

His 3305E: The United States, 1783-1901

Western University
2013-2014

Prof. Laurel Clark Shire
W 3:30-5:30 UC 137
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In this course we will explore some of the themes and events in U.S. history from the founding of the nation to the aftermath of the Civil War. We will be especially interested in how social change, economic and territorial expansion, and slavery influenced the U.S. in the 1800s. We will also explore and question some of the biases that shape how historians narrate U.S. history to students and to the public, especially American Exceptionalism and the idea that it is a story of “progress.” Since what counts as progress depends on the social location of the subject, in this course I will frequently ask you to put yourself in the shoes of an American citizen in the 1800s facing a dilemma of that historical moment (such as a squatter on public land, journeyman mechanic, mill worker, enslaved person, slaveholder, or moral reformer). Short lectures and class discussions each week will provide you with a wider context for the readings, and will focus on learning how to read critically and interpret primary historical sources. Assessments will include exams, essays, primary source analysis, and student-led discussion leadership.

Course Objectives

Content - By the end of this course you will be able to:

- describe and analyze the social order of the United States in the 1800s, including how gender, age, race, and wealth determined its structure
- describe major events and changes in the U.S. in the 19th century, especially those related to slavery, territorial expansion, and the rise of modern capitalism
- explain the significance of the above to individuals, groups, the social order and the history of North America

Skills - By the end of this course you will be able to

- identify, analyze, and interpret primary historical sources
- identify the *argument* as well as the relevant information in secondary scholarly articles and books
- write a properly cited essay with a strong argument and persuasive evidence

These **course texts** have been ordered at the Western Bookstore and are on reserve at Weldon Library:

Kathryn Derounian-Stodola, Ed., *Women's Indian Captivity Narratives* (Penguin Classics, 1998)

Ellen Carol Dubois, *Feminism and Suffrage: The Emergence of an Independent Women's Movement in America, 1848-1869* (Cornell Univ. Press, 1999)

Paul E. Johnson and Sean Wilentz, *The Kingdom of Matthias: A Story of Sex and Salvation in 19th-Century America* (Oxford, 1995)

James W. Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (Simon and Schuster, 2007)

We will also read: Solomon Northrup, *Twelve Years a Slave* (1855), multiple editions available, free full-text online

You will (collectively) choose whether to screen these **films** together or watch them on your own:

CSA: The Confederate States of America (Kevin Wilmott, IFC, 2004) available free on YouTube

Traces of the Trade: A Story from the Deep North (Katrina Browne et al, Ebb Pod Productions, 2008) can be placed on reserve at Weldon Library

Twelve Years a Slave (Steve McQueen, Fox Searchlight, 2013) scheduled to be released October 18, 2013. I'll buy the popcorn.



Other course readings (in the table below) are either available full-text online via Weldon Library (use Summon), are available online (see links), or will be posted on OWL.

Course Grade Components

Participation in class and online	10%
Discussion Leadership (with a small group)	5%
Essays	30%
Primary Source Interpretations	10%
Mid-Year Exam (December exam period)	20%
Final Exam (April exam period)	25%

Participation

Your participation grade is based on your contributions in class and online, as well as your preparedness in class. You **MUST** bring all readings and homework with you to class on the due dates – failing to bring them to class will lower your grade. Every class meeting and

OWL forum is an opportunity for you to earn 3 points toward your participation grade. To do so, you should be prepared, on task, courteous, and you should take the initiative to participate. During class, I keep track of who makes valuable contributions and engages with the material and with your classmates with a 3, 2, 1 or 0. Excused absences are omitted from this grade.  In order to accommodate diverse learning and communication styles there will be four online Forums on our course OWL site where you must post a response AND comments on the posts of your classmates. These forum threads will also be graded on a 0-3 point scale. A more detailed rubric will be provided in class. 

