

THE UNIVERSITY OF WESTERN ONTARIO
2012-2013
DEPARTMENT OF HISTORY
HISTORY 4207E
CANADA AND THE AGE OF CONFLICT, 1896-1945

Class time: Monday 11:30-1:30
Classroom: Weldon Library 257

Office Hours: Tues/Thurs 10:00 am-12:00 pm

Instructor: Professor Robert Wardhaugh

Office: Lawson Hall 268

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COURSE DESCRIPTION:

“Modern” Canada was largely shaped between 1896 and 1945, decades that witnessed a massive immigration boom, two world wars, and an economic depression. Within this tumultuous era, this course will examine such issues as politics, regionalism, culture, gender, sexuality, modernity, class, race, ethnicity, religion, industrialization, urbanization, nationalism, foreign affairs, and age/generation.

REQUIRED COURSE MATERIALS:

Francis, Jones, Smith, and Wardhaugh, *Destinies: Canadian History since Confederation*, 7th edition (2011)

The reading materials consist of journal articles provided by the instructor.

CLASSES:

The classes are structured as seminars that follow a schedule listing the topics to be discussed and required readings. All students are expected to come to every seminar fully prepared by doing the readings. Each seminar consists of two student presentations on the readings by way of introduction to the topic, followed by general class discussion. The instructor will provide context when appropriate and guide the discussion. Student *preparation* and *participation* in the seminar process are essential to the overall success of the course.

COURSE REQUIREMENTS:

In order to obtain credit for the course, students are required to: 1) prepare, attend, and participate in all the seminars; 2) write one historiographical essay; 3) write one research essay; 3) make two in-class presentations on readings; 4) write a final exam.

The following formula is used to determine overall grades: 1) participation- 20%; 2) historiographical essay- 20%; 3) research essay- 20%; 4) seminar presentations-20% (10% each); 4) final exam- 20%.

Participation:

Value: 20%

Date: Duration of Class

Length: N/A

Assignment: The relative weight given to participation demonstrates its importance to the success of a seminar format. Attendance, while being mandatory, is not enough to constitute marks for participation.

Seminar Presentations:

Value: 10% each

Date: variable

Length: 10-15 minutes

Assignment: Topics and seminars for the presentations are chosen from the seminar schedule at the beginning of the course. *All* students must read the required works but those presenting will also produce an oral presentation that summarizes and analyzes the topic and readings, and *sets the stage* for seminar discussion.

Research/ Historiographical Essays:

Value: 20% each

Date: Last week of term

Length: 15-20 pages

Assignment: In first term, students will examine the historiography of a topic in Canadian history (1896-1945) and write an essay that examines and analyses the relevant literature. In second term, students will write a standard major research paper. Students will come up their own topics emerging from the class content. *All topics must be approved by the instructor.*

Final Exam:

Date: TBA

Value: 20%

Assignment: The examination will contain a list of questions to be answered in essay form. There will be a choice of questions. The exam will cover the work of the entire course. Further details for all assignments will be announced in class.

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There will be a penalty for late essays of one grade- NO EXCEPTIONS.

Student evaluations in the form of corrected assignments will be returned by the voluntary withdrawal date.

LEARNING OUTCOMES:

By the end of this course students will be able to:

- Explain the various fields of Canadian history with a critical eye to the “grand nationalist narrative” that dominates the field
- Employ such analytical paradigms as class, ethnicity, race, gender, sexuality, and culture
- Read academic articles and chapters critically, seeking to identify main arguments and contributions
- Offer succinct but analytical presentations on readings to their colleagues
- Participate and engage in upper-year history seminar discussions
- Understand the difference between a history and a historiographical essay

Please note: A copy of the Faculty of Social Science policy on PLAGIARISM has been attached to this syllabus. Students who violate these guidelines can expect to incur the full weight of the penalties outlined therein. The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.

SEMINAR SCHEDULE

Seminar 1: Introduction and Assignments

Seminar 2: Imperialism and Nationalism, 1896-1914

Destinies, chapter 5

Carman Miller, "English-Canadian Opposition to the South Africa War as seen through the Press" *Canadian Historical Review* 55:4 (1974) 422-438.

Phillip Buckner, "Casting Daylight upon Magic: Deconstructing the Royal Tour of 1901 in Canada" *The Journal of Imperial and Commonwealth History*, 31, 2 (2003): 158-189.

