

HISTORY OF THE CANADIAN WEST

History 303 (001) 2010/11 — Fall Semester Syllabus
Tuesdays and Thursdays, 8:00am-9:20am
Buchanan D217

Instructor: Dr. Benjamin Isitt
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Course Description:

This course examines the history of western Canada from the 1600s to the present. Topics include First Nations, Métis people, women and the fur trade; colonial society from Red River to Fort Victoria; the west and Confederation; Louis Riel, the Rebellions, Indian Treaties, and the North West Mounted Police; immigration and the homestead experience; social reform, farm and labour protest; the rise of Social Credit and the Cooperative Commonwealth Federation; and the “new” West that emerged in the second half of the twentieth century. As the listed topics suggest, the course is focussed more on the prairie than Pacific west. Multimedia including film will be integrated with lectures, as well as discussion of current events relating to course themes.

Learning Goals:

I will draw from rich source material and multimedia to help you engage the subject matter in creative ways, reaching the following Learning Outcomes by the end of the course:

- Evaluate the major forces and actors shaping Western Canada’s history since contact;
- Access, analyze and synthesize primary sources into a coherent research essay;
- Critically engage secondary sources and share your views with fellow students;
- Apply course themes to real-world events in diverse historical periods and places.

Readings/Text Book:

There is one required textbook, which is available at the UBC Bookstore:

Gerald Friesen, *The Canadian Prairies: A History*. Toronto: University of Toronto, 1987.

You are expected to read the assigned textbook chapters before the Tuesday lecture each week. For Discussion Groups (held on Thursdays), readings are posted online at the class website www.vista.ubc.ca, and must be read in advance. (See Discussion Groups/Participation on p. 2)

Support:

I am here to help you succeed in this course. If you have questions, please ask. Keep me informed of difficulties as they arise. Resources are available including the Writing Centre in the Barber library, UBC Counselling Services, and Access & Diversity for students with special needs.

EVALUATION: I will evaluate you based on:

Discussion Groups/Participation	20%
Literature Review & Research Essay (Fall Term)	20%
Take-Home Exam (December)	15%
Literature Review & Research Essay (Spring Term)	25%
Final Exam (April)	20%

Discussion Groups/Participation

I expect you to attend each scheduled class. Please provide documentation in the event of medical illness. Participation marks are based on attendance and active listening (10%) and familiarity with readings as demonstrated in class discussions and your written questions/comments (10%). At the beginning of each Discussion Group, you will be required to submit **two (2) questions or comments** relating to **each** reading. Bring along a separate copy for you to use in class. Your questions/comments should demonstrate that you have **critically engaged** the material. While reading, ask yourself: *What is the author's main argument(s)? How do I agree/disagree? From what perspective(s) does the author approach the topic?*

Literature Review & Research Essay (Fall Term)

Select Topic by:	Sept 23
Literature Review Due:	Oct 14
Essay Due:	Nov 16

You will select a topic relating to the history of the Canadian West prior to 1900. The textbook, discussion readings, and introductory lectures will help acquaint you with potential topics. Please ask me about topics in the first two weeks of class, either before or after class meetings or during office hours. By **September 23**, you are expected to send me a short email identifying your essay topic and the source(s) you are using for your Literature Review.

The next stage of the assignment is to complete the literature review. To ground your essay in the secondary literature, read one (1) scholarly book or three (3) journal articles relating to your topic. Then, write a 3-page essay that critically engages this source(s), focusing on areas of agreement/disagreement and how the source(s) helps you approach your research. Submit the Literature Review in class **no later than Thursday, October 14**.

Finally, the full research essay will combine your literature review with original research on your topic. You should draw from a wider range of secondary sources and, if possible, primary sources, such as government reports, oral history accounts, or newspapers on microfilm from the Koerner Library. I welcome questions from you about potential sources. The Research Essay should be 2500-3000 words long and is due in class **no later than Tuesday, November 16**.