Other things that will affect your participation grade:

- **Attendance - Scientists have proven that attending class improves your grades. It's also just plain common sense. For your own success: come to class!** Religious holidays, games (for athletes) and documented illness are excusable absences. If you must miss class, please e-mail me to let me know. When you are absent, you are still expected to read, write and do homework. It is up to you to provide explanations and supporting documentation in order to be excused, I will not remind you to provide them. Unexplained absences (or excessive tardiness) will negatively affect your participation grade.
- **Comportment and Courtesy** - Come to class on time. Turn off your phones. Feel free to snack as long as it is not disruptive to discussion. **Studies have also shown that when students use technology in the classroom off-task (that is, to Facebook or email or e-chat during class) it not only lowers their grade, but also the grades of all the students around them who can see their screens and are involuntarily distracted.** If you take notes on a smartphone, tablet, or laptop, please stay on task on screen, do not attempt to multi-task during class (which studies have shown actually makes you dumb) and please close your device during discussion as a courtesy to your classmates. I am not the technology police, and I will not interrupt class to correct this behavior. But I will mark your participation as zero (0) if you are clearly off task during class.

Assignments

Most assignments are due in class (or by email just before class to profshire@gmail.com). In some cases (see below) assignments are due at other times. Please take note. Late assignments should be emailed to profshire@gmail.com, and will be downgraded 5 points per day late (ie, on day 2 you will get the best grade out of 95 points rather than 100). After one week I will no longer accept any assignment. If you anticipate having a hard time meeting a particular deadline, please come talk to me about an extension. Make-up exams can only be arranged with the approval of the Dean.



Four times during the course, your small group will be responsible for leading class discussion for the first 30 minutes of class time. Your objectives for this assignment are to facilitate class discussion, help your colleagues identify the main arguments and implications of the reading, and encourage comparisons with readings and ideas from other weeks of the course. You should collaborate (meet, chat over email, talk on the phone) in order to plan for this assignment. You may do anything you like to engage your peers, for example you can bring discussion questions, plan small group activities for the class to do, stage a skit, conduct mock interviews with historical figures, use multimedia, or anything else that will accomplish the goals of this assignment. **At the end of class your group must turn in the plan that you prepared; it should be typed and neatly organized. Omit from this document the name of any group member who did not contribute to your small group efforts.** Each instance is worth 1.25% of your overall course grade. If you are absent, there is really no way to make up this grade. In the case of documented illness, the other 3 grades will be averaged.

The grading criteria for this assignment are (your peers will have an opportunity to respond):

- This small group was well prepared
- Their presentation facilitated good discussion
- With their help, the whole class identified the important ideas from the texts assigned
- We made some connections to other readings/topics we have covered in this course
- This group displayed teamwork and participated equally in class leadership

Essays

You will write four essays during this course. Due dates are Sept. 18, Nov. 8, Feb. 14, and Mar. 21. Topics will be announced in class at least one week before each is due. They vary in length, but all must be typed, double spaced, with 2.5cm margins in a 12 pt font. The first essay is worth 3%, while the other 3 are each worth 9% of your overall grade. They should include a thesis, evidence, and references to your sources. Unless otherwise instructed, use only sources from this course to write them. I prefer electronic copies sent to profshire@gmail.com by the date and time due, but if you would like to turn in a paper copy, you may also do that. I will send your graded essay with my comments back to you by email unless you request a paper copy. All written material in this course will be uploaded to turnitin.com.



Primary Source Analysis (complete 5 of 10, each worth 2% of course grade)



Think of these as “labs” for history students. A worksheet with the questions one must answer as the first steps of analyzing a primary historical source will be distributed in class and on OWL. On the dates indicated below, please complete this worksheet for the primary sources indicated in the syllabus. Answer each question as fully as you possibly can to maximize the points you earn. There are 10 opportunities to do this, but you must only complete this worksheet 5 of those 10 times, at least two of which must be before the December break.


Exams











You will write a mid-year and a final exam in this course. The exams may ask you to identify terms (who, what, when, where, how and why significant?), match dates with events, put events in the right order, write 5 paragraph essays, or analyze a map, image, short excerpt or primary source. The midyear exam is worth 20% of your grade, and the final exam (which will be comprehensive and include material from the entire year) is worth 25%.




WEEKLY SCHEDULE





Reading listed under a date below is due ON that date in class.







The instructor reserves the right to add supplementary readings or to require less reading in any given week.




