

University of Alberta

East Asia from 1500

HIST 281

Winter 2010

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Lecture Time: T, Th 12:30 – 1:50
Location: CEB 336

Course Description and Overview:

This course will provide an introductory survey of some main themes in East Asian history from approximately the 16/17th centuries to the present. Such broad surveys must of necessity be interpretative and very selective. Social, political, economic, religious, and cultural themes will be examined in an attempt to provide an understanding of the region's history.

Recently East Asia is most frequently defined (and correctly so in the instructor's opinion) as the cultural area in which traditional elites were literate in Chinese characters, which corresponds to modern-day China, Japan, Korea, and Vietnam. For reasons mostly reflective of the history of the West's interaction with the region rather than the historical reality of East Asia, textbooks and courses on East Asia tend to focus on the former two countries and outright ignore the latter two. This course will help correct this situation to a certain extent by covering China, Japan, and to a lesser extent Korea. Unfortunately Vietnam is not covered.

There are no prerequisites for this course and no knowledge of an East Asian language is assumed. Students can use non-English language sources for the essay if they so desire. Policy about course outlines can be found in Section 23.4(2) of the University *Calendar*.

Course Objectives: That upon completion of this course students will have:

1. gained an understanding of the varieties of political, economic, social, religious and cultural developments of modern East Asian civilization;
2. improved their skills in written and oral communication and in critical and analytical thinking;
3. enhanced their temporal sense; in short, that they will have begun to think historically.

Required Textbook: Ebrey et al., (2009) **Modern East Asia: From 1600**. Houghton Mifflin, 2nd Edition. (Please note that this edition is quite different from the 1st Edition, so it is highly recommended that a student obtain a copy of the 2nd Edition.)

Excluding table of content, index, illustrations, etc., the textbook represents approximately an average of 18 pages of actual text to read per week, though the actual amount of textbook reading assigned in any given week varies widely. Students will be tested on their knowledge of these readings through weekly class discussions (also see below).

Additional Readings: Will be announced and placed on the course website. These readings will be the focus of class discussion during discussion classes (also see below). These readings will consist of more specialized secondary sources and some primary sources. These readings work out to an (extremely rough estimate) average of 15 pages per week, though the actual amount of additional reading assigned in any given week varies widely.

Moodle: This course uses the history department’s moodle software: students will need to access it to download lecture outlines and additional readings. If you already have a moodle username and password for another course, they will both work for this course as well. If you have never used moodle before, you will need to sign up to get a password. Instructions for doing so are available on the history department’s website.

The moodle website is: www.arts.ualberta.ca/historyandclassics/moodle/

The enrolment key (password) for this course is: **Juche**

Grade Evaluation:

Midterm Exam – Feb. 23	20
Final Exam	30
Reading Discussion	20
Essay (Jan. 14/Feb. 2/April 1)	30
	100%

Students will be given a score out of the above totals for each grading component, e.g. midterms will come back with a number out of 20 as your grade in it.

Attendance & Missing Exams: The following quoted section is from 23.4 (3) of the 2009-2010 Calendar. It details the newly applicable policy regarding missed work and absences applicable to all classes in this University. It was instituted by the December 17, 2009 meeting of the GFC Academic Standards Committee.

“Missed Term Work: Excused absence for missed term work is not automatic and is granted at the discretion of the instructor. Instructors are not required to grant excused absences for unacceptable reasons that include, but are not limited to personal events such as vacations, weddings, or travel arrangements. When a student misses some term work (e.g., classes, labs, assignments, quizzes, term papers, reports, etc.) without acceptable excuse, a final grade will be computed using a raw score of zero for the term work missed. Any student who applies for or obtains an excused absence by making false statements will be liable under the Code of Student Behaviour.

Any student who is incapacitated because of illness, is suffering from severe domestic affliction or has other compelling reasons (including religious conviction) may apply for an excused absence for missed term work. Students should consult their Faculty for detailed information on requirements. To apply for an excused absence, a student must present supporting documentation pertaining to the absence to the instructor within two working days following the scheduled date of the term work missed or as soon as the student is able, having regard to the circumstances underlying the absence.

- a. Where the cause is incapacitating illness:
 - i. a medical note cannot be required.
 - ii. If a student chooses to provide a medical note, the University of Alberta Medical Statement Form may be downloaded from the Online Services section of www.registrar.ualberta.ca.
 - iii. Instructors may request other adequate documentation at their discretion such as a form from

the student's Faculty or a statutory declaration.