Take-Home Exam (December)

Pick up in class:	Dec 2
Due by <u>Email</u> :	Dec 9

The take-home exam will combine short-answer and essay questions, drawing from material covered in the fall semester. Answers will be evaluated based on originality and the extent to which they draw from lectures, textbook/discussion readings, films, and multimedia used in class. Wikipedia and other online sources are not appropriate sources for exam answers, and will result in a mark of zero. The instructor is very familiar with Wikipedia entries on the Canadian West.

STYLE AND SOURCES

You will submit all written assignments in **hard copy** (rather than by email), except for the Take-Home Exam, which will be submitted by email. Work should be double-spaced in 12-point font.

Your Literature Review and Research Essay should conform with the MLA/History Department Style Guide (<http://history.ubc.ca/examples>) and include a Bibliography of all works cited. Quotations and facts should be referenced with Footnotes. Formal citation is not required for Discussion Questions/Comments or the Take-Home Exam, though sources can be mentioned.

Cited material should be based on printed sources only (books, academic journals, government records, newspapers on microfilm, and archival sources from the UBC Special Collections). Internet sources are not acceptable, with the exception of scholarly journals accessed through the UBC Library website, unless special permission is granted by the instructor.

ACADEMIC ETHICS & PLAGIARISM

Please review the UBC Calendar “Academic Regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Plagiarism is presenting another person’s ideas as your own, without giving credit, and is considered intellectual theft by the University. Quoting from sources without proper footnotes is a form of plagiarism, which may result in disciplinary action by the History Department and/or the University. If you have any questions about how to cite your sources properly, and avoid plagiarism, please ask. Also, consult the History Department Style Guide (www.history.ubc.ca/examples) and UBC’s Academic Integrity and Plagiarism materials at the back of this syllabus or online at learningcommons.ubc.ca/get-study-help/academic-integrity/.

Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor.

POLICY ON LATE ASSIGNMENTS

All assignments are due on the dates specified in this syllabus. A penalty of 10% will be deducted for each day past the due date. The deadline for the Take-Home Exam is firm, so assignments will not be accepted after 12 Noon on December 9, 2010. The same policy on late assignments applies to the January-April 2011 term.

ATTENDANCE

Students are expected to attend all scheduled classes and discussion groups. The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

HIST 303 CLASS SCHEDULE Fall Term

- Sept 9 Week 1: Introduction
 Text: Friesen, *The Canadian Prairies*, 3-9
 Discussion: *No discussion groups are scheduled the first week of class, but you will benefit from familiarizing yourself with the following readings (at vista.ubc.ca):*
 Loewen, Royden. "On the Margin or in the Lead: Canadian Prairie Historiography." *Agricultural History*, 73, no. 1 (Winter 1999): 27-45.
 Seager, Allen. "Right, Left, and Centre: New Views from the Canadian West." *Labour/Le Travail*, 18 (Fall 1986): 209-215.
 "Plagiarism for Beginners"
- Sept 14/16 Week 2: Pre-Contact Indigenous Cultures and the "Natives' Fur Trade"
 Text: Friesen, 10-44
 Discussion: Van Kirk, Sylvia. "'Women in Between': Indian Women in Fur Trade Society in Western Canada." *Historical Papers*, 12, no. 1 (1977): 30-46.
 Vibert, Elizabeth. "Real Men Hunt Buffalo: Masculinity, Race and Class in British Fur Traders' Narratives." *Gender & History*, 8, no. 1 (April 1996): 4-21.
- Sept 21/23 Week 3: The Europeans' Fur Trade
 Text: Friesen, 45-65
 Discussion: Podruchny, Carolyn. "Unfair Masters and Rascally Servants? Labour Relations Between Bourgeois and Voyageurs in the Montréal Fur Trade, 1770-1820." *Labour/Le Travail*, 43 (Spring 1999): 43-70.
 Judd, Carol M. "Native Labour and Social Stratification in the Hudson's Bay Company's Northern Department, 1770-1870." *Canadian Review of Sociology and Anthropology*, 17, no. 4 (November 1980): 305-14.
- * Due: Email Essay Topic before start of class on September 23 ***
*** Library Orientation the same day (Sept 23), meet in Buchanan D217 ***
- Sept 28/30 Week 4: Early Patterns of Prairie Settlement
 Text: Friesen, 66-90
 Discussion: Dick, Lyle. "The Seven Oaks Incident and the Construction of a Historical Tradition, 1816 to 1970." *Journal of the Canadian Historical Association*, 2, no. 1 (1991), 91-113.
 Sage, Walter N. "Some Aspects of the Frontier in Canadian History." *Report of the Annual Meeting of the Canadian Historical Association*, 7, no. 1 (1928): 62-72.