September	11	U.S. History and the Narrative of Progress	Welcome, Introductions	pre-test of your U.S. history knowledge
September	18	The Progress Narrative and Myths of the Founding Fathers	Read (SKIM!): the Introduction, Chapters 1, 8, and 11 of <i>Lies My Teacher Told Me</i>	Essay #1 Due: 1000 word essay, topic to be given in class. This essay will count for 3% of your final grade in the course. Please send it in an msword document to profshire@gmail.com before class begins. Name it [your last name]essay1.docx.
September 	25	A Revolution & the Social Order	Primary Sources: Adams letters, Chevalier and Janson, Declaration of Independence, U.S. Constitution and Bill of Rights If you are unfamiliar with them, I recommend reading the Wikipedia entries on the US Constitution and Declaration of Independence	2 assignments: 1) for ONE (tbd in class) of the primary documents assigned this week <i>write one paragraph</i> about its meaning and value - what is its message? How is it useful to you as a history student? 2) Google "founding fathers" and find a recent news article (or other media) in which someone credits "the founding fathers" with something. Write a one paragraph summary that includes <i>who</i> said <i>what</i> about <i>which</i> founder (if specified) and <i>why</i> - what was s/he trying to prove? Post your paragraphs to the appropriate forums on our course OWL site before class, and bring copies (hard or electronic) to class with you. You have until Oct. 9 to read and comment on your peers postings (for credit toward participation grade).

October  	2	Revolutionary Society: a view from the outside	Derounian-Stodola, <i>Women's Indian Captivity Narratives</i> , Introduction and "Mary Jemison: A Narrative of the Life of Mrs. Mary Jemison"	Discussion Leadership: Group M All: Answer the Primary Source Analysis Questions about Jemison's narrative in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social order, the American Revolution, and Native Americans. Send this document (entitled "[last name]Jemison.docx" to profshire@gmail.com before class.
October   OWL forum expires	9	Slavery	 "Traces of the Trade" Solomon Northrup, <i>Twelve Years a Slave</i> , selections The film version of Northrup's narrative opens October 18.	Discussion Leadership: Group N Answer the Primary Source Analysis Questions about Northrup's narrative in a typewritten document. Also include ONE passage that you found particularly important or affecting. Email your answers to me before class in a document entitled "[last name]Northrup.docx"
October 	16	The War of 1812	Excerpts about the War of 1812 from <i>History Lessons</i> and <i>Out of Many</i>  "The War of 1812" (PBS) at http://video.pbs.org/video/2089393539/	Discussion Leadership: Group O
October  	23	The Lust for Land	"The Squatter's Dilemma" and John R. Van Atta, "A Lawless Rabble": Henry Clay and the Cultural Politics of Squatters' Rights, 1832-1841." <i>Journal of the Early Republic</i> 28, no. 3 (October 1, 2008): 337-378.	Discussion Leadership: Group P All: be prepared to choose an answer to "the squatter's dilemma" <i>in class</i> Answer the Primary Source Analysis Questions about one of the primary documents included in the Squatter's Dilemma in a typewritten document. Email your answers to me before class in a document entitled "[last name]squatter.docx"
October 	30	The "Market Revolution"	Loewen, <i>Lies My Teacher Told Me</i> , Ch. 7 and "Journeyman's Dilemma" and "Mill Worker's Dilemma" *start reading <i>The Kingdom of Matthias</i> for 13 Nov *	Discussion Leadership: Group M All: be prepared to answer either of these dilemmas <i>in class</i>

November 	6	Race & Immigration	<p>David Roediger, <i>The Wages of Whiteness: Race and the Making of the American Working Class</i>, 3-18, 115-181;</p> <p>Listen to the songs of Blackface Minstrelsy at: http://utc.iath.virginia.edu/minstrel/mihp.html (listen to at least 2 songs)</p>	<p>OWL Forum Participation Assignment: post a link to one of the minstrel songs you listened to along with a paragraph about it. What do you think it's message is? What themes (from Roediger) do you detect in it? What questions about it do you have? If you find that someone else has posted the song you chose, then add your own interpretation, comments and questions to that thread. You have until 20 November to post to this forum for participation credit.</p> <p>Essay #2 due by midnight Friday 8 Nov. Topic will be distributed in class on Oct. 30. 1250-1500 words.</p>
November	13	The Second Great Awakening & Antebellum Reform	John & Wilentz, <i>The Kingdom of Matthias</i> , Prologue, Chapters 1 & 2, skim Chapters 3-4	Be prepared to share your answers to the Reading Questions in class (these are posted on OWL)
November  OWL forum expires	20	Indian Removal	Loewen, <i>Lies My Teacher Told Me</i> , Ch. 4 and Chaudhuri, "Seminole Oral History," and Derounian-Stodola, <i>Women's Indian Captivity Narratives</i> , "The Narrative of Mrs. Mary Godfrey and Her Four Female Children"	<p>Discussion Leadership: Group N</p> <p>Answer the Primary Source Analysis Questions about the Seminole Elder's OR Mary Godfrey's narratives (to be assigned in class) in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social and political context of Indian Removal in Florida. Send this document (entitled "[last name]SeminoleWar.docx".to profshire@gmail.com before class.</p>
November 	27	The Sexual Economy of Slavery	<p>Adrienne Davis, "Don't Nobody Bother Yo' Principle: The Sexual Economy of American Slavery," in S. Harley, ed., <i>Sister Circle: Black Women and Work</i> (Rutgers University Press, 2002) AND visit http://law2.umkc.edu/faculty/projects/ftrials/celia/celiahome.html to read about the trial of a slave named Celia who was accused of murdering her master – read enough to understand what happened and some theories about why</p>	Discussion Leadership: Group O