- b. In other cases, including domestic affliction or religious conviction, adequate documentation must be provided to substantiate the reason for an absence.

The instructor has the discretion either to waive the term work, or require the student make-up the term work. For a waiver, the percentage weight allotted to the term work missed is added to the percentage weight allotted to the final exam. For the make-up of term work, the student is required to complete equivalent term work as decided by the instructor. If the student does not complete the missed term work as prescribed by the instructor, a raw score of zero will be assigned for the missed term work.”

Please also note that the Faculty of Arts determines when and if a student can change the date they write their Final, not the instructor nor the Department of History & Classics.

Format and Scope of Exams: Essay Questions, Identification, and possibly Multiple Choice will be used. The Midterm will cover all readings and lectures from the beginning of the course up to that point. Two-thirds of the Final will only cover all readings and lectures from after the midterm to the end of the course. One-third of the Final will be an overall review of the entire course. Examples of previous Midterms and Finals and questions will be presented before each exam on dates indicated below.

Reading Discussion: Every week or so (see schedule below) there will be a class wholly devoted to discussing the textbook readings and the additional readings assigned that week, with an emphasis on the latter. Please be aware that a student’s vocal contributions to the class will be noted at all times, lecture classes included, but it will be much more important to speak up with intelligent, witty, and historically accurate contributions during the discussion class. It will be a student’s attendance and contribution to the discussion classes that will constitute the overwhelming majority of observations and notes that the instructor will take that will determine what grade a student receives for that portion of the overall course grade.

Students will receive a provisional estimated grade for how they are doing in the discussion portion of the course around the time of the midterm exam. They are also welcome at any time during the course to contact the instructor through email or during office hours to inquire as to how they are performing and how they can improve.

Attendance at discussion classes is essential. Even if a student attends and says little, presumably they are learning more about the course topics from listening to the moderated viewpoints and insights of their peers. Therefore attendance at discussion classes will be kept by a roll-call at the beginning of class. Students late and missing the roll-call are responsible for informing the instructor of their presence by the end of the class.

Essay: Students are required to write a research essay on an approved topic. Students will have considerable leeway in coming up with their own essay topic, within certain limits that will be outlined. The required length for the final paper handed in is 1500 words. Overly short or long essays will be penalized.

All essays must be typewritten and employ the correct scholarly apparatus (citations, bibliography) according to the Chicago editorial style. Students can find an outline of this style at the Department’s web site. (<http://www.uofaweb.ualberta.ca/historyandclassics/essaywritingguide.cfm#a>)

Please note that there are three deadlines of importance for the essay.

First Deadline - Jan. 14: The instructor will bring a sign-up sheet which attending students can sign-up on a partly random, partly polite ‘first come, first serve’ basis (no shoving other students out of the way) for

various essay categories, mainly around country and time period, e.g. ‘Japan since 1945’. There will also be leeway for a student to come up with an essay topic that transcends time and individual countries as will be explained. Students can still sign up for any remaining categories after this date, but students are not to blame the instructor if they end up writing on a country and time period they have no interest in.

Second Deadline – Feb. 2: Based on the category signed up for, students will hand in at the beginning of class one page with a one or two sentence outline of the thesis of their essay, and a bibliography

(remember alphabetization!) with four scholarly sources that could reasonably support the thesis. Students will lose a few marks off their final essay grade if they are late with this assignment and/or the bibliography is not done reasonably correctly. The instructor will also give students a very quick assessment as to the quality of the thesis they have so far come up with. There is however no lost marks for a badly written or unclear thesis; this assessment is given purely as an aid to the student to help them get their essay on track. Furthermore, students are not beholden to keep to the thesis or sources they hand in for this deadline if they change their mind or find better sources later. The purpose of this exercise is primarily to help the student get going on the essay.

Third Deadline – April 1: Final essay (1500 words) to be handed in.