- Oct 5/7 Week 5: The Pacific Sphere and Contact at Nootka Sound
 Text: n/a
 Discussion: Clayton, Daniel. "The Creation of Imperial Space in the Pacific Northwest." *Journal of Historical Geography*, 26, no. 3 (2000): 327-350.
 Harris, Cole. "Social Power and Cultural Change in Pre-Colonial British Columbia." *BC Studies*, 115/116 (Autumn/Winter 1997/98): 45-82.
- Oct 12/14 Week 6: The Far West: From Fort Langley to Fort Victoria to Confederation
 Text: n/a
 Discussion: Mackie, Richard. "The Colonization of Vancouver Island." *BC Studies*, 96 (Winter 1992-93): 3-40.
- * Due: Submit Literature Review at start of class on October 14 ***
- Oct 19/21 Week 7: The Metis and the Red River Rebellion
 Text: Friesen, 91-128
 Discussion: Owram, Doug. "The Myth of Louis Riel." *Canadian Historical Review*, 63, no. 3 (1982): 315-336.
 Miller, J.R. "From Riel to the Metis." *Canadian Historical Review*, 69, no. 1 (1988): 1-20.
- Oct 26/28 Week 8: "Indian Policy", the Extinction of the Buffalo, and the Numbered Treaties
 Text: Friesen, 129-161
 Discussion: Dobak, William A. "Killing the Canadian Buffalo, 1821-1881." *Western Historical Quarterly*, 27, no. 1 (1996): 33-52.
 Tobias, John L. "Canada's Subjugation of the Plains Cree, 1879-1885." *Canadian Historical Review*, vol. 64, no. 4 (1983): 519-548.
 McLeod, Neil. "Rethinking Treaty Six in the Spirit of Mistahi Maskwa (Big Bear)." *Canadian Journal of Native Studies*, 19, no. 1 (1999): 69-89.
- Nov 2/4: Week 9: Canada's Expansion: The Railroad, Mounted Police, and National Policy
 Text: Friesen, 162-194
 Discussion: Studness, Charles M. "Economic Opportunity and the Westward Migration of Canadians during the Late Nineteenth Century." *Canadian Journal of Economics and Political Science*, 30, No. 4 (November 1964): 570-584.
 Owram, Doug. "A Means to Empire: Canada's Reassessment of the West, 1857-69," in *Promise of Eden: The Canadian Expansionist Movement and the Idea of the West* (Toronto: University of Toronto Press, 1992): 59-78.
- Nov 9 Week 10: Making the Modern West: Manitoba
 Text: Friesen, 195-219

Discussion: *No discussion groups are scheduled during Remembrance Week*
* Nov 11 **Remembrance Day – NO CLASS**

Nov 16/18 Week 11: The Northwest: Resistance and Integration

Text: Friesen, 220-241

Discussion: Stanley, George F. "Gabriel Dumont's Account of the North West Rebellion, 1885." *Canadian Historical Review*, 30, no. 3 (1949), 249-269.
Stonechild, A. Blair. "An Indian View of the 1885 Uprising," in *1885 and After: Native Society in Transition*, Laurie Barron and James B. Waldram, eds. (Regina: Canadian Plains Research Center, 1986): 155-170.

*** Due: Submit Research Essay in class on November 16 ***

Nov 23/25 Week 12: SPECIAL FILM: "Riel" (CBC, 1982)

Text: n/a

Discussion: Discuss Film in preparation for Take-Home Exam Question

Nov 30/Dec 2 Week 13: Course Review & Pick up Take-Home Exam

Text: Review all Friesen chapters in preparation for exam
No discussion groups are scheduled for the final week of class.

