

**Western University
Department of History
2014-2015**

History 1810E – Wars That Changed the World

Lectures: Monday & Wednesday 2:30PM - 3:30PM – Middlesex College 110 (MC 110)

Professor Francine McKenzie

Lawson Hall 2236

fmckenzi@uwo.ca

Office hours: Wednesdays 11AM - 1PM

Professor Shauna Devine

Lawson Hall 2238

sdevine7@uwo.ca

Office hours: Wednesdays noon – 2PM

Professor Geoffrey Stewart

Lawson Hall 2237

gstewa4@uwo.ca

Office hours: Wednesdays 12:30PM-2:30PM

Professor Jonathan F. Vance

Lawson Hall 2247

jvance@uwo.ca

Office hours: Mondays 1PM-2PM

Wednesdays noon-2PM

This course examines in detail four transformational wars in the history of the world – the Napoleonic Wars, the U.S. Civil War, the First World War, and the Vietnam War – both in lectures and in small discussion groups that will also focus on the development of foundational analytical and writing skills. Topics include the implications and effects of war for civilians, trade, popular culture, and technology.

The Tutorial Assistants (TAs) for the course are TBA. They will not be holding regularly scheduled office hours, but will be available to meet with students by appointment.

Learning Outcomes

Through the lectures and four assignments, students will gain:

Basic primary source skills: what are primary sources?; authorship and audience; *Veritas et utilitas* (truth and usefulness)

Basic secondary source skills: what are secondary sources?; secondary sources as interpretation; dealing with different interpretations; synthesis of extensive reading

Familiarity with the library and electronic resources

A full understanding of plagiarism and its problems

Basic paper-writing skills: organization, citation, and footnoting

Participation and communication skills in small-group discussion

An appreciation of the fundamental role of war and conflict in shaping history and society

Western University, Department of History, 2014-2015

History 1810E – Wars That Changed the World

Textbooks

Students must purchase the following textbooks, which will be used for tutorial discussions and assignments. They are available in the bookstore.

Mike Rapport, *The Napoleonic Wars: A Very Short Introduction* (Oxford: Oxford University Press, 2013)

Jonathan Daniel Wells, *A House Divided: The Civil War and Nineteenth-Century America* (New York: Routledge, 2012)

Mark Atwood Lawrence, *The Vietnam War: A Concise International History* (Oxford: Oxford University Press, 2008)

Other materials for use in tutorial discussions and for assignments will be available on the course website.

Assignments

Secondary source assignment (due week of 20 October 2014)	15%
First portion, bibliographical assignment (due week of 10 November 2014)	
Complete bibliographical assignment (due week of 24 November 2014)	15%
Primary source document analysis (due week of 2 February 2015)	15%
Short research paper (due week of 30 March 2015)	15%
Participation	10%
Mid-term examination (December 2014 - date TBA)	15%
Final examination (April 2015 - date TBA)	15%

Submitting assignments

All assignments are to be submitted in tutorial. Late assignments will be subject to a deduction of two marks per day, not including weekend days. Assignments submitted more than seven days after the due date, without the requisite accommodation from Academic Counselling, will not be graded.

In addition to the hard copy, all assignments must be submitted electronically to the Turnitin plagiarism detection service. Detailed instructions for the submission process through the course website on Sakai will be provided in class. Students are strongly advised not to wait until the last few minutes before midnight to submit the paper. High demand or internet failure are not acceptable reasons for failing to submit on time. In the event of any problems, contact your instructor.

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

Western University, Department of History, 2014-2015 History 1810E – Wars That Changed the World

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>).” [www.uwo.ca/univsec/handbook/exam/crsout.pdf]

Secondary source assignment:

Using at least two secondary sources, one of which must be from the weeks of 20 October or 27 October, identify the genre of each source, and examine how they could contribute to the development of a research paper. You might discuss the arguments, sources, methods, assumptions and/or implications of each or both, in any combination. DO NOT simply summarize the sources: this assignment is intended to allow you to demonstrate your ability to use secondary sources critically and imaginatively. Class readings will be discussed in these terms during tutorials, and further guidance for this paper will be provided in class.