Patricia Dirks, "Canada's Boys—An Imperial or National Asset? Response to Baden-Powell's Boy Scout Movement in Pre-War Canada," Philip Buckner and R. Douglas Francis, *Canada and the British World: Culture, Migration, and Identity*. Vancouver: UBC Press, 2006: 111-128.

Seminar 3: Gender, 1896-1914

Destinies, chapter 7

Karen Bridget Murray, "Governing Unwed Mothers in Toronto at the Turn of the Twentieth Century" *Canadian Historical Review*, 85:2 (June 2004): 253-76.

Cecilia Morgan, "History, Nation, and Empire: Gender and Southern Ontario Historical Societies, 1890-1920s" *Canadian Historical Review*, 82:3 (September 2001): 491-528.

R. Blake Brown, "'Every boy ought to learn to shoot and to obey orders': Guns, Boys, and the Law in English Canada from the late Nineteenth Century to the Great War," *Canadian Historical Review*, 93:2 (June 2012): 196-226.

Jeffrey Vacante, "Evolving Racial Identity and the Consolidation of Men's Authority in Early Twentieth-Century Quebec" *Canadian Historical Review*, 88:3 (September, 2007): 413-438.

Seminar 4: First Nations, 1896-1914

Destinies, chapters 2

Sarah Carter, "Two Acres and a Cow: 'Peasant' Farming for the Indians of the Northwest, 1889-

97," *Canadian Historical Review*, 70:1 (March 1989): 27-52.

Brenda McDougall, "Wahkootowin: Family and Cultural Identity in Northwestern Saskatchewan Metis" *Canadian Historical Review*, 87:3 (September, 2006): 431-62.

Sarah Carter, "Categories and Terrains of Exclusion: Constructing the 'Indian Woman' in the Early Settlement Era in Western Canada," *Great Plains Quarterly*, 13 (Summer 1993): 147-61.

Seminar 5: Industrialization, Labour, and Class, 1896-1911

Destinies, chapters 6 & 7

Greg Kealey, "Artisans Respond to Industrialism: Shoemakers, Shoe Factories and the Knights of St. Crispin in Toronto" *CHA Historical Papers* (1973) 137-58.

Robert McIntosh, "Sweated Labour: Female Needleworkers in Industrializing Canada" *Labour/Le Travail* 32 (Fall 1993): 105-38.

John Bullen, "Hidden Workers: Child Labour and the Family Economy in Late Nineteenth-Century Urban Ontario" *Labour/Le Travail* 18 (Fall 1986): 163-87.

Seminar 6: Religion and Gender, 1896-1945

Destinies, chapter 8

Sharon Anne Cook, "Sowing Seed for the Master: The Ontario WCTU and Evangelical Feminism, 1874-1930" *Journal of Canadian Studies* 30 (3) (1995): 175-195.

Marguerite Van Die, "Revisiting 'Separate Spheres': Women, Religion, and the Family in Mid-Victorian Brantford, Ontario" In Nancy Christie (ed.), *Households of Faith: Family, Gender, and Community in Canada, 1760-1969*. (Montreal: McGill-Queen's University Press, 2002): 234-263.

Nancy Christie, "Young Men and the Creation of Civic Christianity in Urban Methodist Churches, 1880-1914," *Journal of the Canadian Historical Association / Revue de la Société historique du Canada*, 17: 1 (2006), 79-105.

Seminar 7: The West and the Immigration Boom, 1896-1911

Destinies, chapter 3

Howard Palmer, "Mosaic versus Melting Pot?: Immigration and Ethnicity in Canada and the United States" *International Journal* (1976), 488-528.

Kenneth Sylvester, "Immigrant Parents, Ethnic Children, and Family Formation in the Early Prairie West" *Canadian Historical Review*, 84, 4 (December, 2003): 586-612.

Lyle Dick, "Same-sex Intersections of the Prairie Settlement Era: The 1895 Case of Regina's 'Oscar Wilde'," *Histoire sociale/Social history*, Volume 42, Number 83, (Mai-May 2009), 107-145

Seminar 8: Education, 1896-1945

Destinies, chapters 1&4

Eric Sager, "Women Teachers in Canada, 1881–1901: Revisiting the 'Feminization' of an Occupation" *Canadian Historical Review*, 88, 2 (June 2007):

Marilyn Barber, "Nation-Building in Saskatchewan: Teachers from the British Isles in Saskatchewan Rural Schools in the 1920s," Philip Buckner and R. Douglas Francis, *Canada and the British World: Culture, Migration, and Identity*. Vancouver: UBC Press, 2006: 215-233.