TAKE-HOME EXAM (Fall Term)

*** Pick-up Take-Home Exam in class on December 2 ***

*** Submit exam by Email (isitt@interchange.ubc.ca)
no later than Thursday, December 9 @ 12 Noon ***

*** Late assignments will not be accepted ***

SPRING TERM ASSIGNMENTS

<i>Literature Review & Research Essay (Spring Term)</i>	Select Topic by:	Jan 20
	Literature Review Due:	Feb 8
	Essay Due:	Mar 17

You will select an event or controversy relating to the history of the Canadian West since 1900 and tell the story of this event using newspapers on microfilm in the Koerner Library. Please consult with me during the first two weeks of the semester to determine potential topics, either before or after class meetings or during office hours. This outline, as well as the textbook and readings, can also point you toward potential topics. By **Thursday, January 20**, you are expected to send me a short email identifying your essay topic and the source(s) you intend to use for your Literature Review, as well as the newspaper(s) for the main essay.

The next stage of the assignment is to complete the Literature Review. To ground your essay in the secondary literature, read one (1) scholarly book or three (3) journal articles relating to your topic. Then, write a 3-page essay that critically engages this source(s), focusing on how the source(s) helps you approach your research, and asking the following questions: *What is the author's main argument(s)? How do I agree/disagree? From what perspective(s) does the author approach the topic?* Submit the Literature Review in class **no later than Tuesday, February 8**.

Finally, the full research essay will combine your literature review with original research on your topic. Your research should be grounded in original research, using newspapers on microfilm in the Koerner Library or other primary sources selected in consultation with me. I welcome questions about potential sources. The Research Essay should be 3000-3500 words long and is due in class **no later than Thursday, March 17**.

<i>Final Take-Home Exam (April)</i>	Pick up in class:	Apr 7
	Due:	Apr 14

The take-home exam will combine short-answer and essay questions, drawing from material covered in the spring semester. Answers will be evaluated based on originality and the extent to which they draw from lectures, textbook/discussion readings, films, and multimedia used in class. Wikipedia and other online sources are not appropriate sources for exam answers, and will result in a mark of zero. The instructor is very familiar with Wikipedia and other online material on the history of the Canadian West.

HIST 303 SPRING TERM CLASS SCHEDULE January-April 2011

- Jan 4 & 6 Week 1: The Immigrant Experience in the Canadian West
 Text: Friesen, *The Canadian Prairies*, pp. 242-273.
 Film: “Tommy Douglas: Keeper of the Flame” (NFB, 1986)
- Jan 11 & 13 Week 2: Urbanization and Industrialization: A Revolution in Prairie Life
 Text: Friesen, 274-300
 Discussion: Thompson, John H. “The Beginning of our Regeneration’: The Great War and Western Canadian Reform Movements.” *Canadian Historical Association Historical Papers*, (1972): 227-245.
 Seager, Allen. “Socialists and Workers: The Western Canadian Coal Miners, 1900-21.” *Labour/Le Travail*, 16 (Fall 1985): 23-59.
- Jan 18 & 20 Week 3: The Rural West and Farmers’ Movements
 Text: Friesen, 301-338
 Discussion: Wiseman, Nelson. “The Pattern of Prairie Politics.” *Queen’s Quarterly*, 88, no. 2 (Summer 1981): 295-315.
 Document: Irvine, William. *The Farmers in Politics* (Toronto: McClelland and Stewart, 1920): 233-254.
- Jan 25 & 27 Week 4: The First World War and Labour Revolt
 Text: Friesen, 339-381
 Discussion: Friesen, Gerald. “Yours in Revolt: The Socialist Party of Canada and the Western Canadian Labour Movement.” *Labour/Le Travailleur*, 1 (1976): 139-157.
 Mitchell, Tom and James Naylor. “The Prairies: In the Eye of the Storm,” in Craig Heron (ed.) *The Workers’ Revolt in Canada 1917-1925* (Toronto: University of Toronto Press 1998): 176-216.
 Document: W.A. Pritchard’s Address to the Jury (1920), *Excerpt*
- ** Due: Submit ESSAY TOPIC & SOURCES by email by Jan 20 ****
- Feb 1 & 3 Week 5: Race Relations in the Canadian West
 Text: n/a
 Discussion: Creese, Gillian. “Exclusion or Solidarity? Vancouver Workers Confront the ‘Oriental Problem.’” *BC Studies*, 80 (Winter 1988-89): 24-51.
 Stanley, Timothy J. “White Supremacy, Chinese Schooling, and School Segregation in Victoria: The Case of the Chinese Students’ Strike, 1922-1923.” *Historical Studies in Education*, 2, no. 2 (1990): 287-305.
 Document: J.S. Woodworth, *Strangers Within Our Gates* (1910; Reprinted Toronto: U of T Press, 1972): *Selected Pages*

