



**Western University**

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**From the Selected Works of Jason Dyck**

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2021

# HI252 (Lives of the Explorers)

Jason Dyck

# HI 252: Lives of the Explorers

## Wilfrid Laurier University

### Fall 2021

**Instructor:** Jason Dyck (pronouns: he/him/his)

**Email:** [jasondyck@wlu.ca](mailto:jasondyck@wlu.ca)

**Lecture Times:** Mondays and Wednesdays,  
18:00–18:50 EDT

**Classroom:** Delivered synchronously and  
asynchronously online in MyLearningSpace

**Virtual Office Hours:** Wednesdays, 19:00–20:00 EDT (or by appointment)



#### **Land Acknowledgment:**

We would like to acknowledge that Wilfrid Laurier University and its campuses are located on the Haldimand tract, traditional territory of the Neutral, Anishnaabe and Haudenosaunee peoples. This land is part of the Dish with One Spoon Treaty between the Haudenosaunee and Anishnaabe peoples and symbolizes the agreement to share, protect our resources and not to engage in conflict.

#### **Sensitive Content Warning:**

The history of exploration in the Atlantic world was filled with violence, rape, wars, massacres, slavery, and colonial expansion. This is not the entire story, of course, but students need to be aware that the past is not always a pretty place and that the past affects us differently in the present. Please be sensitive with the material we are studying and remember that we are given the privilege of looking into the lives of real people. If you have any questions or concerns about the content of any given week, feel free to contact the instructor.

## **I. Course Description**

This course follows the history of exploration in the Atlantic world between the late fifteenth and early seventeenth centuries, what has traditionally been called the “Age of Discovery” or the “Age of Exploration.” It begins with Indigenous explorers in the Americas before turning to Viking and Iberian expansion into the Near Atlantic and Africa during the medieval period. These earlier expeditions and voyages complicate traditional narratives of “discovery” in the early modern period, thus preparing students to understand the lives of seven explorers who laid the groundwork for the establishment of the Spanish, Portuguese, French, British, and Dutch empires in the so-called New World. Although the bulk of these explorers are European men, each week their lives are used to reflect on various aspects of colonialism, empire building, and cross-cultural encounters. More specifically, their lives offer students an opportunity to think about why so many Indigenous, African, Mestizo, and female explorers are ignored, misrepresented, or

only briefly mentioned in passing in colonial texts and modern historiography. The course ends with an analysis of the ways in which early modern explorers have been remembered in film, monuments, and popular culture.

## II. Learning Outcomes

At the end of this course, you will be able to:

- Identify some of the most important people, events, and patterns in the history of exploration in the Atlantic world
- Analyze and assess primary sources from the early modern period
- Evaluate historical arguments and scholarship on exploration in the Atlantic world
- Conduct independent research using primary and secondary sources
- Express in writing the results of historical thinking and research
- Compose a bibliography and footnotes using the *Chicago Manual of Style*

## III. Course Materials

The syllabus, discussion board readings, important handouts, lecture outlines, PowerPoint slides, internet links, and other course materials will all be available for consultation in MyLearningSpace. Weekly readings – which consist of book chapters, journal articles, and excerpts of primary sources – are all available through **ARES**, Laurier’s course reserves.

## IV. Course Format

**Delivery.** This course will be delivered both synchronously and asynchronously online through Laurier’s learning management system MyLearningSpace. Students need to be independent learners and effectively manage their time, a useful skill to succeed in this course and one all employers are looking for.

**Emails.** Throughout this course, students will receive emails every Sunday evening outlining what they are expected to do each week. While this form of communication is a courtesy, students should frequently review the syllabus to make sure they are keeping up with all their deadlines.

**Breakdown.** There are 12 weeks of instruction in this course, which is divided into 5 modules and 24 lectures. Each week runs from Monday 00:05 EDT to Sunday 23:55 EDT, starting on September 13, 2021, and ending on December 8, 2021. Lectures are held synchronously (live) from 18:00–18:50 EDT each week on Mondays and Wednesdays.

