

**WESTERN UNIVERSITY
DEPARTMENT OF HISTORY
Hist1401 (001)
2013-2014**

**MODERN EUROPE, 1715 TO THE PRESENT:
CONFLICT AND TRANSFORMATION**

Course Director and Instructors:

Prof. P. C. REYNARD (Fall term Acting Director and Fall term Instructor)

LH 1221 preynard@uwo.ca

Prof. B. MILLMAN (Course Director and Winter term Instructor)

LH 2224 bmillman@uwo.ca

Lectures (001 LEC 1509): Monday and Wednesday, 11:30 - 12:20 SEB 1200

Tutorials: Choose and register in a tutorial that suits your schedule from the following list:

002	TUT 1851	Tu 4:30 PM - 5:30 PM	UC-213
003	TUT 1852	Tu 5:30 PM - 6:30 PM	UC-213
004	TUT 1853	M 1:30 PM - 2:30 PM	UC-213
007	TUT 1510	M 12:30 PM - 1:30 PM	STVH-3166
009	TUT 1511	Th 2:30 PM - 3:30 PM	UC-287
0010	TUT 1512	Th 1:30 PM - 2:30 PM	STVH-1155
0011	TUT 1854	Th 10:30 AM - 11:30 AM	UC-213
0013	TUT 5395	W 3:30 PM - 4:30 PM	STVH-1155
0015	TUT 1979	F 10:30 AM - 11:30 AM	UCC-58
0016	TUT 2098	Tu 1:30 PM - 2:30 PM	UC-213

Course Description:

History 1401E examines events and forces that shaped the lives of Europeans over the past three centuries. Societies that were largely rural, illiterate, and ruled by traditional elites became mostly urban, with mandatory school attendance, mass political parties, and new forms of political loyalty. Ethnic and religious minorities and women were, in varying degrees, emancipated, and serfdom that existed in the eastern part of the continent was abolished. But this history is also one of class and ethnic hatreds and conflicts, of global imperialism, of disastrous attempts at domination and social reordering in Europe, of total wars and genocide. We will examine all of these subjects.

The class begins with an analysis of the origins and consequences of the French and industrial revolutions, both of which influenced European history in fundamental ways. Conflicts between those who wished to change and improve European societies and political structures and those who longed to preserve existing institutions dominated the politics of the nineteenth century. The last part of the course examines the causes and consequences of the First World War, the experience of communism in the Soviet Union, Nazism and the Second World War, decolonization, and post-war efforts at European integration.

Learning Outcomes: Students who pass this class will be able to:

- . Explain the causes and consequences of, and relationships between, key events and processes in modern European history, such as the French Revolution, the industrial revolution, the development of new forms of parliamentary and also authoritarian governments, changes in the status and rights of women, and major European wars.
- . Evaluate primary sources, by showing through short written exercises that they understand the arguments made, the goals particular claims were meant to achieve, how these goals reflected the positions and experiences of the authors, the historical contexts in which documents were composed, and the larger historical significance of the sources.
- . Construct an analytic, logical, and clear historical argument in an essay that demonstrates an ability to conduct independent library research, evaluate a range of primary and secondary sources, and correctly cite the sources used.
- . Actively engage in discussions in tutorials, demonstrating the ability to formulate concepts and ideas orally, and to respond in clear and constructive ways to comments and questions raised by the leader of the tutorial and by other students.

Each week there are two lectures and one tutorial. Your Tutor (TA) will lead tutorial discussions that will focus on the interpretation of the original sources found in the source-book. She or he will assess your participation and grade all assignments, under the supervision of the course co-directors.

Evaluations and Assignments:

Weekly postings on tutorial readings (year):	15%
Tutorial participation (year):	15%
Book-Analysis, due Monday 4 Nov., Week 9:	10%
First-term Test, in tutorial Week 11:	10%
Final Essay, due Week 24 (inc. Proposal in Jan.):	25%
Final Exam (April, TBA):	25%.