- Feb 8 & 10 Week 6: Women in the West: Suffrage, “Persons” and Prairie Life
 Text: n/a
 Discussion: Voisey, Paul. “The ‘Votes for Women’ Movement.” *Alberta History*, vol. 23 (1975): 10-23.
 Strong-Boag, Veronica. “Pulling in Double Harness or Hauling Double Load: Women, Work and Feminism on the Canadian Prairie.” *Journal of Canadian Studies*, 1, no. 3 (Fall 1986): 32-52.

**** Due: Submit LIT REVIEW in class on February 8 ****

Feb 15 & 17 **NO CLASS (Reading Week)**

- Feb 22 & 24 Week 7: The “Dirty Thirties” and Depression-Era Protest Movements
 Text: Friesen, 382-417
 Discussion: Strikwerda, Eric. “‘Married men should, I feel, be treated differently’: Work, Relief, and Unemployed Men on the Urban Canadian Prairie, 1929-32.” *Left History*, 12 (1) 2007: 30-51.
 Lipset, S.M. “Political Participation and the Organization of the Cooperative Commonwealth Federation in Saskatchewan.” *Canadian Journal of Economics and Political Science*, 14, no. 2 (May 1948): 191-208.
 Document: “The Regina Manifesto” (1933)
 Film: “For Twenty Cents a Day” (1979)

- Mar 1 & 3 Week 8: The New West and Alberta’s Oil Economy
 Text: Friesen, 418-460
 Discussion: Bell, Edward. “The Rise of the Lougheed Conservatives and the Demise of Social Credit in Alberta: A Reconsideration.” *Canadian Journal of Political Science*, 26, no. 3 (September 1993): 455-475.
 Pratt, Larry. “Energy, The Roots of National Policy.” *Studies in Political Economy*, 7 (Winter 1982): 27-59.

- Mar 8 & 10 Week 9: Environmental Challenges in the Canadian West
 Text: n/a
 Discussion: Lackenbauer, P. Whitney and Matthew Farish. “The Cold War on Canadian Soil: Militarizing a Northern Environment.” *Environmental History*, 12, no. 4 (October 2007): 920-50.
 Zelko, Frank. “Making Greenpeace: The Development of Direct Action Environmentalism in British Columbia.” *BC Studies*, 142/143 (Summer/Autumn 2004): 197-239.
 Westman, Clint. “Assessing the Impacts of Oilsands Development on Indigenous Peoples in Alberta, Canada.” *Indigenous Affairs*, 2, no. 3 (2006): 31-39.
 Film: “Uranium” (NFB, 1990)

Mar 15 & 17 Week 10: The Far West: Polarization and Change

Text: n/a

Discussion Wiseman, Nelson. "The Far West: Parvenu Political Culture," in Wiseman, *In Search of Canadian Political Culture* (Vancouver: UBC Press, 2007), 237-261.

**** Due: Submit RESEARCH ESSAY in class by March 17 ****

Mar 22 & 24 Week 11: Indigenous Rights: Repression, Resistance and Resurgence

Text: n/a

Discussion: Miller, J.R. "Shingwauk's Vision/Aboriginal Nightmare: An Assessment." In J.R. Miller *Shingwauk's Vision: A History of Native Residential Schools* (Toronto: University Press, 1996): 406-438.
Point, Steven. "Understanding Native Activism." *BC Studies*, 89 (Spring 1991): 124-129.
Blomley, Nicholas. "'Shut the province down': First Nations blockades in British Columbia, 1984-1995," *BC Studies*, 111 (Autumn 1996): 5-35.

