, PAH8127.

Week Seven: The Fur Trade

October 14: Thanksgiving Day No Class

October 16: Midterm Exam

Midterm Information Sheet available on Blackboard

October 18: The Fur Trade and Expansion Westward

Readings: Belshaw, 6.8 (Fur Trade in Global Perspective), 8.3 (Intrusions during the 17th Century), 8.5 (The Montrealers versus the HBC), and 8.7 (Cultural Change on the Plains)

Week Eight: Moving West

October 21: Society on the Northern Great Plains

Readings: Belshaw, 8.8 (Fur Trade Society and the Métis), 8.9 (Community and Crisis at Red River), and 8.10 (The New HBC and the New Nation to 1860).

October 23: Traversing the Continent: Overland to the Pacific Ocean and Arctic Exploration and the Search for the Northwest Passage

Guest Lecturer: Dr. Glenn Icton

Reading: Belshaw, 8.2 (Northerners)

October 25: Fur Trade and Trans-Continental Exploration (Class Discussion)

Last day to drop class through Connect

Secondary Source Readings:

- Susan Sleeper-Smith, "Women, Kin, and Catholicism: New Perspectives on the Fur Trade," *Ethnohistory* 47(2) (2000): 423-452.
- Janice Cavell, "The True Northwest Passage: Explorers in Anglo-Canadian Nationalist Narratives," *The Northern Review* 32 (2010): 5-34. **On Reserve at R. P. Bell Library**

Primary Source Reading:

- "September 19, 1714," York Factory post journal, 1714, Manitoba Archives, Digital Image Number, HB14-002288.jpg, Location Code: B.239/a/1 **We will go over this in class as it is handwritten**

Week Nine: Early 19th-Century Economy, Society, and Politics

October 28: Early 19th Century Economy

Readings: Belshaw, 9.4 (The Lower Canadian Economy), 9.5 (Building the Wheat Economy I Upper Canada), and 9.6 (The Atlantic Colonies)

October 30: Early 19th Century Society

Readings: Belshaw, 10.3 (Immigration), 10.6 (Social Class), 10.7 (Gender Roles), and 10.8 (Race and Racism)

November 1: Early 19th Century Politics

Readings: Belshaw, 11.2 (Politics 1818-1860), 11.10 (Rebellions, 1837-1838), and 11.11 (Durham and Union)

Week Ten: The West Coast Colony

November 4: Exploration and the Fur Trade on the West Coast

Readings: Belshaw, 13.2 (Aboriginal Societies in the 18th Century), 13.3 (Fur Trade and Empire), and 13.4 (The Canadian Cordillera)

November 6: Establishment of a Colony in Victoria

Readings: Belshaw, 13.6 (Boundary Disputes and Manifest Destiny), 13.7 (Identity Crisis), and 13.8 (The Island Colony)

November 8: Early 19th Century Politics and Society (Class Discussion)

Secondary Source Readings:

- Allan Greer, "From Folklore to Revolution: Charivaris and the Lower Canadian Rebellion of 1837," *Social History* 15(1) (1990): 25-43.
- Bettina Bradbury, "Women at the Hustings: Gender, Citizenship, and the Montreal By-Elections of 1832," in *Rethinking Canada: The Promise of Women's History*, Mona Gleason, Tamara Myers, and Adele Perry, eds., (Toronto: Oxford University Press, 2016): 126-143. **On Reserve at R. P. Bell Library**

Primary Source Reading:

- William Lyon Mackenzie, "[Inhabitants of Upper Canada! Proclamation](#)," 13 December 1837.

Week Eleven:

November 11-15: Reading Week No Class

Week Twelve: The Changing Victorian Era

November 18: Gold Rush and the Expansion of British Columbia

Readings: Belshaw, 13.9 (The Gold Colony) and 13.10 (A Shrinking Aboriginal Landscape in the 1860s)

November 20: Indigenous Peoples in a Changing Society

Readings: Belshaw, 11.15 (Aboriginal Politics at Mid-Century)

November 22: The Victorian Era and Industrialisation

Research Paper Due

Readings: Belshaw, 9.9 (Manufacturing, Railways, and Industry: Early Days), 9.10 (Reciprocity and Free Trade), and 11.14 (The 1850s).

