

**THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF HISTORY**

HIS 3320 E

***Global America:
The United States in World Affairs, 1700 to the Present***

**Fridays 10:30 – 12:30
Room: Stevenson Hall 3101**

Professor Frank Schumacher



President Theodore Roosevelt, February 24, 1903
Photograph by Rockwood Photo, American Memory Collection, Library of Congress

1. Contact Details

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2. Course Description

Throughout its history the United States has imagined itself as a global project. To better understand America's role in the world as well as the impact of international developments on the United States, this seminar explores the political, economic, military, and cultural dimensions of U.S. interaction with the world since the 18th century.

The first semester covers the time period from the American Revolution to the eve of World War One. We will take a close look at the Monroe Doctrine, the U.S. Civil War, the evolution of global outlooks in the second half of the 19th century, informal empire and U.S. business interests in the Caribbean, and the relationship between consumption, gender, and foreign relations.

The second semester covers the period from World War One to the present. Throughout this course-half we will study international responses to Wilsonianism, U.S. economic and cultural expansion in the interwar period, military interventions in Latin America, World War II, the Cold War, Vietnam, and the Post-Cold War World.

3. Course Outcomes

Upon completion of the seminar, students will be able to:

- Identify and describe key events, figures, and trends in U.S. interaction with the world since the 18th century
- Identify and engage the main interpretations in the historiography of U.S. foreign relations
- Analyze and evaluate primary sources and place them in their historical context
- Connect present day issues to historical events and provide historical contextualization for current debates on America's role in the world
- Strengthen skills of oral and written communication

4. Course Readings

The following books are required for the two-semester course and are available for purchase at the Western bookstore. They are also on one-day course reserve or digitally available at Weldon Library:

Semester 1:

- Colby, Jason M., *The Business of Empire: United Fruit, Race, and U.S. Expansion in Central America* (Ithaca, NY: Cornell University Press, 2011).
- Doyle, Don H., *The Cause of All Nations: An International History of the American Civil War* (New York: Basic Books, 2014).
- Goodman, Matthew, *Eighty Days. Nellie Bly and Elisabeth Bisland's History-Making Race Around the World* (New York: Ballantine Books, 2014).
- LaFeber, Walter, *The New Cambridge History of American Foreign Relations Vol. 2. The American Search for Opportunity, 1865-1913* (Cambridge: Cambridge University Press, 2015).
- Sexton, Jay, *The Monroe Doctrine. Empire and Nation in Nineteenth-Century America* (New York: Hill and Wang, 2011).
- Weeks, William Earl, *The New Cambridge History of American Foreign Relations Vol. 1. Dimensions of Early American Empire 1754-1865* (Cambridge: Cambridge University Press, 2015).

Semester 2:

- Bradley, Mark Philip, *Vietnam at War* (Oxford: Oxford University Press, 2009).
- Cohen, Warren, *The New Cambridge History of American Foreign Relations Vol. 4. Challenges to American Primacy, 1945 to the Present* (Cambridge: Cambridge University Press, 2015).
- Iriye, Akira *The New Cambridge History of American Foreign Relations Vol. 3. The Globalizing of America, 1913-1945* (Cambridge: Cambridge University Press, 2015).
- Manela, Erez, *The Wilsonian Moment: Self-Determination and the International Origins of Anti-Colonial Nationalism* (New York: Oxford University Press, 2007).
- McPherson, Alan L., *The Invaded: How Latin Americans and their Allies Fought and Ended U.S. Occupations* (New York: Oxford University Press, 2013).

5. Course Evaluation

The final grade for this course is based on the accumulated results of a written assignment, two moderations, and the participation grade.

Research Paper:	40%
Moderation I:	20%
Moderation II:	20%
Participation:	20%

1. Research Paper

You are expected to write a research paper of approx. 15-20 pages for this course on a topic mutually agreed upon. Papers will be double-spaced and printed in standard size font (i.e. Times New Roman 12pts) with standard margins. Please do not forget to spell-check and staple your paper.

We will discuss your research paper proposal on November 20 in class. Please provide the seminar members with:

- A one page outline of your paper
- A three to five page historiographical essay on your paper subject
- A one page discussion of your research question, approach, and relevance
- An annotated bibliography of the research resources you will be using: primary and secondary sources
- All of this spell-checked, identified with your name, printed out and stapled.

You will receive written feed-back and will have a second opportunity to present your revised paper drafts on February 12, 2016. The essay is due in class April 1, 2016.