**Lectures.** Weekly lectures will be delivered via Zoom, which consist of both the delivery of content and other interactive exercises. Put in other words, students will be actively engaged

in the learning process together with the instructor.

**Lecture Outlines.** All lectures are accompanied by lecture outlines, which consist of an overview of the themes of the lecture; important names, terms, and dates; and a select bibliography. Weekly lecture outlines will be made available as pdf files on Mondays and Wednesdays before lectures begin at 18:00 EDT.

**PowerPoint Slides.** All lectures will be delivered using PowerPoint slides, which complement lecture outlines with additional information and important images. Weekly PowerPoint slides will be made available as pdf files on Mondays and Wednesdays before lectures begin at 18:00 EDT.

**Recordings.** Synchronous (live) lectures will be delivered in this course via Zoom, a video conferencing platform supported by the university. Steps have been taken to protect the security of the information shared. For more information about Zoom, please visit Tech Service's [Getting Started with Zoom](#). Class sessions will be recorded with the video and audio (and in some cases transcription) made available to students in the course in MyLearningSpace for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated course work. If you are concerned about the use or collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives. To learn more about how your personal information is collected, used, and disclosed by the University, please see Laurier's Notice of Collection, Use and Disclosure of Personal Information.

**Discussion Boards.** There are 12 discussion boards in this course, one for each week. Students are required to regularly participate in discussions, which includes reading the required reading, writing posts, and then reading and responding to posts by their fellow classmates and instructor.

**Research Skills.** There is a collection of seven StoryMaps (Research Skills) on the research process integrated into this course that are related to your research proposal and research paper. These story maps are short (between 6 and 9 minutes each) and are designed to help you succeed in this course.

**Time.** Every lecture is one hour, and discussion board participation should take roughly one hour as well, which totals three hours of "class time" a week. Every week you have required readings, which totals roughly forty pages. If you read twenty pages an hour, you need roughly two hours to prepare for your discussion board posts. In total, you need to factor in five hours a week for lectures and discussion boards and roughly 45 minutes for the Research Skills story maps. The time it takes you to complete your assignments depends on how long you study, how much research you do, and what type of writer you are. Start planning at the beginning of the semester to avoid running into problems in November.

**Email.** You can feel free to email the instructor about anything concerning the course and expect to receive a response within 24 hours.

**Office Hours.** You can speak with the instructor virtually via Zoom Wednesdays between 19:00 EDT and 20:00 EDT. If this time is not suitable, you can make alternative arrangements by emailing the instructor.

**Behaviour.** Much like in face-to-face settings, you must be courteous with your fellow classmates and with the instructor. People write nasty things online because they feel invisible, but this type of virtual behaviour will not be tolerated in this course. It is okay to respectfully disagree with someone; it is not okay to use vulgar, racist, sexist, or other forms of discriminatory language. Those who do not maintain the behavioral standards of a respectful learning environment may be subject to discipline.

## **V. Technological Requirements for the Course**

This course is delivered entirely online, which means you need regular access to a computer and a reliable internet connection. You will need to know how to navigate MyLearningSpace, use your Wilfrid Laurier email account, connect to and use Zoom, play videos, upload papers, and download and view pdf files. Given that this course concentrates on the research process, you will need to learn how to search Wilfrid Laurier University Library's search tool and other specialized databases.

## **VI. Course Calendar**

### **Module A: Introduction**

#### ***WEEK 1: Preparing for the Journey (September 13–19)***

**Lecture #1:** Review of the Course Outline (September 13)

**Lecture #2:** Packing the Backpack (September 15)

**Discussion Board #1:** Autoethnographies

#### **Discussion Board Deadlines**

- Posts/comments open: September 13
- Posts/comments due: September 19

#### **Discussion Board Reading:**

- Jason Dyck, Course Outline for HI252, 2021.
- Jason Dyck, Marking Guide for HI252, 2021.

