

University of Western Ontario
Department of History
2016-2017
International Relations 4702E
International Relations in the Twentieth Century

Mondays, 10:30-12:30
Somerville House 3305

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COURSE DESCRIPTION:

IR4702E is the capstone seminar for students in the international relations program. The purpose of the course is to integrate your studies in history and political science and to produce a final class report that contributes to public discussion and public policy. The theme of the course changes every year and is linked to current developments in world affairs and Canadian foreign policy. In previous years, we have examined the next generation of Canadian peacekeeping, studied global climate change, devised blueprints to end the conflict in Afghanistan, laid out a map for state-building in the Democratic Republic of Congo, and designed a campaign to get Canada elected to the United Nations Security Council.

In 2016-17, the class will develop a long-term strategic overview of Canadian foreign policy. The Trudeau government is reversing some of the foreign policies of the Harper government – for example by announcing its intention to seek a seat on the UN Security Council for 2021. To date, its handling of foreign policy harkens back to an earlier era of liberal internationalism based on whole-hearted engagement with the United Nations, a constructive multilateral approach, and a vision of Canada as helpful fixer and influential middle power. In light of shifts at home, rapid and far-reaching change internationally, urgent global issues needing immediate attention as well as long term priorities and challenges, this year's class will develop an international strategy that defines the direction, purpose, and priorities of Canadian foreign policy, 2017-2037.

Preparation and Participation: IR4702E is a student-led class. In the first term students will learn about the history of Canadian foreign policy and involvement in world affairs since the end of the Second World War, with an emphasis on the last twenty five years. You will read a wide variety of sources to understand how governments have defined and justified their priorities and the world vision that informed their policies. You will also read critical reflections on Canadian involvement in world affairs that draw out tensions between short and long term aims, national interests and international priorities, and internal and external perceptions. The goal is to have both a deep and broad historical understanding that will inform your thinking about the future of Canadian foreign policy. In every class we will explore specific issues and events that will help to understand when, why and where Canada has, or has not, been influential in world affairs or has, or has not, had a coherent and effective foreign policy. This is essential background for the group project. Readings must be done before class. You are expected to participate actively and thoughtfully every week.

Course readings: You can find many of the material assigned for weekly readings on our class owlsite (under weekly readings). If a source is not in the relevant folder of readings, then it is available through Weldon in digital form, in journals or as e-books. You will need to obtain two books: Roland Paris and Taylor Owen, eds, *The World Won't Wait: why Canada needs to rethink its international policies* (University of Toronto press, 2016) and Derek Burney and Fen Osler Hampson, *Brave New Canada: Meeting the Challenge of a Changing World* (Montreal: McGill-Queen's University Press, 2014). Both will be available on short term loan. Both are also available at a reasonable price (approx. \$20) directly from the presses.

Following Foreign Policy: We need to pay attention to all developments in Canadian foreign policy, such as the recent decision to devote \$500 million to peacekeeping. There will be a folder on our class owlsite dedicated to keeping track of trends, policy initiatives and major statements. You should be uploading ideas and material throughout the term. Also keep track of critical commentary on Canadian foreign policy and post links to relevant articles or commentaries that strike you as particularly helpful. Many of the scholars and practitioners assigned to the weekly readings comment regularly on Canadian foreign policy so keep your eyes open for their interventions. Part of your participation mark will be determined by your contribution to this site. We will make use of your findings in the classes on 5 December and 9 January.

The following journals and websites contain much useful and up to date information and commentary on Canadian foreign policy:

International Journal

Canadian Foreign Policy

Canadian Global Affairs Institute

Canadian International Council

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

ASSIGNMENTS - Please note that all assignments should be uploaded to the class owlsite.

First term:

1. Continuity and Change in Canadian Foreign Policy

In this assignment, you will examine one area of Canadian foreign policy – such as development, trade, energy, the environment, human rights, terrorism, peacekeeping, Canadian-American relations, involvement in Latin America, or relations with Europe: this list is suggestive, not comprehensive. Based on historical research, identify underlying assumptions and priorities and explain how policies have evolved, focusing on the theme of change and continuity. Your paper must discuss three governments: choose at most one from the early postwar period (1945-1968). You will have to explain the reasons for continuity or change. This paper should be 8-10 pages and is worth 20% of your final mark. It is due on 17 October 2016.