December 	4	Abolition & Woman's Rights	<p>E. C. Stanton, "The Declaration of Sentiments" and</p> <p>Mary Hershberger, "Mobilizing Women, Anticipating Abolition: The Struggle against Indian Removal in the 1830s," <i>The Journal of American History</i>, Vol. 86, No. 1 (Jun., 1999), pp. 15-40 and</p> <p>DuBois, <i>Feminism & Suffrage</i>, "Women's Rights Before the Civil War," Preface, Intro & Chapter 1 (pp. 7-52)</p>	<p>Discussion Leadership: Group P</p> <p>Answer the Primary Source Analysis Questions about the Declaration of Sentiments in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social and political context of the early movement for "Woman's Rights" in the US. Send this document (entitled "[last name]womensrights.docx".to profshire@gmail.com before class.</p>
December		Mid-Year Exam	Date TBA	
January 	8	Texas and War with Mexico	<p>Thomas Corwin, "Against the Mexican War" and</p> <p>Paul Foss, <i>A Short, Off-hand Killing Affair: Soldiers and Social Conflict During the US-Mexican War</i>, 3-10, 113-178</p>	<p>Answer the Primary Source Analysis Questions about Corwin's speech in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social and political context of US-Mexico War. Send this document (entitled "[last name]Mexico.docx".to profshire@gmail.com before class.</p>
January 	15	What caused the Civil War?	<p>Adam Rothman, "Slavery and National Expansion in the United States," <i>OAH Magazine of History</i>, April 2009, 23-28; and</p> <p>Loewen, <i>Lies My Teacher Told Me</i>, Chs 5-6, 133-203 and</p> <p>South Carolina Declaration of Secession at http://www.civil-war.net/pages/southcarolina_declaration.asp and</p> <p>Lincoln's First Inaugural Address at http://en.wikisource.org/wiki/Abraham_Lincoln%27s_First_Inaugural_Address</p>	<p>Discussion Leadership: Group N</p> <p>Answer the Primary Source Analysis Questions about either the SC Declaration or Lincoln's 1st Inaugural in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the distinct political motivations of the Confederacy and the Union at the beginning of the Civil War. Send this document (entitled "[last name]CivilWar.docx".to profshire@gmail.com before class.</p>
January 	22	The Civil War	<p>Selections from Joan Cashin, <i>The War Was You and Me: Civilians in the American Civil War</i> (Princeton, 2002)</p>	<p>Discussion Leadership: Group P</p>

January 	29	The Civil War & Reconstruction in American Memory	David Blight, <i>Race and Reunion: the Civil War in American Memory</i> (Harvard, 2001), 1-63 and Primary source example of Lost Causism TBA  "The Confederate States of America" (youtube)	Discussion Leadership: Group O
February 	5	Suffrage, for whom?	Ellen Carol DuBois, <i>Feminism & Suffrage</i> , Chs. 2 & 6 (53-78; 162-202)	OWL Forum TBA It will expire on Feb 24.
February 	12	Culture of Segregation	Grace Hale, <i>Making Whiteness: The Culture of Segregation, 1890-1940</i> (Vintage, 1998), 3-84 and Primary Documents: "Black Codes," and a Sharecropping contract	Discussion Leadership: Group M Due Friday 14 Feb by midnight: Essay #3 - question will be distributed in class on 5 Feb.
February OWL forum expires 24 Feb	19		Happy "Reading" Week	
February 	26	Jim Crow, Lynching & The Invention of "Miscegenation"	Martha Hodes, <i>White Women, Black Men: Illicit Sex in the 19th Century South</i> , 1-18, 125-210 and Ida B. Wells-Barnett, "Southern Horrors: Lynch Law in All Its Phases," http://www.gutenberg.org/files/14975/14975-h/14975-h.htm	Discussion Leadership: Group O Answer the Primary Source Analysis Questions about Wells-Barnett's pamphlet in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social and political context of lynching and the lynching narrative. Send this document (entitled "[last name]wells.docx".to profshire@gmail.com before class.
March 	5	Progressive Reformers, Industrialization & Urbanization in the Postbellum North	Nell Painter, <i>Standing at Armageddon: The United States, 1877-1940</i> , Introduction and Chapters 2 & 3 (xvii-xliv, 36-109)	OWL Forum TBA. It will expire on March 19.