## Module B: Explorers in the Medieval Atlantic

### **WEEK 2: Indigenous Exploration (September 20–26)**

**Lecture #3:** Migration Theories (September 20)

**Lecture #4:** Amerindian Empires (September 22)

**Discussion Board #2:** Wrestling with Origins

#### **Discussion Board Deadlines**

- Posts/comments open: September 20
- Posts/comments due: September 26

#### **Discussion Board Reading:**

- John E. Kicza and Rebecca Horn, “The Native Societies of the Americas Before Contact,” in *Resilient Cultures: America’s Native Peoples Confront European Colonization, 1500–1800*, 2nd ed. (Boston: Pearson Education, 2013), 5–29.
- John Norton, “Iroquois Creation Story,” in *World Turned Upside Down: Indian Voices from Early America*, ed. Colin G. Calloway (Boston: St. Martin’s Press, 1994), 20–27.
- José de Acosta, “Introduction” and “Book I,” in *Natural and Moral History of the Indies*, ed. Jane E. Mangan and trans. Frances López-Morillas (Durham: Duke University Press, 2002), xvii–xxi, 51–74.

### **WEEK 3: European Navigation (September 27–October 3)**

**Lecture #5:** Ventures into Africa (September 27)

**Lecture #6:** The Near Atlantic (September 29)

**Discussion Board #3:** The Origins of the Atlantic World

#### **Discussion Board Deadlines**

- Posts/comments open: September 27
- Posts/comments due: October 3

#### **Discussion Board Reading:**

- Valerie Hansen, “Go West, Young Viking,” in *The Year 1000: When Explorers Connected the World—and Globalization Began* (New York: Scribner, 2020), 27–52.
- Felipe Fernández-Armesto, “Springing: The Maritime Turn of the Late Middle Ages and the Penetration of the Atlantic,” in *Pathfinders: A Global History of Exploration* (Toronto: Viking Canada, 2006), 122–151.

## Module C: Explorers in the Iberian Atlantic

### **WEEK 4: Hispaniola: Christopher Columbus (October 4–10)**

**Lecture #7:** Early Encounters in the Caribbean (October 4)

**Lecture #8:** The Columbian Exchange (October 6)

#### **Discussion Board #4: Christopher Columbus: An Agent of Genocide?**

##### **Discussion Board Deadlines**

- Posts/comments open: October 4
- Posts/comments due: October 10

##### **Discussion Board Reading:**

- David Stannard, "Prologue" and "Pestilence and Genocide," in *American Holocaust: The Conquest of the New World* (New York: Oxford University Press, 1992), ix–xv, 57–75.
- Alex Alvarez, "Introduction" and "Destructive Beliefs," in *Native America and the Question of Genocide* (Lanham: Rowman & Littlefield, 2014), 1–7, 45–65.
- Christopher Columbus, "Letter of Columbus Describing the Results of His First Voyage," in *The Journal of Christopher Columbus*, trans. Cecil Jane (New York: Bonanza Books, 1989), 191–202.

##### **Assignment:**

- Primary Source Blog (due October 8)

#### **FALL READING WEEK (October 12–15)**

**No Lectures**

**No Discussion Boards**

#### **WEEK 5: Brazil: Pedro Álvares Cabral (October 18–24)**

**Lecture #9:** The Land of the True Cross (October 18)

**Lecture #10:** Colonial Go-Betweens (October 20)

**Discussion Board #5:** Pedro Álvares Cabral: The "Discoverer" of Brazil?

##### **Discussion Board Deadlines**

- Posts/comments open: October 18
- Posts/comments due: October 24

##### **Discussion Board Reading:**

- Alida C. Metcalf, "Encounter," in *Go-betweenes and the Colonization of Brazil, 1500–1600* (Austin: University of Texas Press, 2005), 17–53.
- Pero Vaz de Caminha, "The Letter of Pero Vaz de Caminha," in *Early Brazil: A Documentary Collection to 1700*, ed. Stuart B. Schwartz and trans. Clive Willis and Stuart B. Schwartz (Cambridge: Cambridge University Press, 2010), 1–9.

#### **WEEK 6: New Spain: Hernán Cortés (October 25–31)**

**Lecture #11:** The Myths of Conquest (October 25)

**Lecture #12:** The Heirs of Malintzin (October 27)

**Discussion Board #6:** Hernán Cortés: A Great Adventurer?

### Discussion Board Deadlines

- Posts/comments open: October 25
- Posts/comments due: October 31

### Discussion Board Reading:

- Matthew Restall, “A Handful of Adventurers: The Myth of Exceptional Men” and “Invisible Warriors: The Myth of the White Conquistador,” in *Seven Myths of the Spanish Conquest* (Oxford: Oxford University Press, 2003), 1–3, 11–26, 44–51.
- Bernal Díaz del Castillo, “Hernán Cortés and Moteucçoma Meet, According to a Spanish Conqueror (1568),” in *Mexican History: A Primary Source Reader*, eds. Nora E. Jaffary, Edward W. Osowski, and Susie S. Porter (Boulder: Westview Press, 2010), 61–68.
- “A Nahuatl Account of the Conquest of Mexico in Book XII of the Florentine Codex,” in *Mesoamerican Voices: Native-Language Writings from Colonial Mexico, Oaxaca, Yucatan, and Guatemala*, eds. Matthew Restall, Lisa Sousa, and Kevin Terraciano (Cambridge: Cambridge University Press, 2005), 23–42.

### Assignment:

- Research Proposal (due October 29)

### **WEEK 7: Borderlands: Estevanico (November 1–7)**

**Lecture #13:** Surviving the Frontier (November 1)

**Lecture #14:** Black Explorers and Conquistadors (November 3)

**Discussion Board #7:** Estevanico: First Great Explorer in America?

### Discussion Board Deadlines

- Posts/comments open: November 1
- Posts/comments due: November 7

### Discussion Board Reading:

- Peter Stern, “Alvar Núñez Cabeza de Vaca: Conquistador and Sojourner,” in *The Human Tradition in Colonial America*, eds. Nancy L. Rhoden and Ian K. Steele (Wilmington: Scholarly Resources, 1999), 1–20.
- Dennis Herrick, “A Man of Mysteries,” in *Esteban: The African Slave Who Explored America* (Albuquerque: University of New Mexico Press, 2018), 1–12.
- Peter H. Wood, “The Earliest Africans in North America,” in *The Afro-Latin@ Reader: History and Culture in the United States*, eds. Miriam Jiménez Román and Juan Flores (Durham: Duke University Press, 2010), 19–26.
- Alvar Núñez Cabeza de Vaca, “Alvar Núñez Cabeza de Vaca’s Shipwreck off the Texas Coast, 1528–1536,” in *Interpreting a Continent: Voices from Colonial America*, eds. Kathleen DuVal and John DuVal (London: Rowman & Littlefield Publishers, 2009), 31–38.

## **Module D: Explorers in the Northern Atlantic**



**WEEK 8: New France: Jacques Cartier (November 8-14)**

**Lecture #15:** Meetings along the Atlantic Seaboard (November 8)

**Lecture #16:** Indigenous Views of Europe (November 10)

**Discussion Board #8:** Jacques Cartier: An Early Canadian Hero?

**Discussion Board Deadlines**

- Posts/comments open: November 8
- Posts/comments due: November 14

**Discussion Board Reading:**

- Alan Gordon, “The Sixteenth-Century World and Jacques Cartier” and “Failure and Forgetting,” in *The Hero and the Historians: Historiography and the Uses of Jacques Cartier* (Vancouver: University of British Columbia Press, 2010), 10–28, 180–189.
- Jacques Cartier, “Jacques Cartier’s First Voyage, 1534,” in *Interpreting a Continent: Voices from Colonial America*, eds. Kathleen DuVal and John DuVal (London: Rowman & Littlefield Publishers, 2009), 24–31.
- “The Land God Gave to Cain” and “Hochelaga,” Episode 1: When the World Began 15000 BC to 1800 AD, *Canada: A People’s History* (Canadian Broadcasting Corporation, 2000), 1:04:47–1:19:25. <https://www.youtube.com/watch?v=Ylgo4uBbouQ>

**WEEK 9: Thirteen Colonies: Captain John Smith (November 15–21)**

**Lecture #17:** The Founding of Jamestown (November 15)

**Lecture #18:** The Pocahontas Myth (November 17)

**Discussion Board #9:** Captain John Smith: Founding Father of America?

**Discussion Board Deadlines**

- Posts/comments open: November 15
- Posts/comments due: November 21

**Discussion Board Reading:**

- Jill Lepore, “Here He Lies,” in *The Story of America: Essays on Origins* (Princeton: Princeton University Press, 2012), 17–30.
- Karen Ordahl Kupperman, “Introduction: Creation Myths,” in *The Jamestown Project* (Cambridge: The Belknap Press of Harvard University Press, 2007), 1–11.
- John Smith, “II [*Generall Historie of Virginia*],” in *Captain John Smith: A Select Edition of His Writings*, ed. Karen Ordahl Kupperman (Chapel Hill: The University of North Carolina Press, 1988), 85–97.

**WEEK 10: New Netherland: Henry Hudson (November 22–28)**

**Lecture #19:** The Dutch Atlantic (November 22)

**Lecture #20:** New Amsterdam-New York (November 24)

## **Discussion Board #10: Henry Hudson: Founder of New York?**

### **Discussion Board Deadlines**

- Posts/comments open: November 22
- Posts/comments due: November 28

### **Discussion Board Reading:**

- Jaap Jacobs, "Reconnaissance and Exploration," in *The Colony of New Netherland: A Dutch Settlement in Seventeenth-Century America* (Ithaca and London: Cornell University Press, 2009), 19–31.
- Russell Shorto, "Prologue: The Missing Floor," in *The Island at the Centre of the World: The Epic Story of Dutch Manhattan and the Forgotten Colony that Shaped America* (New York: Vintage Books, 2004), 1–10.
- Daniel K. Richter, "'The Third Voyage of Master Henry Hudson,' by Robert Juet," *Early American Studies* 7, no. 2 (2009): 426–441.

### **Assignment:**

- Research Paper (due November 26)

## **Module E: CONCLUSIONS**

### **WEEK 11: Remembering the "Age of Discovery" (November 29–December 5)**

**Lecture #21:** Debating "Discovery" in the Americas (November 29)

**Lecture #22:** Explorers in Popular Culture (December 1)

### **Discussion Board #11: Cortés and Canadian Commemorations**

#### **Discussion Board Deadlines**

- Posts/comments open: November 29
- Posts/comments due: December 5

#### **Discussion Board Reading:**

- Kathleen Ann Myers, "Introduction," in *In the Shadow of Cortés: Conversations along the Route of Conquest* (Tucson: The University of Arizona Press, 2015), 3–36.
- Cecilia Morgan, "The Heyday of Public Commemorations in Canada, 1870s–1920s," in *Commemorating Canada: History, Heritage, and Memory, 1850s–1990s* (Toronto: University of Toronto Press, 2016), 44–73.

### **WEEK 12: Arriving Home (December 6–8)**

**Lecture #23:** Enlightenment Exploration (December 6)

**Lecture #24:** Unpacking the Backpack (December 8)

## Discussion Board #12: Farewells

### Discussion Board Deadlines

- Posts/comments open: December 6
- Posts/comments due: December 8 (will be accepted until December 12)

### Assignment:

- Take-Home Final Exam (due December 22)

## VII. Course Evaluation

1. Discussion Board Participation	30%	Weekly
2. Primary Source Blog	15%	October 8, 2021
3. Research Proposal	10%	October 29, 2021
4. Research Paper	25%	November 26, 2021
5. Take-Home Final Exam	20%	December 22, 2021

### 1. Discussion Board Participation (30%) – Weekly

**Description and Purpose.** There are 12 discussion boards throughout this course, which are online discussions that provide students with the opportunity to engage with each other and the instructor. Discussion boards take the place of seminars in the face-to-face environment. Each week you need to read the required readings, reflect on them, and then craft a 200-word post in MyLearningSpace by Sunday (midnight) of that given week. You are also required to comment on at least two other posts written by your classmates for that same week. The purpose of discussion boards is to establish a social presence in the online environment, but it also allows you to critically engage with primary and secondary sources and to practice your writing skills.

#### Resources:

- See weekly discussion board readings under “Course Calendar,” which are all available on ARES.

#### Submission Details:

- **Medium:** Discussion boards in MyLearningSpace
- **Length:** 200 words

### 2. Primary Source Blog (15%) – October 8, 2021

**Description and Purpose.** You will choose a primary source from the discussion board readings between weeks 4 and 10 to analyze in an informal blog. Ask yourself who the author is, why they were writing, when they were writing, and who they were writing for. As you read through and interpret the text, think about what it teaches us about the given historical context in which it was written. The purpose of the primary source blog is to provide you with an opportunity to critically engage with a primary source, an exercise that will nicely prepare

you for your research paper. Avoid retelling what is in the text; instead, exercise your historical imagination to tease out its significance.

**Resources:**

- One primary source of your choosing from discussion board readings (weeks 4 to 10)

**Submission Details:**

- **Medium:** WORD DOCUMENT in MyLearningSpace
- **File Name:** surname\_givenname\_blog\_HI252 (e.g. smith\_john\_blog\_HI252)
- **Length:** 2 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style*

**3. Research Proposal (10%) – October 29, 2021**

**Description and Purpose.** To write a research paper, you need to learn the difference between primary and secondary sources, the types of scholarly sources available in the library, the distinction between popular and scholarly works, and the criteria for peer-review. You also need to know how to properly cite a book, an article (chapter) from an edited volume, and a scholarly journal article. Research Skills – a series of seven brief Story Maps on the research process available in the course site in MyLearningSpace – is designed to help you learn about these important aspects of scholarly literature and more. If you want to do well on the research proposal and the research paper, you need to read through this collection of Story Maps first.

Next, you need to choose a manageable research topic of interest to you on exploration in the Atlantic world. Be specific by clearly identifying what you plan to investigate, the group of people you will be focusing on, the region you wish to cover, and the chronology of your study. After this, establish a research question from the topic that looks something like the following: “What role did Tlaxcalan women play in the conquest of New Spain between 1519 and 1521?” Identify three of the most important concepts in your research question and provide keywords for each of these three concepts. With these concepts and keywords, you then need to craft simple and complex search strings to search for books and edited volumes on the Wilfrid Laurier Library website and scholarly journal articles using JSTOR (or other relevant library databases).

You are required to find one primary source, a monograph, an article (chapter) from an edited volume, and a journal article on your topic (with screenshots of the sources you found). Once you have located these four items, you need to craft an annotated bibliography. The purpose of the proposal is to teach you how to establish a manageable research topic, search terms, and how to find relevant materials in the library and specialized databases. A sample research proposal is available for viewing in MyLearningSpace.

**Resources:**

- One primary source
- One monograph
- One article (chapter) from an edited volume
- One scholarly journal article

**Submission Details:**

- **Medium:** WORD DOCUMENT in MyLearningSpace
- **File Name:** surname\_givename\_proposal\_HI252 (e.g. smith\_john\_proposal\_HI252)
- **Length:** See the sample proposal available in MyLearningSpace for more details
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style*

**4. Research Paper (25%) – November 26, 2021**

**Description and Purpose.** You will write a research paper on the topic you chose for your research proposal. You need to be able to find relevant material on a topic in the library, organize your findings, and then construct an argument about what you discovered. Be passionate about the topic you have chosen by investigating a research question that matches both your intellectual interests and academic curiosity. Each essay must include at least 2 primary sources and at least 6 secondary sources. As you carry out your research, you must look for work by reputable scholars in the library and other scholarly databases. The purpose of a research paper is to provide you with an opportunity to practice your ability to tell good stories with sound arguments and to exercise your research and analytical skills.

**Resources:**

- At least 2 primary sources
- At least 6 secondary sources (4 of which must be scholarly books)

**Submission Details:**

- **Medium:** WORD DOCUMENT in MyLearningSpace
- **File Name:** surname\_givename\_essay\_HI252 (e.g. smith\_john\_essay\_HI252)
- **Length:** 9 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style*

**5. Take-Home Final Exam (20%) – December 22, 2021**

**Description and Purpose.** The take-home final exam is an essay based upon the entire course that will be made available in MyLearningSpace on the last day of the term (December 8, 2021). The purpose of the exam is not so much to test you as it is an opportunity for you to reflect on what you have learned in the course.

**Resources:**

- Lectures and lecture materials

- Discussion board readings available through **ARES**

#### **Submission Details:**

- **Medium:** WORD DOCUMENT in MyLearningSpace
- **File Name:** surname\_givename\_exam\_HI252 (e.g. smith\_john\_exam\_HI252)
- **Length:** 6 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style*

### **VIII. Grading Details**

**\*For a complete look at how you will be evaluated, please see the *Marking Guide* in MyLearningSpace.**

#### **a. Completion of Coursework and Late Policy**

- Students who do not complete all coursework will be assigned a failing grade.
- Assignments handed in late will be penalized 2% of the assignment's worth per day after the due date (including weekends). All extensions must be approved by the instructor beforehand and only valid excuses will result in permission to hand in an assignment late. To receive an extension, you need to show responsibility by communicating with the instructor and establishing a new due date. **When requesting an extension, you should always specify the number of days you need.**

#### **b. Requirements for Discussion Participation**

- Participation is mandatory for all students for discussion boards and only proper excuses will be considered acceptable reasons for not participating. If you are unable to participate in a discussion board, you should communicate with the instructor **beforehand** and not after the fact.
- Anyone who fails to post on a given discussion board will be given an **automatic zero** for their participation mark for that specific discussion board.
- While participation in weekly discussion boards is a requirement, you have the option of opting out of two of them. It would be wise to save these "passes" for weeks in which you have a lot of assignments due.

#### **c. Requirements for Written Assignments**

- A title page with the title of your paper, your name, course code, instructor, and the date.
- An introduction clearly stating the theme of your paper and its general argument.
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar.
- A manageable topic and organized structure.
- An intelligent use of sources and signs of original research.
- A quality of analysis and a general demonstration of effort.
- An informative conclusion concisely summing up your paper.

- A bibliography and footnotes according to the Chicago Manual of Style.
- A format using 12-font and Times New Roman letters on double-spaced pages.
- A page number at the top or bottom of every page (excluding the title page).

#### **d. Student Access to Assignments**

- Except for the take-home final exam, all assignments for this course will be graded and returned to students with comments and track changes available for viewing in MyLearningSpace.

### **IX. University Policies**

*Students are expected to be aware of and abide by University regulations and policies, as outlined in the current [Undergraduate Calendar](#).*

Wilfrid Laurier University uses software that can check for plagiarism. If requested to do so by the instructor, students are required to submit their written work in electronic form and have it checked for plagiarism.

*Students with disabilities or in need of accommodations are encouraged to contact Laurier's [Accessible Learning Office](#) for information regarding its services and resources.*

Students' names may be divulged in the classroom, both orally and in written form, to other members of the class. Students who are concerned about such disclosures should contact the course instructor to identify whether there are any possible alternatives to such disclosures.

