

University of Western Ontario
Department of History

**HIS3421E: The History of European International Relations:
Communities and Conflicts**

(formerly HIS370E)

2011-2012

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Office Hours: Wednesday 1-3

Course description:

This course examines the evolution of European international relations in the 19th and 20th centuries. This is not a survey course. Rather, it focuses on key moments, subjects and themes - including major conflicts, leaders, alliances, institutions, the norms and mechanisms of international relations, as well as relations with the world beyond Europe - to understand the workings and evolution of European international relations as well as Europe's role in and impact on the international community.

The seminar is structured as a bridge between broad surveys at the 2000 level and 4000 level seminars. I will lead roughly half of the meetings, providing content, context and explanation of broader periods and subjects. The other half of the meetings will be student-led presentations that delve deeply into a specific subject. You are expected to contribute to weekly meetings in a spirited and thoughtful way. You must prepare for each class. There are weekly readings from the assigned textbooks, as well as additional secondary and primary source materials. There are also several writing assignments to prepare throughout the year. If you are organized and apply yourself consistently then the workload is entirely manageable.

Learning Outcomes:

By the end of the year, students will:

- Understand and explain the history of European international relations in the 19th and 20th centuries and discuss the significance of key individuals, forces, and events provoking change and adaptation
- Develop understanding of the historiographical debates that have shaped the historical literature
- Learn to read critically rather than for information/content
- Formulate individual research questions
- Develop original historical interpretations, supported by the use of primary and secondary sources
- Deepen and refine skills of oral and written communication
- Develop ability to work as part of a team

Required Textbooks:

The textbooks are:

Roy Bridge and Roger Bullen, *The Great Powers and the European States System, 1814-1914*, 2nd edition (Longman & Pearson, 2005)

Sally Marks, *The Ebbing of European Ascendancy: An International History of the World 1914-1945* (Arnold, 2002)

William I. Hitchcock, *The Struggle for Europe: the Turbulent History of a Divided Continent, 1945 to the Present* (Anchor Books, 2004)

1. Seminar Reports:

Write TWO five page reports on seminar presentations. These reports will develop your writing skills, your ability to reason historically, and your skill at developing an individual interpretation. You do not need to consult additional materials above and beyond the assigned readings. Each report is due in class one week after the topic has been discussed in class. *No late papers will be accepted for the seminar reports.* The seminars are spread over the course of the year, so you can manage your workload. If you want you can write on more than two topics I will count your two highest marks.

2. Research Essay:

The process of writing a research paper is being disaggregated into four stages spread throughout the year. The reason for this is to better understand the process of producing historical work. Drawing the paper out over the course of the year will also give you more time to think about your subject and your interpretation: the arguments should be more nuanced and compelling. Your final paper will build on each of the preceding stages:

1. **Choose your essay topic.** In this first stage, your essay topic should be defined temporally and should have a focus, such as the state or topic. A topic such as France's role in the Crimean War or European integration in the 1940s and 1950s is fine. Topics like the Second World War, or Germany, or European imperialism are too broad: while the general subjects are fine, you need to define the parameters of your topic a little more fully. Let me know the topic of your essay by 25 October 2011.
2. **Write an historiographical review and set your research question (6-8 pages).** Historiography refers to the 'conversation' that historians engage in with one another. When we develop historical interpretations, we think about what other

historians have asserted, argued, and suggested. Our own work is informed by what other historians have said. Historians debate with one another, revise current interpretations, suggest new questions and areas of research, develop new methodologies etc. The field is not static but dynamic. To write an historiographical analysis you need to read secondary sources so that you can understand the argument and how this relates to the field (meaning what other historians have claimed). This means you do not read history to get ‘the facts’ but to detect the underlying intellectual architecture which defines the shape of the narrative and informs the way in which ‘the facts’ are used.

Your paper should include at least 6-8 sources and explain what questions historians have asked, what interpretations they have developed, and their position relative to the works of other historians. At the end of the paper, explain your own research question and explain its position relative to the field.