Note that the essay must cite:

- at least 8 good scholarly sources (as one rough guide, anything published by a university press) relevant to their topic (Internet sources [other than scholarly databases e.g. J-Stor, or an academic article put online], the textbook, lecture notes, encyclopedias [whether Internet or not] and other assigned readings do NOT count towards this total. Note that all Internet sources will be considered extremely suspect unless the instructor is consulted beforehand or a hard copy citation for an Internet source can be given.),
 - of the scholarly sources cited, at least two must be dated as having been written 2004 or later
 - of the scholarly sources cited, at least two must be from scholarly journals, e.g. academic research periodicals, not popular magazines
 - note that one source can qualify under both categories listed e.g. a student could cite two scholarly journal articles from, for example, 2004 and 2006, and will then have met the requirements
 - if a student is unsure of any of these requirements, it is their responsibility to check with the instructor for clarification.

→ Essays that do not employ the correct editorial style, scholarly apparatus, and follow every outlined criteria above will be considered incomplete, and will not be accepted and marked until they are corrected. If not corrected by the end of term the essay will receive a grade of zero.

Students may email their bibliographies to the instructor ahead of time to ensure they are correct. The instructor will try to check if essays handed in on the due date have met the above criteria and let the offending students know before the end of the term but is not bound in any way to do so. Any late penalties incurred due to having to resubmit a correct bibliography are solely the fault of the student.

The 3rd deadline is April 1st, either to the instructor in class or to the History & Classics Department office before it closes where they will be time-stamped with the date. All essays handed in after April 1st must be either handed in to the instructor in class or the office. Students handing in to the office are completely responsible for ensuring it is received and stamped and for determining when the office will close. Please note that the office customarily closes at 4:30 p.m. but will close earlier on rare occasions without notice due to Departmental meetings, events, etc. In no case is it the responsibility of the instructor or of any staff working at the office if a student arrives to find the office “unexpectedly” closed.

There is a steep late penalty. There are seven business days between April 1st and up to and including the April 12th. For every such day an essay is handed in late there is a 7% reduction in grade. For example, if a student decided to hand in the essay on April 12th, whatever grade the essay deserves will be reduced by 49%, or roughly half. An 'A-' essay would then turn into a 'D' or 'F' essay. However, turning in an essay late rather than never is always much preferable as the latter will likely mean an automatic 'Fail' for the course (see next paragraph).

The absolute last deadline for the essay is the last day of class for the Winter term, Monday April 12th, before the close of the History & Classics Department office. Absolutely no exceptions except for 'verified' health or family emergencies (see University policy on this point above) or other circumstances in which the instructor has been consulted at least two weeks in advance of the last day of class.

Students must NOT submit their essays via email or underneath the instructor's office door OR the doors of the Department of History & Classics office. There is simply no way to ensure that essays submitted in such a manner will not get lost or discarded due to no fault of the student, the instructor, or any employee of the Department. If handed in late in such a manner there is no way the instructor can verify how much of a late penalty the essay should receive, which is manifestly unfair to other students. Therefore, any essays submitted in any of these ways will not be accepted by the instructor and will be considered late until handed in to the office or the instructor personally.

When the instructor marks your essay, he will be looking at four specific components: the quality of the overall thesis as expressed in the first paragraph(s) and concluding paragraph, how much the content of the essay logically follows and proves the overall thesis, the quality of the written English in terms of style, grammar, and spelling, and finally, the quality of the sources and how well they are used (e.g. students probably should not pad their bibliography with 20 sources and then have 90% of their citations refer back to a textbook only vaguely related to their topic that was written in, say, 1963.) Of these various components, the first two are by far the most important. Least important is the quality of the English. However, if the instructor cannot understand what you have written, this is obviously going to affect his understanding of what your thesis and content are supposed to be about.

Students with questions about their research papers are welcome to discuss them with the instructor; he will be happy to look at an introductory paragraph, outline of ideas, or bibliography, but will not pre-grade or edit essays prior to submission.

Final Grade:

Final Grading (Out of 100 percentiles):

	100
A+	93
A	87
A-	80
B+	75
B	70
B-	65
C+	60
C	55
C-	50
D+	45
D	40
F	below 40

The class is not graded on a 'curve'. The instructor will keep students informed in class (or at the Final as they receive their essays back) as to their progress and grades in each component of the course. Please note that the final grade will not be completely a simple adding up of points for various assignments. Instead there will be a very small leeway given for an overall subjective assessment of the total worth of a student's work, including a student's performance in all of the above components of the grade noted above, attendance, and overall trends in a student's performance over the term either deteriorating or improving.