Required Readings (to be purchased, available at UWO Bookstore):

PALMER R. R., Joel COLTON, and Lloyd KRAMER, *A History of the Modern World*, 10th ed. (New York: McGraw-Hill, 2007)

PERRY Marvin, Joseph R. PEDEN, and Theodore Von LAUE, *Sources of the Western Tradition*, vol. 2 (From the Renaissance to the Present), 8th ed. (Boston: Wadsworth, 2012)

TACKETT Timothy, *When the King Took Flight* (Cambridge: Harvard U. P., 2003).

Notes on Assignments:

One week ahead of due date of the Book-Analysis you will be given a question as well as the format that your answer should take. The book to be read and analysed in this exercise is: Timothy TACKETT, *When the King Took Flight* (Harvard U. P., Cambridge, 2003).

Detailed guidelines for the Final essay will be given to students in the Fall term, that will

include a required Proposal to be approved by your TA in January. Without a written proposal, a penalty of 10/100 points will be deducted from the grade of your Final Essay. A list of essay topics will be made available on the course website. Alternatively, students may craft their own question, but in all cases, your choice of topic and proposal must be approved by your TA.

Scholarship is a craft that you learn by doing. It calls for careful research and clear writing. Poor writing signals hasty and imprecise thinking. Your attention to academic form, your knowledge of the subject, and your skill in presenting it in clear prose will all count when your tutor grades your assignments.

Guidance in organizing and writing your essay, as well as details concerning the proper citation of historical sources are found in Mary Lynn RAMPOLLA, *A Pocket Guide to Writing in History*, 6th ed. (Boston: Bedford / St Martin's, 2010). An on-line source available through the University of Chicago Writing Program provides detailed guidance regarding how to write an analytic University-level essay: J. M. Williams and L. McEnerney, *Writing in College: A Short Guide to College Writing* (<http://writing-program.uchicago.edu/resources/collegewriting>).

.. Both examinations will call for answers in the form of short essays. A sample of a previous final examination is appended at the end of this syllabus. No electronic devices or notes or sources of any kind allowed.

.. For the Book-analysis and the Final Essay, you must give a printed copy to your TA and submit an identical electronic copy to *Turnitin*, a plagiarism detection software licensed to UWO.

.. A late assignment must be delivered to your TA, or, failing that, to the office of the Department of History (after hours, use the Essay drop-off box). An electronic copy of the late assignment must also go to *Turnitin*. A late penalty will be applied starting from the end of the day when the assignment is due: 1/100 point will be deducted from your mark for every one of the first seven days that these essays are late. Starting on the 8th day, 2/100 points will be deducted from your mark (week-ends included in both counts).

.. No paper will be graded unless both paper and electronic copies are received. Keep all preparatory notes, early drafts, and a spare copy of your work. The Course Director may ask for these materials.

.. Should you wish to appeal a grade, first draft a written statement outlining the reasons for your request. Direct your appeal to your TA first, then to the Course Director. An appealed mark may be raised, lowered, or left unchanged. Should you wish to appeal the decision of the Course Director, you may do so, as provided in the Academic Calendar

Accommodation for students with disabilities: Please contact the Student Development Services staff. Information at <http://www.sdc.uwo.ca/ssd/>. Documentation must be provided to Student Development Services staff, not to the Course Director.

Accommodation for illness: UWO Medical Accommodation Policy is described at: http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf. Your physician

must fill out a UWO Student Medical Certificate. Academic accommodation may be granted on medical grounds with documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his or her academic responsibilities. Request and documentation shall be submitted to the Academic Counselling Office of the student's Faculty, with a UWO Student Medical Certificate. Privacy policies prohibit the submission of medical documentation to tutors or faculty members.

SCHEDULE of LECTURES, TUTORIALS, and READINGS FALL TERM (Prof. P. C. REYNARD)

WEEK 1: Tutorial meetings will start next week

1. Mon. 09 Sept. Introduction to History 1401 and the European Map
2. Wed. 11 Sept. The European Dynastic Order
Palmer et al., first part of ch. 5, pp. 189-211 (sections 23, 24, and 25)

WEEK 2: Tutorial meetings start this week (16-20 Sept.)

