

**HUMAN WRONGS, HUMAN RIGHTS:  
SLAVERY AND COLONIALISM IN  
HISTORICAL PERSPECTIVE**

HIS 1110A: Introduction to Global History  
**Fall 2020**

**COURSE OUTLINE**

**Class schedule:** Tuesday 13:00 - 14:15 Location: Online Type: Lecture + Hybrid

Thursday 11:30 - 12:45 Location: Online Type: Lecture + Hybrid

**Dr. Eric Allina, Associate Professor of History**

**Office hours:** by e-mail appointment only, owing to pandemic restrictions.

**Dr. Meredith Terretta, Gordon F. Henderson Chair of Human Rights, Associate Professor of History**

**Office Hours:** by e-mail appointment only, owing to pandemic restrictions.

**OFFICIAL COURSE DESCRIPTION**

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This course will teach students to think historically about the ways in which human beings have, in the past as well as in the present, grappled with two significant human problems (slavery and colonialism) over a long span of time and across a broad geographical range. In two parts of six weeks each, students will learn how historians approach these important questions through key concepts of historical thinking (including historical significance), primary source evidence, continuity and change, cause and consequence, historical perspective, and ethics in history. Students will also broach these subjects through interdisciplinary perspectives including geography, literature, law, documentary film, and podcasts.

**Further Information**

This is a blended course, meaning that online (Zoom) lectures are complemented by online learning activities that students engage with on their own time. The interactive online activities make learning more stimulating and dynamic and provide an occasion

for students to discuss online and learn collaboratively. Research shows that students score higher in blended courses than in either lecture-based or fully online courses.

## **GENERAL AND SPECIFIC COURSE OBJECTIVES**

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In this Introduction to Global History, students will be introduced to the broader skills of **gathering evidence, evaluating, interpreting and analyzing historical data, learning to read and contextualize primary historical (visual, oral, digital, and textual) source material, and learning to think historically about scholarly and popular literature from various disciplines.**

Specifically, students will learn to think historically about slavery and colonialism, and discover how historical knowledge of these phenomena facilitates present-day understandings of them and can serve to prevent them in their ongoing forms.

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## ASSESSMENTS

Task, Due Date, Grade Percentage	Breakdown of Task	Evaluation Criteria	Skills Learned and Assessed
<p><u>Quiz 1:</u> <b>Complete the quiz on Brightspace</b></p> <p>Due Date: <b>Wed, 23 Sept by 3 p.m. at the latest, earlier if you like.</b></p> <p>5% of final grade</p>	<p><b>Go to the Quizzes menu on the Brightspace Navbar and click on Quiz 1. Follow the directions and answer the questions. You may take as long as you like, but you must finish the quiz by Wednesday, 23 September at 3 p.m. The quiz will be available as of 3 p.m. on 18 September.</b></p>	<p><b>Students will be evaluated on the correctness of their answers.</b></p>	<p><b>Development and assessment of ability to fact from argument; to grasp some of slavery’s contemporary legacies; to distinguish among genres of evidence; and understand how interdisciplinary analysis may contribute to historical understanding.</b></p>
<p>Quiz 2: Enslaved people’s actions</p> <p><b>Complete the quiz on Brightspace</b></p> <p>Due Date: <b>Wed, 30 Sept at 3 p.m.</b></p> <p>10% of final grade</p>	<p>Go to the Quizzes menu on the Brightspace Navbar and click on Quiz 2. Follow the directions and answer the questions. The quiz will be available to you as of 25 September at 3 p.m., and you may use as much time as you like, but you must submit your answers by Wednesday, 30 September at 3 p.m.</p>	<p>These are open-ended, short answer questions; answers will be evaluated based on their responsiveness to directions and how well they apply course concepts to historical evidence. Four questions to answer, equally weighted.</p>	<p>Capacity to illustrate broad concepts with specific examples; interpretation of primary sources.</p>
<p>Quiz 3: Abina and the Important Men</p> <p><b>Complete the quiz on Brightspace.</b></p> <p>Due Date:</p>	<p>Go to the Quizzes menu on the Brightspace Navbar and Click on Quiz 3. Follow the directions and answer the questions that pertain to the video. The quiz will be available to you as of 2 October at 3 p.m., and you may take as much time as you like, but you must submit your quiz</p>	<p>These are open-ended, short answer questions; answers will be evaluated based on their responsiveness to directions and how well they apply course concepts to the narrative in the video.</p>	<p>Ability to recognize and identify specific iterations of broad concepts; ability to make appropriate, relevant comparison of similar historical processes.</p>

