

**The University of Western Ontario
Department of History**

2015-2016

HISTORY 2301E (Section 001)

THE UNITED STATES: COLONIAL PERIOD TO THE PRESENT

Lectures: Tuesday and Thursday 10:30 a.m. to 11:30 a.m. in Middlesex College (MC) 105B.
Plus one weekly tutorial hour.

Prof. Robert MacDougall
Associate Professor
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Office Hours: Mon 1:00-3:00 p.m.,
or by appointment.

Prof. Nancy Rhoden
Associate Professor
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Office Hours: Wed 9:00-10:30a.m.,
Wed 1:30-2:00 p.m. or by appointment

Course Description

This survey of American history from 1600 to the present will focus on the most important trends and developments in the history of the United States. The first term emphasizes the emergence of the American nation: the egalitarian impulse, national expansion and sectional conflict; the second term emphasizes the great transformations of the modern era: the growth of industrialism, big government, a pluralistic society, and international predominance.

A detailed list of lecture topics and reading assignments for each week follows below. Students should complete readings prior to attending lectures and tutorials each week.

Course Lecturers

September to December	Prof. Nancy Rhoden	Stevenson Hall (StvH) 2122
January to April	Prof. Robert MacDougall	Lawson Hall (LwH) 2228

Course Issues

Professors MacDougall and Rhoden take course-coordination responsibility for the half of the course in which they are lecturing. If you have any administrative issues or course content issues, please contact the professor who is lecturing that term.

Learning Outcomes

History 2301E students will be able to:

- identify and describe key people, events, concepts, ideas and movements in the history of the United States from its beginnings to the present and explain their significance
- explain the major changes and themes in American history and society from 1600 to the present

- analyze secondary sources, including short articles and monographs, including their methods, sources, structure, and argument
- interpret and evaluate brief primary sources (including excerpts) to identify meaning, goals, audience and historical context
- develop a thesis statement that can serve as the basis for an historical argument within a written assignment
- express their ideas and perspectives orally through regular and informed participation in required tutorials

Required Books/Readings

- Eric Foner, *Give Me Liberty!: An American History*. Seagull Fourth Edition. New York : W.W. Norton, 2014.
- **EITHER:**
James M. McPherson, *Abraham Lincoln* (New York: Oxford University Press, 2009).
OR:
Harriet Jacobs, *Incidents in the Life of a Slave Girl* (Dover Publications, 2001) or any edition).
- And **EITHER:**
Anne Moody, *Coming of Age in Mississippi* (1968).
OR:
James Carroll, *An American Requiem: God, My Father, and the War that Came Between Us* (1996).

In First Term, students will read **either** James McPherson's biography *Abraham Lincoln* OR the slave narrative by Harriet Jacobs, *Incidents in the Life of a Slave Girl*. It's the student's choice, and any edition of Jacobs is fine.

In Second Term, each student will read **either** Anne Moody's *Coming of Age in Mississippi* OR James Carroll's *American Requiem*. It's the student's choice, and any edition of either book is fine.

Important Note about Required Books: The Foner textbook has been used in previous years and so you may find used copies of it at the Used Bookstore. The most recent edition is preferred but using earlier editions is OK. Copies of all books will be placed on 2-hour Reserve at D.B. Weldon Library for those who choose to read a book in the library rather than purchasing it.

The online readings can be found by accessing the websites indicated in the Lecture Schedule below, or, if indicated, through the D.B. Weldon (DBW) website "Course Reserves" link, or on course website.

Grading

The weight assigned to marks when computing the final grades is as follows:

Tutorial work (all year)	20 percent
Written assignment #1 (due October 26)	20 percent
Mid-year examination (December exam period)	20 percent
Written assignment #2 (due February 29)	20 percent
Final examination (April exam period)	20 percent

Tutorials will begin the week of September 14, 2015. Attendance and regular, informed participation in tutorials is a required part of the course's work. Tutorial leaders are within their rights, if they choose, to set short in-class assignments or give a pop quiz every now and then.

NO STUDENT WILL PASS THE COURSE WHO HAS MORE THAN SIX (6) UNEXCUSED ABSENCES FROM TUTORIAL. A TUTORIAL ABSENCE MAY BE EXCUSED ONLY WITH A RECOMMENDATION BY AN ACADEMIC COUNSELLOR.

FAILURE TO COMPLETE ANY OF THE COURSE'S MAJOR REQUIREMENTS (EITHER EXAMINATION OR EITHER ESSAY) WILL RESULT IN A FAILURE IN HISTORY 2301E.

UNDER NORMAL CIRCUMSTANCES, LATE PAPERS WILL NOT BE ACCEPTED MORE THAN 10 DAYS AFTER THE DEADLINE. BOTH PAPER (HARD COPY) AND ELECTRONIC VERSION OF ESSAYS MUST BE SUBMITTED. LATE PENALTIES WILL APPLY IF EITHER VERSION IS LATE.

Written Assignments

Two written assignments will be assigned, one each term. The written assignments will be weighted as 40 percent of the mark in the course (20% for each assignment). Each essay must be typed or printed by computer and should be approximately 12 pages in length (minimum 3000 words).

Instructions for Written Assignment #1: "Revolutionary Lives"

Read the following articles and primary sources and write a paper which makes an historical argument or answers a specific research question that compares the experiences, the perspectives, and/or the challenges of these different people during the American Revolution. Consider the extent to which their experiences and opinions were similar or different, and what we can know about the meanings they attached to Revolutionary-era events and/or ideas. Students are encouraged to make full use other materials assigned in this course (textbook, other readings, lectures). You may do additional research, if necessary for your argument, but additional research is optional. The procedure for submission of the assignment is described below. (See Due Dates for Written Assignments on the next page.)

- Abigail Adams, "Remember the Ladies" Letter(s) at www.masshist.org/digitaladams.
 - See Abigail Adams to John Adams, 31 March 1776 - 5 April 1776:

www.masshist.org/digitaladams/aea/cfm/doc.cfm?id=L17760331aa

- For John's reply, see John Adams to Abigail Adams, 14 April 1776:
 - http://www.masshist.org/digitaladams/archive/doc?id=L17760414ja&bc=%2Fdigitaladams%2Farchive%2Fbrowse%2Fletters_1774_1777.php
 - For Abigail's response, see Abigail Adams to John Adams, 7 May 1776:
http://www.masshist.org/digitaladams/archive/doc?id=L17760507aa&bc=%2Fdigitaladams%2Farchive%2Fbrowse%2Fletters_1774_1777.php
- Alfred F. Young, "George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the Memory of the American Revolution," *The William and Mary Quarterly*, Third Series, Vol. 38 No.4 (Oct 1981), pp.562-623 (access through the DBW electronic Course Reserves).
 - Keith Mason, "A Loyalist's Journey: James Parker's Response to the Revolutionary Crisis," *Virginia Magazine of History and Biography* Vol. 102, Issue 2, pp.139- .
 - Jane E. Calvert, "Liberty without Tumult: Understanding the Politics of John Dickinson," *The Pennsylvania Magazine of History and Biography*, Vol. 131, No. 3 (July 2007), 233-262.
 - Woody Holton, "Rebel against rebel': Enslaved Virginians and the Coming of the American Revolution," *Virginia Magazine of History & Biography*, Vol. 105, Issue 2 (1997) , p157. 36p.
 - Thomas J. Humphrey, "Conflicting Independence: Land Tenancy and the American Revolution," *Journal of the Early Republic* Vol 28 Issue 2, (Summer 2008), pp.160-183.
 - Pauline Maier, "Coming to Terms with Sam Adams," *American Historical Review* Vol 81 Issue 1 (Feb 1976), 12-37.

Instructions for Written Assignment #2:

Written Assignment #2 will be based on primary sources and a question to be announced in Winter Term. It will be the same length as Written Assignment #1 (approximately 12 pages in length, minimum 3000 words.) The procedure for submission is described below along with the due date.

Due Dates for Written Assignments

The first written assignment is due on **Monday, October 26, 2015. The electronic copy should be uploaded to the course website for review by Turnitin.com (as explained below) by/before 11:59 p.m on October 26, and an identical paper copy is due in class at the beginning of our lecture the next morning on Tuesday, October 27.** Late penalties will apply if either the electronic or the hardcopy are not submitted according to this schedule. It is strongly

recommended that students should retain a copy and attach another copy of the WebCT receipt to the paper copy.

The second written assignment is due on **Monday, February 29, 2016. The electronic copy should be uploaded to the course website for review by Turnitin.com (as explained below) by/before 11:59 p.m on February 29, and an identical paper copy is due in class at the beginning of our lecture the next morning on Tuesday, March 1.** Late penalties will apply if either the electronic or the hardcopy are not submitted according to this schedule. It is strongly recommended that students should retain a copy and attach another copy of the WebCT receipt to the paper copy.

Submitting Written Assignments

All written assignments must be submitted in hardcopy as well as electronically to the Turnitin plagiarism detection service. To submit your assignment to Turnitin, go to the course website and follow the directions there to upload.

Students are strongly advised not to wait until the last few minutes before midnight to submit the paper. High demand or internet failure will not be acceptable reasons for failing to submit on time. In the event of any problems, contact course coordinator and tutorial leader.

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

Late Paper Penalties

Late papers will be graded with a deduction of 2% per day that the paper is late (including Saturday and Sunday). No papers will be accepted after the last day of class, in each term. Late papers should only be submitted at the History Department (Lawson Hall 2201) drop box. Do not place late papers under office doors of your tutorial leader or professor. A copy of any late paper must also be sent electronically. Put your name, History 2301, and your tutorial section and tutorial leader's name on all submissions.

Students should read carefully the Faculty of Social Science "Instructions for Students Registered in Social Science Who are Unable to Write Tests or Examinations or Submit Assignments as Scheduled." They are appended to this syllabus. Pressures of work or computer/printer difficulties do not constitute acceptable reason for an extension. Remember to back up all notes and coursework on your computer, including research notes and drafts, and retain all notes until after final grades are issued.

Please do not contact your tutorial leader with requests for extensions or other types of academic accommodation; contact academic counselling and the course coordinator. Students are reminded that academic accommodation on medical grounds can in most instances only be

granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the following website:

<http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> or can be picked up at the Academic Counselling Office in the student's home faculty. (For Social Science students: SSC 2105.) Further detail on this policy can be found at the following website:
http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.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 offence (see Scholastic Offence Policy in the Western Academic Calendar.) [www.uwo.ca/univsec/handbook/exam/courseoutlines_undergrad.pdf]

Plagiarism is a serious academic issue which can result in failure (*i.e.*, a grade of zero) on an assignment or more serious penalties. Plagiarism is reported to the Department Chair and the Faculty Dean. Students may be asked to submit research notes, and so students should keep all research notes for all assignments until after they have obtained their final grade in the course. Read carefully the attached statement on plagiarism, and ask your tutorial leader or professor if you have questions.

Examinations

There are two examinations: one during the mid-year examination period (December 11-22, 2015) covering all the lectures and assigned readings to that time; and a final examination at the end of the academic year (April 9-30, 2016) which will emphasize material encountered since the mid-year exam. The university sets the examination schedule, and students must not make travel plans for either time (*e.g.*, buy expensive plane tickets) until after the university publishes the exam schedule for mid-year and (later) year-end.

Support Services

- The website for the UWO Office of the Registrar is: <http://www.registrar.uwo.ca>.
- UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment.
 - The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See: <http://www.sdc.uwo.ca>.
 - The Services for Students with Disabilities office (SSD) has staff members who specialize in assisting students with various disabilities to adjust to the university environment. See: <http://www.sdc.uwo.ca/ssd>.
 - For information related to accessibility, including accessible routes, temporary service disruptions, and university policies related to accessibility issues, see: <http://www.accessibility.uwo.ca/students/index.htm>.

2301 E**Lecture**

Section 001 LECTURE (Class # 1561) TU & TH 10:30 a.m. to 11:30 a.m. Middlesex College (MC) 105B.

Tutorial Sections:

Tutorial Number	Day	Time	Location
Section 002 TUT (Class #1562)	Tues	12:30pm-1:30pm	STVH-3166
Section 003 TUT (Class #1563)	Tues	11:30am-12:30pm	STVH-3166
Section 006 TUT (Class #2736)	Wed	1:30pm-2:30pm	STVH-3166
Section 008 TUT (Class #9426)	Tues	4:30pm-5:30pm	STVH-1155

STVH= Stevenson Hall.

LECTURE SCHEDULE

Sept. 10 Introduction by Profs. Rhoden and MacDougall.

Note: No tutorials this week. Tutorials begin the week of Sept. 14.

FIRST TERM

Lecturer: Prof. Nancy Rhoden

Week 1

Sept. 15 Old World Meets Old World

Sept. 17 Migrants: The Willing and the Unwilling

Readings:

- Foner, *Give Me Liberty!* chapter 1.
- Go on a virtual field trip by visiting www.virtualjamestown.org and www.plimoth.org.
- James H. Merrell, "The Indians' New World: The Catawba Experience," *The William and Mary Quarterly*, 3rd Series, Vol. 41, No. 4 (Oct. 1984), 537-565. (Access through D.B. Weldon Electronic Course Reserves.)

Week 2

Sept. 22 Early Virginia: Land of Opportunity?

Sept. 24 Massachusetts & the New England Way

Readings:

- Foner, chapter 2.
- John Thornton, "The African Experience of the '20 and Odd Negroes' Arriving in Virginia in 1619," *The William and Mary Quarterly*, 3rd Series, Vol. 55, No. 3 (July 1998), 421-434. (Access through DBW Electronic Course Reserves.)

Week 3

- Sept. 29 Conflict & Crisis in Late Seventeenth-Century America
 Oct. 1 Contrasting Colonies at 1700

Readings:

- Foner, chapter 3.
- Elaine G. Breslaw, "Tituba's Confession: The Multicultural Dimensions of the 1692 Salem Witch-Hunt," *Ethnohistory*, Vol. 44, No. 3 (Summer 1997), pp. 535-556 (access through DBW electronic Course Reserves).

Week 4

- Oct. 6 How Does this Empire Work: Imperial Politics & Economics of the Early 1700s
 Oct. 8 Education, Enlightenment & Evangelicalism: Americanization or Anglicization?

Readings:

- Foner, chapter 4 to p.160.
- T.H. Breen, "An Empire of Goods: The Anglicization of Colonial America, 1690-1776," *Journal of British Studies*, vol. 25, no. 4 (Oct. 1986), 467-499. (Access through DBW electronic Course Reserves.)

Week 5

- Oct. 13 Imperial Warfare in British North America, 1713 to 1763
 Oct. 15 After the Seven Years' War, Why Did the Empire Fall Apart?

Note: Monday Oct 12 is Thanksgiving. No Monday tutorials will meet this week.

Readings:

- Foner, chapter 4 pp.160 to 173, chapter 5 to p.190.
- Daniel Richter, "War and Culture: The Iroquois Experience," *The William and Mary Quarterly*, 3rd Ser., Vol. 40, No. 4 (Oct 1983), 528-559. (Access through DBW electronic Course Reserves.)

Week 6

- Oct. 20 The American Revolt
 Oct. 22 Just How Revolutionary Was the American Revolution?

Readings:

- Foner, chapter 5 pp. 160-209, chapter 6.
- Laurel Thatcher Ulrich, "How Betsy Ross Became Famous," in www.common-place.org Vol.8, No. 1, Oct 2007 (see: www.common-place.org/vol-08/no-01/ulrich). Compare Ulrich essay to entries on "Betsy Ross" in Wikipedia and *American National Biography* (on-line, access through UWO library website --- www.lib.uwo.ca)

Week 7

FIRST WRITTEN ASSIGNMENT IS DUE MONDAY OCT 26, 2015 ELECTRONICALLY WITH PAPER COPY DUE IN LECTURE TUESDAY OCT 27, 2015. (See additional instructions earlier on pp.3-4 of this syllabus.)

Oct. 27 The Constitutional Revolution: Designing a New System
Note: Oct 29-30 is Fall Study Break. No lecture on Oct 29.

Readings:

- Foner, chapter 7.
- Paul Finkelman, "The Founders and Slavery: Little Ventured, Little Gained," *Yale Journal of Law & the Humanities*, Vol. 13, Issue 2 (2001), pp. 413-449 (access through DBW electronic Course Reserves).

Week 8

Nov. 3 "The Great Experiment": Federalism and the Early Republic, 1789-1799

Nov. 5 Thomas Jefferson & Friends: Politics, Society & Expansion, 1800-1819

Readings:

- Foner, chapter 8.
- Simon P. Newman, "Reading the Bodies of Early American Seafarers," *William and Mary Quarterly*, 3rd Series, 55, No. 1 (January 1998), pp. 59-82 (access through DBW electronic Course Reserves).

Week 9

Nov. 10 Life in the Early Republic, 1790-1820

Nov. 12 Capitalist Development & Transformations of the North

Readings:

- Foner, chapter 9.
- Thomas Dublin, "Women, Work, and Protest in the Early Lowell Mills: 'The Oppressing Hand of Avarice Would Enslave Us,'" *Labor History* Vol. 16 Issue 1, (Winter 1975), pp. 99-116. (Access through DBW electronic Course Reserves.)

Week 10

Nov. 17 Andrew Jackson and the Political Culture of the Early Republic

Nov. 19 Slavery and the South

Readings:

- Foner, chapter 10, 11.
- Gail E. Husch, "'Poor White Folks' and 'Western Squatters': James Henry Beard's Images of Emigration," *American Art*, Vol. 7 No. 3 (Summer 1993), 14-39. (Access through DBW electronic Course Reserves.)

Week 11

Nov. 24 Religion, Reform, and Antislavery

Nov. 26 The West at Mid-Century

Readings:

- Foner, chapter 12.
- Either James McPherson, *Abraham Lincoln* or Harriet Jacobs, *Incidents in the Life of a Slave Girl*.

Week 12

Dec. 1 Sectionalism and the Coming of the Civil War
Dec. 3 The Civil War and American Society

Readings:

- Foner, chapter 13, 14.
- Drew Gilpin Faust, "The Civil War Soldier and the Art of Dying," *The Journal of Southern History*, Vol. 67, No. 1 (Feb 2001), 3-38.

Week 13

Dec. 8 Reconstruction

Note that December 10 is a Study Day.

Readings:

- Foner, chapter 15.

Note: A MID-YEAR EXAMINATION WILL BE HELD IN THE MID-YEAR EXAMINATION PERIOD, DECEMBER 11-22, 2015.

SECOND TERM

Lecturer: Prof. Robert MacDougall

Week 14

Jan. 5 1876: The United States at 100
Jan. 7 America Incorporated

Readings: Foner, Chapter 16
Additional readings may be assigned

Week 15

Jan. 12 The Gilded Age
Jan. 14 1898: A New World Power

Readings: Foner, Chapter 17
Additional readings may be assigned

Week 16

Jan. 19 The Progressives
 Jan. 21 The War to End War

Readings: Foner, Chapters 18 and 19
 Additional readings may be assigned

Week 17

Jan 26 The Roaring Twenties
 Jan 28 Boom and Bust

Readings: Foner, Chapter 20
 Additional readings may be assigned

Week 18

Feb. 2 The Great Depression and the Great Migration
 Feb. 4 The New Deal

Readings: Foner, Chapter 21
 Additional readings may be assigned

Week 19

Feb. 9 The United States and World War II
 Feb. 11 1945: America Conquers the World

Readings: Foner, Chapter 22
 Additional readings may be assigned

READING WEEK, FEBRUARY 15-19, 2016. No Lectures. No Tutorials.

Week 20

Feb. 23 The Cold War Begins
 Feb. 25 Better Dead Than Red

Readings: Foner, Chapter 23
 Additional readings may be assigned

Week 21

SECOND WRITTEN ASSIGNMENT IS DUE ELECTRONICALLY MONDAY FEBRUARY 29, 2016 WITH PAPER COPY DUE IN LECTURE THE NEXT MORNING ON MARCH 1, 2016. (See additional instructions earlier on pp. 3-4 of this syllabus.)

Mar. 1 The Affluent Society
 Mar. 3 The Freedom Struggle

Readings: Foner, Chapter 24

Additional readings may be assigned

Week 22

Mar. 8 Cold War Liberalism
Mar. 10 1968: Uprisings

Readings: Foner, Chapter 25
Additional readings may be assigned

Week 23

Mar. 15 The New Right
Mar. 17 The Me Decades

Readings: Foner, Chapter 26
Additional readings may be assigned

Week 24

Mar. 22 The Cold War Ends
Mar. 24 The Roaring Nineties

Note: March 25 is Good Friday.

Readings: Foner, Chapter 27
Additional readings may be assigned

Week 25

Mar. 29 2001: Wars and Terrors
Mar. 31 Obama's America

Readings: Foner, Chapter 28
Additional readings may be assigned

Week 26

Apr. 5 Conclusions and Review

Note that April 7 and 8 are Study Days.

FINAL EXAMINATION PERIOD, APRIL 9-30, 2016

This syllabus was last revised on: Sept 1, 2015.

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 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 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](mailto:MentalHealth@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, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or msherif5@uwo.ca