Student Responsibilities: (for more details regarding responsibilities please see the Appendix)

1. Academic Integrity:

Here are four common forms of academic dishonesty that students must avoid:

- **Cheating on Tests and Examinations:** Copying the work of others; or the use, or attempted use, of unauthorized notes, information, materials, study aids, or devices in any academic exercise or activity.
- **Plagiarism:** The use and submission of another's words, ideas, results, work, or processes without providing appropriate credit.
- **Multiple Submission:** Submitting the same material for credit in two courses without permission of the instructor(s).
- **Improper Collaboration:** Inappropriate sharing of work on an assignment that was intended as an individual assignment. Or when students work together in groups beyond the degree of permissible collaboration set out by the instructor.

All incidents of academic dishonesty are reported. The penalties and sanctions for academic dishonesty include the following:

- a mark reduction up to zero on an assignment
- an F in the course
- suspension or expulsion

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) to avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

- 2. Tolerance for Others:** This course confronts and addresses many difficult themes, including ones that are politically and emotionally volatile. While you are encouraged to express your ideas, you are also expected to respect other students' opinions, beliefs, and their right to speak. Critical comments should focus on specific practices or issues; expressions of racism, sexism, religious intolerance, and homophobia are simply unacceptable.

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to: • Discuss the matter with the person whose behaviour is causing concern; or • If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening,

discuss it with the Chair of the Department. For additional advice or assistance regarding this policy you may contact the student ombudservice:

(http://www.su.ualberta.ca/services_and_businesses/services/ombudservice). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at <http://www.ualberta.ca/~unisechr>

3. Electronic Devices and Recording: All electronics devices are to be turned off during lectures and exams. Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.
4. Classroom Etiquette: Perpetually late students, or students not focusing on the lecture topic or seminar discussion will be asked to leave. Such behaviour is disrespectful of instructor and fellow students. Finally, small snacks and beverages may be eaten in class with the permission of the instructor but not entire meals.

<p>Disclaimer: The information in this Course Outline may be subject to change and any change will be announced in class and/or the course page at the History & Classics website.</p>

Lecture Topics and Reading Schedule: Class dates in normal font are lectures. Class dates in **bold** will be discussion classes for that week's textbook readings and other readings. The week's textbook reading is in *italics*.

Jan. 5 - Intro to Course

Jan. 7 **12**

Early Modern East Asia vis-a-vis the West

Connections: Europe Enters the Scene; Connections: Western Imperialism

Jan. **14** (1st Essay Deadline) 19 **21** (Note that on the 19th instead of a lecture we will have our own private tour of some of the Qing paintings and textiles from the world-renowned MacTaggart Art Collection at the Telus Centre.)
Qing China
Chapter 16 (for 14th), *18* (for 21st)

Jan. 26 **28**

Edo Japan

Chapter 17, 19

Feb. 2 (2nd Essay Deadline) 4 **11**

The Meiji Transformation; Korea 1800 – 1945

Chapters 20, 21 & 23;

Feb. 23 – Midterm

Feb. 25 **March 2**

Early 20th Century China

Chapter 24 (but not 'Connections: World War II')

March 4 **9**

War and Revolution in China

Chapter 25; Connections: World War II

March 11 **16**

Japan: Rise, Fall, and Rise

Chapters 22 & 26

March 18 **23**

Mao's China

Chapter 27

March 25 **30**

The Two Koreas

Chapter 29; Connections: East Asia in the Twentieth Century

April 1 (3rd Essay Deadline) **6** **8**

Contemporary China & Japan

Chapters 28 & 30

APPENDIX:

1. Specialized Support Services:

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Specialized Support and Disability Services, 2-800 Students' Union Building, 492-3381 (Phone) or 492-7269 (TTY). SSDS can be reached by email at sadvisor@ualberta.ca or at their website at <http://www.uofaweb.ualberta.ca/ssds/>

2. Writing Assistance:

Contact the Academic Support Centre, 2-703 Student's Union Building, 492-2682 for writing assistance. They can be reached by email at academic.support@uss.ualberta.ca or at their website at <http://www.ualberta.ca/ASCNTR> There is also the Centre for Writers which has a website at <http://www.c4w.arts.ualberta.ca/>

3. Further Details on Inappropriate Academic Behaviour:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

The following is taken from the University of Alberta's Code of Student Behaviour

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a: No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b: No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity.