Week Thirteen: Confederation

November 25: The Road to Confederation

Readings: Belshaw, 14.2 (Considering Confederation) and 14.3 (Confederation as a Cure-All)

November 27: Confederation

Readings: Belshaw, 14.4 (Crafting a Constitution), 14.5 (Atlantic Canada and Confederation), 14.6 (Canada and the West)

November 29: Race Relations and Confederation (Class Discussion)

Secondary Source Readings:

- Tzu-I Chung, "Kwong Lee & Company and Early Trans-Pacific Trade: From Canton, Hong Kong, to Victoria and Barkerville," *BC Studies* 185 (2015): 137-160.
- Karl S. Hele, "Conflict and Cooperation at Garden River First Nation: Missionaries, Ojibwa, and Government Interactions, 1854-1871," *Journal of the Canadian Church Historical Society* 47(1) (2005): 75-117.

Primary Source Reading:

- Canada, Parliament, [*Parliamentary Debates on the Subject of the Confederation of the British North American Provinces, 3rd Session, 8th Provincial Parliament of Canada*](#), (Quebec: Provincial Parliament of Canada, 1865), 25-45.

Week Fourteen: Post-Confederation

December 2: Confederation to 1871

Reading: Belshaw 14.7 (On the Brink of Industrialization)

December 3: Exam Review

Please bring your notes and questions

Possible Final Exam Dates: December 5-14. Exam date will be announced as soon as it is available.

Lectures, Attendance, Reading, and Class Discussions

You are expected to attend three hours of lectures each week.

Approximately every other Friday there will be class discussions. Together these class discussions form 15% of your total grade. You must prepare in advance a one-page, double-spaced, typed reading response to be handed in on Moodle in advance of the class discussion. This reading response should identify the thesis/argument of each reading, the sources used by the author, and the author's methodology. It should also include your general impressions and opinions on the reading. This is designed to facilitate understanding of the readings and prepare students to actively participate in class discussion. Reading responses will contribute to your participation grade, with marks posted on Moodle shortly after each discussion.

Readings for these discussions are available through the University Library's website. I recommend searching for the article's full title in Novanet. **If you have any difficulty accessing the discussion reading please let me know as soon as possible.** In-class discussions are designed to help students develop critical thinking and analytical skills while fostering a greater understanding of course themes. Participation will be assessed on both quantity and quality of contributions. Your participation grade will be calculated according to the following guidelines:

- Excellent (As): Contributed frequently and insightfully, demonstrated critical understanding of the reading; showed awareness of how readings relate to each other and to overarching themes; interacted with other students and built on their comments.
- Good (Bs): Contributed regularly; grasped main points of readings; showed awareness of interrelationships between readings and themes OR interacted with other students, but not necessarily both.
- Adequate (Cs): Contributed occasionally; demonstrated partial understanding of readings; some comments unconnected to main subject or restatements of those offered by other students.

- Substandard (D or F): Remained silent or contributed minimally; demonstrated little or no understanding of readings; made irrelevant or erroneous comments; absent without excuse.

If you miss a class discussion, you may still submit a reading response and may also choose to submit written answers to the discussion questions for partial participation marks.

The assigned textbook readings, and occasional journal articles, provide chronological and political background of events and are essential to an adequate understanding of this course. The readings are designed to supplement the lectures that will feature thematic examinations of individual countries, social, cultural, and political developments and movements. Successful exam answers will require reference to the assigned primary and secondary reading material.

PowerPoint slides from the lectures will be posted on Moodle each day shortly after the lecture. If you want to record the lectures you must receive permission from the instructor. All lecture materials, including lecture slides are under the intellectual copyright of the instructor and may only be used for academic study for this class.