Formulating sound research questions is challenging. Do not frame your question as an either-or proposition; do not phrase the question with a yes or no answer in mind. Rather devise the question so that it opens up interpretive possibilities. *This paper is due in class on 6 December 2011.*

3. **Write a summary and analysis of primary sources and decide on a preliminary thesis** (6-8 page paper). There are many kinds of primary sources: speeches, policy papers, diaries and memoirs, interviews, letters, diplomatic despatches, minutes of meetings, newspaper reports etc. You need to locate appropriate primary sources, read and analyse them in terms of your essay topic, and then write a summary explaining their main contributions to your understanding of your topic. At the end of this paper you should set out your preliminary thesis: this can be written as a sentence or a paragraph. Include a bibliography of the primary sources you have consulted. *This paper is due in class on 14 February 2012.*
4. **The final essay** (12-15 pages). By this time, the paper should be ready to write itself. You will want to fill in holes in your research, review your primary sources, and write several drafts. *This paper is due in class on 20 March 2012.*

Due Dates: The late penalty for written assignments is 2% per week day, or 10% per week. The debate papers cannot be submitted late.

3. Group Project: Role Playing Assignment

Role playing exercises contribute to our understanding of the past in several ways: they help people to think imaginatively, empathetically and analytically, to appreciate the

complexity of events, and to understand multiple points of view. Judgements and conclusions can be more nuanced and compelling after participating in such an activity.

As a class you will prepare an historical re-enactment. The scene will be the League of Nations, in the late autumn of 1935 when members debated what to do about the Italian invasion of Ethiopia. You must describe the specific scene fully: who is present, what issue or question is being discussed, how much time you have. You must also prepare biographical sketches for each participant, informing them of their priorities, goals, and the limits of their diplomatic flexibility.

The class will do the role playing exercise on *7 February 2012*. Leave 30 minutes at the end to discuss the ways in which this exercise has contributed to your understanding of this incident and European international relations more broadly. Afterward you will submit the script and biographical sketches for grading. The performance on 7 February will also be included in the assessment. The class will receive one grade for their effort.

Final exam:

There will be a final exam covering material over the entire year during the exam period in April 2012.

Mark Breakdown:

2 Seminar Reports (5% each)	10%
Major research paper:	(40% total)
-historiographical review	10%
-primary source analysis	10%
-final paper	20 %
Group Project	10%
Final Exam	25%
Participation	15%
Total	100%

Important Notes:

1. HIS3421E is an essay-designated course. According to the Academic Handbook, students are ‘required to demonstrate competence in essay writing to pass the course’. In this course that means you must SUBMIT all of the written assignments: two seminar reports, the historiographical review, the primary document analysis, and the major research paper.
2. For all medical and non-medical issues that might warrant accommodation, including all assignments, exams, tests, presentations, and class attendance, please go to academic counseling.

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:

https://studentservices.uwo.ca/secure/medical_document.pdf or be picked up at the Academic Counselling Office in the student's home faculty (For Social Science students 2105 SSC). Further details on this policy can be found at the following website:
<http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

3. Turnitin: All required papers (this includes the two seminar reports, the historiographical review, the primary source analysis and the final research paper) must be submitted to turnitin.com.

4. There is a copy of the Faculty of Social Science policy on plagiarism attached to this syllabus. Please read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:
http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf
f. Students who violate these guidelines can expect to incur the full weight of the penalties outlined therein. 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>).

If I call in a student to discuss an essay, you will be expected to bring all of your research notes and all preliminary drafts of your paper.

Seminar Meetings:

Sept. 13	Introduction to the course
Sept. 20	Timeline of Europe's International History <i>Readings:</i> <ul style="list-style-type: none"> • Bridge and Bullen, chap. 1, pp. 1-19
Sept. 27	The End of the Napoleonic Wars and the Making of Peace, 1814-1830 <i>Readings:</i> <ul style="list-style-type: none"> • Bridge and Bullen, chaps. 2 & 3, pp. 20-85 • Marks, chap. 1, pp. 2-16 Discussion of primary documents
Oct. 4	A Revolutionary Era? 1830-1848 <i>Readings:</i> <ul style="list-style-type: none"> • Bridge and Bullen, chap. 4, pp. 86-114
Oct. 11	<u>Presentation 1</u>: Was there a balance of power in Europe? How did it stabilize international relations? <i>Readings:</i> <ul style="list-style-type: none"> • Paul Schroeder, 'Did the Vienna Settlement Rest on a Balance of Power', <i>American Historical Review</i>, vol. 97, No. 3, June 1992, pp. 683-706 • Hans J. Morgenthau, 'The Balance of Power', in Williams, Goldstein and Shafritz, eds, <i>Classic Readings of International Relations</i>, pp. 203-206 • Paul Kennedy, <i>The Rise and Fall of the Great Powers</i>, Chapter 4, 'Industrialization and the Shifting Global Balances 1815-85', pp. 193-228
Oct. 18	The Crimean War <i>Readings:</i> <ul style="list-style-type: none"> • Bridge and Bullen, chap. 4, pp. 114-125 Discussion of primary documents
Oct. 25	<u>Presentation 2</u>: What caused the Crimean War? Why was it important? Why is it so often forgotten? <i>Readings:</i> <ul style="list-style-type: none"> • Norman Rich, <i>Why the Crimean War? A Cautionary Tale</i>, chap. 1, pp. 1-17; chap 4, pp. 60-66 • Paul Schroeder, <i>Austria, Great Britain and the Crimean War: The Destruction of the Concert of Europe</i>, chap. xvi, pp. 392-427 • Orlando Figes, <i>The Crimean War: A History</i>

Nov. 1	<p>Bismarck: Architect of European International Relations 1870-1890</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Bridge and Bullen, chaps. 5-7, pp. 126-250
Nov. 8	<p><u>Presentation 3: Did Bismarck overturn or create stability and balance in Europe?</u></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • David Wetzel, <i>A Duel Of Giants: Bismarck, Napoleon III and the Origins of the Franco-Prussian War</i>, Chapter 1, ‘A Bit about Personalities’, pp. 10-18; chap. 5, ‘The French Declaration of War’, pp. 138-166. • Bismarck’s Iron-and-Blood Statement in the Prussian Legislature, 30 Sept. 1862 and Bismarck’s edited version of the ‘Ems Despatch’ in Ralph Menning, ed., <i>The Art of the Possible: Documents on Great Power Diplomacy 1814-1914</i>, pp. 144, 168-9. • Jonathan Steinberg, <i>Bismarck: A Life</i>, chap. 2, pp. 13-27 • B.B. Hayes, <i>Bismarck and Mitteleuropa</i>, chap. 9, pp. 362-420
Nov. 15	<p>Imperialism and Alliances: The Lead Up to the First World War</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Bridge and Bullen, chaps. 8 and 9, pp. 251-336 • Marks, chap. 2, pp. 19-37 <p>Discussion of Historiography</p>
Nov. 22	<p><u>Presentation 4: Was Germany responsible for the start of the First World War?</u></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Michael Howard, <i>Studies in War and Peace</i>, chap. 6, ‘Reflections on the First World War’, pp. 99-109 • Fritz Fischer, <i>Germany’s Aims in the First World War</i>, chap. 1, ‘German Imperialism: From great power policy to world power policy’, pp. 3-49 • Annika Mombauer, <i>The Origins of the First World War: Controversies and Consensus</i>, Chapter 3, ‘The Origins of the war and the Question of Continuity in German History’, pp. 119-154 • Eyre Crowe, extract from ‘Memorandum on the present state of British relations with France and Germany’, 1 Jan. 1907, in Menning, ed., pp. 329-332 • Extract from Countermemorandum by Sanderson, 21 Feb. 1904, in Menning, ed., pp. 332-333 • ‘The Daily Telegraph Interview’, 28 Oct. 1908, in Menning, ed., pp. 335-7 • ‘Speech of the Imperial Chancellor Before the German Reichstag, On August 4th, 1914’, in <i>The Times Documentary History of the War, Vol. II: Diplomatic</i>, pp. 353-7

Nov. 29	<p>Making Peace, 1918-1933 <i>Readings:</i></p> <ul style="list-style-type: none"> • Marks, chaps. 3-6, pp. 38-120; chap. 13, pp. 272-299 <p>Discussion of primary documents</p>
Dec. 6	<p><u>Presentation 5: Was Europe on the road to peace, 1919-1933?</u> <i>Readings:</i></p> <ul style="list-style-type: none"> • P.M.H. Bell, <i>The Origins of the Second World War</i>, Chap. 2, ‘A Thirty Years War?: The Disintegration of Europe’, pp. 16-34, Chap. 3, ‘The Case for a Thirty Years War: The Restoration of Europe’, pp. 35-43 • Patrick O. Cohrs, <i>The Unfinished Peace after World War I: America, Britain and the Stabilisation of Europe, 1919-1932</i>, chap. 3, ‘The ill-founded peace of 1919’, pp. 46-67 (e-book) • Manfred E. Boemeke, Gerald D. Feldman, and Elisabeth Glaser, eds, <i>The Treaty of Versailles: A Reassessment after 75 Years</i>, chap. 14 by Sally Marks, ‘Smoke and Mirrors: In Smoke-Filled Rooms and the Galerie des Glaces’, pp. 337-370.

Second Term:

Jan. 10	<p>The Slump 1933-1939 <i>Readings:</i></p> <ul style="list-style-type: none"> • Marks, chap. 14, pp. 303-316
Jan. 17	<p>The Rise of Totalitarianism and the Appeasement of Europe <i>Readings:</i></p> <ul style="list-style-type: none"> • Marks, chap. 15, pp. 317-341 <p>Discussion of primary documents</p>
Jan. 24	<p><u>Presentation 6: Was Hitler’s foreign policy guided by long term goals or did he make it up as he went along, 1933-1939?</u> <i>Readings:</i></p> <ul style="list-style-type: none"> • Ian Kershaw, <i>The Nazi Dictatorship: Problems and Perspectives of Interpretation</i>, chap. 6, ‘Nazi Foreign Policy: Hitler’s ‘Programme’ or ‘Expansion without Object’, pp. 108-130 • Milan Hauner, ‘Did Hitler Want a World Dominion?’, <i>Journal of Contemporary History</i>, Vol. 13, No. 1, Jan. 1978, pp. 15-32 • Excerpt from The Hossbach Memorandum, 10 Nov. 1937, in Anthony Adamthwaite, ed., <i>The Making of the Second World War</i>, pp. 167-172. • Adolph Hitler, <i>Mein Kampf</i>, vol. 2, Chap. 14, ‘Eastern Orientation or Eastern Policy’ • Joachim Remak, ed., <i>The Nazi Years: A Documentary History</i>, excerpts from Hitler’s Second Book and Mein Kampf, pp. 109-110; Adolf Hitler note, 29 April 1944, p. 131.