<p><b>Thursday, 8 Oct, 3 p.m.</b></p> <p>10 % of final grade</p>	<p>by Thursday, 8 October, 3 p.m.</p>		
<p>Quiz 4: Modern Slavery. <b>Complete the quiz on Brightspace</b></p> <p>Due Date: <b>Tuesday, 20 October, 3 p.m.</b></p> <p><b>10 % of final grade.</b></p>	<p>Go to the Quizzes menu on the Brightspace Navbar and click on Quiz 6.1. Follow the directions to listen to the podcast via the link provided, read the Bellagio-Harvard Guidelines on the Legal Parameters of Slavery, and answer the questions. The quiz will be available to you as of 15 October at 3 p.m., and you may take as long as you like, but you must submit your quiz by 20 October at 3 p.m.</p>	<p>These are open-ended, short answer questions; answers will be evaluated based on their responsiveness to directions and how well they apply ideas in the Harvard-Bellagio Guidelines to the case described in the podcast.</p>	<p>Ability to grasp processes of change over time; to apply broad categories to specific empirical data; to synthesize information in diverse examples.</p>
<p><u>Quiz 5:</u></p> <p><b>Complete the Quiz on Brightspace</b></p> <p>Due Date: <b>Mon, 9 Nov. by 3:00 pm at the latest! (You may turn it in beforehand).</b></p> <p>7% of Final Grade</p>	<p>Read the assigned article online (available in the content area of Brightspace under 7.2); study the interactive map.</p> <p>Go the Quizzes on the Navbar of the Brightspace site. Click on Mapping of Massacres. Fill in the Quiz (you will have 90 minutes).</p> <p>Please note that the Quiz will not be available/visible to you until 11 am on 28 October.</p>	<p>Students will be evaluated for the quality of their short answers to questions.</p>	<p>Develop an understanding of how the way we define terms shapes our perception of history; of the importance of history for the present; of the links between past and present.</p>
<p><u>Quiz 6</u></p> <p>Due Date: <b>Mon, 16 Nov. by 3 pm at the latest! (You may turn it in beforehand).</b></p> <p>7% of Final Grade</p>	<p>Watch the documentary <i>Eddie and the High Court of Australia</i> (available in the Content area of Brightspace under 8.2). Fill in the questions as you are watching.</p>	<p>Questions are short answer and worth between 1 and 3 points for question.</p>	<p>Quiz is designed to familiarize students with key legal concepts related to land ownership and colonialism: terra nullius, sovereignty, legal pluralism, and others.</p>