3. Mon. 16 Sept. Old Regime Social Structures – Key Principles
Palmer et al., part of ch. 3, pp. 114-120 (section 13), first part of ch. 7, pp. 257-265 (introduction and section 31), and first part of ch. 9, pp. 350-353 (first part of section 41)
4. Wed. 18 Sept. The Fundamental Economic Structures of Old Regime Europe
Palmer et al., part of ch. 3, pp. 106-114 (section 12), and second part of ch. 7, pp. 265-273 (section 32)

Tutorials (16-20 Sept.): Introductions, review of syllabus, expectations, etc.

WEEK 3:

5. Mon. 23 Sept. The Enlightenment: Science and Reason
Palmer et al., first part of ch. 6, pp. 225-249 (introduction and sections 27, 28, and 29)
6. Wed. 25 Sept. Peace and War in the Eighteenth Century
Palmer et al., last part of ch. 7, pp. 274-296 (sections 33 and 34)

Tutorials (23-27 Sept.): Geography and History

Palmer et al., pp. 1-8

WEEK 4:

7. Mon. 30 Sept. Enlightened Absolutism
Palmer et al., first part of ch. 8, pp. 297-311 (introduction and section 35)
8. Wed. 2 Oct. The Enlightenment at Large
Palmer et al., second part of ch. 8, pp. 311-329 (sections 36, 37, and 38)

Tutorials (30 Sept. - 4 Oct.): Early-Modern Political Principles

Palmer et al., last part of ch. 6, pp. 249-255 (section 30), and Perry et al., pp. 20-22, 54-56 (Hobbes, *Leviathan*; Locke, *Second Treatise on Government*)

WEEK 5:

9. Mon. 7 Oct. Roots of the French Revolution
Palmer et al., last part of ch. 8, pp. 329-348 (sections 39 and 40), and first part of ch. 9, pp. 349-355 (introduction and section 41 - including a few pages read earlier)
10. Wed. 9 Oct. The "First Revolution"
Palmer et al., second part of ch. 9, pp. 355-370 (section 42)
- Tutorials (7-11 Oct.): Enlightened Critiques of European Society
Perry et al., pp. 80-87 (Voltaire, *Candide*; Diderot, *Supplement to the Voyage of Bougainville*; Montesquieu, *The Persian Letters*)

WEEK 6: Mon. 14 Oct.: Thanksgiving, no class on Monday and no tutorials this week.

11. Wed. 16 Oct. The Constitutional Monarchy (1789-1791)
Perry et al., pp. 92-102 (Introduction followed by: *Grievances of the Third Estate*; Sieyès, *What is the Third Estate*; de Tocqueville, *Critique of the Old Regime*; *Declaration of the Rights of Man ...*)

WEEK 7: Book-Analysis due Monday 4 Nov. - start reading book.

12. Mon. 21 Oct. Towards War and Civil War (1792-1793)
Palmer et al., third part of ch. 9, pp. 370-374 (section 43)
13. Wed. 23 Oct. The Terror
Palmer et al., fourth part of ch. 9, pp. 374-383 (section 44)
- Tutorials (21-25 Oct.): Revolution - Rights for All?
Perry et al., pp. 102-109 (Wollstonecraft, *Vindication of the Rights of Women*; In Favor of the Abolition of the Slave Trade; *Petition of the Jews of Paris, Alsace, and Lorraine*)

WEEK 8: No tutorials this week - Book-Analysis due in class next Monday 4 Nov.

14. Mon. 28 Oct. The Quest for Stability – Directory and Consulate
Palmer et al., last part of ch. 9, pp. 383-394 (sections 45 and 46)
15. Wed. 30 Oct. The Napoleonic Settlement and the Napoleonic Empire
Palmer et al., first part of ch. 10, pp. 395-414 (introduction and sections 47, 48, and 49)

WEEK 9: Book-Analysis due in class this Monday 4 Nov. (inc. submission to Turnitin)

16. Mon. 4 Nov. The Fall of the Napoleonic Empire
Palmer et al., second part of ch. 10, pp. 414-431 (sections 50 and 51)
17. Wed. 6 Nov. The Congress of Vienna and the Age of Restoration
Palmer et al., part of ch. 11, pp. 457-468 (sections 54 and 55)
- Tutorials (4-8 Nov.): Reaction to Revolution
Perry, et al., pp. 153-157 (Burke, *Reflections on the Revolution in France*; Metternich, *The Odious Ideas of the Philosophes*; de Maistre, *Essay on the Generative Principle of Political Constitutions*)

WEEK 10: First-term Test in Tutorials next week

18. Mon. 11 Nov. The Industrial Revolution
Palmer et al., first part of ch. 11, pp. 433-443 (section 52)

19. Wed. 13 Nov. The Rise of Liberalism

Palmer et al., part of ch. 11, pp. 443-457 and 476-482 (sections 53 and 57)

Tutorials (11-15 Nov.): Industrial Tensions

Perry et. al. pp. 132-146 (Report on Child Labour; J.P. Kay, *Moral and Physical Dissipation*; F. Engels, *The Condition of the Working Class in England*; Factory Rules; Samuel Smiles, *Self-Help and Thrift*; R. Owen, *A New View of Society*).

WEEK 11: First-term Test in Tutorials this week**20. Mon. 18 Nov. 1830 Revolutions**

Palmer et al., part of ch. 11, pp. 468-476 (section 56)

21. Wed. 20 Nov. 1848 Revolutions

Palmer et al., first part of ch. 12, pp. 483-502 (introduction and sections 58, 59, and 60)

Tutorials (18-22 Nov.): First-term Test**WEEK 12:****22. Mon. 25 Nov. East and West at mid-nineteenth Century**

Palmer, last part of ch. 12, pp. 512-516 (section 62), and part of ch. 13, pp. 537-544 (section 66)

23. Wed. 27 Nov. The Age of the Nation-State - Unification of Italy

Palmer et al., first part of ch. 13, pp. 517-525 (sections 63 and 64)

Tutorials (25-29 Nov.): Marxism

Palmer et al., second part of ch. 12, pp. 503-512 (section 61) and Perry et al., pp. 183-189 (K. Marx and F. Engels, *The Communist Manifesto*)

WEEK 13: No Tutorials this week.**24. Mon. 2 Dec. The Age of the Nation-State - Unification of Germany**

Palmer et al., second part of ch. 13, pp. 525-536 (section 65)

25. Wed. 4 Dec. Towards a new World Economy?

Palmer et al., first part of ch. 14, pp. 561-584 (introduction and sections 70, 71, and 72)

WINTER TERM (Prof. B. MILLMAN)**WEEK 14:****25. Mon. 6 Jan. Why Imperialism?**

Palmer et al., pp. 629-638, 646-675; also, Perry et.al., Hobson, *An Early Critique of Imperialism*, pp. 251.

26. Wed. 8 Jan. How Imperialism?

Palmer et.al., pp. 638-675.

Tutorials (6-10 Jan.): Imperial Motivations

Perry et. al., Chapter IX, pp. 230-253, especially: *The Spirit of British Imperialism*; Cecil Rhodes *Confession of Faith*; Joseph Chamberlain, *The British Empire: Colonial Commerce and 'The White Man's Burden'*; Edmund Morel, *The Black Man's Burden*; and, *The Edinburgh Review*, "We ... Can Restore Order Where There Is Chaos, and

Fertility Where There is Sterility”

WEEK 15:

27. Mon. 13 Jan. New Ideas: Political

Palmer et al., pp. 602-608; and, 622-628.

28. Wed. 15 Jan. New Ideas II: Science, Philosophy, Art and Religion

Palmer et. al., pp 609-621

Tutorials (13-17 Jan.): Feminism and Racism

Perry et. al., Chapter VIII, pp. 203-213, especially Emmeline Pankhurst ‘Why We Are Militant’; Houston Steward Chamberlain, ‘The Importance of Race’; The Dreyfus Affair, The Henry Memorial; The Kishinev Pogrom, 1903; and, Theodor Herzl, *The Jewish State*

WEEK 16: Essay Proposals due next week

29. Mon. 20 Jan. The Road to the First World War I

Palmer et al., pp. 677-686

30. Wed. 22 Jan. The Road to the First World War II

Tutorials (20-24 Jan.): German War Guilt?

