

**HIS 2301E: The United States, Colonial Period to the Present**

**Department of History  
The University of Western Ontario  
Fall/Winter 2012/2013**

**Tuesday and Thursday 9:30-10:30  
Room 224 University College**

**Instructor:** Geoffrey Stewart

**Office Hours:** Wednesday 12:30-2:30 or by appointment

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**Office:** 2238 Lawson Hall

Will Obama win? What would a Mitt Romney White House look like? Just how polarized is the American electorate? Moving into the fall of 2012 these questions are foremost on the minds of US citizens and, given the scope of United States' global influence, people the world over. This course will help you understand how we got here.

From the idea of an "errand into the wilderness" to debating its current pre-eminence as a "hyper-power", 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. It will allow you to place the ongoing debate about America's future in historical context and help you separate the rhetoric from the reality as the 2012 presidential election gears up.

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 and its consequences.

## **Outcomes:**

Upon completing the course, 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

## **Required Textbooks:**

Eric Foner, *Give Me Liberty: An American History* 3d ed. (New York: W.W. Norton, 2011)

Eric Foner ed., *Voices of Freedom: A Documentary History* 3d ed. Vols 1&2 (New York: W.W. Norton, 2010).

Harvard Sitkoff, *The Struggle for Black Equality* Twenty-fifth Anniversary Ed. (New York: Hill and Wang, 2008)

Nancy Shoemaker, *A Strange Likeness: Becoming Red and White in Eighteenth-Century North America*. (Oxford University Press, 2006)

## **COURSE REQUIREMENTS:**

Tutorial Work:	20%
Mid-Year Exam:	25%
Essays (Two Essays, 15% each):	30%
Final Exam:	25%

### **Tutorial Work:**

Each week students should come prepared to discuss the readings and lectures in a thoughtful and critical manner. 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, 2012.

### **Tutorial Sections:**

- 002 Tuesday 12:30-1:30pm University College 213
- 003 Tuesday 2:30-3:30pm University College 213
- 004 Tuesday 11:30-12:30pm University College 213
- 005 Wednesday 11:30am-12:30pm University College 213
- 007 Wednesday 12:30-1:30pm University College 213
- 008 Wednesday 1:30-2:30pm Weldon Library 259

**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.**

### **Essays:**

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 22, 2012 and will not be accepted for grading after Oct 26, 2012. The first essay is due on Monday, November 26, 2012. On Nov 26 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 27, 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.

The proposal for the second essay is due in tutorial the week of February 11, 2013 and will not be accepted for grading after February 15, 2013. The second essay is due on Monday, March 18, 2013. On March 18 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 19, 2013.** 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.

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 ([www.turnitin.com](http://www.turnitin.com))."

[<http://www.uwo.ca/univsec/handbook/exam/crsout.pdf>]

**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 assignments will be penalized 5% the first day and 2% each subsequent day (including Saturday and Sunday).**

**Late assignments handed in after the last day of class of each term will not be accepted.**

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.

### **Exams:**

There are two examinations: one during the mid-year examination period (December 8-19, 2012) covering all the lectures and assigned readings to that time; and a final examination at the end of the academic year (April 14-30, 2013) 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>.

**ADDITIONAL COURSE REGULATIONS (a.k.a.: The Fine Print):**

**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.**

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](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.

**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/crsout.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](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf).”

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.

## LECTURE SCHEDULE

**\*\*\* Class schedule is tentative. Dates and reading assignments may change depending on the pace of the course. It is your responsibility to attend class and be aware of any such changes.**

### FALL TERM

**September 6 – Introduction**

**September 11 and 13 – The Olde World Meets the *Old* World: When Cultures Collide**

**\*\*\*Tutorials Begin**

Readings:

- Foner, *Give Me Liberty*, Chapter 1
- Foner, *Voices of Freedom*, Chapter 1
- Go on a virtual field trip by visiting <http://www.virtualjamestown.org/> and [www.plimoth.org](http://www.plimoth.org)

**September 18 and 20 – Society and Culture in Provincial America**

Readings:

- Foner, *Give Me Liberty*, Chapters 2 and 3
- Foner, *Voices of Freedom*, Chapters 2 and 3
- Shoemaker, *A Strange Likeness*, 1-60

**September 25 and 27 – The Promise and Peril of the Atlantic World**

Readings:

- Foner, *Give Me Liberty*, Chapter 4
- Foner, *Voices of Freedom*, Chapter 4
- Shoemaker, *A Strange Likeness*, 61-143



## **October 2 and 4 – The American Revolution or the American War for Independence?: How Revolutionary was the Revolution?**

### Readings:

- Foner, *Give Me Liberty*, Chapters 5 and 6
- Foner, *Voices of Freedom*, Chapters 5 and 6
- Abigail Adams, “Remember the Ladies” Letter(s) at <http://www.masshist.org/digitaladams/aea/>.
  - See Abigail Adams to John Adams, 31 March 1776 - 5 April 1776:  
<http://www.masshist.org/digitaladams/aea/cfm/doc.cfm?id=L17760331aa&archive=&hi=&mode=&noimages=&numrecs=&query=&queryid=&rec=&start=1&tag=>
  - See John Adams to Abigail Adams, 14 April 1776:  
<http://www.masshist.org/digitaladams/aea/cfm/doc.cfm?id=L17760414ja&archive=&hi=&mode=&noimages=&numrecs=&query=&queryid=&rec=&start=1&tag=>
  - See Abigail Adams to John Adams, 7 May 1776:  
<http://www.masshist.org/digitaladams/aea/cfm/doc.cfm?id=L17760507aa&archive=&hi=&mode=&noimages=&numrecs=&query=&queryid=&rec=&start=1&tag=>

## **October 9 and 11 – Inventing a Nation**

### Readings:

- Foner, *Give Me Liberty*, Chapter 7
- Foner, *Voices of Freedom*, Chapter 7

## **October 16 and 18 – The Republican Experiment Begins**

### Readings:

- Foner, *Give Me Liberty*, Chapter 8
- Foner, *Voices of Freedom*, Chapter 8

**October 23 and 25 – Democracy and Reform in the New Republic I:  
The Market Revolution**

**\*\*\*Essay Proposals due in tutorial this week**

Readings:

- Foner, *Give Me Liberty*, Chapter 9 and “The Reform Impulse” in Chapter 12 (465)
- Foner, *Voices of Freedom*, Chapter 9 and Chapter 12 (Robert Owem, “The First Discourse on a New System of Society” and Philip Schaff on Freedom as Self-Restraint))

**October 30 and November 1 – Democracy and Reform in the New Republic II:  
Jacksonian America**

Readings:

- Foner, *Give Me Liberty*, Chapter 10
- Foner, *Voices of Freedom*, Chapter 10

**November 6 and 8 – The Peculiar Institution**

Readings:

- Foner, *Give Me Liberty*, Chapter 11
- Foner, *Voices of Freedom*, Chapter 11
- *The Narrative of the Life of Frederick Douglass* Chapters I-V
  - [http://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass\\_Narrative.pdf](http://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass_Narrative.pdf)

**November 13 and 15 – A House Divided: Race, Citizenship and The Road to the Civil War**

Readings:

- Foner, *Give Me Liberty*, the remainder of Chapter 12 and Chapter 13
- Foner, *Voices of Freedom*, the remainder of Chapter 12 and Chapter 13
- *The Narrative of the Life of Frederick Douglass* Chapters VI-XI
  - [http://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass\\_Narrative.pdf](http://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass_Narrative.pdf)

**November 20 and 22 – The Civil War**

Readings:

- Foner, *Give Me Liberty*, Chapter 14
- Foner, *Voices of Freedom*, Chapter 14

## **November 27 and 29 – Reconstruction and the New South Part I**

**\*\*\*Essays due to turnitin.com on Monday November 26 – hard copies are due in class November 27**

Readings:

- Foner, *Give Me Liberty*, Chapter 15
- Foner, *Voices of Freedom*, Chapter 15

## **December 4 – Reconstruction and the New South Part II**

### **WINTER TERM**

## **January 8 and 10 – All that Glitters Ain't Gold: The Gilded Age**

Readings:

- Foner, *Give Me Liberty*, Chapter 16 and 17
- Foner, *Voices of Freedom*, Chapters 16 and 17
- A Governor Bitterly Opposes Negro Education (*Governor James K. Vardaman, Governor of Mississippi, 1903-1907*)  
(<http://www.teachingamericanhistory.org/library/index.asp?document=2201>)

## **January 15 and 17 – The Progressive Era**

Readings:

- Foner, *Give Me Liberty*, Chapter 18
- Foner, *Voices of Freedom*, Chapter 18
- Open Letter to Woodrow Wilson (*W.E.B. DuBois*, March 1913)  
(<http://www.teachingamericanhistory.org/library/index.asp?document=1114>).

