

**The University of Western Ontario
Department of History
2015-2016**

History 9304B: THE AMERICAN REVOLUTION, 1740-1787

Graduate Half-Course for Winter 2016 Mondays 1:30-3:30 p.m. Lawson 2270C

Prof. Nancy L. Rhoden

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Office Hours: Wednesdays 9:00 to 10:00 a.m., 1:30-2:00 p.m., or by appointment.

This graduate readings course examines the history of the American Revolution. It is not a course that focuses exclusively, or even mainly, on the military history of the Revolutionary War, though obviously that is a significant feature of this era. Rather, this course looks at the American Revolution, broadly conceived, and considers the relative successes and failures of several potential integrated revolutions—political, military, social, economic, and constitutional, among others. Consequently, we also examine consumerism, gender, memory and commemoration, national identity, revolutionary thought, loyalism, and the role and experiences of various classes and groups in society. Students are encouraged not only to discuss assigned readings in weekly meetings, but to formulate questions, to understand how historians ask different questions, to explain what accounts for the answers that historians have found, and to debate the implications of those findings. Considerable attention is also given to primary sources.

Required Books*:

Pauline Maier, *From Resistance to Revolution: Colonial Radicals and the Development of American Opposition to Britain, 1765-1776* (New York: W.W. Norton, 1992).

T.H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence* (2004). (Electronic access through Western Library catalog available.)

Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Boston: Beacon Press, 1999).

Thomas Paine, *Common Sense* (Penguin Classics), edited by Isaac Kramnick. (1982) (Any edition is fine, but this edition has a substantial and useful introduction by Kramnick.)

Andrew Jackson O'Shaughnessy, *The Men Who Lost America: British Leadership, The American Revolution and the Fate of the Empire* (2013).

Richard Beeman, *Plain, Honest Men: The Making of the American Constitution* (Random House, 2009).

Catherine A. Brekus, *Sarah Osborn's World: The Rise of Evangelical Christianity in America* (New Haven: Yale University Press, 2012). (Electronic access through Western Library catalog is available.)

*These 7 books are available for purchase at the University Bookstore. Note that additional required readings (listed below) are available on Library Reserve, including articles and book chapters either on 2-hour reserve at D.B. Weldon Library (go to circulation desk) or electronic course reserves.

Grading:

Course grades will be calculated as follows...

TWO Book Reviews (10% each, 5 pages each):	20%
Seminar Participation (throughout entire semester):	25%
Essay on Paine, <i>Common Sense</i> (10 pages) due Feb 8, 2016:	25%
Oral Presentation (Week 12 or 13) on Work-In-Progress for Final Essay:	5%
Final Essay (10 pages) due April 11, 2016:	25%

Book Reviews (2):

Students are required to submit 2 book reviews. There are several options for completing these reviews: a review of Breen to be submitted at the beginning of Week 4's class; a review Young to be submitted at the beginning of Week 5's class; a review of O'Shaughnessy to be submitted at the beginning of Week 7's class; a review of Brekus to be submitted at the beginning of Week 9's class, and a review of Beeman at the beginning of Week 12's class. If a student wishes to submit more than 2 reviews, the best two grades will be used. Book reviews and the essay on Paine must be submitted at the beginning of the class in which the material is to be discussed.

Seminar Participation:

Seminar participation should be effective, relevant and frequent. Students should come to class having read all the readings each week and prepared to offer comments, ask questions, describe authors' arguments, and make connections between readings. Informed, weekly participation is vital to the success of the seminar.

Essay on Paine's *Common Sense*:

This paper is intended as a primary source analysis. So you will need to describe and analyze the contents of *Common Sense*, but you still can/should make your own unique argument. To do so, you would reasonably need to include some points of analysis/content and exclude other points not so important to your argument. While I want you to have the "full liberty and independence" to design your own argument based on what you find interesting/important about Paine's pamphlet, here's another hint that might help. I believe most good answers come from answering good questions. If I were designing an exam question that was supposed to allow a textual analysis of a primary source, I would ask something like this: what are the major arguments/ themes of this primary source, how well are they argued (in terms of content and form and any other relevant criteria), and what is the significance of the arguments in the context of the times? That is a very generic question. You are welcome to refine this and be more specific and more selective about the particular theme(s) and/or issues you are addressing. This hint is not at all to preclude other possible avenues of pursuit that you may be taking. Remember, you have full liberty and independence.

