

**University of Western Ontario**  
**Department of History**  
**2014-2015**  
**International Relations 4701E**  
**International Relations in the Twentieth Century**

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**COURSE DESCRIPTION:**

IR4701E is the capstone seminar for students in the international relations program. The purpose of the course is to integrate your studies in history and political science and to employ them to produce a final class reports with the aim of shaping public policy. The theme of the course changes every year. In previous years, we have examined Canadian foreign policy, global climate change, as well as the conflicts in Afghanistan and the Democratic Republic of Congo, and Canada and the United Nations Security Council.

For 2014-15 the class will be examining global development efforts and Canada's global development policy. This is a propitious time to examine Canada's global development policy, with the recent move of CIDA into the Department of Foreign Affairs and International Trade. 2015 is also the target deadline for the UN's Millennium Development Goals; these targets are stimulating reflection and assessment about the success and failures of global development efforts. With planning now well underway internationally to chart the post-2015 development agenda, the class has an opportunity to assess the history of global development, Canada's role in global development, its place in Canadian foreign policy, and assess options for future Canadian development policy that builds on recent efforts at the national and international level.

**PARTICIPATION:**

IR4701E is a student-led class. In the first term, the instructors have set the topics and readings which will help to immerse you in the larger field of global development policy, with a focus on the UN, as well as an overview of Canadian foreign aid policy. All of this will be essential background for the group project. You are expected to prepare for each class and to participate actively and thoughtfully every week. In addition, students will be asked over the course of the term to participate in leading one class by preparing questions related to that week's topic, as well critiquing key readings. Students will work with the instructors to prepare to lead each class. In the second term, students are given complete responsibility to define and produce the

group project. Active student participation is crucial to both the direction and content of the final report. There are substantial opportunities for students to participate in a variety of roles, including guiding the direction of the report, determining the report's priorities, shaping its outcomes, contributing to the creation of a professionally written and formatted document, and presenting the report's findings to a panel of invited experts. Active participation by every student is crucially important for the project's success and a key expectation of the course.

## READINGS AND CLASS ORGANIZATION

In the first term, there will be weekly readings between 125-200 pages. Read the material carefully before class, take notes on the readings, and give some thought to their main points and implications before coming to class. The journal articles are available online through Weldon. Many of the books are also available online: we have indicated this with an \* after the title. Books have been put on reserve in Weldon. Please keep in mind that there are almost twenty students in the class who will all need to use the material on reserve: it's a good idea to plan ahead and to coordinate with your classmates. Those chapters or articles not available through Weldon have been uploaded to the class owl site. We will also upload readings that are permissible by copyright guidelines.

Useful websites and sources:

<http://www.un.org/en/development/>

<http://www.oecd.org/development/>

<http://www.fao.org/home/en/>

<http://www.international.gc.ca/international/index.aspx#>

<http://www.oecdbetterlifeindex.org/>

First Term:

### **Sept 9: Introduction to the course**

#### **Part I: The UN and development**

### **Sept 16: The United Nations and the Birth of Development**

Helleiner, Eric. 'The Development Mandate of International Institutions: Where Did it Come From?', *Studies in Comparative International Development* (2009) 44: 189-211.

John Toye and Richard Toye, *The UN and Global Political Economy: Trade, Finance and Development*, ch. 1, 'The UN, Trade and Development Debates', pp. 17-45

David Ekbladh, *The Great American Mission: modernization and the construction of an American world order*, ch 2, 'The Only Road for Mankind: "Modernization to meet the Challenge of Totalitarianism, 1933-44, pp. 40-76' and ch. 3, 'A Gospel of Liberalism, Point Four and Modernization as National Policy, 1943-52', pp. 77-113.

Nick Cullather, 'Development: It's History', *Diplomatic History*, 2000, Vol. 24 (4): 641-653

R. Jolly, L. Emmerij, D. Ghai, and F. Lapeyre, *UN Contributions to Development Thinking and Practice*, ch. 2, 'The History of Development Thinking from Adam Smith to John Maynard Keynes', pp. 16-45.

### **Sept 23: International Organizations and Development**

Amy Sayward, *The Birth of Development: how the World Bank, Food and Agriculture Organization, and World Health Organization Changed the world, 1945-1965*, Ch 1-3, pp. 1-45.

Diana Tussie and Cintia Quiliconi, 'The World Trade Organization and Development', ch. 48 in B. Currie-Alder et al, eds., *International Development: Ideas, Experience, and Prospects*, pp. 815-830.

Danny Leipziger, 'The Role and Influence of International Financial Institutions', ch. 49 in Currie-Alder et al, eds., *International Development: Ideas, Experience, and Prospects*, pp. 831-846.

Carol Adelman and Yulya Spantchak, 'Foundations and Private Actors', ch. 47 in Currie-Alder, et al, eds., *International Development: Ideas, Experience, and Prospects*, pp. 799-814.

R. Jolly, *UN Contributions to Development Thinking and Practice*, ch. 10, 'The record of performance', ch 11, 'UN Contributions and Missed Opportunities'

### **Sept 30: Development Economics: Theory, Measurement and Evaluation**

David Williams, 'The Study of Development', ch1 in Currie-Alder et al, eds., *International Development: Ideas, Experience, and Prospects*, pp. 21-35. (e-book)

John Harriss, 'Development Theories', ch 2 in Currie-Alder et al, eds., *International Development: Ideas, Experience, and Prospects*, pp. 35-49.

Maria Emma Santos and Georgina Santos, Ch. 8, 'Composite Indices of Development' in Currie-Alder et al, eds., *International Development: Ideas, Experience, and Prospects*, pp. 133-150.

Patricia J. Rogers and Dugan I. Fraser, 'Development Evaluation', ch. 9 in Currie-Alder et al, eds., *International Development: Ideas, Experience, and Prospects*, pp. 151-168.

### **Oct. 7: Historical Case Studies: Development Stalled, 1950-1970s**

J. Toye and R. Toye, The UN and global political economy, ch. 6, ECLA, Industrialization and Inflation

M. Schmelzer, A Club of the Rich to Help the Poor? The OECD, "Development" and the Hegemony of Donor Countries, pp. 171-195

H. Wieters, 'Of Heartfelt Charity and Billion Dollar Enterprise: From Postwar Relief to Europe to Humanitarian Relief "Everywhere" –CARE Inc., in search of a new mission pp. 220-239

Corrine A. Pernet, Between Entanglements and Dependencies: Food, Nutrition and National Development at the Central American Institute of Development (INCAP) in Frey, Ungar and Kunkel, eds, *International Organizations and Development*: pp. 101-125

Thomas Zimmer, In the Name of World Health and Development: The World Health Organization and the Eradication of Malaria in India, 1949-1970 in Frey, Ungar and Kunkel, eds, *International Organizations and Development*: pp. 126-149

Francine McKenzie, Free Trade and Freedom to Trade: The Development Challenge to GATT 1947-1968 in Frey, Ungar, and Kunkel, eds, *International Organizations and Development*

Craig Johnson, Ch2 "The 'poverty of history' in Neo Classical Discourse" and Ch 3 "Exporting the Model" in *Arresting Development: The Power of Knowledge for Social Change* (Routledge, 2009): 24-50, 51-78.

### **Oct. 14: The role of the state in national economic development**

J. Toye and R. Toye, The UN and global political economy, ch.11, The Conservative Counterrevolution of the 1980s

S. Radelet and J. Sachs (1997 [2008]) "Asia's reemergence," in Chari and Corbridge, pp. 481-90

Peter Evans (1995) *Embedded Autonomy: States and Industrial Transformation* Princeton: Princeton University Press, Chapter 2

Atul Kohli (2004) *State-Directed Development: Political Power and Industrialization in the Global Periphery* Cambridge: CUP, Introduction

Richard Sandbrook et al (2007) *Social Democracy in the Global Periphery: Origins, Challenges, Prospects* Cambridge: CUP, Chapter 1

Dani Rodrik, “Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank’s Economic Growth in the 1990s: Learning from a Decade of Reform,” *Journal of Economic Literature* , Vol. XLIV (December 2006), pp. 973–987.

### **Oct. 21: The Post-Development Backlash**

Arturo Escobar (1995 “The problematization of poverty: The tale of three worlds and development

James Ferguson (w/ Larry Lohmann) (1994 “The anti-politics machine: “Development” and bureaucratic power in Lesotho,”

David Mosse (2001 “People’s knowledge,’ participation and patronage: Operations and representations in rural development,”

Partha Chatterjee (2004) *The politics of the governed: Reflections on popular politics in most of the world* New Delhi: Permanent Black, Chapter 3

C. Johnson, *Arresting Development*, ch. 4, ‘Development as Discourse’, pp. 79-99.

### **Part 2: Canadian Foreign Policy and Foreign Aid**

#### **Oct. 28: Canadian Foreign Policy and Foreign Aid 1950-68**

R. Bothwell, *Alliance and Illusion, Canada and the World 1945-1984*, ch. 3, Realigning Canadian Foreign Policy, 1945-47, pp. 41-55; ch. 7, The Era of Good Feeling’, pp. 105-133; ch. 13, ‘National Unity and Foreign Policy, pp. 237-259.

Bruce Muirhead and Ron Harpelle, *IDRC: 40 Years of Ideas, Innovation and Impact*, ‘Introduction: Canada and the “Evolution” of Development Assistance, 1945-70’, pp.1-22.

David Morrison, *Aid and Ebb Tide: A History of CIDA and Canadian Development Assistance*, ch. 2, 'The Early Years, 1950-66' and ch. 3, 'Maurice Strong and the Creation of CIDA, 1966-1970', pp. 57-99.

Cranford Pratt, Canadian International Development Assistance Policies: an appraisal

#### **Nov. 4: Canadian Foreign and Development Policies 1968-present**

R. Bothwell, *Alliance and Illusion, Canada and the World 1945-1984*, ch. 19, 'Canada First, 1976-1984', pp. 354-370.

Bruce Muirhead and Ron Harpelle, IDRC: 40 Years of Ideas, Innovation and Impact, ch. 2, 'IDRC Takes Shape', pp. 51-104; ch. 4, 'Ivan head Redux, 1983-91', pp. 161-207.

David Morrison, *Aid and Ebb Tide: A History of CIDA and Canadian Development Assistance*, ch. 8, 'A Jolt of Fresh Energy? ODA Policy Reviewed, 1984-1989', pp. 271-312; ch. 9, 'Shifting Gears, 1989-93', pp. 313-369.

A Paras, CIDA's Secular Fiction and Canadian Faith-Based Organizations, *Canadian Journal of Development Studies*, 2012, 33 (2): 231-249?

D. Black, 'Out of Africa? The Harper Government's New "Tilt" in the Developing World, *Canadian Foreign Policy Journal*, 2009, 15 (2): 41-56

Brown, Stephen. "Canada's foreign aid before and after CIDA: Not a Samaritan state". *International Journal*, vol. 68, no. 3 (September 2013), pp. 501-512.

#### **Nov. 11: The Effectiveness of Canadian Development Policy: Past and Present**

Anni-Claudine Bülles and Shannon Kindornay (2013) *Beyond Aid: A Plan for Canada's International Cooperation* North South Institute Ottawa

Brown, Stephen and Michael Olender. "Canada's Fraying Commitment to Multilateral Development Cooperation". In Hany Besada and Shannon Kindornay, eds. *Multilateral Development Cooperation in a Changing Global Order*, pp. 158-88.

Brown, Stephen. 'Aid Effectiveness and the Framing of New Canadian Aid Initiatives', in Duane Bratt and Christopher J. Kukucha, eds. *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*. Second Edition, pp. 469-86 • Republished in Stephen Brown, ed. *Struggling for Effectiveness: CIDA and Canadian Foreign Aid*, pp. 79-107.

‘Foreign Aid and Canadian Purpose: Influence and Policy in Canada’s International Development Assistance *in Canada Among Nations 2008: 100 Years of Canadian Foreign Policy*.

### **Nov. 18: Millenium Development Goals**

Green, D., S. Hale and M. Lockwood (2012) “How can a post-2015 agreement drive real change?” Oxfam Discussion Paper

Fukuda-Parr, Sakiko. “Global Goals as a Policy Tool: Intended and Unintended Consequences.” *Journal of Human Development and Capabilities* 15(2-3), July 2014: 118-131.

Fakuda-Parr S. et al., “How Should MDG Success and Failure be Judged: Faster Progress or Achieving the Targets?” *World Development* Vol. 41, pp. 19–30, 2013.

Fakuda-Parr S. (2012) “Should global goal setting continue, and how, in the post-2015 era?” DESA Working Paper No 117 ST/ESA/2012/DWP/117

R. Jolly, UN Contributions to Development Thinking and Practice, ch. 12 Lessons for the Future: Development Thinking and the UN’s Future

### **Nov 25: Big Ideas About Development and Poverty**

D. Landes, *Wealth and Poverty of Nations*

D Acemoglu and J Robinson, *Why Nations Fail: The Origins of Power, Prosperity and Poverty*

Paul Collier, *The Bottom Billion*

Jeffrey Sachs, *The End of Poverty*

J. Bhagwati, In defence of globalization, chs 2, ‘Globalization: Socially, not just Economically Benign’ and 5 ‘Poverty: Enhanced or Diminished’

J. Bhagwati, Why growth matters: how economic growth in India reduced poverty and the lessons for other developing countries

Amartya Sen, *Development as Freedom*

## **Dec 2: Pitches and Final decisions re the group project**

Second Term:

6 January

13 January

20 January

27 January

3 February

10 February

16-20 February: Reading Week

24 February

3 March

10 March

17 March

24 March

31 March: Presentation to the panel of experts?

7 April

ASSIGNMENTS:

First term:

1. Book review: You can choose one of the following volumes for your review. (We are happy to consider authors who are not on the list, but speak to us before writing the review.) Provide a brief summary of the main argument/purpose of the volume (this is trickier for edited collections). In addition, discuss the working conception of

development. How does this relate to other definitions/conceptions? What are the challenges that these works identify with respect to development?

We have assigned chapters from all of these books or other works by these authors. They will be helpful to your contributions to weekly discussion, in particular the discussion on big ideas in development. They might also be helpful for the theory/history/practice analysis. You might decide to choose the ideas of one of the economists listed for that paper; these books will also help you to select historical case studies for that assignment

Craig Johnson, *Arresting Development: The Power of Knowledge for Social Change* (Routledge, 2009)

Bruce Currie-Alder, Ravi Kanbur, David M. Malone, and Rohinton Medhora eds., *International Development: Ideas, Experience, and Prospects* (Oxford University Press, 2014)

M. Frey, C. Ungar and S. Kunkel, eds, *International Organizations and Development, 1945-1990* (Palgrave Macmillan, 2014)

R. Jolly, L. Emmerij, D. Ghai, and F. Lapeyre, *UN Contributions to Development Thinking and Practice* (Indiana University Press, 2004)

John Toye and Richard Toye, *The UN and Global Political Economy: Trade, Finance and Development* (Indiana University Press, 2004)

Amy Sayward, *The Birth of Development: how the World Bank, Food and Agriculture Organization and World Health Organization changed the world, 1945-1965* (Kent State University Press, 2006)

Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World* (Princeton University Press, 2011)

David Landes, *The Wealth and Poverty of Nations: Why some are so rich and some are so poor* (Norton, 1998)

Jeffrey Sachs, *The End of Poverty* (Penguin Press, 2005)

Amartya Sen, *Development as Freedom* (Knopf, 1999)

Jagdish Bhagwati and Arvand Panagariya, *Why Growth Matters: how economic growth in India reduced poverty and the lessons for other developing countries* (New York: Public Affairs, 2013.)

Eric Helleiner, *Forgotten Foundations of Bretton Woods: International Development and the Making of the Postwar Order* (Cornell, 2014)

Hany Besada and Shannon Kindornay, eds. *Multilateral Development Cooperation in a Changing Global Order*. (New York: Palgrave Macmillan, 2013)

Bruce Muirhead and Ron Harpelle, *IDRC: 40 Years of Ideas, Innovation and Impact* (Wilfrid Laurier University Press, 2010)

Dani Rodrik, The new global economy and developing countries: making openness work or Lawrence, Rodrik and Whalley, *Emerging Agenda for global trade: high stakes for developing countries*

D Acemoglu and J Robinson: *Why Nations Fail: The Origins of Power, Prosperity and Poverty* (Crown Publishers, 2012)

Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What Can be Done About It* (Oxford University Press, 2007)

Cranford Pratt, ed., *Canadian International Development Assistance Policies: An Appraisal* (McGill-Queen's University Press, 1994)

Ideally you will all choose to write about different books. As soon as you have finalized your choice, let us know and we will post it to the class website. There will be no more than 2 people writing on each book. This paper is due on 21 October. It should be 6-8 pages and is worth 10% of your final mark.

2. Theory, History and Practice: There is a tension between theories of development and historical practice. The purpose of this paper is to explore that tension in depth. In this paper you will consider the ideas of one school of development thinking (or one author) as well as historical case studies relevant to the theory. What does the theory suggest should happen? What happened in practice? How does this help us to think about the challenge of development?

You have to define the general shape of your project: the economist or school of thought; the period; perhaps even the country or organization. For instance, you might examine

Rostow and his take off theory related to the 1960s, the Cold War, and specific examples of 'development' policy or practice. The recent monograph by Nick Cullather, *Feeding the World*, might be helpful. A preliminary proposal is due on 29 October.

This paper should be 15-20 pages and it is worth 25 % of your final mark. It is due on 25 November.

3. Weekly journal. The journal will include your notes on readings, a summary of class discussion, points and ideas that you believe are significant, as well as your own thoughts, critiques and comments about our weekly discussions. You can organize your journal however you like, but the information must be well organized, accessible, and thoughtful. You are expected to contribute to the journal every week. You will submit your journal on 28 October and 5 December for comment and feedback. In the second term, your journal will focus on your ideas, questions, concerns about the group project, as it takes shape and moves toward implementation. Your journal will be submitted on 13 February 2015 for final evaluation. This is worth 10% of your final mark.
4. Group Project Proposal: The last two weeks of the class will be dedicated to determining the nature, scope and purpose of the group project. The week of 25 November we will reflect on the key issues that have arisen from previous week's readings and discussions. We will also discuss what is involved in putting together a group project. For the following week, Dec. 2<sup>nd</sup>, you will each have to develop a proposal which will include the nature of the project, rationale, audience, and define position adopted by the class, all in 1-2 pages. Post your proposal on our class website by 30 November, 5pm. Everyone should read the pitches before coming to class. You will have 5 minutes to make your pitch in class on 2 December. Your individual proposal and pitch will be worth 5% of your final mark.

Second term:

1. Group project final report: The shape of the report will be determined by the class. Expect additional readings and considerable research in the second term. Judging from past experience, students have found the group project to be time consuming, challenging, sometimes frustrating, and ultimately fulfilling. It is important that you manage your time well in the second term. Don't be misled by the open-ended approach to the group project. You *\*must\** get on track quickly to have enough time to produce a thoughtful and polished report. You will need time at the end to edit the draft – which will have many authors – and to turn it into one coherent document. You should expect

to work on the project every week. You will have to send the report to the examiners one week before the meeting. If everyone contributes regularly to the project, then the final product will emerge gradually and thoughtfully and will result in a first class report.

2. Individual Assessment: The final report will take shape through debate, compromise and consensus. The authorship is collective. In this paper, you will explain what you would have done if this had been an individual project. This paper should be 5 pages (1250 words) and is worth 5% of your final mark.

Participation: worth 20% of final mark. The mark will be divided evenly between first and second terms.

Late penalty: The grade for late papers will be reduced by 2%/day for every day late, including weekends.

#### MARK BREAKDOWN:

Book review: 10%

Theory, History and Practice Analysis: 25%

Journal: 10%

Proposal and pitch: 5%

Group Project: 25%

Individual Assessment of Group Project: 5%

Participation: 20%

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