2. Review of Roland Paris and Taylor Owen, eds, *The World Won't Wait: why Canada needs to rethink its international policies* (University of Toronto press, 2016).

Explain and assess the rationale for and the conception of international strategies (about a refurbished liberal internationalism) by the editors and individual authors. What are the main challenges to developing and implementing a new international strategy? This paper should be 6-8 pages and is worth 15% of your final mark. It is due on 7 November 2016.

Second term:

1. Briefing Note: In government, analysts prepare briefing notes on focused topics. These become the basis for policy decisions. They serve a different purpose from academic writing and they have a different tone and form. For example, although they are based on deep research, they are succinct and identify a small number of policy options. You will prepare a briefing note on a topic that is relevant to the group project. We will define a list of topics together and you will select your particular topic from that list. This paper should be 6-8 pages and is worth 15% of your final mark. It is due on 23 January 2017.

2. Group project final report: The organization of the second term is sketched out roughly, but you should expect it to be busy and demanding term. There will be additional readings and considerable research. Judging from past experience, students have found the group project to be time consuming, challenging, sometimes frustrating, and ultimately fulfilling. It is important that you manage your time well in the second term. You *must* get on track quickly to have enough time to produce a thoughtful and polished report. You will need time to edit the draft – which will have many authors – and to turn it into one coherent document. You should expect to work on the project every week. You will have to send the report to the examiners one week before the meeting. If everyone contributes regularly to the project, then the final product will emerge gradually and thoughtfully and will result in a first class report. The class will present the final report to a panel of experts in the second last week of term (the week of 27 March 2017). That means the group project will have to be completed by 13 March so it can be sent to the experts to read before their visit. This is worth 25% of your final mark.
3. Individual Assessment: The final report will take shape through debate, compromise and consensus. The authorship is collective. In this paper, you will explain what you would have done if this had been an individual project. This paper should be 5 pages and is worth 5% of your final mark. It is due on 3 April 2017.

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

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

MARK BREAKDOWN:

Continuity and Change in Canadian Foreign Policy: 20%

Review of *The World Won't Wait*: 15%

Briefing Note: 15%

Group Project: 25%

Individual Assessment of Group Project: 5%

Participation: 20%

Seminar Outline

12 September: Introduction to the class

19 September: Postwar 1950-68

Bothwell, *Alliance and Illusion: Canada and the World 1945-84*, chaps 6, 7, 8.

Geoffrey Pearson, *Seize the Day: Lester B. Pearson and Crisis Diplomacy*, chaps 1, 2, 9.

J.L. Granatstein, ‘Pearson and Diefenbaker: Similar Men?’ in Norman Hillmer, ed., *Pearson: The Unlikely Gladiator*, pp. 51-57.

Michael C. Carroll, *Pearson’s Peacekeepers: Canada and the United Nations Emergency Force, 1956-67*, chaps 1, 2, 3, pp. 3-56.

H. Basil Robinson, *Diefenbaker’s World: A Populist in Foreign Affairs*, chaps 10, 11, 13, 16.

26 September: Trudeau Sr. 1968-84

Robert Bothwell, *Alliance and Illusion*, chaps 16-19, pp. 295-370.

Ivan Head and Pierre Trudeau, *The Canadian Way: Shaping Canada’s Foreign Policy, 1968-1984*, chap. 5 ‘North-South Dimensions’, pp. 135-164 and chap. 8, ‘Hits and Misses’, pp. 264-309.

Denis Stairs, ‘Pierre Trudeau and the Politics of the Canadian Foreign Policy Review’, *Australian Outlook*, 1972 Vol. 26, Issue 3: 274-290.

3 October: Mulroney to Chretien: 1984-2001

Denis Stairs, ‘Architects or Engineers? The Conservatives and Foreign Policy’, in Nelson Michaud and Kim Richard Nossal, eds, *Diplomatic Departures: The Conservative Era in Canadian Foreign Policy, 1984-93*, pp. 25-42.

Paul Gecelevsky and Tom Keating, ‘Liberal Internationalism for Conservatives: The Good Governance Initiative’ in Michaud and Nossal, eds, pp. 194-207.

Prosper Bernard Jr., ‘Canada and Human Security: From the Axworthy Doctrine to Middle Power Internationalism,’ *The American Review of Canadian Studies* 36, 2 (Summer 2006): 233-261.

Marc Alexander C. Gionet, ‘Canada’s Role in the Conceptual Impetus of the Responsibility to Protect and Current Contributions,’ in Julia Hoffmann and André Wollkaemper, *Responsibility to Protect: From Principle to Practice*, 61-70.

Norman Hillmer and Adam Chapnick, ‘The Axworthy Revolution’ in Hampson, Hillmer and Molot, eds, *Canada Among Nations 2001: The Axworthy Legacy*, pp. 67-88.

Veronica Kitchen, ‘From Rhetoric to Reality: Canada, the United States and the Campaign to Ban Landmines’, *International Journal*, 2001, Vol. 57 (1): 37-55.

Kim Richard Nossal, ‘Pinchpenny Diplomacy: The Decline of ‘Good International Citizenship’ in Canadian Foreign Policy, *International Journal*, Vol. 54(1), Winter 1998/99: 88-105.

10 October: Thanksgiving, no class

17 October: Change or continuity in Canadian foreign policy?

First assignment due on continuity and change in Canadian foreign policy

‘Foreign Policy for Canadians, 1970,’ excerpted in J.L. Granatstein, ed., *Canadian Foreign Policy: Historical Readings, revised edition*, pp. 54-72.

Denis Stairs, ‘Pierre Trudeau and the Politics of the Canadian Foreign Policy Review’, *Australian Outlook*, 1972 Vol. 26, Issue 3: 274-290. (review from 26 September)

Mary Halloran, John Hilliker, and Greg Donaghy, ‘The White Paper Impulse: Reviewing Foreign Policy Under Trudeau and Clark’, *International Journal*, 2015, vol. 70 (2): 309-321.

Competitiveness and Security: Directions for Canada’s International Relations 1985 in Granatstein, ed., *Canadian Foreign Policy: Historical readings, revised edition*, pp. 73-86.

Nelson Michaud, ‘Bureaucratic Politics and the Making of the 1987 Defence White Paper,’ in Michaud and Nossal, *Diplomatic Departures: The Conservative Era in Canadian Foreign Policy, 1984-93*, pp. 260-275.

Canada in the World: Government Statement (1995), http://www.dfaid-maeci.gc.ca/foreign_policy/cnd-world/menu-en.asp link does not work

International Policy Review: A Role of Pride and Influence in the World, 2005: available at - <http://publications.gc.ca/collections/Collection/FR4-4-2005E.pdf>

24 October: Myths and Realities: Was Canada a middle power, helpful fixer and liberal internationalist?

“Punching Above Our Weight”: A History of the Department of Foreign Affairs and International Trade, <http://epe.lac-bac.gc.ca/100/206/301/faite-aecic/history/2013-05-03/www.international.gc.ca/history-histoire/department-ministere/index-1.aspx@lang=eng>

Adam Chapnick, ‘Taking Sides: The Myth of Canadian Neutrality in World Affairs.’ *Canadian Military Journal* 8, 2 (Summer 2007): 69-72.

Adam Chapnick, ‘The Canadian Middle Power Myth’, *International Journal*, Vol. 55 (2): 188-206.

J. L. Granatstein, ‘Canada and Peacekeeping: Image and Reality’ in J. L. Granatstein, ed. *Canadian Foreign Policy: Historical Readings, revised edition* pp. 232-240.

M. A. Rudderham. ‘Canada and United Nations Peace Operations: Challenges, Opportunities, and Canada’s Response,’ *International Journal* 63.2 (Spring 2008): 359-384.

Derek Burney, ‘Foreign Policy: More Coherence, Less Pretence’, 14 March 2005, available at <http://www.carleton.ca/ctpl/pdf/conferences/2005reismanlectureburney.pdf>

31 October: Harper, 2006-2015

Stephen Harper, Reviving Canadian Leadership in the World, 5 October 2006,
<http://aix1.uottawa.ca/~rparis/Harper.html>

Global Markets Action Plan, 2013. Please read John Ibbitson’s commentary on this document: ‘Tories’ new foreign affairs vision shifts to ‘economic diplomacy’, *The Globe and Mail*, 27 Nov. 2013, <http://www.theglobeandmail.com/news/politics/tories-new-foreign-affairs-vision-shifts-focus-to-economic-diplomacy/article15624653/>

Justin Massie and Stéphane Roussel, ‘The Twilight of Internationalism? Neocontinentalism as an Emerging Dominant Idea in Canadian Foreign Policy,’ in Heather A. Smith and Claire Sjolander, eds, *Canada in the World: Internationalism in Canadian Foreign Policy*, pp. 36-52.

Jean-Christophe Boucher, ‘The Responsibility to Think Clearly about Interests: Stephen Harper’s Realist Internationalism, 2006-2011’ in Smith and Sjolander, pp. 53-70

Kim Richard Nossal, ‘The Liberal Past in the Conservative Present: Internationalism in the Harper Era,’ in Smith and Sjolander, pp. 21-35.

Adam Chapnick, ‘A Diplomatic Counter-Revolution: Conservative Foreign Policy, 2006-2011.’ *International Journal* 67,1 (Winter 2011-12): 137-54.

Robert Wolfe, ‘Canada’s adventures in clubland: Trade clubs and political influence’ in Jean Daudelin and Daniel Schwanen, eds, *Canada Among Nations 2007: Room for Manoeuvre*, pp. 181-197.

7 November: Harper’s critics

Review of The World Won’t Wait is due in class.

Adam Chapnick, ‘Rethinking the Impact of the Harper Government on Canadian History: It’s Our Fault Too.’ *Labour / Le Travail* 73 (Spring 2014): 222-224.

Adam Chapnick, ‘Middle Power No More? Canada in World Affairs Since 2006.’ *Seton Hall Journal of Diplomacy and International Relations* 14,2 (Summer/Fall 2013): 102-111

Paul Heinbecker, *Getting Back in the Game: A Foreign Policy Playbook for Canada* (Toronto: Dundurn, 2012): chap. 9, ‘Canadian Foreign Policy and Diplomacy’, pp. 189-194; chap. 10, ‘The Harper Government: Not “Back” Yet’, pp. 195-214.

Krystel Carrier and Rebecca Tiessen, ‘Women and Children First: Maternal Health and the Silencing of Gender in Canadian Foreign Policy’ in Smith and Sjolander, pp. 183-199.

Robert Fowler, ‘Why Canada was not elected to the Security Council three years ago’, *The Hill Times*, 20 Sept. 2013, <http://www.hilltimes.com/opinion-piece/2013/09/30/why-canada-was-not-elected-to-the-security-council-three-years-ago/36050>

14 November: Roundtable: The World Today: Key Global Trends and Canadian Priorities

Daryl Copeland, *Diplomacy, Globalization and Heteropolarity: The Challenge of Adaptation* (Ottawa: Canadian Defence & Foreign Affairs Institute, August, 2013).

http://oppenheimer.mcgill.ca/IMG/pdf/Copeland_-_Diplomacy_Globalization_and_Heteropolarity.pdf

Policy Horizons Canada, *The Future of Asia: Implications for Canada* (Ottawa: Government of Canada, Policy Horizons Canada, 2015).

http://www.horizons.gc.ca/sites/default/files/Publication-alt-format/ms4-final-en_150dpi_0.pdf

Policy Horizons Canada, *Canada in a Changing Global Energy Landscape* (Ottawa: Government of Canada, Policy Horizons Canada, 2016).

http://www.horizons.gc.ca/sites/default/files/Publication-alt-format/2016-0266-eng_0.pdf

D. S. Lemmen and F. J. Warren, ‘Synthesis’ in D.S. Lemmen, F.J. Warren, T.S. James and C.S.L. Mercer Clarke , eds, *Canada’s Marine Coasts in a Changing Climate*, pp. 17-26.

Franklyn Griffiths, ‘Towards a Canadian Arctic Strategy,’ in F. Griffiths, Robert N. Huebert, P. Whitney Lackenbauer, eds., *Canada and the Changing Arctic: sovereignty, security, and stewardship*, pp. 181-225.

Optional Reading: Examine documents on Canada’s Northern Strategy on GAC page:
<http://www.northernstrategy.gc.ca/index-eng.asp>

21 November: Canada’s Future Role in the World

Derek H. Burney and Fen Osler Hampson, *Brave New Canada: Meeting the Challenge of a Changing World*. Book available through UWO as E-book.

28 November: Strategic Reviews

John Gaddis, *George F. Kennan: An American Life*, chaps 11, 12 and 13, pp. 225-308.

Bruce Kuklick, *Blind Oracles: Intellectuals and War from Kennan to Kissinger*, Introduction, pp. 1-16; chap. 2, pp. 37-49; chap. 4, pp. 72-95; and Conclusion, pp. 204-223.

Philip Tetlock, and Dan Gardner, Appendix, ‘Ten Commandments for Superforecasters,’ in *Superforecasting: The Art and Science of Prediction*, pp. 277-286.

Policy Horizons Canada, *Foresight Training Manual* (Ottawa: Government of Canada, Policy Horizons Canada, 2016). <http://www.horizons.gc.ca/eng/content/foresight-training-manual-module-1-introduction-foresight> Please go through the first five modules.

5 December: What is Our International Strategy?

Jennifer Welsh, *At Home in the World: Canada’s Global Vision for the 21st Century*, chap. 6. pp. 187-234.

Paul Heinbecker, *Getting Back in the Game: A Foreign Policy Playbook for Canada*, chap. 9 (review from 7 November), and chaps. 12-14.

Daryl Copeland, ‘Once Were Diplomats: Can Canadian Internationalism Be Rekindled?’, in Smith and Sjolander, pp. 125-144.

Roland Paris, ‘Are Canadians Still liberal internationalists? Foreign Policy and public opinion in the Harper Era’, *International Journal*, 2014, Vol. 69 (3): 274-307.

Joe Clark, *How We Lead: Canada in a Century of Change* (Toronto: Random House, 2013): Ch. 8, 9 – pp. 111-148; and Ch. 11 – pp. 167-189.

Second Term: Below is a rough timeline for completing the review. You should expect to be doing some research every week, to start writing by the end of January, to have extensive meetings with your classmates outside of class time, and to be reviewing and critiquing the work of your classmates.

January 9: Finalizing International Strategy

Decide on priorities. What topics to tackle first? Make rough outline. Organize groups. Devise list of topics for briefing notes and divide them amongst students. Begin keeping a bibliography.

January 16: How to map out the strategic review

Preliminary reports from groups. Feedback. Discuss briefing notes. Next steps.

January 23:

Briefing Notes are due.

Refine topics. Assign new groups. Start writing sections.

January 30:

Discuss briefing notes. How to integrate briefing notes into report. Re-examine outline.

February 6:

Bring all pieces together and review. What is the international strategy? What is the rationale for it? How should it be implemented? Next steps.

February 13:

Focused discussion on key sections. What parts need more work? Re-assign people as needed.

Reading Week Feb. 20 to 24

February 27:

First complete rough draft due. Review. Focus on parts that need more work. Is the report convincing, thorough and rigorous? Choose final editing team.

March 6:

Major revisions to draft. Add executive summary, introduction and conclusion.

March 13:

All parts of report finished. Move to formatting, final edits, and filling holes.

March 20:

Send to panel of experts. Prepare for presentation.

March 27 (or possibly the week of):

Presentation to panel of experts.

April 3:

Individual Assessment of Group Project is due in class.

Reflections.

ADDITIONAL STATEMENTS

The Dean has exempted this course from Senate regulation (2016 04) which reads: "At least one week prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus." See the full text

at: http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf

In other words, the instructor of this course is NOT required to provide an assessment of work accounting for at least 15% of the final grade one week prior to the deadline for withdrawal from the course.

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

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca