

The University of Western Ontario
Department of History
2011-2012
HISTORY 2301E (003) UW
THE UNITED STATES: COLONIAL PERIOD TO THE PRESENT

Lectures: Tuesday and Thursday 9:30-10:30am, UC 224. Plus one weekly tutorial hour.

Please be advised that this course was formerly numbered History 234E.

Course Coordinator: Prof. Aldona Sendzikas

Email: asendzi2@uwo.ca Office: Lawson Hall (LwH) 1222 Telephone: 661-2111 x84377

Office Hours: Wednesdays 12pm - 2pm, or by appointment

Lecturers

| | | |
|-----------------------|------------------------|----------------------------|
| September to November | Prof. Nancy Rhoden | Stevenson Hall (StvH) 2122 |
| November to February | Prof. Craig Simpson | Lawson Hall (LwH) 1208 |
| February to April | Prof. Aldona Sendzikas | Lawson Hall (LwH) 1222 |

Course Description

This general survey of American history from 1600 to the present explores the most important trends and developments in the history of the United States. In the first term, emphasis is placed upon the emergence of the American nation, the egalitarian impulse, national expansion and sectional conflict. In the second term, we will look at the great transformations of the modern era: the growth of industrialism, big government, a pluralistic society, and international predominance.

The course consists of two lectures each week and a tutorial hour with an instructor. A detailed list of lecture topics and reading assignments for each week follows below. History 2301E places heavy emphasis on assigned readings from several monographs, documents and interpretive studies. You should also read the appropriate section of the textbook prior to attending lectures and beginning the required readings for the week.

Learning Outcomes

History 2301E students will be able to:

- identify and describe key people, events, concepts, ideas and movements in the history of the United States from its beginnings to the present and explain their significance
- explain the major changes and themes in American history and society from 1600 to the present
- analyze secondary sources, including short articles and monographs, including their methods, sources, structure, and argument
- interpret and evaluate brief primary sources (including excerpts) to identify meaning, goals, audience and historical context
- develop a thesis statement that can serve as the basis for an historical argument within a research paper
- express their ideas and perspectives orally through regular and informed participation in required tutorials

Grading

The weight assigned to marks when computing the final grades is as follows:

Tutorial work = 25 percent

Mid-year examination = 20 percent

Essays (Two Essays, 15% each) = 30 percent

Final Examination = 25 percent

Attendance and regular, informed participation in tutorials is a required part of the course's work. Tutorial leaders are within their rights, if they choose, to give a pop quiz every now and then. Tutorials will begin the week of September 12, 2011.

NO STUDENT WILL PASS THE COURSE WHO HAS HAD MORE THAN SIX (6) UNEXCUSED ABSENCES FROM TUTORIAL. A TUTORIAL ABSENCE MAY BE EXCUSED ONLY WITH A RECOMMENDATION BY AN ACADEMIC COUNSELLOR.

FAILURE TO COMPLETE ONE OF THE COURSE'S MAJOR REQUIREMENTS (EITHER EXAMINATION OR EITHER ESSAY) WITHOUT PERMISSION OF THE COURSE COORDINATOR, WILL RESULT IN A FAILURE IN HISTORY 2301E.

UNDER NORMAL CIRCUMSTANCES, LATE PAPERS WILL NOT BE ACCEPTED MORE THAN ONE WEEK (7 DAYS) AFTER THE DEADLINE.

BOTH PAPER (HARD COPY) AND ELECTRONIC VERSION OF ESSAYS MUST BE SUBMITTED. LATE PENALTIES WILL APPLY IF EITHER VERSION IS LATE.

Late papers will be graded with a deduction of 2% per day that it is late (including Saturday and Sunday). No papers will be accepted after the last day of class, in each term. Late papers should only be submitted at the History Department (Lawson Hall 2201) drop box. Do not place late papers under office doors of your tutorial leader or professor. Another copy of any late paper must be sent electronically. Put your tutorial section and tutorial leader's name on all submissions.

Students should read carefully the Faculty of Social Science "Instructions for Students Registered in Social Science Who are Unable to Write Tests or Examinations or Submit Assignments as Scheduled." They are appended to this syllabus. Pressures of work or computer/printer difficulties do not constitute acceptable reason for an extension. Remember to back up all notes and coursework both on your computer and externally (*e.g.*, external backup system, paper copy, and/or e-mail files to yourself), including research notes and drafts.