Jan. 31	<p><u>Presentation 7: How can we characterize Soviet foreign policy in the 1920s and 1930s?</u></p> <p><i>Readings:</i> Henry L. Roberts, 'Maxim Litvinov', in Gordon A. Craig and Felix Gilbert, eds, <i>The Diplomats 1919-1939</i>, pp. 344-377 Henry Kissinger, 'Stalin's Bazaar' in <i>Diplomacy</i>, pp. 332-349. Vladislav Zubok and Constantine Pleshakov, <i>Inside the Kremlin's Cold War: From Stalin to Khrushchev</i>, Chap.1, 'Stalin: Revolutionary Potentate', pp. 11-27. Jonathan Haslam, <i>The Soviet Union and the struggle for collective security in Europe, 1933-1939</i>, chap. 1, pp. 1-5; chaps 3-4, pp. 27-59 Discussion of primary document assignment.</p>
Feb. 7	<p>Role Playing Exercise: Italy, Ethiopia and the League of Nations 1935-36</p>
Feb. 14	<p>Europe Destroyed and Europe Divided, 1939-1949</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Marks, chaps. 16-18, pp. 345-425 • Hitchcock, chaps. 1-4, pp. 13-129
Feb. 20-24	<p>READING WEEK</p>
Feb. 27	<p><u>Presentation 8: Europe's Cold War</u></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • David Reynolds, 'Great Britain' in Reynolds, ed, <i>The Origins of the Cold War in Europe: international perspectives</i>, pp. 96-120 • Anne Deighton, 'Britain and the Cold War, 1945-1955' in Leffler and Westad, eds, <i>The Cambridge History of the Cold War, Vol. I</i>: 112-132 • Hans-Peter Schwarz, 'The division of Germany, 1945-1949' in Leffler and Westad, eds, pp. 133-153 • Jessica Gienow-Hecht, 'Culture and the Cold War in Europe' in Leffler and Westad, eds, 398-419 • Churchill, Iron Curtain speech
Mar. 6	<p>European Integration 1945-1958</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Hitchcock, chap. 5, pp. 131-161
Mar. 13	<p><u>Presentation 9: Empire by Invitation?</u></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Geir Lundestad, 'Empire by Invitation? The United States and Western Europe, 1945-1952', <i>Journal of Peace Research</i> Sept. 1986: 263-277 • Alan Milward, <i>The Reconstruction of Western Europe, 1945-51</i>, chap. 3, pp. 90-125 • Pascaline Winand, <i>Eisenhower, Kennedy and the United States of</i>

	<i>Europe</i> , chap. 2, pp. 25-63
Mar. 20	<p>Integration under de Gaulle</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Hitchcock, chap. 8
Mar. 27	<p>Decolonisation, Retrenchment and Renewal</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Marks • Hitchcock, chap. 6, pp. 162-192; chap. 9, pp. 247-268; chap. 11, pp. 288-310
April 3	<p><u>Presentation 10: What was a Gaullist approach to foreign policy and foreign relations? How did it affect relations with the United States?</u></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Piers Ludlow, The Emergence of a Commercial Heavy-Weight: The Kennedy Round Negotiations and the European Community of the 1960s, <i>Diplomacy & Statecraft</i> 18: 2007, 351-368 • Frédéric Bozo, 'France, "Gaullism" and the Cold War', in Leffler and Westad, <i>The Cambridge History of the Cold War: Vol. II Crises and Détente</i>, pp. 158-178 • Erin Mahan, <i>Kennedy, de Gaulle and Western Europe</i>, chap. 7, pp. 128-142 • Winand, Eisenhower, <i>Kennedy and the United States of Europe</i>, chap. 9, pp. 245-262
April 10	<p><u>Presentation 11: Did integration kill the European nation-state?</u></p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Max Beloff, <i>Britain and European Union: Dialogue of the Deaf</i>, chap. 3, 'Federalism and Federalists', pp. 31-49 • Mary Kaldor, 'Cosmopolitanism Versus Nationalism: The New Divide?' in Richard Caplan and John Feffer, eds, <i>Europe's New Nationalism: States and Minorities in Conflict</i>, pp. 42-58 • Walter Hallstein, 'Europe in the making' in Leslie Derfler, ed., <i>An Age of Conflict: Readings in 20th Century European History</i>, pp. 346-352 • Thomas Risse, 'A European Identity? Europeanization and the Evolution of Nation-State Identities' in Cowles, Caporaso and Risse, eds, <i>Transforming Europe: Europeanization and Domestic Change</i>, pp. 198-216 • Alan Milward, <i>The European Rescue of the Nation-State</i>, chap. 6, 'The lives and teachings of the European saints', pp. 318-344 • Jacques Maritain: 'On political justice', spring 1940, pp. 274-7, and Libérer et Fédérer: 'Winning the war and winning the peace', 14 July 1942, pp. 289-291 in Walter Lipgens, ed., <i>Documents on the History of European Integration</i>, vol. 1.

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| | <ul style="list-style-type: none"> • William I. Hitchcock, <i>The Struggle for Europe: The Turbulent History of a Divided Continent 1945-2002</i>, chap. 15, 'Who is European? Race, Immigration, and the Politics of Division', pp. 410-434. |
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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