<p><u>Quiz 7</u></p> <p>Due Date: <b>Mon, 23 Nov. by 3:00 pm at the latest!</b> <b>(You may turn it in beforehand).</b></p> <p>7% of Final Grade</p>	<p>Complete the assigned readings (available in the content area of Brightspace under 10.1)</p> <p>Go the Quizzes on the Navbar of the Brightspace site. Click on Rubber, Tea and Labour in Colonial Plantations. Fill in the Quiz (you will have 90 minutes).</p> <p>Please note that the Quiz will not be available/visible to you until 9 am on 14 November.</p>	<p>Questions are short answer.</p>	<p>Quiz is designed to enhance geographical knowledge of major cash-crop/plantation systems in colonial economy; and to understand coercion and racial hierarchies in colonial labour systems.</p>
<p><u>Quiz 8</u></p> <p>Due Date: <b>Mon, 30 Nov. by 3:00 pm at the latest!</b> <b>(You may turn it in beforehand).</b></p> <p>7% of Final Grade</p>	<p>Complete the assigned readings and listen to the podcast (available in the content area of Brightspace under 11.1)</p> <p>Go the Quizzes on the Navbar of the Brightspace site. Click on A Hawaiian Language Nearly Died. Fill in the Quiz.</p> <p>Please note that the Quiz will not be available/visible to you until 9:30 am on 21 November.</p>	<p>Questions are short answer worth between 1 and 3 points</p>	<p>Quiz develops an understanding of the importance of language; the sense of loss caused by imposition of colonial languages; and various means of revitalization of indigenous languages.</p>
<p><u>Quiz 9</u></p> <p>Due Date: <b>Monday, 7 Dec by 3:00 pm at the latest!</b> <b>(You may turn it in beforehand).</b></p> <p>7% of Final Grade</p>	<p>Watch the documentary <i>Incredible Story of Apartheid with a Difference</i> (available in the Content area of Brightspace under 8.2). Fill in the questions as you are watching.</p>	<p>Questions are short answer</p>	

**Final Exam    Take-home Exam    30% of Final Grade    Due 15 Dec 2020 at 11:59 pm**

**For the final exam, students will select a statue that commemorates a figure associated with slavery or colonialism, and historically analyse it, as well as any present-day public interactions with it, on the basis of their learning throughout the semester, and a series of online written and audio-visual analyses of the so-called “statue wars” curated by their professors. Each student will compose a blogpost style write-up, with a title and an image, of no more than 1000 words. The elements to include in the write-up, the marking criteria, and the collection of secondary analysis will be shared with students on 2 December.**

### **Policy late submissions**

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. *There may be a penalty for late submissions.*

Students who are excused for missing an exam will be required to write a deferred exam, except where the professor offers a re-weighting scheme, which applies to the student’s case. Professors may decline to offer a deferred exam and instead re-weight the remaining pieces of work only if (i) the re-weighted scheme is indicated on the syllabus and (ii) it respects both the 25 percent rule (Academic Regulation 9.0) and the final exam rule.

DFR forms must be completed for both midterms and final exams. The form can be obtained at <https://socialsciences.uottawa.ca/students/undergraduate-forms>. Once completed, the form with supporting documentation (ex. medical certificate) will automatically be sent to the academic unit which offers the course. The request must be completed within five working days of the exam and must respect all the conditions of Academic Regulation I9.5

(<https://www.uottawa.ca/administration-and-governance/academic-regulation-9-evaluation-of-student-learning>).

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit [www.uOttawa.ca/sexual-violence-support-and-prevention](http://www.uOttawa.ca/sexual-violence-support-and-prevention)

### **Required Material**

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Required readings are available on the course Brightspace site, where you will also find other required course materials including links to websites.

### **SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>	<b>Activity</b>
<b>Thurs 10 Sept</b>	Introduction to the course	Come to class -- meeting via Zoom (login in on Brightspace course site)	Meeting via Zoom
<b>Tues 15 Sept</b>	Topic 1.1--Thinking about slavery and history: What is	Before this class read:	Meeting via Zoom

slavery? What is wrong with slavery?

Kwame Anthony Appiah, “What’s Wrong with Slavery?” in Kwame Anthony Appiah and Martin Bunzl, eds., *Buying Freedom: The Ethics and Economics of Slave Redemption* (Princeton, 2007), 249-58; Moses Finley, *Ancient Slavery and Modern Ideology* (New York, 1980), 68; selections from the Bible and the Babylonian Laws.