Do not contact your tutorial leader with requests for extensions or other types of academic accommodation, for either medical or non-medical reasons; contact academic counselling and the course coordinator. Students are reminded that academic accommodation on medical grounds can in most instances only be granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the following website:

<http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> or can be picked up at the Academic Counselling Office in the student's home faculty. (For Social Science students: SSC 2105.)

Further detail on this policy can be found at the following website:

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

If a student is absent from tutorial and misses an assignment (*e.g.*, oral presentation, quiz, *etc.*) within tutorial that is worth less than 10% of the final grade, an opportunity to make up the assignment will be afforded only if academic counselling recommends that the absence be excused (for medical or non-medical reasons). Without such a recommendation for academic accommodation from counselling, the student will earn 0 on the assignment. Students are reminded that if they are absent (for medical or non-medical reasons) from the December mid-year examination or April final examination, the Dean's permission is required for a make-up or special examination, and so such students should contact academic counselling.

Essay Assignments

Two essays will be assigned, one each term. The written assignments will be weighted as 30 percent of the mark in the course. The precise topics and instructions for the essay assignments will be set by the tutorial leaders. In format, style, and usage, each paper should conform to a standard style manual, such as Mary Lynn Rampolla's *A Pocket Guide to Writing in History* (6th Edition). Each essay must be typed or printed by computer, double-spaced with 12-point font or equivalent and one-inch margins. The length of each paper (not including title page, notes, and bibliography) cannot be under 10 pages (*i.e.*, it cannot be under 2,500 words) and it should not exceed 14 pages. A paper under 10 pages (*i.e.*, under 2,500 words) will not be considered acceptable for this assignment.

Prior to submitting each essay, students are required to submit an essay proposal (250 words) plus an annotated bibliography; the proposal should include research question, tentative argument or thesis statement. The 2 proposals (plus bibliography) will be worth 5 of the 30 points earned for the written assignments. To assist in the preparation of papers, students are strongly urged to consult a copy of William Strunk, Jr. and E.B. White, *The Elements of Style* (4th edition). Both *The Elements of Style* and Rampolla's *Guide* are on reserve at D.B. Weldon Library as are a limited number of the course's required texts.

Due Dates for Essay Assignments

The proposal for the first essay is due in tutorial the week of October 24, 2011 and will not be accepted for grading after Oct 28, 2011. The first essay is due on Monday, November 28, 2011. On Nov 28 the electronic copy is due (to Turnitin.com as explained below), **and an identical paper copy is due at the beginning of our lecture the next morning on Tuesday, November 29, 2011**. Late penalties will apply if either the electronic or the hardcopy are not submitted according to this schedule. It is strongly recommended that students should attach a copy of the WebCT receipt to the paper copy.

The proposal for the second essay is due in tutorial the week of Feb 13, 2012 and will not be accepted for grading after Feb 17, 2012. The second essay is due on Monday, March 19, 2012. On March 19 the electronic copy is due (to Turnitin.com as explained below), **and an identical paper copy is due at the beginning of our lecture the next morning on Tuesday March 20, 2012**. Late penalties will apply if either the electronic or the hardcopy are not submitted according to this schedule. It is strongly recommended that students should attach a copy of the WebCT receipt to the paper copy.

Submitting Essay Assignments

All assignments must be submitted in hardcopy as well as electronically to the Turnitin plagiarism detection service. To submit your assignment to Turnitin:

- Go to <http://webct.uwo.ca/>
- Log in using your UWO user name and password (same as your e-mail)
- Click on “HISTORY 2301E 2011-2012 Fall-Winter 2301E 003 LEC UGRD”
- Click on the name of the assignment (“Essay 1” or “Essay 2”)
- Click on the “Submit” button to upload your assignment and follow the prompts to complete the submission process

Detailed instructions for the submission process are available online in the course area.

Students are strongly advised not to wait until the last few minutes before midnight to submit the paper. High demand or internet failure will not be acceptable reasons for failing to submit on time. In the event of any problems, contact course coordinator and tutorial leader.