Oral Presentation:

These are ‘work-in-progress’ reports about your research for the final essay. The length of the oral report will be determined by how many students are in the class. The purpose is to inform the rest of the class about the topic you are studying to encourage cooperative learning and so that the research question, approach and methodology can be discussed and suggestions offered by peers.

Final Essay:

The final essay will focus on a primary source selected by each student in consultation with the professor (selection to be approved based on paragraph submitted in week 10). Although the essay question/research asked about the document may be and should be refined and qualified by the student, essentially the paper must be a scholarly essay that considers the themes and significance of a select primary source to the history of the American Revolution. Each student must select a different primary source. This essay will be similar to the required essay on Paine’s Common Sense, which was also a primary source analysis. To avoid duplication of arguments and/or overlap with that earlier Paine assignment, the document selected for this final essay should not focus primarily on 1776 or independence. The document may, however, be drawn from any period of the Revolutionary era from the 1760s to 1780s.

ATTENDANCE: Students who miss more than 3 classes without an excuse will not pass the course.

Late Final Essay Submission Penalty: 5% per weekday late. (Book Reviews and Paine essay cannot be submitted late, unless special permission is granted.)

Academic Offences: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf

Written work is assigned in this course and plagiarism-checking software may be used. “All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).”

SGPS Health & Wellness Insert, 2014 06 11:

Graduate Course Health and Wellness Insert for Graduate Course Outlines

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western’s Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of

Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: http://www.health.uwo.ca/mental_health/module.html. This module is 30 minutes in length and provides participants with a basic understanding of mental health issues and of available campus and community resources. Topics include stress, anxiety, depression, suicide and eating disorders. After successful completion of the module, participants receive a certificate confirming their participation.

SCHEDULE:

January 4, 2016

Week 1: Introduction to the Course

Required Readings:

Nancy L. Rhoden "The American Revolution (I): The Paradox of Atlantic Integration," in Stephen Foster, ed., *British North America in the Seventeenth and Eighteenth Centuries*, *Oxford History of the British Empire Companion Series*, (Oxford, 2013), 255-288.

Daniel J. Hulsebosch, "The American Revolution (II): The Origin and Nature of Colonial Grievances," in Foster, ed., *British North America in the Seventeenth and Eighteenth Centuries* (2013), 289-317. [on 2-hour course reserves at Weldon Circulation Desk]

January 11, 2016

Week 2: Colonial America at 1763: Emerging Nation or English Periphery?

Required Readings: [You can find these on electronic course reserves.]

T.H. Breen, "Ideology and Nationalism on the Eve of the American Revolution: Revisions Once More in Need of Revising," *Journal of American History* 84 No.1 (June 1997), 13-39.

J. M. Bumsted, "Things in the Womb of Time: Ideas of American Independence, 1633 to 1763," *William and Mary Quarterly* 3rd Series [henceforth cited as *WMQ*], 31 (1974), 533-64.

John M. Murrin, "The French and Indian War, the American Revolution, and the Counter-factual Hypothesis," *Reviews in American History* 1 (1973-74), 307-18.

Michal J. Rozbicki, "The Curse of Provincialism: Negative Perceptions of Colonial American Plantation Gentry," *Journal of Southern History* 63 no.4 (Nov 1997), 727-52.

Stephen Conway, "From Fellow-Nationals to Foreigners: British Perceptions of the Americans, circa 1739-1783," *William and Mary Quarterly* 59, no. 1 (Jan 2002), 65-100.

January 18, 2016

Week 3: Resistance to Revolution

Required Readings:

Pauline Maier, *From Resistance to Revolution*.

