

HISTORY 471 W
THE ATLANTIC WORLD, 1450-1750

Prof. Hamilton

Office: HUMB 352

Office Hours: T TH 10:00-11:00, 12:00-1:30
and by appointment

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Fall 2006

Section 101

T TH 11:00-12:15

HUMB 360

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Course Description

In 1492, Europeans and Native Americans discovered the existence of each other and the histories of four continents were forever altered. The Atlantic Ocean, far from being a barrier to trade and communication, was a frontier, an area of exchange among many different cultures. Peoples from Europe, Africa, North and South America and numerous Caribbean islands met and mixed, sometimes peacefully but most often not, creating new societies in the regions surrounding the Atlantic basin.

This new Atlantic world formed through the unpredictable interaction of pathogens and people, agricultural and labor systems, and empires and individuals, the consequences of which remain with us today. Participants in this Atlantic world were part of an intricately connected region tied together through trade, travel and communication. This course will explore these consequences for Europeans, Africans and Native Americans to better understand the development of the early modern world and to provide a context for understanding our own world.

Format

The course will consist of lectures, class discussions and group projects, with the emphasis on class discussion. **YOU WILL NEED TO COMPLETE THE ASSIGNED READINGS BEFORE EACH CLASS AND COME PREPARED TO DISCUSS THEM.** Active engagement with the material and participation in class discussions is required. Participation is a significant proportion of your final grade.

Many of the readings are on course reserve at the library. You can access them on-line from campus or from home or check out paper copies for use in the library. There are 30 to 50 pages of reading each week, and considerably more than that some weeks. Build three to four hours of reading time into your weekly study schedule and do not wait until the last minute to start reading. Please bring the readings or notes taken from them to class to facilitate discussion.

Assignments

There will be three major assignments during the semester: a 3-5 page book review, a 5-page essay, and a 7-page long paper based on a primary document. A draft of each paper will be submitted for comments and then revised. Revisions will be due one week after the original papers are returned and the grade on the original paper and the revision will be averaged for the final grade on the assignment. All of the major assignments must be completed in order to pass the class. We will discuss each assignment in greater detail before it is due.

Since this is a writing course, all assignments will be evaluated on composition as well as on content. You must be able to communicate your ideas effectively by using proper grammar and syntax in well-constructed sentences and paragraphs; in other words, you must pay careful attention to your writing style.

We will discuss in class how to construct an historical argument, how to read and analyze primary documents, how to construct a persuasive essay and how to conduct library research for historical writing. The writing and style guides used in the course will help you improve these skills as well. Students who need or want further help with their writing are encouraged to contact the Writing Center in Alpha Hall East, Room 203-209, telephone 460-6480.

Students taking this course must have already taken English 101 and 102.

Assignments must be turned in on the day they are due. Late papers will not be accepted, nor will emailed papers or papers turned in on computer disks. If you have problems completing an assignment, come to see me before the situation becomes desperate. I am more likely to be sympathetic the week before an assignment is due than on the day it is due. Computer or printer crashes are not acceptable excuses for late papers. Keep a backup of drafts on a floppy disk or as hard copy. All papers should be stapled together when handed in—please do not use report covers or folders.

Plagiarism

Plagiarism will not be tolerated in any assignment. Purchasing papers over the internet, taking information and ideas from published or internet sources without proper attribution, copying articles from published or internet sources, and making only slight changes in the words of a source with or without attribution are all considered plagiarism. ANY STUDENT CAUGHT PLAGIARIZING MATERIAL WILL RECEIVE AN “F” FOR THE COURSE. Please refer to the statement on plagiarism attached to this syllabus. Make sure you read and understand it.

The first and final drafts of the essay, book review, and long paper will be submitted to Turnitin.com this semester to help you learn how to avoid plagiarism. For each assignment you may submit more than one draft of the paper. In other words, if you submit a draft of your book review and the report from Turnitin.com indicates plagiarism,

you can revise your paper and resubmit it to find out if you have made the appropriate changes. You can also bring the paper and the report to me and we can discuss any problems. The password for this class is **Atlantic**; the class ID is **1559259**. You will need both of these to log onto Turnitin.com.

We will discuss the process of using Turnitin.com in greater detail during the library visit. EACH STUDENT MUST SUBMIT DRAFTS OF EACH PAPER TO TURNITIN.COM. PAPERS NOT SUBMITTED WILL RECEIVE A LETTER-GRADE REDUCTION.