Note: "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>).” [www.uwo.ca/univsec/handbook/exam/crsout.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 offence (see Scholastic Offence Policy in the Western Academic Calendar.)" [http://www.uwo.ca/univsec/handbook/exam/courseoutlines_undergrad.pdf]

Statement on 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_undergrad.pdf.” [www.uwo.ca/univsec/handbook/exam/courseoutlines_undergrad.pdf issued 2011 02]

Plagiarism is a serious academic issue which can result in failure (*i.e.*, a grade of zero) on an assignment or more serious penalties. Plagiarism is reported to the Department Chair and the Faculty Dean. Students may be asked to submit research notes, and so students should keep all research notes for all assignments until after they have obtained their final grade in the course. Read carefully the attached statement on plagiarism, and ask your tutorial leader or professor if you have questions.

Examinations

There are two examinations: one during the mid-year examination period (December 10-21, 2011) covering all the lectures and assigned readings to that time; and a final examination at the end of the academic year (April 14-30, 2012) which will emphasize material encountered since the mid-year exam. The university sets the examination schedule, and students must not make travel plans for either time (*e.g.*, buy expensive plane tickets) until after the university publishes the exam schedule for mid-year and (later) year-end.

Support Services

- The website for the UWO Office of the Registrar is: <http://www.registrar.uwo.ca>.

- UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment.
 - The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See: <http://www.sdc.uwo.ca>.
 - The Services for Students with Disabilities office (SSD) has staff members who specialize in assisting students with various disabilities to adjust to the university environment. See: <http://www.sdc.uwo.ca/ssd>.
 - For information related to accessibility, including accessible routes, temporary service disruptions, and university policies related to accessibility issues, see: <http://www.accessibility.uwo.ca/students/index.htm>.

Required Books/Readings

- Paul Boyer, *et. al.*, eds. *The Enduring Vision: A History of the American People*. Concise 6th Edition. (Houghton-Mifflin, 2009). Complete Edition has 32 chapters from 1500 to present.
- John F. McClymer, *This High and Holy Moment: The First National Woman's Rights Convention, Worcester, 1850*. (Harcourt Brace, 1999).
- James M. McPherson, *Abraham Lincoln*. (New York: Oxford University Press, 2009).
- Nancy Shoemaker, *A Strange Likeness: Becoming Red and White in Eighteenth-Century North America*. (Oxford University Press, 2006).
- Ronald Takaki, *Double Victory: A Multicultural History of America in World War II*. 1st Edition. (Back Bay, July 2001).

Important Notes about Required Books: You may find Boyer shrink-wrapped at the book store with McClymer (Bundle ISBN 1133501060). We have used all of these titles except Shoemaker before, and so copies should be available in the Used Bookstore. Copies of these books have been placed on 2-hour Reserve at D.B. Weldon Library.

The online readings can be found by accessing the websites indicated in the Lecture Schedule below, or, if indicated, through the D.B. Weldon (DBW) website "Course Reserves" link.

2301 E

Lecture

003 CL UW 2366 TU & TH 09:30-10:30 am UC 224 Rhoden/Simpson/Senzikas

Tutorial Sections:

| Tutorial Number | Day | Time | Location |
|------------------------|------------|-----------------|-----------------|
| 009 TU UW 2338 | Tuesday | 12:30-1:30pm | UC 213 |
| 010 TU UW 16210 | Tuesday | 3:30-4:30pm | UC 213 |
| 011 TU UW 2340 | Tuesday | 2:30-3:30pm | UC 213 |
| 012 TU UW 2342 | Tuesday | 11:30am-12:30pm | UC 213 |
| 013 TU UW 2344 | Wednesday | 11:30am-12:30pm | UC 201 |

| | | | |
|-----------------|-----------|--------------|-----------|
| 014 TU UW 16211 | Wednesday | 4:30-5:30pm | UC 213 |
| 016 TU UW 3154 | Wednesday | 12:30-1:30pm | StvH 3166 |
| 019 TU UW 5540 | Wednesday | 1:30-2:30pm | UC 213 |

(Note: UC is University College. StvH is Stevenson Hall.)

LECTURE SCHEDULE

Sept. 8 Introduction by Profs. Rhoden, Simpson and Sendzikas

FIRST TERM

Part One: Prof. Nancy Rhoden

Week 1

Sept. 13 Old World Meets Old World
 Sept. 15 Migrants: The Willing and the Unwilling

Readings:

- Boyer, chapter 1 and 2 (pp.1-37).
- Go on a virtual field trip by visiting www.virtualjamestown.org and www.plimoth.org.