<b>Thurs 17 Sept</b>	Topic 1.2--Thinking about slavery and history: Slavery across time and place	Before this class read: Brett Rushforth, <i>Bonds of Alliance: Indigenous and Atlantic Slavery in New France</i> (Chapel Hill, 2012), 15-20, 35-51.	Meeting via Zoom
<b>Tues 22 Sept</b>	Topic 2.1--Expansions in slavery: Slavery and the creation of the Atlantic world	Before this class read: Robert Harms, <i>The Diligent: A Voyage through the Worlds of the Slave Trade</i> (New York, 2002), 79-84; Afua Cooper, <i>The Hanging of Angelique: The Untold Story of Canadian Slavery and the Burning of Old Montreal</i> (Toronto, 2006), 14-16, 68-87.  Take Quiz 1 on Brightspace by 3 p.m. on Wednesday, 23 September.	Meeting via Zoom
<b>Thurs 24 Sept</b>	Topic 2.2--Expansions in slavery: Blackness and bondage in North America	Before this class read: Walter Johnson, <i>Soul by Soul: Life Inside the Antebellum Slave Market</i> (Cambridge, 1999), 19-24; Ira Berlin, <i>Many Thousands Gone: The First Two Centuries of Slavery in North America</i> (Cambridge, 1998), 95-108.	Meeting via Zoom
<b>Tues 29 Sept</b>	Slavery 3.1--Actions against slavery: Enslaved people taking action.  <b>No Zoom meeting! Blend your learning with independent work online!</b>	Read: James C. Scott, <i>Domination and the Arts of Resistance: Hidden Transcripts</i> (New Haven, 1990), 198-201.  Follow the directions for Enslaved People’s Actions under the Quizzes menu in Brightspace. <b>Remember:</b> take Quiz 2 on Brightspace by 3 p.m. on Tuesday, 29 September.	Independent online activity

<b>Thurs 1 Oct</b>	Slavery 3.2--Actions against slavery: Enslaved people's resistance.	Before this class read:  Hilary McD. Beckles, <i>Natural Rebels: A Social History of Enslaved Black Women in Barbados</i> (New Brunswick), 152-174.	Meeting via Zoom
<b>Tues 6 Oct</b>	Slavery 4.1--Abolition and its aftermath: Caution, complicity, and calculation	Before this class read:  Indrani Chatterjee, "Abolition by Denial: The South Asian Example," in Gwyn Campbell, ed., <i>Abolition and its Aftermath in the Indian Ocean and Africa</i> (New York, 2005), 150-68.	Meeting via Zoom
<b>Thurs 8 Oct</b>	Slavery 4.2--Abolition and its aftermath: Abina and the Important Men  <b>No Zoom meeting! Blend your learning with independent work online!</b>	Follow the directions for Abina and the Important Men under the Quizzes menu in Brightspace. Remember: take Quiz 3 on Brightspace by 3 p.m. on 8 October.	Independent online activity
<b>Tues 13 Oct</b>	Slavery 5.1--Societies after slavery: Slavery by another name?	Before this class read:  Juanita De Barros, "Urban British Guiana, 1838-1924: Wharf Rats, Centipedes and Pork Knockers," in Douglas Hay and Paul Craven, eds., <i>Masters, Servants and Magistrates in Britain and the Empire, 1562-1955</i> (Chapel Hill, 2004), 323-337.	Meeting via Zoom
<b>Thurs 15 Oct</b>	Slavery 5.2--Societies after slavery: Twentieth-century servitude	Before this class read:  Suzanne Miers, "Slavery and the Slave Trade as International Issues, 1890-1939," in Suzanne Miers and Martin A. Klein, eds., <i>Slavery and Colonial Rule in Africa</i> (London, 1999), 16-37.	Meeting via Zoom
<b>Tues 20 Oct</b>	Slavery 6.1--Slavery's legacies: "Modern slavery"  <b>No Zoom meeting! Blend your learning with independent work online!</b>	Remember: Turn in Quiz 4 by 3 p.m. on 20 October	Independent online activity
<b>Thurs 22 Oct</b>	Slavery 6.2--Slavery's legacies: History, commemoration, reparation	Before this class read:  Hillary McD. Beckles, "'Slavery was a long, long time ago': Remembrance, Reconciliation and the Reparations Discourse in the Caribbean," <i>Ariel</i> 38, 1 (2007): 9-25.	Meeting via Zoom