“The University of South Alabama is committed to the fundamental value of academic honesty. The student handbook, *The Lowdown*, defines plagiarism as one form of academic misconduct which is ‘subject to investigation and disciplinary action through appropriate university procedures.’ Plagiarism is using somebody else’s ideas and/or words in your writing without correctly identifying the sources. As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted-access database solely for the purpose of detecting possible plagiarism of such documents. As part of this process, you will be required to submit electronic as well as hard copies of your writing. By taking this course, you agree that all assignments may be subject to some form of originality review. A paper not submitted according to procedures and format set by the instructor may be penalized or may not be accepted at all.”

I reserve the right to change the assignments and course schedule as needed during the semester.

Grading

Long paper	25%
Book review	20%
Essay	20%
Peer review	10%
Attendance	10%
Participation	15%

Grades will be calculated on a straight scale (i.e. 90% and above is an A, 80% and above is a B, 70% and above is a C, 60% and above is a D, and 59% and below is failing). An “A” paper is well-written and well-structured, uses proper grammar and good style, shows good command of the issues, and makes an interesting argument. A “B” paper adequately addresses the topic, but generally has a weakness in argument, evidence or writing. A “C” paper is average—it shows some understanding of the issues but provide little discussion, few details and average organization. A “D” paper has a weak or non-existent argument, uses evidence poorly if at all, and has problems with grammar, style and clarity in writing. An “F” paper shows no attention to the topic; there is no argument, no evidence, no structure, and/or the writing is poor. In addition, no matter how good the paper may be in structure, writing, evidence, and argument, if it is plagiarized, it will receive an “F.” Make sure you understand what constitutes plagiarism.

Attendance

Attendance will be taken at the beginning of each class. If you are not in class when roll is called, it will be counted as an absence. Make sure you get to class on time. The attendance portion of the final grade will be based on a straight scale. In other words, if you attend 90% of the classes, you will receive an “A” for attendance, 80-89% will receive a “B,” and so forth.

Participation

Participation counts for 15% of your final grade, a significant proportion. You need to come to class prepared to discuss the readings. You must be actively engaged with the material—that is when learning occurs. When reading the materials, take notes—do not simply highlight. Write down questions, comments and any interesting ideas to bring up in class. I will note participation daily and track it throughout the semester. The final participation grade will be based on the aggregate for the semester. In other words, it is not a numerical figure--you do not need to ask three questions or make three comments every day. You do need to be engaged with the material throughout the semester, asking questions, responding to the reading material, and responding to your classmates’ comments and questions.

Peer Review

The first draft of the essay will be subject to a process known as peer review. I will assign a partner for each student. On Sept. 14, the first draft will be brought to class and given to your partner. Each student will read his or her partner’s paper and evaluate it based on criteria that I will give to you. On Sept. 21, the peer reviews will be returned. Students will rewrite the papers, based on the peer review process. On Sept. 28, the final papers will be turned in to me for a grade. We will discuss the process of peer review in class.

Students will receive a grade on their paper, and will also receive a grade based on their peer review efforts. When the final papers are turned in, students will also turn in the first draft of the paper and the peer reviewer’s comments. In other words, each student will receive a grade based on the care and thought that he or she shows in evaluating the partner’s paper.

Required Books

Peter Mancall, *Travel Narratives from the Age of Discovery*

Marcus Rediker, *Villains of All Nations*

Patricia Seed, *Ceremonies of Possession*

John Thornton, *Africa and Africans in the Making of the Atlantic World*

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*

Recommended book:

Strunk and White, *Elements of Style*

All books are available in the campus bookstore and are on reserve at the library.

Classroom Etiquette

You are expected to come to class on time and not to pack up until class is dismissed. You will also need to come to class prepared to participate in class discussions.

Turn off all cell phones, I-pods and other electronic devices before class begins and place them in a bag or under your chair. You may not text-message or do other work during class. Arriving late, packing up early, text messaging, and ringing phones disrupt the class and are disrespectful to your fellow students. Please be courteous to your fellow students and minimize such disruptions.

The open discussion of opinions and ideas is encouraged in this class. You are expected to treat each other with respect regardless of differences of opinion.

History Majors and Social Science Education/ History Majors

Each history major and SSE/history major will submit one piece of writing of his or her choosing from any 300- or 400-level history class to the following email address: history@jaguar1.usouthal.edu. The material will help the department assess your academic growth when you complete your major and will be used to evaluate the teaching effectiveness of the faculty. It will not affect your grade in this class.