Week 2

Sept. 20 Early Virginia: Land of Opportunity?
 Sept. 22 Massachusetts & the New England Way

Readings:

- Boyer, chapter 3 (pp 38-50).
- Edmund S. Morgan, "The Labor Problem at Jamestown, 1607-18," *American Historical Review*, Vol. 76, No. 3 (June 1971), pp. 595-611 (access through DBW electronic Course Reserves).

Week 3

Sept. 27 Conflict & Crisis in Late Seventeenth-Century America
 Sept. 29 Contrasting Colonies at 1700

Readings:

- Boyer, chapter 3 (pp. 50-64).
- Elaine G. Breslaw, "Tituba's Confession: The Multicultural Dimensions of the 1692 Salem Witch-Hunt," *Ethnohistory*, Vol. 44, No. 3 (Summer 1997), pp. 535-556 (access through DBW electronic Course Reserves).

Week 4

Oct. 4 How Does this Empire Work: Imperial Politics & Economics of the Early 1700s
 Oct. 6 Education, Enlightenment & Evangelicalism: Americanization or Anglicization?

Readings:

- Boyer, chapter 4 (pp.65-89).
- Shoemaker, pp. 1-60.

Week 5

- Oct. 11 Imperial Warfare in British North America, 1713 to 1763
Oct. 13 After the Seven Years' War, Why Did the Empire Fall Apart?

Readings:

- Boyer, chapter 5 (pp.90-117).
- Shoemaker, pp. 61-143.

Week 6

- Oct. 18 The American Revolt
Oct. 20 Just How Revolutionary Was the American Revolution?

Readings:

- Boyer, chapter 6 (pp.118-137).
- Alfred F. Young, "George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the Memory of the American Revolution," *The William and Mary Quarterly*, Third Series, Vol. 38 No.4 (Oct 1981), pp.562-623 (access through the DBW electronic Course Reserves).
- Laurel Thatcher Ulrich, "How Betsy Ross Became Famous," in www.common-place.org Vol.8, No. 1, Oct 2007 (see: www.common-place.org/vol-08/no-01/ulrich). Compare Ulrich essay to entries on "Betsy Ross" in Wikipedia and *American National Biography* (on-line, access through UWO library website).
- Abigail Adams, "Remember the Ladies" Letter(s) at www.masshist.org/digitaladams.
 - See Abigail Adams to John Adams, 31 March 1776 - 5 April 1776: www.masshist.org/digitaladams/aea/cfm/doc.cfm?id=L17760331aa.
 - Optional: For John's reply, see John Adams to Abigail Adams, 14 April 1776: www.masshist.org/digitaladams/aea/cfm/doc.dfm?id=L17760414ja.
 - Optional: for Abigail's response, see Abigail Adams to John Adams, 7 May 1776: www.masshist.org/digitaladams/aea/cfm/doc.dfm?id=L17760507aa.

Week 7

- Oct. 25 The Constitutional Revolution: Designing a New System
Oct. 27 "The Great Experiment": Federalism and the Early Republic, 1789-1799

Readings:

- Boyer, chapter 6 (pp.137-144) and chapter 7 (pp. 145-169).
- Paul Finkelman, "The Founders and Slavery: Little Ventured, Little Gained," *Yale Journal of Law & the Humanities*, Vol. 13, Issue 2 (2001), pp. 413-449 (access through DBW electronic Course Reserves).

Week 8

- Nov. 1 Thomas Jefferson & Friends: Politics, Society & Expansion, 1800-1819
Nov. 3 Life in the Early Republic, 1790-1820

Readings:

- Boyer, chapter 8 (pp. 170-192).

- Simon P. Newman, “Reading the Bodies of Early American Seafarers,” *William and Mary Quarterly*, 3rd Series, 55, No. 1 (January 1998), pp. 59-82 (access through DBW electronic Course Reserves).

PART TWO: PROFESSOR CRAIG SIMPSON

Week 9

- Nov. 8 Jefferson, Jackson, and Political Culture in the Early Republic
 Nov. 10 The Reasons for All the Fuss About Slavery

Readings:

- Boyer, chapter 9 (pp. 193-213).
- McClymer, preface, prologue, part 1 (pp. 1-63).

Week 10

- Nov. 15 How to Pick Cotton in One Easy Lesson
 Nov. 17 The Mid-Century American Political System and Its Critics

Readings:

- Boyer, chapter 10 (pp. 214-236), ch. 11 (pp. 237-254) and ch. 12 (pp. 255-277).
- McClymer, part 2 (pp. 64-152).