Mar 29 & 31 Week 12: Social Democracy and Neoliberalism into the 21st Century

Text: n/a

Discussion: Resnick, Phillip. "Social Democracy in Power: The Case of British Columbia." *BC Studies*, 35 (Summer 1977): 3-20.
Carroll, William K. and R.S Ratner. "The NDP Regime in British Columbia: A Post Mortem." In Carroll and Ratner, eds., *Challenges and Perils: Social Democracy in Neoliberal Times* (Halifax: Fernwood, 2005): 105-136.
Isitt, Benjamin and Melissa Moroz. "The Hospital Employees Union Strike and the Privatization of Medicare in British Columbia, Canada." *International Labor and Working-Class History*, 71 (Spring 2007): 91-111.

Apr 5 & 7 Week 13: Course Review

Text: Friesen, 461-467

No discussion readings are assigned for the final week of class

FINAL TAKE-HOME EXAM

**** Pick-up Take-Home Exam in class on April 7 ****

**** Submit exam no later than Thursday, April 14 @ 12 Noon ****

UBC FACULTY OF ARTS GRADING GUIDELINES

Grading policies should attempt to ensure that all students are assessed fairly in relation to other students in the same class, students in other sections of the same course and students in other courses.

These guidelines establish a framework for the fair treatment of students in Arts courses and provide details of the formal procedure involved in submitting marks, dealing with student appeals and pleas for special treatment, etc. We encourage you to share this material with students.

UBC courses are graded on a percentage basis (or pass/fail – P/F – if a course is so designated). Corresponding letter grades are assigned automatically by the Registrar. (See UBC Calendar, Academic Regulations, Grading Practices).

Percent	Grade	Level of Achievement
90-100	A+	exceptional
85-89	A	exceptional
80-84	A-	exceptional
76-79	B+	competent
72-75	B	competent
68-71	B-	competent
64-67	C+	adequate
60-63	C	adequate
55-59	C-	adequate
50-54	D	adequate
00-49	F *	inadequate

* For students taking courses in other faculties or schools where the passing grade is higher than 50%, all grades below the higher passing grade will be assigned a letter grade of F.

GRADING CRITERIA

The following guidelines offer a broad-brush characterization of the type of work that might be associated with various ranges of grades. The intent here is to encourage general consistency across the faculty rather than to provide precise specifications.

80% to 100% (A- to A+)

Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

68% to 79% (B- to B+)

Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

50% to 67% (D to C+)

Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour.

00% to 49% (F)

Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

UBC Information on Academic Integrity and Plagiarism
<http://learningcommons.ubc.ca/get-study-help/academic-integrity/>

What is academic integrity?

Academic integrity is honest and responsible scholarship. As a university student, you are expected to submit original work and give credit to other peoples' ideas. Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work
- Acknowledging all sources of information
- Completing assignments independently or acknowledging collaboration
- Accurately reporting results when conducting your own research or in labs
- Honesty during examinations

How does it impact me?

Academic integrity is the foundation of university success. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry you beyond university to serve you in the workforce. Academic dishonesty not only cheats you of valuable learning experiences, but can result in a failing grade on assignments, a mark on your transcripts, or even expulsion from the university.

What is plagiarism?

Plagiarism is using another person's ideas without giving credit and is considered intellectual theft. If you submit or present the oral or written work of someone else you are guilty of plagiarism. Plagiarism may be:

Accidental or Unintentional

You may not even know that you're plagiarizing. Make sure you understand the difference between quoting and paraphrasing, as well as the proper way to cite material.

Blatant

This time you're well aware of what you're doing. Purposefully using someone else's ideas or work without proper acknowledgment is plagiarism. This includes turning in borrowed or bought research papers as your own.

Self

It's your own work so you should be able to do what you want with it, right? Wrong. Handing in the same term paper (or substantially the same term paper) for two courses without getting permission from your instructor is plagiarism.

Do professors really check for plagiarism?

YES! Instructors often keep copies of previous assignments for reference. In addition, UBC subscribes to TurnItIn.com, an online service that scans essay and term papers to check for material copied from web sites or purchased from paper mills (such as cheater.com), published works, or previously submitted essays.