Formative Assessment

Occasionally, to assess lecture format, student engagement, and to provide ongoing feedback to the instructor, students will be asked to complete brief, **anonymous**, and voluntary formative assessments. These formative assessments are intended to improve student's learning experience in the course and allow the instructor to adapt course materials as necessary. Student responses may also be used in the instructor's reflective teaching portfolio.

Assignments and Citations

Chicago Style Citations

All assignments must be cited using Chicago Style citations with footnotes. For more information see the [Chicago Manual of Style Quick Guide](#). If you have any questions on citations or when to cite, please feel free to ask me or speak to our History subject librarian Elizabeth Miller.

***Black Robe* Film Assignment**

For this assignment, you will watch the film *Black Robe* in class. You will then analyse the historical representations of the relationship between Indigenous Peoples and Jesuits in New France. To contextualize your analysis you must use one secondary source in addition to the Churchill, Haavik, and Lees articles. Your paper must be in essay format with an introduction, thesis statement, argumentative body paragraphs and a conclusion. Websites may not be used as secondary sources unless they are approved in advance by the instructor.

Required Articles:

- Churchill, Ward. "And They Did it Like Dogs in the Dirt: An Indigenist Analysis of *Black Robe*." In *Fantasies of the Master Race: Literature, Cinema, and the Colonization of American Indians*, edited by Ward Churchill, 225-238. San Francisco: City Lights Books, 1998. **On Reserve at R. P. Bell Library**
- Haavik, Kristof. "In Defence of *Black Robe*: A Reply to Ward Churchill." *American Indian Culture and Research Journal* 31(4) (2007): 97-120. **On Reserve at R. P. Bell Library**
- Lees, Dominic. "Cinema and Authenticity: Anxiety in the Making of the Historical Film." *Journal of Media Practice* 17(2-3): 199-212.

This assignment must be 4-5 pages double-spaced 12-point **Times New Roman font**. A title page with your name, class, title, date, and student number, must accompany your paper but is not included in your page count. Your assignment must also have a bibliography which is also not included in the page count. This assignment is due **October 2 at the start of class and may be submitted as a Word document (.docx) in Moodle**.

Major Research Essay

For your major research essay, you may choose a topic from the topic list beside my office door or craft your own in consultation with me (no later than October 30). Only one student may sign up for a topic. **You must use a minimum of seven secondary and one primary source**. Ideally, secondary sources should have been published post-1990 (depending on the topic chosen earlier sources may be used with permission). The course textbook, encyclopaedias, websites, or Google may not be used as secondary sources.

This assignment is intended to develop your historical writing and research skills, as well as the development of an argumentative essay and thesis. Like the short assignment your paper must include a separate title page and bibliography. Your paper should be 10-12 pages, 12-point **Times New Roman font**, double-spaced and should include page-numbers and is **due November 22. You may submit your paper until midnight on November 22 in Moodle**.

Exams

Midterm

An in-class midterm will be held on **October 16**. This exam will cover the first half of the course and will consist of multiple choice, short answer, and an essay question based on the lectures and course readings. A more detailed midterm exam information sheet will be posted to Moodle.

Final Exam

The final exam will allow students to demonstrate the breadth and depth of their knowledge of the whole course. It will consist of multiple choice and short answer questions drawn primarily from the second half of the course. The essay question will be thematic and cover the entire course. Other components may be added to the final exam at the instructor's discretion through consultation with the class. This will be a three-hour written exam during the December exam period. A more detailed final exam information sheet will be posted to Moodle.

Exam Accommodations

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with the Meighen Centre if they have not already done so. Students who suspect they may have disabilities should contact the Meighen Centre for advice and referrals.

Students registered with the Meighen Centre may request alternative arrangements for mid-term and final examinations with adequate notice. For more information see their [website](#).

Policies

Late Penalties and Extensions

The **penalty for late assignments is -10% the first day late, with additional deductions of - 2% per day thereafter, including weekends. You will receive the daily penalty at midnight each day.** All assignments are submitted through Moodle; a printed copy is not necessary.

Extensions will only be granted for documented medical or family emergencies. Please consult with me as soon as possible if you have a medical or family emergency. Remember to back up your work, as failures with technology will not result in an extension.