Week 11

- Nov. 22 The Mid-Century American Social System and Its Critics, I
 Nov. 24 The Mid-Century American Social System and Its Critics, II

Readings:

- Boyer, chapter 13 (pp. 278-300).
- McClymer, part 3 (pp. 153-195).

Week 12

- Nov. 29 The Abrogation of the Missouri Compromise and the Birth of the
 Republican Party
 Dec. 1 Secession

Readings:

- Boyer, chapter 14.
- McPherson (all).

Week 13

- Dec. 6 War

Readings:

- Boyer, chapter 15 (pp. 324-352).

Note that December 8 & 9 are Study Days.

Note: A MID-YEAR EXAMINATION WILL BE HELD IN THE MID-YEAR EXAMINATION PERIOD, DECEMBER 10-21, 2011.

SECOND TERM

Week 14

- Jan. 10 Reconstruction: The War in Memory and Desire
- Jan. 12 The Rise of Big Business

Readings:

- Boyer, chapter 16 (pp. 353-378) and ch. 18 (pp. 404-425).

Week 15

- Jan. 17 Women and Men in the Late Nineteenth Century
- Jan. 19 Populism

Readings:

- Boyer, chapters 17 (pp. 379-403) and ch. 19 (pp. 426-450).

Week 16

- Jan. 24 The American Empire
- Jan. 26 Sport and Recreation

Readings:

- Boyer, chapter 20 (pp. 451-475).

Week 17

- Jan 31 The Cult of Efficiency

PART 3: PROFESSOR ALDONA SENDZIKAS

- Feb. 2 The Age of Reform: Progressivism in the Early Twentieth Century

Readings:

- Boyer, chapter 21 (pp.476-504).
- The Paradox of Capitalist Growth (*Henry George*, 1879) (www.teachingamericanhistory.org).
- The Triumph of America (*Andrew Carnegie*, 1885) (www.teachingamericanhistory.org).
- Progressive Platform of 1912 (1912) (www.teachingamericanhistory.org).

Week 18

- Feb. 7 "...[T]he problem of the twentieth century is the problem of the color-line": African-Americans in the Progressive Era
- Feb. 9 "Remember the *Lusitania!*": The U.S. and WWI

Readings:

- Boyer, chapter 22 (pp.505-531).
- A Governor Bitterly Opposes Negro Education (*Governor James K. Vardaman, Governor of Mississippi, 1903-1907*) (www.teachingamericanhistory.org).
- Open Letter to Woodrow Wilson (*W.E.B. DuBois*, March 1913) (www.teachingamericanhistory.org).
- The True Solution of the Negro Problem (*Marcus Garvey*, 1922) (www.teachingamericanhistory.org).
- President Wilson's Declaration of Neutrality (*Woodrow Wilson*, August 19, 1914) (www.teachingamericanhistory.org).
- War Message to Congress by Woodrow Wilson (April 2, 1917) (www.teachingamericanhistory.org).

Week 19

- Feb. 14 "Making the world safe for democracy": Woodrow Wilson and WWI
Feb. 16 The 1920s: America in the "Jazz Age"

Readings:

- Boyer, chapter 23 (pp.532-556).
- "Get the Rope!" Anti-German Violence in World War I-era Wisconsin (1918) (www.historymatters.gmu.edu).
- Interpretation of President Wilson's Fourteen Points (*Colonel House*, 1918) (www.teachingamericanhistory.org).
- Attorney General A. Mitchell Palmer Makes "The Case against the Reds" (1920) (www.historymatters.gwu.edu).

CONFERENCE WEEK, FEBRUARY 20-24, 2011

Week 20

- Feb. 28 "Brother, Can You Spare A Dime?": The Great Depression
Mar. 1 The 1930s: America and the International Crises

Readings:

- Boyer, chapter 24 (pp.537-586).
- First Fireside Chat (*Franklin D. Roosevelt*, March 12, 1933) (www.teachingamericanhistory.org).
- Neutrality and War (*Charles Lindbergh*, October 13, 1939) (www.teachingamericanhistory.org).
- Atlantic Charter (August 14, 1941) (www.teachingamericanhistory.org).
- "Arsenal of Democracy" Speech (*President Roosevelt*, December 29, 1940) (www.teachingamericanhistory.org).