Supplementary/Optional Readings:

Select Primary Sources for Discussion, on British and American positions in 1765:
Thomas Whatley “The Regulations Lately Made...” (1765) and Daniel Dulany
“Considerations on the Propriety of Imposing Taxes in the British Colonies 1765” as
reprinted in Jack P. Greene, ed., *From Colonies to Nation, 1763-1789* (New York: W.W.
Norton, 1975), 45-59.

January 25, 2016

Week 4: The Imperial Economy

Required Readings:

T.H. Breen, *The Marketplace of Revolution: How Consumer Politics Shaped American Independence* (2004).

Staughton Lynd and David Waldstreicher, “Reflections on Economic Interpretation, Slavery, the People Out of Doors, and Top Down versus Bottom Up,” *William and Mary Quarterly*, 3rd Ser., Vol. 68 No.4 (October 2011), 649-656.

Supplementary/Optional Readings:

Ellen Hartigan-O’Connor, *The Ties That Buy: Women and Commerce in Revolutionary America* (Philadelphia: University of Pennsylvania Press, 2009), intro & chapter 5, (pp.1-12,129-160.) [on 2-hour reserve]

Ruth H. Bloch, “The Gendered Meaning of Virtue,” *Signs: Journal of Women in Culture & Society* Vol 13 (1987), 37-58

Book Review Option 1: 5 pages. Book Review of Breen to be submitted at beginning of class.

February 1, 2016

Week 5: The Tea Party, Memory and “Ordinary” People

Required Readings:

Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Boston: Beacon Press, 1999).

Supplementary/Optional Readings:

Gary Nash, *The Unknown Revolution: The Unruly Birth of Democracy and the Struggle to Create America* (New York: Viking, 2005), chapter 4 (on 1774-1776).

Book Review Option 2: 5 pages. Book Review of Young to be submitted at beginning of class.

February 8, 2016

Week 6: Independence and the Contemporary Debate

Required Readings:

Thomas Paine, *Common Sense* (Penguin)

Recommended Primary Sources for Research/Discussion*:

Charles Inglis, *The True Interest of America Impartially Stated* (1776) which was a pamphlet written in opposition to *Common Sense*.

Select additional primary sources on independence in Greene, *Colonies to Nation*, chapter 30 and 31, pp. 268-70, 283-301.

Secondary Literature that is recommended, not required:

Harvey J. Kaye, *Thomas Paine and the Promise of America* (New York, 2005);

Eric Foner, "Tom Paine's Republic: Radical Ideology and Social Change," in Alfred F. Young, ed., *American Revolution*, 187-232;

Winthrop Jordan, "Familial Politics: Thomas Paine and the Killing of the King, 1776," *Journal of American History* 60 (1973-74), 294-308;

Eric Foner, *Tom Paine and Revolutionary America* (Oxford, 1976);

Jack Fruchtman Jr., *Thomas Paine: Apostle of Freedom* (NY, 1994);

John Keane, *Tom Paine: A Political Life* (London, 1995);

Jane E. Calvert, "Liberty Without Tumult: Understanding the Politics of John Dickinson," *Pennsylvania Magazine of History and Biography* 2007 131(3): 233-262.

Sophia Rosenfeld, "Tom Paine's *Common Sense* and Ours," *William and Mary Quarterly* Oct 2008 Vol. 65 n.4, 633-668.

[Some of these recommended primary and secondary readings may be helpful research sources for your essay on Paine; none are required.]

Written Assignment DUE: Essay on *Common Sense* due at the beginning of class in week 6.

February 15, 2016. **No Class. Reading Week February 15-19, 2016.**

February 22, 2016

Week 7: The Revolutionary War-- The Military Revolt

Required Readings:

Andrew Jackson O'Shaughnessy, *The Men Who Lost America: British Leadership, The American Revolution and the Fate of the Empire* (2013).

Don Higginbotham, "War and State Formation in Revolutionary America," in Eliga H. Gould and Peter S. Onuf, eds., *Empire and Nation: The American Revolution in the Atlantic World* (Baltimore: Johns Hopkins University Press, 2005), 54-71.

OR

Holly A. Mayer “Wives, Concubines and Community: Following the Army,” in John Resch and Walter Sargent, eds., *War & Society in the American Revolution: Mobilization and Home Fronts* (DeKalb: Northern Illinois University Press, 2007), 235-262.