Seminar 9: Race and Ethnicity, 1896-1945

Destinies, chapter 9

Sarah Jane Mathieu, "North of the Colour Line: Sleeping Car Porters and the Battle Against Jim Crow on the Canadian Rails" *Labour/Le Travail* 47, (2001): 9-42.

David Goutor, "Constructing the 'Great Menace': Canadian Labour's Opposition to Asian Immigration, 1880 – 1914" *Canadian Historical Review*, 88:4 (December, 2007): 549-76.

Carla Marano, "'Rising Strongly and Rapidly': The Universal Negro Improvement Association in Canada, 1919–1940," *Canadian Historical Review*, 91: 2 (June 2010), 233-259.

Seminar 10: Sexuality, 1896-1945

Destinies, chapter 8

Angus McLaren, 'Birth Control and Abortion in Canada, 1870-1920" *Canadian Historical Review* 59:3 (1978): 319-40.

Steven Maynard, "Horrible Temptations': Sex, Men, and Working-class Male Youth in Urban Ontario, 1890-1935" *Canadian Historical Review* 78:2 (June 1997): 191-136.

Angus McLaren, "The Creation of a Haven for 'Human Thoroughbreds': The Sterilization of the Feeble-Minded and the Mentally Ill in British Columbia" *Canadian Historical Review*, 67:2 (1986): 127-50.

Suzann Buckley, Janice Dickin McGinnis, "Venereal Disease and Public Health Reform in Canada" *Canadian Historical Review*, 63:3 (1982): 337-54.

Seminar 11: Leisure and Culture, 1896-1914

Destinies, chapter 9

Keith Walden, "Toronto Society's Response to Celebrity Performers, 1887–1914" *Canadian Historical Review*, 89:3 (September, 2008): 373-97.

Craig Heron, "The Boys and Their Booze: Masculinities and Public Drinking in Working-class Hamilton, 1890-1946" *Canadian Historical Review*, 86, 3 (September, 2005): 411-52.

Keith Walden, "Tea in Toronto and the Liberal Order, 1880–1914" *Canadian Historical Review*, 93:1 (March 2012): 1-24.

Morris Mott, "One Solution to the Urban Crisis: Manly Sports and Winnipeggers, 1900-1914" *Urban History Review*, 12 no. 2 (1983), 57-70.

Seminar 12: Religion and Social Reform, 1896-1920

Destinies, chapters 7 & 8

Michael Gauvreau, "Factories and Foreigners: Church Life in Working-Class Neighbourhoods in Hamilton and Montreal, 1890-1930" In Michael Gauvreau and Ollivier Hubert, *The Churches and Social Order in Nineteenth- and Twentieth-Century Canada* (Montreal: McGill-Queen's University Press, 2006): 225-273.

Melissa Turkstra, "Constructing a Labour Gospel: Labour and Religion in Early 20th-century Ontario," *Labour/Le Travail*, 57 (Spring 2006), 93-130.

Ernest Forbes, "Prohibition and the Social Gospel in Nova Scotia," *Acadiensis*, 1 (1971): 11-36.

Robert Wardhaugh, "The 'Impartial Umpire' Views the West: Mackenzie King and the Search for the New Jerusalem," *Manitoba History* (Spring 1995) 11-22.

Seminar 13: World War One, 1914-1918: War, Memory, and Politics

Destinies, chapter 10

Tim Cook, "The Madman and the Butcher: Sir Sam Hughes, Sir Arthur Currie, and Their War of Reputations" *Canadian Historical Review*, 85:4 (December, 2004): 693-719.

Isitt, Benjamin, "Mutiny from Victoria to Vladivostok, December 1918" *Canadian Historical Review*, 87:2 (June, 2006): 223-64.

Tim Cook, "'Anti-heroes of the Canadian Expeditionary Force,'" *Journal of the Canadian Historical Association / Revue de la Société historique du Canada*, 19: 1 (2008), 171-193.

Jonathan F. Vance, "The Soldier as Novelist: Literature, History, and the Great War," *Canadian Literature*, 79 (Winter 2003), 22-37.

Seminar 14: World War One, 1914-1918: Class, Ethnicity and Gender

Destinies, chapter 10

Gregory S. Kealey, "State Repression of Labour and the Left in Canada, 1914-20: The Impact of the First World War" *Canadian Historical Review* (Vol.73, No.3, 1992): 281-314.

Linda J. Quiney, "'Bravely and Loyal They Answered the Call': St. John Ambulance, the Red Cross, and the Patriotic Service of Canadian Women during the Great War" *History of Intellectual Culture* 5 (2005): 1-19.