2. Moderations

Throughout the year you will serve as co-moderator for two sessions. Your task is to help structure our analysis, provide informed commentary, and stimulate discussion. In particular you will:

- Structure the weekly readings for discussion
- Develop a set of discussion questions as the basis for your moderation
- Provide a summary of the main issues and arguments of the weekly readings (approx. 3 pp) as a handout to be given at the end of the class to the seminar participants

3. Participation

The success of the seminar depends on your completion of the assigned readings, your prepared attendance, and your active participation. Take notes on your readings and bring them to class. This will facilitate your participation.

September 11 Course Introduction

Question: “What was the impact of 9/11 on U.S. foreign relations?”

September 18 From Colony to Early Republic

Topic:

This session discusses the early decades of U.S. interaction with the world; we will explore how contemporary Americans understood global matters and in what ways they attempted to carve out a space for their own nation in international affairs.

Reading

Gould, Eliga, “The Global American Revolution”, Essay for National History Day 2015, online: http://www.nhd.org/images/uploads/Chapter3_Global.pdf

Weeks, William Earl, *Dimensions of the Early American Empire*, chapters 1-4

Further Reading

Allison, Robert J., *The Crescent Obscured: The United States and the Muslim World, 1776-1815* (New York, 1995).

Armitage, David, *The Declaration of Independence. A Global History* (Cambridge/MA: Harvard University Press, 2007).

Gould, Eliga H., *Among the Powers of the Earth. The American Revolution and the Making of a New World Empire* (Cambridge/MA: Harvard University Press, 2012).

Onuf, Peter S., *Jefferson’s Empire: The Language of American Nationhood* (Charlottesville, VA, 2000).

September 25 Manifest Destinies

Topic:

This week explores how the young Republic steadily expanded on the continent but also in the Caribbean Basin and the Pacific Ocean up to the 1850s. We will study the various expansive stages such as the Louisiana Purchase and the Mexican-American War and will pay particular attention to transnational actors.

Reading

Rouleau, Brian, "How Honolulu Almost Burned and Why Sailors Matter to Early American Foreign Relations", in: *Diplomatic History* 38:3 (2014): 501-525.

Weeks, William Earl, *Dimensions of the Early American Empire*, chapters 5-7

Further Reading

Dower, John W., "Black Ships and Samurai. Commodore Perry and the Opening of Japan (1853-1854)", (Boston: MIT Visualizing Cultures, 2008) at: http://ocw.mit.edu/ans7870/21f/21f.027/black_ships_and_samurai/bssessay01.html

Greenberg, Amy S., *Manifest Destiny and American Territorial Expansion: A Brief History with Documents* (New York: Bedford/St. Martin's, 2011).

Greenberg, Amy S., *Manifest Manhood and the Antebellum American Empire* (Cambridge: Cambridge University Press, 2005).

Hixson, Walter L., *American Settler Colonialism. A History* (New York: Palgrave Macmillan, 2013).

Nugent, Walter, *Habits of Empire. A History of American Expansion* (New York: Alfred A. Knopf, 2008).

October 2 Closer Look I: The Monroe Doctrine

Topic:

In this class we will take a closer look at the Monroe Doctrine, one of the key foreign policy statements in American history.

Reading

Sexton, Jay, *The Monroe Doctrine. Empire and Nation in Nineteenth-Century America* (New York: Hill and Wang, 2011).

Further Reading

H-Diplo Roundtable Review on Sexton, *The Monroe Doctrine*, December 3, 2012, at: <http://h-diplo.org/roundtables/PDF/Roundtable-XIV-10.pdf>

October 9 Self-Study Unit

Topic:

This class is a self-study unit to give you the chance to review previously discussed material and to expand your understanding of the subject by reading some of the recommendations in the "further reading" sections according to your research interests. This unit also provides you with the opportunity to read ahead for future classes.

October 16	Closer Look II: The Civil War
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Topic:

In this class we will discuss the U.S. civil war as international history: we will analyze how the world perceived this war and how it affected international developments.

Reading

Doyle, Don H., *The Cause of All Nations: An International History of the American Civil War* (New York: Basic Books, 2014).

Weeks, William Earl, *Dimensions of the Early American Empire*, chapters 8-9.

Further Reading

Carwardine, Richard/Jay Sexton (eds.), *The Global Lincoln* (Oxford: Oxford University Press, 2011).

Sexton, Jay, *Debtor Diplomacy: Finance and American Foreign Relations in the Civil War Era, 1837-1873* (Oxford: Oxford University Press, 2005).

October 23	Overseas Expansion
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Topic:

After the civil war the U.S. increasingly looked abroad to establish informal and formal empire. This section examines the driving forces and stages of this imperial outreach. We will analyze the driving forces of this quest for empire.

Reading

LaFeber, Walter, *The American Search for Opportunity*, chapters 1-7.

Palen, Marc-William, "The Imperialism of Economic Nationalism, 1890-1913", in: *Diplomatic History* 39:1 (2015): 157-185.

H-Diplo Article Review of Palen by David Sim, April 14, 2015, at:

<https://networks.h-net.org/node/28443/discussions/67233/h-diplo-article-review-519-%E2%80%9C-imperialism-economic-nationalism-1890>

Further Reading

Love, Eric T., *Race over Empire. Racism and U.S. Imperialism, 1865-1900* (Chapel Hill, NC: University of North Carolina Press, 2004).

Paolino, Ernest N., *The Foundations of the American Empire. William Henry Seward and U.S. Foreign Policy* (Ithaca, NY: Cornell University Press, 1973).

November 6 Colonial Empire

Topic:

After victory in the Spanish-American War of 1898, the United States acquired a colonial empire in the Caribbean Basin and the Pacific Ocean. This section explores some of the inherent contradictions of the anti-colonial Republic as colonial empire.

Reading

LaFeber, Walter, *The American Search for Opportunity*, chapter 8-conclusions.

Schumacher, Frank, "Embedded Empire: The United States and Colonialism", draft article for *Journal of Modern European History*; copy will be provided.

Further Reading

Hilfrich, Fabian, *Debating American Exceptionalism. Empire and Democracy in the Wake of the Spanish-American War* (New York: Palgrave Macmillan, 2012).

Hoganson, Kristin L., *Fighting for American Manhood. How Gender Politics Provoked the Spanish-American and Philippine-American Wars* (New Haven, CT: Yale University Press, 1999).

Kramer, Paul A., *The Blood of Government. Race, Empire, the United States, and the Philippines* (Chapel Hill, NC: University of North Carolina Press, 2006).

McCoy, Alfred, Francisco A. Scarano (eds.), *Colonial Crucible. Empire in the Making of the Modern American State* (Madison, WI: University of Wisconsin Press, 2009).

Tyrell, Ian, *Reforming the World: The Creation of America's Moral Empire* (Princeton, NJ: Princeton University Press, 2010).

November 13 Closer Look III: Global Perspectives and Perceptions

Topic:

America's interaction with the world in the decades between the Civil War and World War One were driven by and created a wide range of perceptions of global matters. This cosmopolitanism was enabled by quantum-leaps in communication and transportation technologies. This section explores how late 19th century Americans came to view the world around them.

Reading

Goodman, Matthew, *Eighty Days. Nellie Bly and Elisabeth Bisland's History-Making Race Around the World* (New York: Ballantine Books, 2014).

Further Reading

Endy, Christopher Endy, "Travel and World Power: Americans in Europe, 1890-1917", in: *Diplomatic History* 22:4 (1998), 565-594.

Ninkovich, Frank, *Global Dawn. The Cultural Foundation of American Internationalism, 1865-1890* (Cambridge, MA: Harvard University Press, 2009).

Tamar Y. Rothenberg, *Presenting America's World. Strategies of Innocence in National Geographic Magazine, 1888-1945* (Aldershot, 2007).

November 20 Discussion of Paper Proposals

Topic:

In this section we will discuss your research paper proposals. For this purpose you will provide the seminar members with:

- A one page outline of your paper
- A three to five page historiographical essay on your paper subject
- A one page discussion of your research question, approach, and relevance
- An annotated bibliography of the research resources you will be using: primary and secondary sources
- All of this spell-checked, identified with your name, printed out and stapled.

November 27 Closer Look IV: 'Informal Empire'

Topic:

Today we will explore the role of business in the creation and sustenance of U.S. 'informal empire' in the Caribbean Basin. By studying the operations of the United Fruit Company we will examine if the term informal is appropriate to the extent of U.S. power and influence in this world region at the time.

Reading

Colby, Jason M., *The Business of Empire: United Fruit, Race, and U.S. Expansion in Central America* (Ithaca, NY: Cornell University Press, 2011).

Further Reading

Buscheli, Marcelo, *Bananas and Business: the United Fruits Company in Colombia 1899-2000* (New York: New York University Press, 2005).

Langley, Lester D./Thomas Schoonover (eds.), *The Banana Men: American Mercenaries and Entrepreneurs in Central America, 1880-1930* (Lexington, KY: University of Kentucky Press, 1995).

Striffler, Steve/Mark Moberg (eds.), *Banana Wars: Power, Production, and History in the Americas* (Durham, NC: Duke University Press, 2003).

December 4 Consumption and Foreign Relations

Topic:

This course segment explores the relationship between domestic consumption preferences and foreign relations. It explores how America's interaction with the world was driven by and in turn shaped those consumption patterns. It explores a crucial nexus between domestic developments, gender, and international relations.

Reading

Hoganson, Kristin L., "Bernath Lecture: Stuff It: Domestic Consumption and the Americanization of the World Paradigm", in: *Diplomatic History* 30:4 (September 2006): 571-594.

Further Reading

Domosh, Mona, *American Commodities in an Age of Empire* (New York: Routledge, 2006).

Hoganson, Kristin L., *Consumer's Imperialism. The Global Production of American Domesticity, 1865-1920* (Chapel Hill, NC: University of North Carolina Press, 2007).

Merrill, Dennis, *Negotiating Paradise. U.S. Tourism and Empire in Twentieth-Century Latin America* (Chapel Hill, NC: University of North Carolina Press, 2009).

Grazia, Victoria de, *Irresistible Empire. America's Advance through 20th-Century Europe* (Cambridge, MA: Harvard University Press, 2005).

Enjoy Your Winter Break!

January 8 The U.S. and the 'War to End all Wars'

Topic:

This week we will explore why the US entered the war, analyze its role during the war, and study the nation's postwar influence on the international system.

Reading

Iriye, Akira, *The Globalizing of America, 1913-1945*, chapters 1-4.

Further Reading

Diplomatic History 38:4 (September 2014), Special Issue "Legacies of World War One".

Doenecke, Justus, *Nothing Less Than War: A New History of America's Entry into World War One* (Louisville, KY: University Press of Kentucky, 2011).

Kennedy, David M., *Over Here: The First World War and American Society* (New York: Oxford University Press, 1980).

January 15 Closer Look I: Wilsonianism

Topic:

Today we will take a closer look at the impact of Woodrow Wilson's liberal-democratic internationalism in the non-Western world. We will explore the inherent contradiction in Wilson's ideas between the concept of national self-determination and the fact that most of the world was under imperial rule.

Reading

Manela, Erez, *The Wilsonian Moment: Self-Determination and the International Origins of Anti-Colonial Nationalism* (New York: Oxford University Press, 2007).

Further Reading

Ambrosius, Lloyd, *Woodrow Wilson and the American Diplomatic Tradition: The Treaty Fight in Perspective* (Cambridge: Cambridge University Press, 1987).

Kennedy, Ross A. (ed.), *A Companion to Woodrow Wilson* (Malden, MA: Wiley-Blackwell, 2013).

Knock, Thomas J., *To End all Wars: Woodrow Wilson and the Quest for a New World Order* (New York: Oxford University Press, 1992).

January 22 The Interwar Years

Topic:

America's role during the interwar years is often described as isolationist. This description is misleading as this section demonstrates. A look at the steady expansion of US economic and cultural might makes it very clear that while the US did not join the League of Nations, its role in international affairs was far from isolationist.

Reading

Iriye, Akira, *The Globalizing of America, 1913-1945*, chapters 5-8.

Further Reading

Costigliola, Frank, *Awkward Dominion: American Political, Economic, and Cultural Relations with Europe, 1919-1933* (Ithaca, NY: Cornell University Press, 1984).

Rosenberg, Emily S., *Transnational Currents in a Shrinking World: 1870-1945* (Cambridge, MA: Belknap Press, 2014).

Rosenberg, Emily S., *Financial Missionaries to the World: The Politics and Culture of Dollar Diplomacy, 1900-1930* (Durham, NC: Duke University Press, 2004).

January 29 Closer Look II: The Politics of Interventionism

Topic:

U.S. military interventions especially in the Caribbean Basin constituted one of the hallmarks of the interwar period. In this section we will explore the multi-faceted history of this 'gunboat diplomacy'.

Reading

McPherson, Alan L., *The Invaded: How Latin Americans and their Allies Fought and Ended U.S. Occupations* (New York: Oxford University Press, 2013).

Further Reading

Langley, Lester D., *The Banana Wars: An Inner History of American Empire, 1900-1934* (Lexington, KY: University of Kentucky Press, 1983).

Renda, Mary A., *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940* (Chapel Hill, NC: University of North Carolina Press, 2001).

February 5 The United States and World War II

Topic:

We will examine the confrontation between the US and authoritarian power-contenders and analyze the wartime alliance system.

Reading

Iriye, Akira, *The Globalizing of America, 1913-1945*, chapters 9-12.

Further Reading

Dower, John *War Without Mercy: Race and Power in the Pacific War* (New York: Pantheon Books, 1986).

Kennedy, David M., *Freedom From Fear: The American People in Depression and War* (New York: Oxford University Press, 1999).

Rosenberg, Emily S., *A Date Which Will Live: Pearl Harbor in American Memory* (Durham, NC: Duke University Press, 2003).

February 12 Discussion of Papers

Topic:

This session gives you another opportunity to present your revised paper outline to the class. You will be assigned a commentator who will provide you with written feed-back in addition to the general commentary you will receive in class.

February 26	The United States and the Cold War
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Topic:

The end of World War Two did not bring an end to war. On the contrary, for the next half century, the United States was engaged with the USSR in a global confrontation and competition for allies, resources, and influence. This so-called 'cold' war was anything but cold and killed millions across the planet. It was also responsible for widespread economic and environmental destruction. In this session we will explore the widening shift between the former wartime allies and trace the increasing confrontation after 1945.

Reading

Cohen, Warren, *Challenges to American Primacy, 1945 to the Present*, chapters 1-5.

Further Reading

Leffler, Melvyn P./Odd Arne Westad (eds.), *The Cambridge History of the Cold War*, 3 vols. (Cambridge: Cambridge University Press, 2010).

Westad, Odd Arne, *The Global Cold War. Third World Interventions and the Making of Our Times* (Cambridge: Cambridge University Press, 2007).

March 4	The United States and the Cold War II
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Topic:

The Cold War evolved through various stages which we will examine in this week's class. We will pay particular attention to the 1960s and 1970s.

Reading

Cohen, Warren, *Challenges to American Primacy, 1945 to the Present*, chapters 6-9.

Further Reading

Leffler, Melvyn P./Odd Arne Westad (eds.), *The Cambridge History of the Cold War*, 3 vols. (Cambridge: Cambridge University Press, 2010).

Westad, Odd Arne, *The Global Cold War. Third World Interventions and the Making of Our Times* (Cambridge: Cambridge University Press, 2007).

March 11	Closer Look III: Vietnam
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Topic:

The Vietnam War has been a traumatic experience for Americans. The defeat against a seemingly marginal enemy tested the resolve of the superpower and raised serious questions about morality, foreign relations, and the global contours of the cold war.

Reading

Bradley, Mark Philip, *Vietnam at War* (Oxford: Oxford University Press, 2009).

Further Reading

Leffler, Melvyn P./Odd Arne Westad (eds.), *The Cambridge History of the Cold War, 3 vols.* (Cambridge: Cambridge University Press, 2010).

Westad, Odd Arne, *The Global Cold War. Third World Interventions and the Making of Our Times* (Cambridge: Cambridge University Press, 2007).

March 18 The United States after the Cold War

Topic:

Since the end of the Cold War, the United States has encountered numerous new challenges such as international terrorism, accelerated environmental destruction, genocide, and the rise of new power contenders. This week we will discuss the contours of America's response to those challenges.

Reading

Cohen, Warren, *Challenges to American Primacy, 1945 to the Present*, chapters 10-11.

Further Reading

Cohen, Warren, *America's Failing Empire. U.S. Foreign Relations since the Cold War* (Malden, MA: Wiley-Blackwell, 2005).

Daalder, Ivo H./James M. Lindsay, *America Unbound. The Bush Revolution in Foreign Policy* (Hoboken, NJ: The Brookings Institution Press, 2005).

Pamar, Inderjeet/Linda B. Miller/Mark Ledwidge (eds.), *Obama and the World. New Directions in U.S. Foreign Policy, 2nd Edition* (New York: Routledge, 2014).

April 1 Summary and Review

Topic:

In this last class meeting we will look back at seven months of studying U.S. foreign relations. What have we have learnt? How has the thorough reading of opinions and analyses of U.S. foreign relations shaped our perception of America's role in world affairs? How could this course be improved? And, of course, it's time to hand in that paper....

Enjoy Your Summer !

General Information on University Policies

Plagiarism

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

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.

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 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.

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.

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General Information

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

Late Assignments

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

Short Absences

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate.

Extended Absences

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

Documentation

- **Personal Illness:** If you consulted Student Health Services regarding your illness or personal problem, you should complete a Records Release Form allowing them to notify Academic Counselling (the form is available in the Academic Counselling Office, 2105). Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.
- If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used. <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.
- **In Case of Serious Illness of a Family Member:** Obtain a medical certificate from the family member's physician.
- **In Case of a Death:** Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.
- **For Other Extenuating Circumstances:** If you are not sure what documentation to provide, ask an Academic Counsellor.

Note: Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense (see below) and you will be subject to academic sanctions.

Academic Concerns

- You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.
- You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.
- If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.
- If you are registered in Social Science courses but registered in another faculty (e.g., Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.

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