Please Note:

Students needing special accommodations to complete the work for the course should speak to me at the beginning of the semester and contact the Special Student Services Office in the Student Center, Room 270. This office will determine the necessary accommodations to assist students. All information will be confidential.

Reading Schedule

Aug 22-24: What is Atlantic History?

Read: Mancall, "Shipwreck," pp. 392-400

Unit 1: Origins of the Early Atlantic World

Aug 29-31: Rise of European Nation-States

Read: Seymour Phillips, "The Medieval Background" #10

JRS Phillips, "Fresh Start or New Phase" #11

Sept 5-7: Library Work

Sept 5 Meet in Library, room 305

Attendance Mandatory

Sept 7 Read Mancall, "Travels in England," pp. 400-403

Sept 12-14: West African Societies

Read: Thornton, Part 1: Africans in Africa

Mancall, "Kingdom of Congo," pp. 90-96

Sept 14 First draft of essay due for peer review

Sept. 19-21: Native American Cultures

Read: Neal Salisbury, "The Indians Old World: Native Americans and the Coming of Europeans" #9

Mancall, "Mondus Novus," pp. 214-223

Sept 21 Peer review of essay returned

Unit 2: Consequences of Contact

Sept. 26-28: Human and Environmental Consequences of 1492

Read: Crosby, "Ecological Imperialism" #8

"Exchange of Furs and Microbes" (to be distributed in class)

Sept. 28 Final draft of essay due

Oct 3-5: Cultural Exchanges

Read: Merrell, "The Customes of Our Country" #1

Mancall, "Short and Brief Narration," pp. 233-239

Oct. 10-12: Europeans and Native Americans View Each Other

Read: Jaenan, "Amerindian Views of French Culture" #4

Mancall, "Columbus to Santangel," pp. 207-214

Unit 3: European Expansion

Oct. 17-19: European Rivalries in the Atlantic

Read: Seed, *Ceremonies of Possession*

Oct 19 First draft of book review due

Oct. 24-26: Sea-born Empires

Read: Birmingham, "Portugal and the South Atlantic" #15

Klooster, "Other Netherlands Beyond the Sea" #12

Oct. 31-Nov 2: Settlement Empires

Read: Duff, "Adventurers Across the Atlantic" #2
Mancall, "Brief and True Report," pp. 312-323

Nov. 2 Final draft of book review due

Unit 4: Economy and Labor in the Atlantic World

Nov. 7-9: Rise of Plantation Societies

Read: Dunn, "Barbados: The Rise of the Planter Class" #14
"Servants, Slaves and Masters in Barbados" #13

Nov. 14-16: Atlantic Slave Trade

Read: Thornton, Part II : Africans in the New World
"An African Experiences Enslavement" #3

Nov. 21-23: Commerce and Communication

Nov 21 **First draft of long paper due**

Nov 23 **THANKSGIVING**

Nov. 28-30: Sailors, Pirates and Maritime Culture

Read: Rediker, *Villains of All Nations*
"A Dutch Pirate in the Seventeenth Century Caribbean" #7

Dec. 5: The Atlantic World on the Eve of Revolutions

Dec. 7: **Final papers due**

LONG PAPER GUIDELINES

The long paper will combine library research and documentary analysis. Each student will choose a document from the Mancall book, from the African or American sections and that we are not reading in class. Students will research the author of the document, the circumstances under which it was written and/or published, the audience for the report (general public, king, or scientific society, for example) and how these circumstances may have shaped the document. In other words, you will research background information on the document and use that to help you analyze the piece to come to a conclusion about it. You might want to think about what the document and its background tells you about race, class or gender in the Atlantic world, the way Europeans saw Native Americans or Africans, the way Africans or Native Americans saw Europeans, or European rivalries in the Atlantic. You will need to ask many questions about your author and about your document and decide which issues or ideas you wish to explore further.

To begin, you should think about questions such as: who is the author? Where does he come from? For whom is he working? How does this affect his or her perceptions? What is the author's age? When was the narrative written (early in our time period or later; early in the author's life or later)? What social and economic class does the author come from? Is he educated? What is his occupation? Is he a member of the "thinking classes" or a laborer, sailor, servant, or soldier?

Once you get basic biographical details, which you can generally find in the introduction to the narrative, in biographies of the author (depending upon his later fame), or through biographical dictionaries (such as the Dictionary of American Biography—these resources will be discussed during the library session)—you can begin to expand your research and place the document and author within a larger context. How does the author's background shape his perceptions of the issues? Did he own slaves? Was he and Indian trader with close connections to Indian families? Did the author have family or friends killed or captured by Indians? Was the author from a religion that had strong beliefs about the issues being discussed (Quakers and anti-slavery, for example)? How, and why or why not?

You will also have to decide, based on your research, whether the author is a reliable witness. What is his purpose for writing the narrative? Who is the intended audience? How does the author write about the issue (what kind of language is used—formal or informal)? What is the tone of the narrative—serious, playful, facetious, demeaning? Can you trust the information presented in whole or in part? Why or why not?

The questions you ask of your narrative will be shaped by the narrative, the author, and your interests. You need to decide what aspects of the narrative to focus on. This focus then becomes the basis for your thesis. The thesis is the purpose for writing your paper. Each paper must have a thesis—an argument, a point of view, a purpose. A simple narrative of events is not acceptable. Always ask yourself why your research is important. What does it tell you about your topic and how do you know this? What

evidence can you glean from the document to support your conclusion? And, most importantly, why? Alternatively, ask yourself “Who cares?” If you can answer the question “who cares” with a statement about the relevance of your topic, you are on your way to developing a strong thesis statement.

This is not a paper that you will be able to do overnight—begin thinking about a document NOW. Look through the book to find an interesting narrative. We will talk about the process of doing the research during the library session on September 5, but you do not have to wait until then to begin thinking about the paper. DO NOT PUT THIS OFF.

The paper will be at least seven pages, typed, double-spaced, using a 12-point readable font and standard margins (at least 1 inch, but no more than 1.25 inches). Paragraphs should be indented five spaces with only **one** double-space between paragraphs. The paper will also have a title and a properly-formatted bibliography.

Writing, of course, will be an important aspect of this assignment. The paper will be graded on composition, grammar, spelling and syntax as well as on content. Pay attention to your writing—use complete, coherent sentences and paragraphs. Make sure that your sentences and paragraphs flow logically from point to point. Refrain from using non-standard English and inappropriate language.

You will be expected to cite your sources **properly** in all written assignments for this class. You must cite your sources in proper footnotes using the Chicago Manual of Style format. I do not accept papers using citations in the MLA or social sciences style. **Points will be deducted for improper citation forms.** See Citation page later in the syllabus for examples of this style. The class website developed by the librarians also has a link to the Chicago Manual of Style website where you can find examples. We will discuss citations more as the semester progresses.

BOOK REVIEW GUIDELINES

Book reviews will be on Patricia Seed, *Ceremonies of Possession*.

The book review should be three to five pages long, typed, double-spaced, using a 12-point readable font and standard margins (at least 1 inch, but no more than 1.25 inches). Paragraphs should be indented five spaces with only **one** double-space between paragraphs. Make sure to include a title for your review based on your argument (“Book Review of Patricia Seed, *Ceremonies of Possession*” is not an appropriate title).

The review will be graded on composition, grammar, spelling and syntax as well as on content. Pay attention to your writing—use complete, coherent sentences and paragraphs. Make sure that your sentences and paragraphs flow logically from point to point. Refrain from using non-standard English and inappropriate language.

You will be expected to properly cite your sources in all written assignments for this class. All references must be in the Chicago Manual of Style format. I do not accept papers using citations in the MLA or social sciences style. Points will be deducted for improper citation forms. See the Citation page later in this syllabus for examples of this style.

WHAT IS A BOOK REVIEW?

A book review is a critical evaluation of a book or monograph. **A book review is not a book report.** A book review assesses the strengths and weaknesses of an author’s argument, the evidence s/he presents, and the book’s place in the literature of the subject. A review does not simply describe the book, nor does it criticize just to be critical. If there is a problem with the book, the issues should be noted and discussed, but criticisms should be balanced by a discussion of the positive aspects of the work. For examples of professional book reviews, look in the review section of any major history journal (i.e. *William and Mary Quarterly*, *American Historical Review*, *Journal of American History*).

How do I write a book review?

First, read the book completely, including the introduction and preface. An author will frequently lay out his/her argument and methodology in these first few pages. This will help you evaluate the argument as you read the book.

Second, take notes on the book. Do not expect to remember the details and examples that you will need to write the review. Note your impressions of the book and any section or chapter that seems particularly clear (or not). You may also want to note the structure of the book and whether this organization helps to understand the argument (or not).

Third, begin to write. Your first paragraph should include the title of the book and the author's name, and briefly describe the subject of the monograph. The second paragraph should state the author's argument and how s/he attempted to prove that argument; your thesis—the argument you want to make about the book—should follow. The following paragraphs will address each of your points completely and logically. You should start with the positive points—what the author did well or what particularly struck you as new or exciting information. Any criticisms should be at the end of the review. Your conclusion should briefly restate your overall opinion of the work and place it within the literature. In other words, if you have read other books on a similar subject, you should compare the reviewed work with these books. If not, simply summarize your opinion and whether you think the work was valuable and increased your understanding of the issues. **Warning:** do not simply end by stating that you liked the book because it was enjoyable to read. Be objective—use statements such as “The book enables the reader to easily comprehend the complex issues of”. Come to a conclusion about the work.

Fourth, rewrite and revise your paper, more than once if necessary. Make sure that you have written what you meant to say and that it is clear and concise. Writing is not easy and a well-written paper cannot be composed overnight or the day before it is due.

ESSAYS

For the essay, you will be asked to read and analyze a document from the Mancall book, focusing on a specific topic that I will give you. You will need to read the document closely and develop a thesis about the issue, using evidence from the document to back up your analysis.

In a sense, the essay is an abbreviated version of your research paper. You will use the same analytical skills in both papers, thinking about who the author was, why he wrote, and what his language tells you not just about the culture being described, but also the European concerns that underlie the surface issues.

The essay should be five pages long, typed, double-spaced, using a 12-point readable font and standard margins (at least 1 inch, but no more than 1.25 inches). Paragraphs should be indented five spaces with only **one** double-space between paragraphs. All citations should be in the proper form, following the Chicago Manual of Style. The paper will also have a title based on the issues you discuss (“Essay on” is not an appropriate title).

The essay will be graded on composition, grammar, spelling and syntax as well as on content. Pay attention to your writing—use complete, coherent sentences and paragraphs. Make sure that your sentences and paragraphs flow logically from point to point. Refrain from using non-standard English and inappropriate language.

The first draft of the essay will be peer-reviewed. You will rewrite the paper after receiving your partner’s comments. If, in your rewritten version, you use an idea from the paper you reviewed, you must provide a citation. You must also build on the idea, using it to further your own arguments, not simply restate it.

STYLISTIC ISSUES:

Do not use contractions in formal writing (i.e. don't, can't).

Do not use first or second person (I or you)—use third person except when absolutely necessary.

Do not use abbreviations such as etc. Spell out most words; as for etc. the purpose of an essay is to elaborate on your ideas—etc. is a shortcut that means I am too lazy to fully think through this idea. Standard abbreviations (Dr., Mr.) are acceptable.

Do not use informal language, slang or colloquialisms.

Watch your verb tenses. In history papers, since you are discussing the past, you generally should use the past tense. The English language has a perfectly serviceable past tense—do not write solely in the present tense. Do not shift verb tenses—stay with either the past or the present. Be careful of the conditional tense—“would” and “could,” for example. Use straightforward statements with active verbs rather than passive or conditional verbs.

Use plurals correctly. In English, plural words usually have an “s” or “es” at the end. If you are talking about more than one, you must add the proper ending. Students frequently write sentences such as “The colonist in the Chesapeake held many slaves.” Since there were more than one colonist, the sentence should read “The colonists in the Chesapeake held many slaves.”

Do not use vague or unclear words such as “things.” “Many things happened in Massachusetts in 1692.” That is a true statement, but the purpose of an essay is to discuss, in detail, such “things.” Be specific, and use clear, concrete language.

Watch singular/ plural shift. “Each colony re-instituted their earlier forms of government.” “Each” is singular, “their” and “forms” are plural. The sentence should read “Each colony re-instituted its earlier form of government.”

In American English, punctuation usually falls within quotation marks. In other words, commas and periods in a quotation come before the final mark (”).

Footnote numbers usually come at the end of sentences or paragraphs, rather than in the middle of sentences. Even if you have a quotation in the middle of a sentence, the number comes at the end of the sentence. Never put the footnote number at the beginning of the sentence or quote. Footnote numbers come after the period ending the sentence.¹

¹ Like this.

CITATIONS

All papers for this class will use footnotes formatted according to the Chicago Manual of Style (CMS). MLA or social science formatting will not be accepted. This is an upper division history class—you should learn the citation style used by historians. Points will be deducted from papers using improper citation forms.