Shauna Wilton, "Manitoba Women Nurturing the Nation: The Manitoba IODE and Maternal Nationalism, 1913-1920" *Journal of Canadian Studies*, 35 (2) (2000): 149-166.

James W. St.G. Walker, "Race and Recruitment in World War I: Enlistment of Visible Minorities in the Canadian Expeditionary Force" *Canadian Historical Review*, 70:1 (March 1989): 1-26

Seminar 15: Labour and Class—The Winnipeg General Strike, 1919

Destinies, chapter 11

Craig Heron and Bryan D. Palmer, "Through the Prism of the Strike: Industrial Conflict in Southern Ontario, 1901-1914" *Canadian Historical Review*, 58, 4 (1977): 423-57.

Benjamin Isitt, "Searching for Workers' Solidarity: The One Big Union and the Victoria General Strike of 1919," *Labour/Le Travail*, 60 (Fall 2007), 9-42.

Tom Mitchell, "Legal Gentlemen Appointed by the Federal Government": the Canadian State, the Citizens' Committee of 1000, and Winnipeg's Seditious Conspiracy Trials of 1919-1920," *Labour/Le Travail*, 53 (Spring 2004), 9-46.

David Bright, "We Are All Kin': Reconsidering Labour and Class in Calgary, 1919," *Labour/Le Travail*, 29 (Spring 1992), 59-80.

Seminar 16: Gender and the Law, 1911-1945

Joan Sangster, "'Pardon Tales' from Magistrate's Court: Women, Crime, and the Court in Peterborough County, 1920-50" *Canadian Historical Review*, 74:2 (1993): 161-97.

Karen Dubinsky and Franca Iacovetta, "Murder, Womanly Virtue, and Motherhood: The Case of Angelina Napolitano, 1911-1922" *Canadian Historical Review*, 72:4 (1991): 505-31,

Tamara Myers, "The Voluntary Delinquent: Parents, Daughters, and the Montreal Juvenile Delinquents' Court in 1918" *Canadian Historical Review*, 80, 2 (June, 1999): 242-68.

Joan Sangster, "Criminalizing the Colonized: Ontario Native Women Confront the Criminal Justice System, 1920-60" *Canadian Historical Review* 80.1 (March 1999): 32-60.

Seminar 17: Leisure and Culture, 1914-1945

Destinies, chapter 9 & 11

Cynthia Commachio, "Dancing to Perdition: Adolescence and Leisure in Interwar Canada" *Journal of Canadian Studies*, 32 (3) (1997): 5-36.

Sharon Wall, "Totem Poles, Teepees, and Token Traditions: 'Playing Indian' at Ontario Summer Camps, 1920-1955" *Canadian Historical Review*, 86:3 (September 2005): 513-44.

Lynda Jessup, "Bushwackers in the Gallery: Antimodernism and the Group of Seven," in Lynda

Jessup, ed., *Antimodernism and Artistic Expression: Policing the Boundaries of Modernity* (Toronto: University of Toronto Press, 2001), 130-152.

Seminar 18: Gender in the Roaring Twenties

Destinies, chapter 11

Jane Nicolas, "Gendering the Jubilee: Gender and Modernity in the Diamond Jubilee of Confederation Celebrations, 1927" *Canadian Historical Review*, 90, 2 (June, 2009): 247-74.

Veronica Strong-Boag, "The Girl of the New Day: Canadian Working Women in the 1920s" *Labour/Le Travail* Vol.4 1979: 131-64.

Cynthia Commachio, "'A Postscript for Father': Defining a New Fatherhood in Interwar Canada" *Canadian Historical Review*, 78, 3 (September 1997): 478-511.

Elise Chenier, "Class, Gender, and the Social Standard: The Montreal Junior League, 1912–1939," *Canadian Historical Review*, 90: 4 (December 2009), 671-710.

Seminar 19: Class and the Dirty Thirties

Destinies, chapter 12

Laurel Sefton MacDowell, "Relief Camp Workers in Ontario" *Canadian Historical Review* 76 (2) (June 1995): 205-228.

Ruth Roach Pierson, "Gender and the Unemployment Insurance Debates in Canada, 1934-1940" *Labour/Le Travail* 25 (Spring 1990): 77-103.

Mary Vipond, "One Network or Two? French-Language Programming on the Canadian Radio Broadcasting Commission, 1932–36" *Canadian Historical Review*, 89, 3 (September, 2008): 319-43.