Supplementary/Optional Readings:

Stephen Conway, “To Subdue America: British Army Officers and the Conduct of the Revolutionary War,” *WMQ* 43 (1986), 381-407; and “‘The Great Mischief Complained of’: Reflections on the Misconduct of British Soldiers in the Revolutionary War,” *WMQ* 47 (1990), 370-90.

Michael A. McDonnell, *The Politics of War: Race, Class and Conflict in Revolutionary Virginia* (Chapel Hill, 2007), chapter 1 entitled “Mustering Patriotism: The Problem of Popular Mobilization, 1774-1775”, pp. 19-48.

John Shy, “Benjamin Gilbert and Jacob Nagle: Soldiers of the American Revolution,” in Nancy L. Rhoden and Ian K. Steele, eds., *The Human Tradition in the American Revolution* (2000), 329-350.

Book Review Option 3: 5 pages. Book Review of O’Shaughnessy to be submitted at beginning of class.

Feb 29, 2016

Week 8: Urban & Rural Riots and Other Protests: The Internal Revolts?

Required Readings:

Jesse Lemisch, “Jack Tar in the Streets: Merchant Seamen in the Politics of Revolutionary America,” *WMQ* 25 (1968), 371-407.

Barbara Clark Smith “Food Rioters and the American Revolution,” *WMQ* 51 (1994), 684-692.

Michael McDonnell, “Class War? Class Struggles during the American Revolution,” *WMQ* 63 (2006), 305-440.

Thomas Humphrey, “Conflicting Independence: Land Tenancy and the American Revolution,” *Journal of the Early Republic* 28 (2008), 159-182.

Maya Jasanoff, “The Other Side of the Revolution: Loyalists in the British Empire,” *WMQ* 65 No. 2 (April 2008), 205-231.

Benjamin H. Irvin, “Tar, Feathers, and the Enemies of American Liberties, 1768 – 1776,” *The New England Quarterly*, Vol. 76 No.2 (June 2003), 197-238.

Supplementary/Optional Readings:

Jackson Turner Main, “Government by the People: The American Revolution and the Democratization of the Legislatures,” *WMQ* 23 (1966), 354-67.

Richard Maxwell Brown, “Back Country Rebellions and the Homestead Ethic in America, 1740-1799,” in *Tradition, Conflict and Modernization: Perspectives on the American Revolution*, ed. Brown and Don E. Fehrenbacher (NY, 1977), 73-99.

Mar 7, 2016

Week 9: Religion & Revolution

Catherine A. Brekus, *Sarah Osborn's World: The Rise of Evangelical Christianity in America* (New Haven: Yale University Press, 2012).

Supplementary/Optional Readings:

John A. Ragosta, "Fighting for Freedom: Virginia Dissenters' Struggle for Religious Liberty During the American Revolution," *Virginia Magazine of History & Biography* 2008 116(3): 226-261.

Harry S. Stout, "Religion, Communications, and the Ideological Origins of the American Revolution," *WMQ*, 34 (1977), 519-54.

Book Review Option 4: 5 pages. Book Review of Brekus to be submitted at beginning of class.

March 14, 2016

Week 10: Race & Revolution

Required Readings:

Woody Holton, "Rebel against Rebel: Enslaved Virginians and the Coming of the American Revolution," *Virginia Magazine of History and Biography* Vol. 105 No. 2 (Spring 1997), 157-192.

Gary B. Nash, *Race and Revolution* (Madison: Madison House, 1990), 57-87.

Jim Picuch, "Incompatible Allies: Loyalists, Slaves, and Indians in Revolutionary South Carolina," in John Resch and Walter Sargeant, eds., *War & Society in the American Revolution: Mobilization and Home Fronts* (DeKalb: Northern Illinois University Press, 2007), 191-214.

Karim M. Tiro, "The Dilemmas of Alliance: The Oneida Indian Nation in the American Revolution," in Resch and Sargeant, *War & Society*, 215-234.