****Due week of 20 October 2014****

Bibliographical assignment:

The object of the assignment will be the preparation, in outline form, of a textbook or website dealing with nineteenth-century America. Students will work in groups, and the group will have flexibility in deciding the format and the exact subject. Each student in a group will be responsible for a single section, and for each section a variety of sources must be located, identified, and evaluated: a textbook; a monograph; a journal article; a visual source; a website.

Each student must complete this assignment by indicating how the process of searching affected their understanding of their chosen topic. Each group will supply a similar summary statement.

****Part 1 due week of 10 November 2014****

****Part 2 due week of 24 November 2014****

Primary source document analysis:

You will be given an original document from the First World War to research and analyze. You should approach it as an exercise in historical detection – how much can the document tell you about the time, and about the people and events to which it refers? Because of the nature of the assignment, it does not need a thesis statement, like a conventional research paper. It should include reference notes and a bibliography. A sample analysis can be found on the course website.

****Due week of 2 February 2015****

Short research paper:

Each student will write a short research paper on some aspect of the Vietnam War. A list of representative topics will be provided, but student are encouraged to formulate their own topics. The assignment will allow you to bring together skills in interpreting primary and secondary sources, and in bibliographical research. A premium will be placed on your ability to present your argument in an organized fashion and with graceful prose.

Western University, Department of History, 2014-2015 History 1810E – Wars That Changed the World

****Due week of 30 March 2015****

The success of each tutorial depends on the willingness of students to keep up with the readings on a weekly basis and to take part fully in the discussion. Your participation (and note that you are assessed on participation, not simply attendance) will be assessed on an ongoing basis throughout the year. Attendance at tutorials is mandatory – any student who misses more than 5 tutorial sessions without accommodation from Academic Counselling will automatically fail the course.

In order to achieve a passing grade in this course, students **MUST**:

- sit **BOTH** examinations
- complete **ALL** assignments

History 1810E is designated as an essay course. In order to obtain a passing grade in the course, each student must exhibit a minimum level of competence in essay writing and the appropriate level of knowledge of the content of the course. In practical terms, this means that each student, to pass the course, must achieve a passing grade in the essay portion (ie. out of the combined essay grade of 60%, you must achieve at least 30%).

For reasons of privacy, students should communicate with the course directors and TAs using their UWO email addresses; all communications regarding the course will be sent to those email addresses, rather than to other accounts (Hotmail, Gmail, etc). Students should also regularly check the Announcements section on the course website for updates.

We recognize that, for academic purposes, students rely heavily on electronic devices such as laptops or smartphones, and may be accustomed to using them in class for taking notes or following the readings. Our assumption is that students will be respectful of their instructors and fellow students in using electronic devices, and will not engage in activities that distract those around them. In the event of disruptive use of such devices, the course directors reserve the right to request that any device be turned off or put away; in extreme cases, a student may be asked to leave the lecture hall.

Please note the University Senate's statement on plagiarism: "Scholastic offenses are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offense, at the following website:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

Support Services:

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

Lecture Schedule

NB - Tutorials begin the week of 15 September

8 September – Course introduction - Professors McKenzie, Devine, Stewart, and Vance

10 September – Introduction to the Vietnam War – Professor Stewart

15 September – Introduction to the First World War – Professor Vance

17 September – Introduction to the U.S. Civil War – Professor Devine

The Napoleonic Wars – Professor Francine McKenzie

22& 24 September: Revolution, War, and the Rise of Napoleon

Readings:

Mike Rapport, *The Napoleonic Wars: A Very Short Introduction*, chs 1 & 2

Stephen Englund, *Napoleon: a political life*, ch. IX, ‘Power (III): Naming It (From Citizen Consul to Emperor of the French)’, pp. 209-51

Primary Sources:

Napoleon to the Executive Directory, 6 May 1797 (loyalty to directory); Napoleon to Cambacérès, 27 May 1805 (coronation) in J.M. Thompson, ed. and trans, *Napoleon’s Letters*, pp. 50 and 122

Excerpts on Napoleon: posted on WebCT site

29 September& 1 October: Victory and Defeat on Land and Sea, 1803-1805

Readings:

Rapport, *The Napoleonic Wars*, chs 3, 4 & 6

R. Adkins, *Nelson’s Trafalgar: the battle that changed the world*, ch. 6, ‘Second Strike’, pp. 109-37 and ch. 8, ‘Visions of Hell’, pp. 156-79