30.3.2(2)c: No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

30.3.2(2)d: No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student

or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e: No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student know to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

Possible Sanctions:

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating participation in an offence, and misrepresentation of facts.

30.4.3(2) a.i A mark of 0 on an assignment for reason of Inappropriate Academic Behaviour

30.4.3(2) a.ii Reduction of a grade in a course;

30.4.3(2) a.iii A grade of F for a course;

30.4.3(2) a.iv A remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2) a.i, 30.4.3(2) a.ii or 30.4.3(2) a.iii;

30.4.3(3) b Expulsion;

30.4.3(3) c Suspension

Resources for students regarding academic dishonesty issues, including the appeals process, can be found at the university's "Truth in Education" website at:

<http://www.uofaweb.ualberta.ca/TIE/nav01.cfm?nav01=22064&>

4. Academic Dishonesty and Style Guide: (Note: this is from a course on Irish history but applies equally to this course.)

Specific university regulations pertaining to plagiarism are printed above: what follows here is a guide for students, unfamiliar with what constitutes plagiarism, to help them avoid problems with academic dishonesty. This guide provides different examples of plagiarism, as well as advice on how students can properly incorporate information into their paper without plagiarizing their sources.

For the purposes of our example, a student is writing a paper on mid-nineteenth century Irish politics and wants to use the following information. Read the passage and the four examples given below.

Original Passage:

The Great Famine, the collapse of the repeal movement and the failure of the 1848 rising meant that the 1840s were a watershed in the social, economic and political development of Ireland. After 1850 the Irish population was greatly reduced, while the poor were dispirited, demoralized and exhausted. Not surprisingly, Irishmen living outside Ireland largely inspired much of the initiative, energy and resources for the next wave of nationalist activity. For Irish Americans in particular, anger at having been forced to leave their country of birth combined with the prejudice and alienation they experienced in the United States.

- passage taken from Christine Kinealy, *A New History of Ireland* (Gloucestershire: Sutton Publishing, 2004), 171.

To properly make use of the information in this passage, the student must do two things:

- a. provide a citation directing the reader to the source of the information (a footnote that includes bibliographic information and the page number)
- b. either place the relevant sections of the text in quotation marks, or **extensively** paraphrase the passage, fundamentally changing its narrative structure.

Here are some examples, drawn from the above passage, of improper academic practice, and why each would constitute plagiarism:

Example 1:

The Fenian movement emerged as a result of significant changes in nineteenth-century Irish nationalism. The Great Famine, the collapse of the repeal movement and the failure of the 1848 rising meant that the 1840s were a watershed in the social, economic and political development of Ireland. The movement was born in 1858 with the establishment of the Irish Republican Brotherhood in Dublin and the Fenian Brotherhood in New York City.

Why this is improper form: the second sentence in this example is copied directly from the original passage above, with no footnote, no quotation marks, and no effort to paraphrase. It amounts to directly copying the original source with no credit given to the author.

Example 2:

The Fenian movement emerged as a result of significant changes in nineteenth-century Irish nationalism. "The Great Famine, the collapse of the repeal movement and the failure of the 1848 rising meant that the 1840s were a watershed in the social, economic and political development of Ireland." The movement was born in 1858 with the establishment of the Irish Republican Brotherhood in Dublin and the Fenian Brotherhood in New York City.

Why this is improper form: the student has properly placed the direct quote from Kinealy in quotation marks. However, there is no citation directing the reader to the original source, and as such, the student has not given proper credit to the author.

Example 3:

*The Fenian movement emerged as a result of significant changes in nineteenth-century Irish nationalism. The Great Famine, the collapse of the repeal movement and the failure of the 1848 rising meant that the 1840s were a watershed in the social, economic and political development of Ireland (Kinealy, *A New History of Ireland*, 171). The movement was born in 1858 with the establishment of the Irish Republican Brotherhood in Dublin and the Fenian Brotherhood in New York City.*

Why this is improper form: the student has given a proper citation crediting the author; however, the student has copied the sentence directly from the original, with no quotation marks or effort to paraphrase. To be clear: it is NOT sufficient to merely provide a citation. If the student has copied the text from the original, or has not properly paraphrased it, the student has

Example 4:

The Fenian movement emerged as a result of significant changes in nineteenth-century Irish nationalism. The Famine, the failure of the repeal movement and the defeat of the 1848 rising meant that the 1840s were a turning point in Ireland's social, economic and political development (Kinealy, A New History of Ireland, 171). The movement was born in 1858 with the establishment of the Irish Republican Brotherhood in Dublin and the Fenian Brotherhood in New York City.