Perry et. al., Chapter XI, pp. 277-287, especially Heinrich von Trietschke, The Greatness of War; and, Friedrich von Bernhardi, *Germany and the Next War*. In addition, some diplomatic documents will be posted to the course website.

WEEK 17: Essay Proposal due in Tutorial this week

31. Mon. 27 Jan. World War One, Conflict and Carnage

Palmer et al., pp. 687-702

32. Wed. 29 Jan. Home Fronts

Palmer et al., pp. 703-708

Tutorials (27-31 Jan.): Psychological Effects of the War

Perry et. al., Chapter XI, pp. 288-292, and 305-310, especially: Wilfred Owen, ‘Disabled’; Paul Valery, Disillusionment; Ernst von Salomon, Brutalization of the Individual; and, Sigmund Freud, ‘A Legacy of Bitterness’

WEEK 18:

33. Mon. 3 Feb. The End of the War and After

Palmer et al., pp. 709-718; 763-772

34. Wed. 5 Feb. The Russian Revolution

Palmer et al., pp. 719-748

Tutorials (3-7 Feb.): Differences of Opinions

Perry et. al., Chapter XI, pp. 297-304, especially: Woodrow Wilson, The Idealistic View; George Clemenceau, French Demands ... and V.I. Lenin, The Call to Power

WEEK 19:

35. Mon. 10 Feb. The Soviet Union

Palmer et al., pp. 749-762

36. Wed. 12 Feb. Europe in the interwar period

Palmer et al., pp. review 763-772; 785-794; 799-812

Tutorials (10-14 Feb.): Stalinism

Perry et. al., Chapter XII, pp. 311-334, especially: Joseph Stalin, *The Hard Line*; Lev Kopelev, *Terror in the Countryside*; Miron Dolor, *Execution by Hunger*; and, A.O. Avdienko, *The Cult of Stalin*

READING WEEK: 17-21 Feb. 2014 - No Lectures, no Tutorials

WEEK 20:

37. Mon. 24 Feb. The Problem with Germany, 1919-1933

Palmer et al., pp. 813-826

38. Wed. 26 Feb. Hitler and Nazi Germany

Tutorials (24-28 Feb.): Germany on the Brink

Perry et. al., Chapter XII, pp. 335-367, especially: Max Hauser, *I Was One of the Unemployed*; Adolph Hitler, *Mein Kampf*; Ernst Huber, "The Authority of the Fuhrer ..."; and, Thomas Mann, "An Appeal to Reason"; Joseph Roth, "The Auto-Da-Fe of the Mind"

WEEK 21:

39. Mon. 3 Mar. Europe on the Brink

Palmer et al., pp. 827-836

40. Wed. 5 Mar. The Last European War, 1939-1942

Palmer et al., pp. 837-844

Tutorials (3-7 Mar.): Why So Little Resistance?

Perry et. al., Chapter XIII, pp. 368-382, especially: George Messersmith, "The Nazis Were After ..."; William L. Shirer, *Berlin Diaries*; Neville Chamberlain, *In Defence of Appeasement*; and, Winston Churchill, "A Disaster of the First Magnitude"

WEEK 22:

41. Mon. 10 Mar. Nazi Rule, Genocide and Resistance

42. Wed. 12 Mar. The End of the War

Palmer et al., pp. 845-864

Tutorials (10-14 Mar.): Genocide

Perry et. al., Chapter XII, pp. 356-362, 400-406, and 428-433, especially: Hertha Nathorff, *A German-Jewish Doctor's Diary*; Hermann Graebe, *Slaughter of Jews in Ukraine*; Rudolph Hoess, *Commandant of Auschwitz*; Marie Neumann, "We're In the Hands of a Mob ..."; and, "Adolph Hilter, Political Testament"

WEEK 23: Final Essay due next week

43. Mon. 17 Mar. The Cold War in Europe

Palmer et al., pp. 866-881; 882-901

44. Wed. 19 Mar. The End of Empires

Palmer et al., pp. 917-944; 945-980

Tutorials (17-21 Mar.): Cold War Roots

Perry et. al., Chapter XIV, pp. 440-448, especially: A German Expellee ..., "Germans

Were Driven Out of their Homeland Like Dogs”; Winston Churchill, “The Iron Curtain”; Roy Medvedev, “Stalin’s Last Years”

WEEK 24: Final Essay due this week

45. Mon. 24 Mar. Western Europe, 1950-1990
Palmer et al., pp. review 882-901; 1087-1099

46. Wed. 26 Mar. Eastern Europe, 1950-1984
Palmer et al., pp. 902-907; 995-1026

Tutorials (24-28 Mar.): The German Miracle

Perry et. al., Chapter XIV, pp. 440-444, 460-477, especially: Theodore White, “Germany: Spring in the Ruins; Theodore White, “Germany is Alive and Vigorous Again”; Richard von Weizacker, “We Seek Reconciliation”

WEEK 25: Last tutorials

47. Mon. 31 Mar. The Collapse of the Soviet Bloc
Palmer et al., pp. 1034-1049

48. Wed. 2 Apr. European Union
Palmer et al., pp. 1065-1068

Tutorials (31 Mar. - 4 Apr.): Roots of Collapse

Perry et. al., Chapter XII, pp. 327-328; and XIV, p. 438-469, especially: Nikita Khrushchev, The Secret Speech; Nikita Khrushchev, Report to the Twentieth Party Congress; Milovan Djilas, “The New Class”

WEEK 26: No Tutorials This Week

49. Mon. 7 Apr. Current Challenges
Palmer et al., pp. 1050-1064

**FINAL EXAMINATION - APRIL EXAMINATION PERIOD
(exact date TBA)**

SAMPLE FROM THE FINAL EXAMINATION GIVEN IN APRIL 2012:

Please answer one question from Section A and two from Section B (each answer should take the form of a short essay, and each answer will count for 1/3 of this exam's mark.):

Section A:

1. In July 1789, Parisian crowds and people in other parts of France intervened in decisive ways in the course of events that became known as the French Revolution. What events and trends over the previous two to three years had prepared this popular upsurge that transformed what had been a political process dominated by elites into a popular revolt against the Old Regime?
2. Until late in 1791, the French revolution was arguably a largely successful and positive transformation of a nation in need of reform. By 1793-4, France was at war, both internally against counter-revolutionary forces and externally against a coalition of European powers. What explains this negative turn of events?

3. What can explain the sustained popularity of Napoleon Bonaparte in France, both at the end of the 18th century and through the first decade of the nineteenth century?
4. Where did Napoleon I fail ?

Section B

1. The first half of the nineteenth century has often been considered an age of revolution. Is that an accurate assessment? Could one make an argument that it is more accurately characterized as an era of reaction?
2. By the end of the nineteenth century a large number of "isms" competed for the allegiance of Europeans. Why were there so many?
3. Why did German nationalism prove to be so explosive a force in the period between the Napoleonic Era and the First World War?
4. Between 1870 and 1914 the great European powers displayed a remarkable interest in acquiring empires. By the beginning of the First World War most of the world had become part of a European Empire, formally or informally. How can one account for the interest in acquiring empires that many European powers displayed in this period ?
5. In 1815, the Congress of Vienna established a system that encouraged a general peace for a century. In 1919, at Paris, the Allied statesmen concluded what was called at the time a "twenty year armistice." Account for the difference.
6. What were the most significant similarities and differences in the methods and goals of Nazi Germany and the Soviet Union during the 1930s? Please analyze the domestic and foreign policy objectives of each regime and how they sought to achieve them, including the ways in which each state dealt with domestic opposition and dissent; the methods employed to promote obedience and enthusiasm in the larger population; the role of institutions and elites that existed before each regime came to power; and the relations of each state with other countries.
7. Why did most of the empires governed by the United Kingdom and France gain independence in the period between 1945 and 1960 ?
8. To what extent was the collapse of the Soviet Empire and the Soviet Union a product of the dynamic created by Mikhail Gorbachev's policies of perestroika (rebuilding or restructuring) and glasnost (openness), and to what extent was it a result of other forces or factors?
9. What factors have promoted the stability of parliamentary governments in Western Europe after 1945?

SUPPORT SERVICES

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

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

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