F.C. Schneid, *Napoleon’s Conquest of Europe: The War of the Third Coalition*, ch. 10, ‘November 1805’, pp. 119-32 and ch. 11, ‘Austerlitz, Pressburg, and Prussia’, pp. 133-44

Primary Sources:

Napoleon to Josephine at Strasbourg, 19 Oct. 1805, Napoleon to Joseph, 30 Oct 1805; Napoleon to Joseph, 15 November 1805 in *Confidential Correspondence of the Emperor Napoleon and the Empress Josephine*

Western University, Department of History, 2014-2015
History 1810E – Wars That Changed the World

6 & 8 October: The Peninsular War; Soldiers, Sailors and Camp Followers

Readings:

Rapport, *The Napoleonic Wars*, chs 5 & 7

T. Cardoza, *Intrepid Women: Cantinières and Vivandières of the French Army*, ch. 3, 'Expanded Opportunities: Cantinières in the Armies of Napoleon', pp. 103-26

R. Adkins, *Nelson's Trafalgar*, ch. 3, 'The Stage is Set', pp. 29-46 only

Primary Sources:

The Duke of Wellington's general orders: 23 Aug. 1809 (bread); 1 Oct. 1809 (women travelling with the army); 5 Nov. 1811 (rations); 1 Aug. 1812 (plundering gardens) in F. C. G. Page, *Following the Drum: Women in Wellington's Wars*

Sir Andrew Leith Hay, *A narrative of the peninsular war*, ch. 2, pp. 95-115

13 October: Thanksgiving –no lecture

15 October: Trade, War and The Continental System

Readings:

J.L. Cardoso, 'Lifting the Continental Blockade: Britain, Portugal and Brazilian Trade in the Global Context of the Napoleonic Wars' in L. Coppolaro and F. McKenzie, *A Global History of Trade and Conflict since 1500*, ch. 3, pp. 89-104.

R. Findlay and K.H. O'Rourke, *Power and Plenty: Trade, War, and the World Economy in the Second Millennium*, ch. 7, 'World Trade 1780-1914: The Great Specialization', pp. 364-78 only

K.H. O'Rourke, 'The worldwide economic impact of the French revolutionary and Napoleonic wars, 1793-1815,' *Journal of Global History* 1: 123-49

20 & 22 October: The Invasion of Russia and Understanding Napoleon

Readings:

H.T. Parker, 'Why Did Napoleon Invade Russia? A Study in Motivation and the Interrelations of Personality and Social Structure,' *Journal of Military History*, 54 (2), April 1990: 131-46.

P. Schroeder, 'Napoleon's Foreign Policy: A Criminal Enterprise', *Journal of Military History*, 54 (2), April 1990: 147-62

**** Secondary source assignment due ****

27 & 29 October: Waterloo, St. Helena and Vienna: Defeat, Banishment, Return and Peace

**** Fall Study Break – no tutorial meetings****

Western University, Department of History, 2014-2015 History 1810E – Wars That Changed the World

Readings:

M. Rapport, *The Napoleonic Wars*, Conclusion

P. Schroeder, 'Did the Vienna Settlement Rest on a Balance of Power', *American Historical Review*, vol. 97, No. 3, June 1992, pp. 683-706

G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars*, chap. 4: The Settlement of 1815, pp. 80-116

A. Iriye, *Global and Transnational History: the past, present and future*, ch. 3, Global / Transnational Historiography, pp. 36-68

Primary Sources:

Treaty of Fontainebleau, 11 and 12 April 1814

Treaty of Paris, 30 May 1814

The U.S. Civil War - Professor Shauna Devine

****A complete list of all primary documents is available on OWL under U.S. Civil War, Resources****

3 & 5 November:

The Impending Crisis:

Territorial Expansion, Slavery, and Abolitionism

Kansas, Republicanism, and the Crisis of the Union

Readings: Wells, *A House Divided*, Chapters 1, 2, and 3

Primary Readings:

Sectional Dissension and the Kansas-Nebraska Bill

10 & 12 November:

Sectionalism, Secession and Civil War:

Were the Armies in Blue and Gray ready for War?: The CSA vs the U.S.A, 1861-1862; Brother vs. Brother?

Soldiers and Combat: Why Men Fought in the Civil War

Readings: Wells, *A House Divided*, Chapters 4, 5, and 6

Primary Readings:

The Balance Sheet of War / Soldiers' Experiences in Combat

****First portion of bibliography assignment due****

17 & 19 November:

Turning Points:

Antietam, Emancipation, Gettysburg, and Vicksburg

Black Men in Blue, The Election of 1864

Western University, Department of History, 2014-2015
History 1810E – Wars That Changed the World

Readings: Wells, *A House Divided*, Chapters 7 and 8

Primary Readings:

Generals and Campaigns: How They Fought / Lincoln and the Emancipation Proclamation

24 November:

Military Strategy in 1864: Total War?

Union Military Policy toward Southern Civilians

Confederate Nationalism, Popular Will, and the Southern War Effort

Readings: Wells, *A House Divided*, Chapters 9, 10, and 11

Primary Readings:

The Hard Hand of War / The Limits of Hard War

****Completed bibliography assignment due****

26 November, 1 December:

Technological and Cultural Transformations in American Society

The Home Front: Women in the South, Women in the North

The Impact of Death, Disease and Medical Care in Civil War Armies / Providing for War Widows and War Veterans

Readings: Wells, *A House Divided*, Chapters 12 & 13

Primary Readings:

*****Medical and Surgical Civil War Photographs from Professor Devine's Collection—we will examine and discuss many of these never before published photographs to further understand medicine, disease, death, and the importance of photography during the Civil War.**

The U.S. Sanitary Commission and the Army Medical Museum

3 December:

The Legacy of the Civil War

The Problems of Peace

The Civil War and the Constitution: The 13th, 14th, and 15th Amendments, Re-defining national citizenship

Primary Readings:

Remembering the Civil War and the Politics of Memory

The First World War - Professor Jonathan F. Vance

5 & 7 January: Before: A World of Silence

The Old World

Western University, Department of History, 2014-2015 History 1810E – Wars That Changed the World

The New World

Readings:

J. Castell Hopkins, *Canada at War: A Record of Heroism and Achievement, 1914-1918* (1919): chap. 1

L.M. Montgomery, *Rilla of Ingleside* (Toronto: McClelland & Stewart, 1920): chaps. 3 and 4

Amy Tector, "A Righteous War: L.M. Montgomery's Depiction of the First World War in *Rilla of Ingleside*," *Canadian Literature* 179 (2003): 72-86

12 & 14 January: The Generation of 1914

Enthusiasm for War

Not Over by Christmas

Readings:

Nic Clarke, "'You will not be going to this war': The Rejected Volunteers of the First Contingent of the Canadian Expeditionary Force," *First World War Studies* 1/2 (2010): 161-83

Tim Cook, "'He was determined to go': Underage Soldiers in the Canadian Expeditionary Force," *Histoire sociale/Social History* 41 (2008): 41-74

Paul Maroney, "'The Great Adventure': The Context and Ideology of Recruiting in Ontario," *Canadian Historical Review* 77 (1996): 62-98

19 & 21 January: Deadlock

Westerners

Easterners

Readings:

Tim Cook, "The Blind Leading the Blind: The Battle of the St Eloi Craters," *Canadian Military History* 5/2 (1996): 24-36

Report on the Operations of 31st Battalion in the Neighbourhood of St Eloi, 3-9 April 1916

War Diary, 31st Battalion, Canadian Expeditionary Force, April 1916

Account by Lieut.-Col. A.H. Bell, 31st Battalion

26 & 28 January: A War of Frightfulness

Gas, Bombs, and Submarines

The Realities of Modern War

Readings:

Tim Cook, "Creating the Faith: Canadian Gas Services in the First World War," *Journal of Military History* 62/4 (1998): 755-86

Jonathan F. Vance, *High Flight: Aviation and the Canadian Imagination* (Toronto: Penguin, 2002): chap. 2

The Sinking of the *Llandovery Castle*

Western University, Department of History, 2014-2015 History 1810E – Wars That Changed the World

2 & 4 February: The End: Revolution and Pandemic

The Worst Winter

The War Opens Up

Readings:

A.M. Willms, “Conscription 1917: A Brief for the Defence,” *Canadian Historical Review* 37 (1956): 338-51

Henri Bourassa, “*Win the War, and Lose Canada*,” 4 July 1917

Sir Wilfrid Laurier’s Election Manifesto, 4 November 1917

Sir Robert Borden’s Election Manifesto, 11 November 1917

****Primary source document analysis due****

9 & 11 February: After: A World of Noise

Canada As It Might Have Been

Canada As It Was

Readings:

Paul Gough, “Sites in the Imagination: The Beaumont Hamel Newfoundland Memorial on the Somme,” *Cultural Geographies* 11 (2004): 235-58

Robert J. Harding, “Glorious Tragedy: Newfoundland’s Cultural Memory of the Attack on Beaumont Hamel, 1916-1925,” *Newfoundland and Labrador Studies* 21/1 (2006): 3-40

16 – 20 February: Reading Week

The Vietnam War – Professor Geoffrey Stewart

23 & 25 February: Revolutionary Origins

Readings:

Lawrence, *The Vietnam War*, 1-26

Primary Documents:

- Pham Boi Chau Reading, TBD
- Ho Chi Minh and the Founding of the Vietminh, June 1941
- The Vietnamese Declaration of Independence, September 1945

2 & 4 March: The International Context

Readings:

Lawrence, *The Vietnam War*, 27-53

Primary Documents:

- The Domino Theory, April 1954
- “A Comprehensive Solution for Restoring Peace in Indochina” (Draft), prepared by the Vietnam Group in the Chinese delegation attending the Geneva Conference April, 4 1954

Western University, Department of History, 2014-2015 History 1810E – Wars That Changed the World

- The Final Declaration of the Geneva Conference, issued on 21 July, 1954

9 & 11 March: Escalation

Readings:

Lawrence, *The Vietnam War*, 53-90

Pierre Asselin, *Hanoi's Road to the Vietnam War* (Berkeley, CA: University of California Press, 2013): 160-173

Jessica Chapman, *Cauldron of Resistance: Ngo Dinh Diem, The United States and 1950s Southern Vietnam* (Ithaca, NY: Cornell University Press, 2013): 118-124

Primary Documents:

- Program of the National Front for the Liberation of South Vietnam (NLF), December 1960, rallying opposition to the US-backed Diem regime
- Secretary of Defense, Robert McNamara, Memorandum for the President, "Vietnam Situation," 21 December 1963, *Pentagon Papers*, Gravel ed. vol.4, 494-96
- The Gulf of Tonkin Resolution, August 1964

16 & 18 March: The American War

Readings:

Lawrence, *The Vietnam War*, 91-115

Lien-Hang T. Nguyen, "Policing the State in a Time of War," *Hanoi's War: An International History of the War for Peace in Vietnam* (Chapel Hill, NC: The University of North Carolina Press, 2012): 48-83

Primary Document:

- "Notes for a Memorandum on Increasing American Troops in Vietnam," July 20, 1965, *Pentagon Papers*, Gravel ed. vol.4, 619-622

23 & 25 March: Peace with Honour?

Readings:

Lawrence, *The Vietnam War*, 116-68

Jeffrey P. Kimball, "'Peace with Honor': Richard Nixon and the Diplomacy of Threat and Symbolism," *Shadow on the Whitehouse*, 152-83 (31)

Primary Document:

- Memorandum of Conversation between Presidents Nicolae Ceaucescu and Richard Nixon on Vietnam, 3 August 1969, Bucharest, Romania

30 March & 1 April: Legacies

Readings:

Lawrence, *The Vietnam War*, 168-85

Primary Document:

Western University, Department of History, 2014-2015 History 1810E – Wars That Changed the World

- The Music of the Vietnam War Era – *Details to follow*

6 – 8 April: Course conclusion - Professors McKenzie, Devine, Stewart, and Vance

SDC's Learning Skills Services, Rm 4100 WSS, www.sdc.uwo.ca/learning

LS counsellors are ready to help you improve your learning skills. We offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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

Western University, Department of History, 2014-2015 History 1810E – Wars That Changed the World

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.

Western University, Department of History, 2014-2015 History 1810E – Wars That Changed the World

Medical Issues:

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. This site provides links to the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

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.

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