<b>Tues</b> <b>27 Oct</b>	NO CLASS		
<b>Thurs</b> <b>29 Oct</b>	NO CLASS		
<b>Tues 3</b> <b>Nov</b>	Colonialism 7.1: TELLING STORIES AND THE ORDER OF KNOWLEDGE	<p>Before this class, read:</p> <p>Thomas King, <i>The Inconvenient Indian</i>, pp. ix-20</p> <p>Miguel Leon-Portilla, ed., "Spanish Raids into the Besieged City," <i>The Broken Spears: The Aztec Account of the Conquest of Mexico</i>, pp. 103-114.</p>	Meeting via Zoom
<b>Thurs</b> <b>5 Nov</b>	Colonialism 7.2: RECOUNTING AND MAPPING MASSACRES. <b>DON'T COME TO CLASSROOM! INDEPENDENT WORK.</b>	<p>Explore: <a href="#">Colonial Frontier Massacres in Eastern Australia</a></p> <p>Read: <a href="#">The Mapping of Massacres</a></p> <p>Do the Quiz 5 and turn in by 3 p.m. on Monday 9 Nov.</p>	Independent online activity
<b>Tues</b> <b>10</b> <b>Nov</b>	Colonialism 8.1: COLONIAL LAW-FROM RELIGION TO SCIENCE	<p>Before this class, read:</p> <p>Jan Nederveen Pieterse, <i>White on Black: Images of Africa and Blacks in Western Popular Culture</i>, Chap. 2 "Savages, Animals, Heathens, Races," pp. 44-51.</p> <p>H. Streets-Salter and T. Getz, <i>Empires and Colonies</i>, pp. 269-286.</p> <p>Listen: <a href="#">Is Race Making a Comeback?</a></p>	Meeting via Zoom
<b>Thurs</b> <b>12</b> <b>Nov</b>	Colonialism 8.2: TERRA NULLIUS <b>DON'T COME TO CLASSROOM! INDEPENDENT WORK.</b>	<p>Watch: <a href="#">Eddie and the High Court of Australia</a></p> <p>Do the Quiz 6 while watching. Complete by 3 p.m. on Monday 16 Nov.</p>	Independent online activity
<b>Tues</b> <b>17</b> <b>Nov</b>	Colonialism 9.1: LAND: DISPOSSESSION AND ALIENATION	<p>Before this class, read:</p> <p>Alan Greer, <i>Property and Dispossession</i>, pp. 29-36; 43-55.</p>	Meeting via Zoom
<b>Thurs</b> <b>19</b> <b>Nov</b>	Colonialism 9.2: LAND: URBAN AND RURAL SEGREGATION	<p>Before this class, read:</p> <p>John Tully, "The Ecological Cost of Transformation," <i>Crooked Deals and Broken Treaties</i>, pp. 39-49</p> <p>Carl H. Nightingale, <i>Segregation: A Global History of Divided Cities</i> (Chicago), "White Town/Black Town," pp. 47-74.</p>	Meeting via Zoom