E-mail Policy

Students are strongly encouraged to **check their university e-mail daily.** Announcements about readings, upcoming assignments, and last-minute class changes will be conveyed by e-mail.

I will also check my e-mail regularly Monday-Friday during normal business hours 8am-6pm. I will reply to your e-mail within 24 hours (excluding weekends). If I have not replied to your e-mail after this time, please send me another e-mail in case the first went astray. In your e-mail ensure that **Hist 2411 is in the subject line**, that **you include a proper salutation** (e.g. Hello, Good Morning), and **sign your name**. E-mail *must* be sent from your university

account; non-university account e-mail may end up in my junk folder and go unanswered. For more guidance on how to email a professor check out this guide from [Inside HigherEd](#).

You are encouraged to ask questions through email, however before emailing please consult your syllabus to see if the answer to your question is there.

Mount Allison Letter Grades and their Meanings

Letter Grade	Descriptor	GPA Equivalent
A+	Outstanding	4.3
A	Excellent	4.0
A-	Very Good	3.7
B+	Good	3.3
B	Good	3.0
B-	Good	2.7
C+	Satisfactory	2.3
C	Satisfactory	2.0
C-	Satisfactory	1.7
D+	Conditional (non-continuing) Pass	1.3
D	Conditional (non-continuing) Pass	1.0
D-	Conditional (non-continuing) Pass	0.7
F	Failure	0.0

A-Range Grades Demonstrate

An excellent/very good performance with consistent evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional/very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

B-Range Grades Demonstrate

A good performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

C-Range Grades Demonstrate

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;

- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

D-Range Grades Demonstrate

A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

F-Range Grades Demonstrate An unacceptable performance

Where to Find Help

Writing Help

Students are encouraged to come to office hours for help with assignments, choosing essay topics, and any concerns. I am happy to help!

Writing help is also available by appointment in the Writing Centre in the Library. Sign up opens each day at 8:30 on [Moodle](#).

For more information on the services offered for through the Writing Centre visit their [website](#).

Meighen Centre

The Meighen Centre supports students with learning and medical disabilities. These supports are wide-ranging from note-taking services and assistive technologies, to extra time for tests and exams. In order to receive accommodations, students are required to meet with The Meighen Centre, request accommodations, and provide documentation to support the request. Accommodations are only provided if they are considered reasonable. An accommodation other than that requested may be provided if it is considered the most appropriate and reasonable. Please contact the [Meighen Centre](#) in order to register for any services you may require.

Mental Health & Wellness

“Mental Health is Brain Health.” Your mental health and wellness is very important! University can be very overwhelming, stressful, challenging, and

troubling. There is no shame in speaking with a mental health professional on campus and all services provided are confidential.

To book an appointment to see a Counsellor, Mental Health Educator, or Psychologist please visit [here](#).

Other services available on campus that may be [helpful](#).

If you are feeling overwhelmed in this class and feel comfortable doing so, please come and talk to me during office hours or by appointment. My office is a safe space and I'm here to support you in any way that I can.

Indigenous Student Support

There are resources available to support Indigenous students at Mount Allison. These include Mawita'mkw (the Indigenous gathering space in the Wallace McCain Student Centre), Indigenous affairs co-ordinator, Patty Musgrave (indigenous@mta.ca), and the Mount Allison Indigenous Student Support Group on [Facebook](#).

Academic Integrity

Policy on Plagiarism and Academic Integrity

From the Academic Calendar (10.6): "All members of the University community are expected to conduct themselves in an ethical manner, demonstrating a commitment to academic integrity and inherent fundamental values of honesty, fairness, respect, including respectful disagreement, and responsibility. It is the policy of the University that academic misconduct will not be tolerated."

Plagiarism is the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

It is also unethical to submit the same essay to two different classes, unless you have made a special arrangement with the instructors of both classes. If your instructor believes that plagiarism or any other type of academic misconduct has occurred, s/he will follow the University regulations governing these matters, which are available in the University [Calendar](#).

Resources to prevent plagiarism can be found through the [library](#).