## **January 22 and 24 – Over Here, Over There: America and World War I**

Readings:

- Foner, *Give Me Liberty*, Chapter 19
- Foner, *Voices of Freedom*, Chapter 19

## **January 29 and 31 – The Roaring Twenties**

### Readings:

- Foner, *Give Me Liberty*, Chapter 20
- Foner, *Voices of Freedom*, Chapter 20
- The True Solution of the Negro Problem (*Marcus Garvey*, 1922)  
(<http://www.teachingamericanhistory.org/library/index.asp?document=738>).

## **February 5 and 7– The Dirty Thirties and the New Deal**

### Readings:

- Foner, *Give Me Liberty*, Chapter 21
- Foner, *Voices of Freedom*, Chapter 21
- First Fireside Chat (*Franklin D. Roosevelt*, March 12, 1933)
  - Listen (<http://www.youtube.com/watch?v=jt9f-MZX-58>)

## **February 12 and 14 – World War II: The Good War?**

**\*\*\*Essay Proposals due in tutorial this week**

### Readings:

- Foner, *Give Me Liberty*, Chapter 22
- Foner, *Voices of Freedom*, Chapter 22

## **February 19 and 21 – NO CLASS, READING WEEK**

## **February 26 and 28 – One World into Two: The Origins of the Cold War**

### Readings:

- Foner, *Give Me Liberty*, Chapter 23
- Foner, *Voices of Freedom*, Chapter 23

## **March 5 and 7 – Cold War America**

### Readings:

- Foner, *Give Me Liberty*, Chapter 24
- Foner, *Voices of Freedom*, Chapter 24
- Sitkoff, *The Struggle for Black Equality*, Chapters 1-3

## **March 12 and 14 – The Sixties: Years of Hope, Days of Rage**

### Readings:

- Foner, *Give Me Liberty*, Chapter 25
- Foner, *Voices of Freedom*, Chapter 25
- Sitkoff, *The Struggle for Black Equality*, Chapters 4-6
- Great Society Speech (Lyndon B. Johnson, 1964)  
(<http://www.teachingamericanhistory.org/library/index.asp?document=92>)
- I Have a Dream Speech (Martin Luther King, Jr., August 28, 1963)
  - Watch (<http://www.youtube.com/watch?v=smEqnklfYs>)

## **March 19 and 21 – Vietnam, Watergate and America's Crisis of Confidence**

**\*\*\*Essays due to turnitin.com on Monday March 18 – hard copies are due in class March 19**

### Readings:

- Foner, *Give Me Liberty*, Chapter 26 (excluding The Rising Tide of Conservatism and The Reagan Revolution)
- Foner, *Voices of Freedom*, Chapter 26 (excluding Reagan's inaugural address)
- Sitkoff, *The Struggle for Black Equality*, Chapter 7

## **March 26 and 28 – Ronald Reagan, The Me Generation and the Triumph of Conservatism**

### Readings:

- Foner, *Give Me Liberty*, Chapter 26 (The Rising Tide of Conservatism and The Reagan Revolution) and Chapter 27
- Sitkoff, *The Struggle for Black Equality*, Chapter 8
- Foner, *Voices of Freedom*, Chapter 26 (Reagan's inaugural address) and Chapter 27

## **April 2 and 4 – America and the New Millennium**

### Readings:

- Foner, *Give Me Liberty*, Chapter 28 (excluding The Rise of Obama and Learning from History)
- Foner, *Voices of Freedom*, Chapter 28 (everything except Barack Obama, Speech to the Muslim World)

## April 9 and 11– What’s Next?

### Readings:

- Foner, *Give Me Liberty*, Chapter 28 (The Rise of Obama and Learning from History)
- Foner, *Voices of Freedom*, Chapter 28 (Barack Obama, Speech to the Islamic World)
- Keynote Address at Democratic National Convention (*Barack Obama, July 27, 2004*) (<http://teachingamericanhistory.org/library/index.asp?document=2568>)

*If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.*

*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](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](mailto:rdashfo@uwo.ca)