<p><b>Tues 24 Nov</b></p>	<p>Colonialism 10.1: LABOUR, PROFIT AND LOSS: ECONOMICS AND VIOLENCE OF COLONIAL LABOUR SYSTEMS</p>	<p>Before this class, read: Tran Tu Binh, <i>The Red Earth: A Vietnamese Memoir of Life on a Colonial Rubber Plantation</i>, pp. vii-31.</p> <p>Rana P. Behal, “British Tea Planters in Assam and the Indenture Labour System.” <i>Modern Asian Studies</i> 44.1 (29-51).</p> <p>Turn in Quiz 7 on readings by Monday, 23 Nov, by 3 p.m.</p>	<p>Meeting via Zoom</p>
<p><b>Thurs 26 Nov</b></p>	<p>Colonialism 11.1: LANGUAGE- ENDANGERMENT AND REVITALIZATION <b>DON'T COME TO CLASSROOM! INDEPENDENT WORK.</b></p>	<p>Read: Ngugi wa Thiong’o, <i>Decolonizing the Mind: The Politics of Language in African Literature</i>, Ch. 1, “The Language of African Literature,” pp. 4-20.</p> <p>Final Report of the Truth and Reconciliation Commission of Canada, Chap. 3 “I Lost My Talk.”</p> <p>Listen: <a href="#">A Hawaiian Language Nearly Died</a></p> <p>Complete Quiz 8 to turn on Monday, 30 Nov by 3 p.m.</p>	<p>Independent online activity</p>
<p><b>Tues 1 Dec</b></p>	<p>Colonialism 12.1: LANGUAGE AND IDENTITY</p>		<p>Meeting via Zoom</p>
<p><b>Thurs 3 Dec</b></p>	<p>Colonialism 12.2: MEMORY AND LIVED LEGACIES <b>DON'T COME TO CLASSROOM! INDEPENDENT WORK.</b></p>	<p>Before this class read: Judith Stone, <i>When She was White: The True Story of a Family Divided by Race</i>, pp. 68-92.</p> <p>Bev Sellars, <i>They Called Me Number One: Secrets and Survival at an Indian Residential School</i>, Talonbooks, 2013, pp. Xiii- xvi; pp.29-40.</p> <p>Watch: <a href="#">The Incredible Apartheid Story With a Difference</a> and complete quiz before class</p> <p>Explore: <a href="#">Apartheid Legislation passed from 1948 to 1990</a></p> <p><a href="#">The Power and Impact of Ernest Cole’s Rediscovered Archive</a></p> <p>Complete Quiz 9 to turn in by 3 p.m. on Monday, 7 Dec</p>	<p>Independent online activity</p>

### ***Resources for you***

FACULTY MENTORING CENTRE - <https://arts.uottawa.ca/en/mentoring>

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Mentoring Centre is there to help students continue on their path to success.

A student may choose to visit the Mentoring Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

ACADEMIC WRITING HELP CENTRE - <http://www.sass.uottawa.ca/writing/>

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- **Master the written language of your choice**
- **Expand your critical thinking abilities**
- **Develop your argumentation skills**
- **Learn what the expectations are for academic writing**

COUNSELLING AND COACHING - <http://sass.uottawa.ca/en/personal>

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

HUMAN RIGHTS OFFICE - <https://www.uottawa.ca/respect/en>

#### **Mandate:**

To provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

#### **Contact information:**

1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 / Email: [respect@uOttawa.ca](mailto:respect@uOttawa.ca)

ACADEMIC ACCOMMODATIONS - <http://sass.uottawa.ca/en/access>

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that

you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person in [our office](#)
- online
- by phone at 613-562-5976

#### **Deadlines for submitting requests for adaptive measures during exams**

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
  - November 15 for the fall session
  - March 15 for the winter session
  - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

**CAREER DEVELOPMENT CENTRE** - <http://www.sass.uottawa.ca/careers/>

Career Development Centre offers various services and resources in career development to enable you to recognize and enhance the employability skills you need in today's world of work.

**STUDENT RESOURCES CENTRES** - <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of student needs.

#### ***Beware of Academic Fraud!***

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the “*Writing and Style Guide for University Papers and Assignments.*” It can be found at: <http://socialsciences.uottawa.ca/undergraduate/writing-style-guide>

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of “F” for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to the *Student's Guide to Academic Integrity*:

<http://www.uottawa.ca/vice-president-academic/sites/www.uottawa.ca.vice-president-academic/files/academic-integrity-students-guide.pdf>

and Academic Integrity Website (Office of the Vice-President Academic and Provost)

<http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>