March 	12	Empire of the West	<p>Emeline Fuller, "Left By the Indians: Story of My Life," (1892) in <i>Women's Indian Captivity Narratives</i>, 317-337</p> <p>Katherine Osburn, "Dear Friend and Ex-Husband": Marriage, Divorce, and Women's Property Rights on the Southern Ute Reservation, 1887-1930" in <i>Negotiators of Change</i>, 157-176</p> <p>James Sandos, "'Because He is a Liar and a Thief': Conquering the Residents of 'Old' California, 1850-1880," in <i>Rooted in Barbarous Soil</i>, 86-112</p>	<p>Discussion Leadership: Group P</p> <p>Answer the Primary Source Analysis Questions about Fuller's narrative in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social and political context of the U.S. West in the postbellum period (1866-1900). Send this document (entitled "[last name]Fuller.docx".to profshire@gmail.com before class.</p>
March  OWL forum expires	19	Trouble at Home, An Empire Abroad?	<p>Nell Painter, <i>Standing at Armageddon: The United States, 1877-1940</i>, Chapters 4 & 5 (110-169); Primary Source, TBA</p>	<p>Discussion Leadership: Group N</p> <p>Due Friday March 21 by midnight: Essay #4 - question will be distributed in class on March 12</p>
March 	26	Imperialism Attacked!	<p>Introduction and one selection (TBA) from <i>Mark Twain's Weapons of satire : anti-imperialist writings on the Philippine-American War</i>, edited by Jim Zwick (Syracuse University Press, 1992).</p>	<p>Discussion Leadership: Group M</p> <p>Answer the Primary Source Analysis Questions about the Twain selection in a typewritten document. When you get to the question of its value/significance for historians, answer with a particular orientation toward its value as a source for understanding the social and political context of U.S. imperialism in the Gilded Age. Send this document (entitled "[last name]Twain.docx".to profshire@gmail.com before class.</p>
April		Exam Period	FINAL EXAM Date and Location TBA	

Prof. Shire's Policies on Plagiarism and Cheating

Plagiarism includes all of the following:

1. the use, without adequate attribution, of another writer's words or thoughts (this includes the work of another student, information from a website, or ideas or text from any published source)
2. submitting the work of another as your work (If a student submits someone else's paper as original work, and with knowledge of the paper's author, both individuals may be dismissed)

3. Submitting work you wrote for another course without permission
4. the use of term paper writing services

To avoid plagiarism in your own work, fully reference everything you turn in. Paraphrased text and ideas should be referenced, as well as direct quotes. If you take just an idea or some conceptualization from a source, you are obligated to reference it, or you will be guilty of plagiarism. You will not avoid plagiarism by simply changing a couple of words in the quote and claiming that you have paraphrased the material. It is better to err on the side of too many references rather than to flirt with plagiarism. Bear in mind that your instructor will be acutely aware of any discrepancies between your class performance, including your style of writing on essay exams, and the quality of your papers.

These are actions that may be taken in response to an act of academic dishonesty:

- the student will receive a 0 for the assignment
- the student will be dropped from the course and/or a grade of "F" be assigned
- the student will be suspended for the remainder of the current semester, losing credit for his/her current academic program, or for the following semester or year
- the student will be dismissed from the university

Please refer to these resources online for more information about Western University's Academic Integrity policies:

- uwo.ca/ombuds/student/cheating.html
- lib.uwo.ca/researchmodules/socialsciences/writingyourownpaper/index.html

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