Why this is improper form: this is the most common issue students face when determining how to integrate research material into their essays. In this example, the student has provided the citation crediting the author, and has not directly copied the passage. However, compare it to the original passage and note that the student has NOT paraphrased it: a number of words have been changed (failure instead of collapse, defeat instead of failure, turning point instead of watershed, etc.) but the basic narrative structure has been retained. The passage is still too close to the original.

Example 5:

The Fenian movement emerged as a result of significant changes in nineteenth-century Irish nationalism. The mid-nineteenth century was “a watershed in the social, economic and political development of Ireland,” with the strength of Irish nationalist activity undermined by the calamity of the Great Famine and the twin political defeats of Daniel O’Connell’s repeal movement and the Young Ireland uprising of 1848 (A New History of Ireland, 171). The momentum of Irish nationalism moved across the Atlantic to the United States, where Irish Americans provided much of the political and financial support for Irish revolutionary activity in the latter half of the nineteenth century.

Why this is correct form: The student has mixed in a direct quotation with paraphrasing of Kinealy’s passage. In this example, the citation comes at the end of the sentence with the direct quote; otherwise, the citation would properly be placed at the end of the paragraph.

Quotations:

- If you quote more than two lines of a passage, you need to centre it and single-space it in your own essay. For example:

The movement of people from Ontario to the Prairie West began in earnest in the 1870s as pioneer settlers returned home with tales of Manitoba’s agricultural potential. Nellie McClung described how the return of one settler, Michael Lowrey, inspired others to move west to Manitoba:

The young people kindled to the picture young Michael painted – they could see the sea of grass and the friendly skies above it, and they could feel the intoxication of being the first to plant the seed in that mellow black loam, enriched by a million years of rain and sun (McClung, *Clearing in the West*, 31).

Convinced by Lowrey’s account, McClung’s brother Will homesteaded in Manitoba in 1879, followed by the rest of the family a year later.

- As a general rule, avoid quotations whenever possible: excessive reliance on quotations completely disrupts the narrative flow of an essay because the writing constantly shifts back and forth between the student’s voice and the quoted source. Students should paraphrase more often than not, reserving

quotes ONLY for cases where the exact words used by the author are important to convey your meaning; in the overwhelming majority of cases, paraphrasing is a better option.

- Always introduce quotes with your own words. Drawing again on example two from above:

The Fenian movement emerged as a result of significant changes in nineteenth-century Irish nationalism. “The Great Famine, the collapse of the repeal movement and the failure of the 1848 rising meant that the 1840s were a watershed in the social, economic and political development of Ireland” (Kinaely, A New History of Ireland, 171).

The second sentence here consists of a full-sentence quote, not introduced by the student’s own words. Use something like this instead:

The Fenian movement emerged as a result of significant changes in nineteenth-century Irish nationalism. Profound changes including “the Great Famine, the collapse of the repeal movement and the failure of the 1848 rising” made the mid-nineteenth century “a watershed in the social, economic and political development of Ireland.” (Kinaely, A New History of Ireland, 171).

What follows here is a list of some of the most common errors made in student essays, but students are encouraged to consult a Chicago style guide when concerned about other writing issues.

- **it’s vs. its:** it’s is a contraction for “it is”; thus, “The FLQ published its manifesto” rather than “The FLQ published it’s manifesto.”
- **Capitalization:** when using political titles, capitalize only as part of a proper title: for example, use capitals for Prime Minister Robert Borden, but not when writing Robert Borden, prime minister of Canada, or the prime minister.
- **Dates:** dates are always written in numeric form (1986) except when starting a sentence: when starting a sentence with a date, write it out fully (nineteen-eighty six). Because this is somewhat cumbersome, try to avoid starting sentences with dates.
- **Numbers:** numbers from zero to one hundred should be written out, as should round numbers (for example, five hundred), while others should be written in numeric form. And as with dates, numbers used at the start of a sentence should be spelled out.

FOR Further Information: All students should consult the “Truth-In-Education” handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of **plagiarism** and its consequences when detected. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.