Additional information on the Freedom of Information and Protection of Privacy Act at Laurier is available at the [Privacy Coordinator Office](#).

**Attendance:** From the [University Calendar](#): “Any student who, in the opinion of instructors, is absent too frequently from lectures or laboratory periods will be reported to the dean of the faculty. On the recommendation of the department concerned, such a student after due warning by the dean shall be **debarred from taking the final examination** in that course.”

**Course Policies:** Intellectual Property. The educational materials developed for this course, including, but not limited to, lecture notes and Prezis PowerPoints, handout materials, examinations and assignments, and any original materials posted to MyLearningSpace, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor’s intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university’s Code of Student Conduct and/or Code of Academic Conduct,

and will result in appropriate penalties. Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with Wilfrid Laurier University.

**Citations:** All citations for this class should be done according to the [Laurier History Department's Style Guide](#). These principles can be applied across every course in the department.

## History Style Guide

This is a quick overview of the basic information you will need to write most history assignments. For more detailed advice or to book an appointment for writing support, contact the [Writing Centre](#).

PRIMARY AND SECONDARY SOURCES: WHAT'S THE DIFFERENCE?	▼
ACADEMIC INTEGRITY: WHY DO I CITE?	▼
CITING: HOW DO I CITE?	▼

**Academic Misconduct and the Need for Academic Integrity:** Academic integrity is essential to university education. Students are required to familiarise themselves with the University policies on Plagiarism and Academic Dishonesty as well as the associated penalties which can be severe.

**Plagiarism:** According to the Academic Calendar, plagiarism “involves using the thoughts, ideas, or writings of another person passing them off as your own. It can involve taking credit for ideas that were not your own or using the words of others without properly citing them.” Further information can be found [online](#). Should you have any questions about these issues please feel free to discuss them with me. The penalties for plagiarism or any form of academic misconduct are severe and enforced at all times. The [Student Code of Conduct and Discipline](#), and the procedures for investigating and determining appropriate disciplinary measures for breaches of the Code are given in the current Undergraduate and Graduate Calendar.

**Collaboration:** All of the work produced by students needs to be the product of their own individual efforts. Although discussion of topics is to be expected this work needs to reflect original individual ideas and be written independently.

**Foot Patrol Walk Home Service:** 1.519.886.FOOT x3668. Foot Patrol is a volunteer operated walk-home service, available daily during evening hours. Male-female, radio-dispatched teams trained in Emergency First Aid are available on request to escort students to and from campus as well as to off-campus destinations, either by foot or by van.



[Waterloo Student Wellness Centre](#): 519-884-0710, x3146. The Centre supports the physical, emotional, and mental health needs of students. Located on the 2<sup>nd</sup> floor of the Student Services Building, booked and same-day appointments are available Mondays and Wednesdays from 8:30 am to 7:30 pm, and Tuesdays, Thursdays and Fridays from 8:30 am to 4:15 pm. Contact the Centre at x3146, [wellness@wlu.ca](mailto:wellness@wlu.ca) or @LaurierWellness. After hours crisis support available 24/7. Call 1-844-437-3247 (HERE247).

[The Students Rights Advisory Committee](#): This committee exists to provide you with information about your rights when it comes to landlord-tenant issues or academic appeals. While in no way legal representation, it can help to inform you about your options in order to make difficult situations easier to navigate. [studentrights@mylaurier.ca](mailto:studentrights@mylaurier.ca)

[The Food Bank](#): The Food Bank provides food deliveries on a 24/7 basis confidentially supporting the dietary and nutritional needs of Laurier students. All dietary restrictions can be accommodated, and food packages typically last up to a week or more. All students are eligible to use this service, regardless of circumstance or financial situation. Request a package through their website above. Food bank also carries out various initiatives throughout and during the year such as the weekly on-campus Farmers' Market and monthly Pancake Tuesdays.