Most word processing programs include a footnote function. In Microsoft Word, you can place a footnote button on the formatting toolbar. When you need to insert a footnote, click the button and the footnote number appears in the text and at the bottom of the page. You then type in your information and return to the main text to continue. By using this function, footnotes stay with the text as you edit your work. You can also turn footnotes into endnotes very easily. If you do not know how to use this function, please ask. It will make adding proper citations to your paper much easier. The long paper will also include a properly-formatted bibliography.

Below are examples of Chicago-style footnotes. If you have questions about appropriate forms, please ask. You can also access the Chicago website through the course web page for more examples. The Rampolla book also includes sample footnote and bibliography forms.

FOOTNOTES OR END NOTES:

Books

First citation:

Richard Archer, *Fissures in the Rock: New England in the Seventeenth Century* (Hanover, NH: University Press of New England, 2001), page number(s).

After the first complete citation, you should use a short citation.

Archer, *Fissures*, page number(s).

Article in an edited volume

First citation:

Joan Thirsk, "Patterns of Agriculture in Seventeenth-Century England," in *Seventeenth Century New England* ed. David D. Hall and David Grayson Allen (Boston: Colonial Society of Massachusetts, 1984), 39-54. [If you have used a quote from the article, add Quote and the appropriate page number after the pages of the article, i.e. ...39-54. Quote, 45.]

Following citations:

Thirsk, "Patterns of Agriculture," page number(s).

Article in a scholarly journal

First citation:

David J. Silverman, "'We Chuse to be Bounded': Native American Animal Husbandry in Colonial New England," *William and Mary Quarterly* 60:3 (2003), 511-548.

Following citations:

Silverman, “ ‘We Chuse to be Bounded’ ,” *WMQ*, page number(s).

Page numbers for quotes should be handled as noted under *Article in an Edited Volume*.

Internet

First citation:

Patricia U. Bonomi, “The Middle Colonies as the Birthplace of American Religious Pluralism,” National Humanities Center,
www.uni52v.unity.edu:8080/tserve/eighteen/ekeyinfo/idcol.htm (accessed 23 November 2001).

Following citations:

Bonomi, “Middle Colonies” National Humanities Center website, 11/23/01.

You should not use “Ibid.” in your papers. Use the short forms shown above.

BIBLIOGRAPHY

Books

Archer, Richard. *Fissures in the Rock: New England in the Seventeenth Century*. Hanover, NH: University Press of New England, 2001.

Article in an edited volume

Thirsk, Joan. “Patterns of Agriculture in Seventeenth-Century England.” In *Seventeenth Century New England*, edited by David D. Hall and David Grayson Allen. Boston: Colonial Society of Massachusetts, 1984.

Article in a scholarly journal

Silverman, David J. “ ‘We Chuse to be Bounded’: Native American Animal Husbandry in Colonial New England.” *William and Mary Quarterly* 60:3 (2003): 511-548.

Internet

Bonomi, Patricia U. “The Middle Colonies as the Birthplace of American Religious Pluralism.” National Humanities Center.
www.uni52v.unity.edu:8080/tserve/eighteen/ekeyinfo/idcol.htm. Accessed 23 November 2001.

Statement on Plagiarism

There is nothing wrong with using the words or thoughts of others or getting their help; indeed it is good to do so as long as you explicitly acknowledge your debt. Plagiarism is when you pass on the words or thoughts of others as though they were your own. Plagiarism includes:

- Copying without quotation marks or paraphrasing without acknowledgement from someone else's writing
- Using someone else's facts or ideas without acknowledgement
- Handing in work for one course that you handed in for credit for another course without the permission of both instructors

When you use published words, data or thoughts, you must footnote your use. There are several footnote formats; in history we generally follow the Chicago Manual of Style. When you use the words or ideas of friends or classmates, you should thank them in an endnote (e.g., "I am grateful to so-and-so for the argument in the third paragraph." If friends just give you reactions, but not suggestions, you need not acknowledge that help in print although it is gracious to do so.)

You can strengthen your paper by using material written by others as long as you acknowledge your use and as long as you use that material as a building block for your own thinking rather than as a substitute for it.

The academic and scientific worlds depend on people using the work of others in their own work. Dishonesty destroys the possibility of working together as colleagues. Scholars and researchers do not advance knowledge by passing off others' work as their own. Students do not learn by copying what they should think out on their own.

Unintentional plagiarism is still plagiarism. Now that you have read this, you cannot plead ignorance. If you have any questions about the proper acknowledgement of help, be sure to ask the instructor.

Adapted from the Statement on Plagiarism, Department of History, SUNY Stony Brook, Undergraduate Bulletin, Fall 2001.