Colin G. Calloway, "Declaring Independence and Rebuilding a Nation: Dragging Canoe and the Chickamauga Revolution," in Alfred F. Young et. al, eds., *Revolutionary Founders: Rebels, Radicals, and Reformers in the Making of the Nation* (2011), 185-198.

Supplementary/Optional Readings:

Judith L. Van Buskirk, "Claiming Their Due: African Americans in the Revolutionary War and Its Aftermath," in John Resch and Walter Sargent, eds., *War & Society in the American Revolution: Mobilization and Home Fronts* (DeKalb: Northern Illinois University Press, 2007), 132-162.

Nathaniel Sheidley, "Hunting and the Politics of Masculinity in Cherokee Treaty-Making, 1763-75," in Martin Daunton and Rich Halpern, eds., *Empire and Others: British Encounters with Indigenous Peoples, 1600-1850* (Philadelphia: University of Pennsylvania Press, 1999), 167-185.

Submit: one-paragraph proposal describing intended primary source for final written assignment.

March 21, 2016

Week 11: Gender & Revolution

Required Readings:

Abigail and John Adams Letters (3 letters): AA to JA, March 31, 1776; JA to AA, April 14, 1776; AA to JA, May 7, 1776. Includes “Remember the Ladies” letters at <http://www.masshist.org/digitaladams/archive>

- See Abigail Adams to John Adams, 31 March 1776 - 5 April 1776: www.masshist.org/digitaladams/aea/cfm/doc.cfm?id=L17760331aa
- For John’s reply, see John Adams to Abigail Adams, 14 April 1776: http://www.masshist.org/digitaladams/archive/doc?id=L17760414ja&bc=%2Fdigitaladams%2Farchive%2Fbrowse%2Fletters_1774_1777.php
- For Abigail’s response, see Abigail Adams to John Adams, 7 May 1776: http://www.masshist.org/digitaladams/archive/doc?id=L17760507aa&bc=%2Fdigitaladams%2Farchive%2Fbrowse%2Fletters_1774_1777.php

Ruth H. Bloch, “The American Revolution, Wife Beating, and the Emergent Value of Privacy,” *Early American Studies, An Interdisciplinary Journal* 2007 5(2): 223-251

Linzy Brekke, “‘To Make a Figure’: Clothing and the Politics of Male Identity in Eighteenth-Century America,” in John Styles and Amanda Vickery, eds., *Gender, Taste, and Material Culture in Britain and North America, 1700-1830, Studies in British Art*, (New Haven: Yale U. Press, 2006), 225-246.

Mary Beth Norton, “Eighteenth-Century American Women in Peace and War: The Case of the Loyalists,” *WMQ* 33 (July 1976), 386-409.

Laurel Thatcher Ulrich, “How Betsy Ross Became Famous: Oral Tradition, Nationalism, and the Invention of History,” [www.Common-Place.org](http://www.common-place.org) Vol8, No.1 (2007), <http://www.common-place.org/vol-08/no-01/ulrich>

Optional/Supplementary Readings:

Linda Kerber, *Women of the Republic: Intellect & Ideology in Revolutionary America* (1980, reprinted W.W. Norton, 1986), chapter 3 entitled “What I have to do with politicks? The Meaning of Female Patriotism” and chapter 5 “She Can Have No Will Different From His: Revolutionary Loyalties of Married Women.”

March 28, 2016

Week 12: Constitutional Revolution

Required Readings:

Richard Beeman, *Plain, Honest Men: The Making of the American Constitution* (Random House, 2009).

Book Review Option 5: Book Review of Beeman to be submitted at the beginning of the class.

April 4, 2016: Last Class.

Weeks 13: Student Presentations on their research-in-progress for their final essay and question/answer session. Length of oral presentation will depend on number of students in the class.

Final Essay: DUE April 11, 2016.

A NOTE TO PROSPECTIVE STUDENTS: Students with questions about the course should feel free to email the professor (nrhoden@uwo.ca). Syllabus
Last Revised: Jan 3, 2016 [similar to June 11, 2015 version previously posted, with correction to dates of class meetings].

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and

indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western), <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or msherif5@uwo.ca