Week 21

- Mar. 6 "Air raid Pearl Harbor...This is not drill!": America Attacked
Mar. 8 G.I. Joe and Rosie the Riveter: America in WWII

Readings:

- Boyer, chapter 25 (pp.587-615).
- Takaki, Introduction and Chapter 2.
- Pearl Harbor Speech (*Franklin D. Roosevelt*, December 8, 1941) (www.teachingamericanhistory.org).
- “Depicting the enemy” (cover of the December, 1942, issue of *Collier’s* magazine) (www.historymatters.gwu.edu).
- “Evacuation Was a Mistake”: Anger at Being Interned (1943) (www.historymatters.gwu.edu).
- “The World Will Note”: President Truman Announces the Atom Bomb (1945) (www.historymatters.gwu.edu).
- “Why Did We Have to Win It Twice?”: A Physicist Remembers His Work on the First Atomic Bomb by Bernard Feld (1980) (www.historymatters.gwu.edu).

Week 22

- Mar. 13 America and the Cold War
Mar. 15 “Happy Days”?: 1950s America

Readings:

- Boyer, chapter 26 (pp.616-637).
- Excerpts from *X* (*George F. Kennan*), July 1947, *Foreign Affairs* (www.teachingamericanhistory.org).
- Speech Explaining the Communist Threat (*Sen. Joseph McCarthy (R-WI)*, June 2, 1950) (www.teachingamericanhistory.org).
- “Holocaust or no holocaust, a woman’s place is in . . .” (1950) (www.historymatters.gwu.edu).
- The Kitchen Debate (*Vice President Richard Nixon and Soviet Premier Nikita Khrushchev*, 1959) (www.teachingamericanhistory.org).

Week 23

- Mar. 20 JFK, LBJ and the Vietnam War
Mar. 22 “I Ain’t Marching Anymore”: The War at Home

Readings:

- Boyer, chapter 27 (pp.638-661).
- Takaki, chapters 3 and 4.
- Inaugural Address by John F. Kennedy (January 20, 1961) (www.teachingamericanhistory.org).
- Great Society Speech (*Lyndon B. Johnson*, 1964) (www.teachingamericanhistory.org).
- Jim Vacarella Describes Avoiding the Draft During the Vietnam War (2000) (www.historymatters.gwu.edu).
- “Identify them by their garb.” *Chicago American* cartoon, 1968 (www.historymatters.gwu.edu).
- Peace With Honor (*Richard M. Nixon*, January 23, 1973) (www.teachingamericanhistory.org).

Week 24

Mar. 27 1960s America

Mar. 29 Jerry Rubin is a Yuppie: The 1970s and the Rise of Conservatism

Readings:

- Boyer, chapter 28 and part of chapter 29 (pp.662-692).
- Takaki, chapters 5 and 6.
- I Have a Dream Speech (*Martin Luther King, Jr.*, August 28, 1963) (www.teachingamericanhistory.org).
- A Summing Up: Louis Lomax interviews Malcolm X (*Louis Lomax*, 1963) (www.teachingamericanhistory.org).
- Human Rights and Foreign Policy (*Jimmy Carter*, June 1977, Commencement Speech Given at Notre Dame University) (www.teachingamericanhistory.org).

Week 25

Apr. 3 The 1980s: Reagan and Bush

Apr. 5 The 1990s

Readings:

- Boyer, rest of chapter 29, ch. 30 and ch. 31 (pp.693-758).
- Takaki, chapters 8 and 9.
- Acceptance Speech at 1980 Republican Convention (*Ronald Reagan*, July 17, 1980) (www.teachingamericanhistory.org).
- "Evil Empire" Speech (*Ronald Reagan*, March 8, 1983) (www.teachingamericanhistory.org).

Week 26

Apr. 10 2000 and Beyond: Another "American Century"? & Course Wrap Up

Readings:

- Boyer, chapter 32 (pp.759-787).
- Address to a Joint Session of Congress (*George W. Bush*, September 20, 2001) (www.teachingamericanhistory.org).
- Keynote Address at Democratic National Convention (*Barack Obama*, July 27, 2004) (www.teachingamericanhistory.org).

Note that April 12 & 13 are Study Days.

FINAL EXAMINATION PERIOD, APRIL 14-30, 2012

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.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

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 ACCOMMODATION

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. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. 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 is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca