

**Western University
Department of History
2016-2017**

History 1810E – Wars That Changed the World

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

Professor Francine McKenzie
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Office hours: Wednesdays 11AM - 1PM

Professor Geoffrey Stewart
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Office hours: Mondays 1PM-2PM
Wednesdays noon-2PM

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

Learning Outcomes

Through the lectures and four assignments, students will gain:

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

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

Familiarity with the library and electronic resources

A full understanding of plagiarism and its problems

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

Participation and communication skills in small-group discussion

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

Textbooks

Students must purchase the following textbooks, which will be used for tutorial discussions and assignments. They are available (as a bundle) in the university bookstore.

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

Michael Howard, *The First World War: A Very Short Introduction* (Oxford: Oxford University Press, 2002)

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

Gerhard L. Weinberg, *World War II: A Very Short Introduction* (Oxford: Oxford University Press, 2014)

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

Assignments

<i>Napoleon: The Musical!</i> assignment (due 26 October 2016)	15%
Primary source document analysis (due week of 5 December 2016)	15%
Annotated bibliography (Part 1 due week of 23 January, Part 2 due week of 13 February 2017)	10%
Research paper (due week of 30 March 2017)	20%
Tutorial participation	10%
Mid-year examination (December 2016 - date TBA)	15%
Final examination (April 2017 - date TBA)	15%

Submitting assignments

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

In addition to the hard copy, all assignments **must** be submitted electronically to the Turnitin plagiarism detection service; late penalties will be applied unless **both** a hard copy and an electronic copy for Turnitin have been submitted. Detailed instructions for the submission process through the OWL course website will be provided in class. Students are strongly advised not to wait until the last few minutes before midnight to submit the paper. High demand and internet failure are not acceptable reasons for failing to submit on time. In the event of any problems, contact your instructor.

Note: ‘All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).’ [www.uwo.ca/univsec/handbook/exam/crsout.pdf]

Napoleon: The Musical! assignment:

You and your peers will put together a pitch for *Napoleon: The Musical* that tells the story of the Napoleonic Wars in an accessible manner. Each tutorial will be divided into two groups and each group will use the course materials—lectures, textbook, and on-line readings—to outline a stage production about the Napoleonic Wars. There are two components to this assignment – a group component and an individual component. As a group, you will decide what topics need to be explored to provide a well-structured and logical historical interpretation of the Napoleonic Wars.

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Each student will then take a single topic, research it further from the course materials, and write a report (of 500 words) summarizing that topic and how it will be explored in the musical. The group will then reconvene outside of class time and put together a ‘pitch’ or proposal consisting of a brief overview of the story that its musical will tell, a rationale for each topic explored, and the individual research components.

****Due in lecture, 26 October 2016****

Primary source document analysis:

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

****Due week of 5 December 2016****

Preliminary research report and annotated bibliography:

This two-part assignment is designed to teach you to conduct historical research like a scholar for the research paper that is due at the end of the term. For the first part, you will complete a preliminary research report on a particular topic from either the Vietnam War or the Second World War according to the template provided on the course website. This report will enable you to refine your essay topic and begin the process of searching out relevant sources. For the second part, you will produce an annotated bibliography of sources that you will use for your research paper, and describe your research question and the thesis you intend to argue in your research paper.

**** Part 1 due week of 23 January 2017****

**** Part 2 due week of 13 February 2017****

Research paper:

Each student will write a research paper on the particular topic on either the Vietnam War or the Second World War assessed in the annotated bibliography. The assignment will allow you to bring together skills in interpreting primary and secondary sources, and in bibliographical research. A premium will be placed on your ability to present your argument in an organized fashion and in graceful prose.

****Due week of 30 March 2017****

The success of each tutorial depends on the willingness of students to keep up with the readings on a weekly basis and to take part fully in the discussion. Your participation (and note that you are assessed on participation, not simply attendance) will be assessed on an ongoing basis throughout the year. Attendance at tutorials is mandatory.

History 1810E is designated as an essay course. In order to obtain a passing grade in the course, each student must exhibit a minimum level of competence in essay writing and the appropriate level of knowledge of the content of the course. In practical terms, this means that each student, to

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pass the course, must achieve a passing grade in the essay portion (ie. out of the combined essay grade of 60%, you must achieve at least 30%).

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

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

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

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

Support Services:

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

Lecture Schedule

NB - Tutorials begin the week of 19 September

12 September – Course introduction - Professors McKenzie, Stewart, and Vance

14 September – Introduction to the Vietnam War – Professor Stewart
– Introduction to the First World War – Professor Vance

The Napoleonic Wars – Professor Francine McKenzie

19 and 21 September: Revolution, War, and the Rise of Napoleon

Readings:

Mike Rapport, *The Napoleonic Wars: A Very Short Introduction*, ch. 1 and 2

Robert B. Asprey, *The Rise of Napoleon Bonaparte*, ch. 5, 6 and 11

Philip Dwyer, "'Citizen Emperor': Political Ritual, Popular Sovereignty and the Coronation of Napoleon I", *History: The Journal of the Historical Association* 100/339 (2015): 40-57

Primary Sources:

Napoleon to the Executive Directory, 6 May 1797; Napoleon to Cambacérès, 27 May 1805, in J.M. Thompson, ed. and trans, *Napoleon's Letters*

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Excerpts on Napoleon: posted on OWL course website

26 and 28 September: Victory on Land, Defeat at Sea

Readings:

Rapport, *The Napoleonic Wars*, ch. 3, 4 and 6

Roy Adkins, *Nelson's Trafalgar: The Battle that Changed the World*, ch. 6 and 8

David Gates, 'Napoleon as General', *History Today* 48/6 (June 1998): 47-54

Primary Sources:

Napoleon to Josephine at Strasbourg, 19 October 1805, Napoleon to Joseph, 30 October 1805;

Napoleon to Joseph, 15 November 1805 in John S.C. Abbott, ed., *Confidential Correspondence of the Emperor Napoleon and the Empress Josephine*

3 and 5 October: The Peninsular War; Soldiers, Sailors and Camp Followers

Readings:

Rapport, *The Napoleonic Wars*, ch. 5 and 7

Thomas Cardoza, *Intrepid Women: Cantinières and Vivandières of the French Army* (2010), ch. 3

Adkins, *Nelson's Trafalgar*, 29-46

Alan Forrest, *Napoleon's Men: The Soldiers of the Revolution and Empire*, ch. 6

Primary Sources:

The Duke of Wellington's general orders: 23 August 1809 (bread); 1 October 1809 (women travelling with the army); 5 November 1811 (rations); 1 August 1812 (plundering gardens) in F.C.G. Page, *Following the Drum: Women in Wellington's Wars* (1986)

Sir Andrew Leith Hay, *A narrative of the peninsular war*, ch. 2

10 October: Thanksgiving – no lecture

12 October: Trade, War and The Continental System

Readings:

Jose Luis Cardoso, 'Lifting the Continental Blockade: Britain, Portugal and Brazilian Trade in the Global Context of the Napoleonic Wars' in Lucia Coppolaro and Francine McKenzie, ed., *A Global History of Trade and Conflict since 1500* (2013), 89-104.

Ronald Findlay and Kevin H. O'Rourke, *Power and Plenty: Trade, War, and the World Economy in the Second Millennium* (2007), 364-78

Kevin H. O'Rourke, 'The worldwide economic impact of the French revolutionary and Napoleonic wars, 1793-1815,' *Journal of Global History* 1 (2006): 123-49

17 and 19 October: The Invasion of Russia and Understanding Napoleon

Readings:

Asprey, *The Rise of Napoleon Bonaparte*, ch. 39

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

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

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24 and 26 October: Waterloo, St. Helena and Vienna: Defeat, Banishment, Return and Peace
**** Napoleon: The Musical! assignment due ****

Readings:

Rapport, *The Napoleonic Wars*, Conclusion

G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars*, ch. 4

Frederick C. Schneid, 'The Dynamics of Defeat: French Army Leadership, December 1812-March 1813', *Journal of Military History* 63/1 (1999): 7-28

David A. Bell, *Napoleon: A Concise Biography*, ch. 5

Primary Sources:

Treaty of Fontainebleau, 11 and 12 April 1814

Treaty of Paris, 30 May 1814

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

The First World War - Professor Jonathan F. Vance

31 October and 2 November: Before: A World of Silence

The Old World

The New World

Readings:

Howard, *The First World War*, ch. 1

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

L.M. Montgomery, *Rilla of Ingleside* (1920): ch. 3 and 4

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

7 and 9 November: The Generation of 1914

Enthusiasm for War

Not Over by Christmas

Readings:

Howard, *The First World War*, ch. 2 and 3

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

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

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

14 and 16 November: Deadlock

Westerners

Easterners

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Readings:

Howard, *The First World War*, ch. 4 and 5

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

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

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

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

21 and 23 November: A War of Frightfulness

Gas, Bombs, and Submarines

The Realities of Modern War

Readings:

Howard, *The First World War*, ch. 6

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

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

The Sinking of the *Llandovery Castle*

28 and 30 November: The End: Revolution and Pandemic

The Worst Winter

The War Opens Up

Readings:

Howard, *The First World War*, ch. 7 and 8

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

Henri Bourassa, 'Win the War, ' and Lose Canada, 4 July 1917

Sir Wilfrid Laurier's Election Manifesto, 4 November 1917

Sir Robert Borden's Election Manifesto, 11 November 1917

5 and 7 December: After: A World of Noise

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

Canada As It Might Have Been

Canada As It Was

Readings:

Howard, *The First World War*, ch. 9

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

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

The Vietnam War – Professor Geoffrey Stewart

9 and 11 January: Revolutionary Origins

Readings:

Lawrence, *The Vietnam War*, 1-26

Primary Documents:

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Pham Boi Chau, 'The New Vietnam,' 1907

Ho Chi Minh and the Founding of the Vietminh, June 1941

The Vietnamese Declaration of Independence, September 1945

16 and 18 January: The International Context

Readings:

Lawrence, *The Vietnam War*, 27-53

Primary Documents:

The Domino Theory, April 1954

'A Comprehensive Solution for Restoring Peace in Indochina' (Draft), prepared by the Vietnam Group in the Chinese delegation attending the Geneva Conference, 4 April 1954

The Final Declaration of the Geneva Conference, 21 July 1954

23 and 25 January: Escalation

**** Preliminary research report due ****

Readings:

Lawrence, *The Vietnam War*, 53-90

Pierre Asselin, *Hanoi's Road to the Vietnam War* (2013), 160-173

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

Primary Documents:

Program of the National Front for the Liberation of South Vietnam (NLF), December 1960, rallying opposition to the US-backed Diem regime

Secretary of Defense, Robert McNamara, Memorandum for the President, 'Vietnam Situation,' 21 December 1963

The Gulf of Tonkin Resolution, August 1964

30 January and 1 February: The American War

Readings:

Lawrence, *The Vietnam War*, 91-115

Lien-Hang T. Nguyen, *Hanoi's War: An International History of the War for Peace in Vietnam* (2012), 48-83

Primary Document:

'Notes for a Memorandum on Increasing American Troops in Vietnam,' July 20, 1965

6 and 8 February: Peace with Honour?

Readings:

Lawrence, *The Vietnam War*, 116-68

Jeffrey P. Kimball, "'Peace with Honor': Richard Nixon and the Diplomacy of Threat and Symbolism" in David L. Anderson, ed., *Shadow on the White House: Presidents and the Vietnam War, 1945-1975* (1993), 152-83

Primary Document:

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

13 and 15 February: Legacies

**** Annotated bibliography due ****

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Readings:

Lawrence, *The Vietnam War*, 168-85

Primary Document:

The Music of the Vietnam War Era – *Details on the course website under 13 February Readings*

20 and 22 February – Reading Week – no lectures or tutorials

The Second World War – Professors McKenzie, Stewart, and Vance

** further readings for this section of the course TBA

27 February – Failed Peace or Unavoidable Conflict?: The Causes of the Second World War in Europe, 1919-1939 – Prof McKenzie

1 March – The Imperial Order in East Asia – Prof Stewart

Readings:

Gerhard L. Weinberg, *World War II: A Very Short Introduction*, Introduction and ch. 1

P.M.H. Bell, ‘The Challenge in Europe 1935-1941’ in Gordon Martel, ed., *A Companion to International History 1900-2001* (2007), 233-42

Zara Steiner, *The Ebbing of European Ascendancy: An International History of the World 1914-1945* (2002), ch. 16

6 March – Canada Returns to Europe – Prof Vance

8 March – The Greater East Asian Co-Prosperity Sphere – Prof Stewart

Readings:

Weinberg, *World War II*, ch. 2

13 March – Axis Ascendant, 1939-1942 – Prof McKenzie

15 March – Canada’s War Overseas – Prof Vance

Readings:

Weinberg, *World War II*, ch. 3 and 4

Gerhard Weinberg, *Visions of Victory: The Hopes of Eight World War II Leaders* (2005), ch. 1

Mark Mazower, ‘Hitler’s New World Order, 1939-45’, *Diplomacy & Statecraft* 7/1 (1996): 29-53

20 March – Grand Alliance Victorious, 1942-1945 – Prof McKenzie

22 March – Midway (1942-45) – Prof Stewart

Readings:

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Weinberg, *World War II*, ch. 5 and 6

27 March – Canada – The War at Home – Prof Vance

29 March – The Devastation of War and the Challenges of Peace – Prof McKenzie

**** Research paper due ****

Readings:

Weinberg, *World War II*, ch. 7

Graham Broad, *A Small Price to Pay: Consumer Culture and the Canadian Home Front, 1939-45* (2013), ch. 1

Conrad C. Crane, “‘Contrary to our national ideals’: American Strategic Bombing of Civilians in World War II,” in Mark Grimsley and Clifford J. Rogers., eds., *Civilians in the Path of War* (2002), 219-49

3 April – Canada’s Best. War. Ever. – Prof Vance

5 April – The Dawn of a New Age – Prof Stewart

Readings:

Weinberg, *World War II*, ch. 8 and Conclusion

Peter Neary and Shaun Brown, ‘The Veterans Charter and Canadian Women Veterans of World War II,’ in J.L. Granstetin and Peter Neary, eds., *The Good Fight: Canadians and World War II* (1995), 387-415

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

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

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

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

Academic Offences:

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

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All 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

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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, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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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