Seminar 20: Politics, 1930-1939

Destinies, chapter 12

Doug Owrn, "Economic Thought in the 1930s: The Prelude to Keynesianism" *Canadian Historical Review* 66 (3) (September 1985): 344-377.

C.P. Stacey, "The Divine Mission: Mackenzie King and Hitler"

Canadian Historical Review, 61:4 (March 1980): 502-12

Donald Forster and Colin Read, "The Politics of Opportunism: The New Deal Broadcasts" *Canadian Historical Review*, 60:3 (1979): 324-49.

David R. Elliott, "Antithetical Elements in William Aberhart's Theology and Political Ideology" *Canadian Historical Review*, 59:1 (1978): 38-58.

Sean Mills, "When Democratic Socialists Discovered Democracy: The League for Social Reconstruction Confronts the 'Quebec Problem'" *Canadian Historical Review*, 86:1 (2005): 53-81.

Seminar 21: First Nations, 1914-1945

Tina Loo, "Dan Cranmer's Potlatch: Law as Coercion, Symbol, and Rhetoric in British Columbia, 1884-1951" *Canadian Historical Review* 73 (1992): 125-65.

Robin Jarvis Brownlie, "'A better citizen than lots of white men': First Nations Enfranchisement - an Ontario Case Study, 1918-1940" *Canadian Historical Review*, 87:1 (March 2006): 543-56.

Maureen K. Lux, "Care for the 'Racially Careless': Indian Hospitals in the Canadian West, 1920-1950s," *Canadian Historical Review*, 91: 3 (September 2010), 407-434.

Lesley Erickson, "Constructed and Contested Truths: Aboriginal Suicide, Law, and Colonialism in the Canadian West(s), 1823-1927" *Canadian Historical Review*, 86:4 (December 2005): 595-618.

Seminar 22: The Environment, 1896-1945

Alan MacEachern, "Lost in Shipping: Canadian National Parks and the International Donation of Wildlife" In Alan MacEachern and William J Turkel, eds., *Method and Meaning in Canadian Environmental History* (Toronto: Nelson Education, 2009): 196-213.

John Sandlos, "Not Wanted in the Boundary: The Expulsion of the Keeseekoowenin Ojibway Band from Riding Mountain National Park" *Canadian Historical Review*, 89:2 (June 2008): 189-221.

Tina Loo, "Making a Modern Wilderness: Conserving Wildlife in Twentieth-Century Canada" *Canadian Historical Review*, 82:1 (March 2001): 92-121.

Seminar 23: The North, 1896-1945

Janice Cavell, "The Second Frontier: The North in English-Canadian Historical Writing" *Canadian Historical Review*, 83, 3 (September 2002): 364-89.

Lyle Dick, "People and Animals in the Arctic: Mediating between Indigenous and Western Knowledge" In Alan MacEachern and William J Turkel, eds., *Method and Meaning in Canadian Environmental History* (Toronto: Nelson Education, 2009): 76-101.

Ken S. Coates, "The Sinews of their Lives: Native Access to Resources in the Yukon, 1890 to 1950," Ken Coates and Robin Fisher, *Out of the Background: Readings on Canadian Native History*. Toronto: Irwin Publishing, 1998: 196-209.

Frank James Tester and Paule McNicoll, "A Voice of Presence: Inuit Contributions toward the Public Provision of Health Care in Canada, 1900–1930," *Histoire sociale/Social history*, 41: 82 (Novembre-November 2008), 535-561.

Seminar 24: World War Two, 1939-1945

Destinies, chapter 13

Timothy Balzer, "'In Case the Raid Is Unsuccessful ...': Selling Dieppe to Canadians" *Canadian Historical Review*, 78, 4 (December 1997): 409-30.

Barry Ferguson and Robert Wardhaugh, "'Impossible Conditions of Inequality': John W. Dafoe, the Rowell-Sirois Royal Commission, and the Interpretation of Canadian Federalism" *Canadian Historical Review*, 84, 4 (December, 2003): 551-84.

Robert H. Keyserlingk "'Agents within the Gates': The Search for Nazi Subversives in Canada during World War II" *Canadian Historical Review*, 66, 2 (1985): 211-38.

W. Peter Ward, "British Columbia and the Japanese Evacuation" *Canadian Historical Review* vol. 3 (Sept. 1976): 289-308.

Irving Abella and Harold Troper, 'The line must be drawn somewhere': Canada and Jewish Refugees, 1933–9" *Canadian Historical Review*, 60:2 (1979): 178-209.

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 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