

**University of Western Ontario  
Department of History  
2017-2018**

**International Relations 4702E  
International Relations in the Twentieth Century**

**Mondays, 10:30-12:30  
Stevenson Hall 3166**

Francine McKenzie Department of History	Dan Bousfield Department of Political Science
<b>Office Hours:</b> Tuesday 1:00-3:00 or by appointment <b>Office:</b> Lawson Hall 2201 519-661-2111 x84964 fmckenzi@uwo.ca	<b>Office Hours:</b> Monday 1:30-2:20, Wednesday 2:30-3:20. <b>Office:</b> SSC4084 519-661-2111 x85114 dbousfie@uwo.ca facebook.com/dan.bousfield twitter @uwo_teach Class Hashtag #IR4702 Texting only number 289-620-666five

**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 2017-2018, the class will examine recent policy documents and develop a framework for assessing what makes policy effective. Chrystia Freeland's recent landmark speech will be the starting point and centrepiece of the course. It is the most authoritative and comprehensive foreign policy statement since Louis St Laurent's Gray Lecture of 1947. The challenge for the

class will be to develop policies, practices and priorities that realize Freeland's foreign policy vision. You will bring your ideas together in what we are calling a Foreign Policy Playbook. Students will complete a range of assignments to deepen their expertise in a policy area and provide a variety of formats to present their ideas. Students should be able to present their policy ideas to a variety of audiences from the public, to university peers, to a panel of experts at the end of the term. Developing strong and well researched ideas is an integral part of your assignments, as is the ability to present them coherently and concisely in a range of formats.

**Participation:** This is a student led course in terms of topics, assignments and goals. Students will have to focus on an area of policy research or a particular topic and integrate their topic into class discussions, readings and presentations. Participate in discussions, but do not dominate discussion. Everyone must have a chance to contribute their ideas. Constructive participation involves raising relevant points and ideas. Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.

Participation/Attendance is worth 10% per term.

Assignments and Mark Breakdown:

First term:

### **1. What is wrong with Canadian foreign policy? How can it be fixed?**

You will review one of the readings assigned for 25 September. In your paper you will identify the main problems/challenges confronting Canadian foreign policy according to the author and summarize the authors' solutions and recommendations. Then you will critically evaluate both problems and solutions. 5-7 pages

Due: 2 October, midnight. Upload to owl. 10% of final mark.

### **2. Analysis of Freeland Speech**

You might find the following questions helpful as you deconstruct Freeland's speech: How important is her statement on Canadian foreign policy? Does she have a vision for Canadian foreign policy? What is she responding to? What ideas and circumstances have informed the timing and content of her statement? Is she proposing a new approach to Canada's engagement in world affairs? Are her ideas a continuation with or a departure from past practice? Is her approach to foreign policy partisan? 5-7 pages.

Due: 12 October, midnight. Upload to owl. 15% of final mark.

### **3. Presentation of policy proposal**

Working alone or in groups, prepare a 2-3 minute video which makes a persuasive case for the relevance of the topic chosen for your playbook. There are several ways to present your policy proposal: 1) you can focus on a particular policy issue, theme or strategy, or diplomatic approach to an issue. 2) You can discuss the underlying rationale or philosophy linking your topic or issue back to themes from the course. 3) You can promote a topic or issue that you feel will maximize impact and is most likely to be supported by an audience. These presentations will form the basis of the policy proposal and direct key themes in the course.

Due: 25 November. Upload to OWL so that everyone can watch the videos before class. 10% of final mark.

### **First Term Participation: 10%**

Second term:

#### **1. Reflective paper on key concepts in IR**

How do the ideas discussed in the first 4 weeks of 2018 relate to the topic chosen for you playbook and if not, why not? The reflective paper should link ideas from both terms into a discussion of key concepts and ideas as they relate (or don't) to your chosen policy proposal. 4 pages.

Due: 29 January, 2018, midnight. Upload to OWL. 10% of final mark.

#### **2. Op-ed article**

Students will develop a short opinion editorial piece based on their group project with the idea of presenting the concept to a wider popular audience. The op-ed writing assignment should be between 700-800 words in length. The purpose of the op-ed is to produce a newspaper column using detailed research and creative writing, to argue in favour of one side or the other of the issue. Op-ed pieces will be marked for research, organization, creativity and writing style and should conform to the format that will be discussed in class. An op-ed grading guide will be available on the course website. Students are encouraged to submit their assignment for publication, and if it is published that will be considered in the grading of the mark.

Due: 12 February, 2018, midnight. Upload to OWL. 10% of final mark.

#### **3. Group Project: Foreign Policy Playbook**

This is the culminating project of the course and will be presented to a panel of experts at the end of the term. Specific requirements of the playbook will be posted in OWL. The playbook should emphasize the presentation of ideas in a professional manner with an emphasis on the accessibility of the book to a wider audience and possible dissemination to a variety of real-

world actors. The assignment will be assessed for the research and academic validity of ideas as well as the professionalism of the presentation.

Due: 20 March 2018. 20% of final mark.

#### 4. Reflective assessment

This assignment is a reflection on your group project’s strengths and weaknesses, as well as changes and surprises that you encountered in the research and writing process. For a more detailed description of expectations, please see OWL. Your paper should address any comments on the group project, or general problems or issues from the process. This assignment should suggest ways that the research would be improved as well as issues with sources and topics. These questions could include: What are the strengths and weaknesses of your approach? How did your group collaborate? What concepts or ideas do you feel needed further analysis or clarification?

Due: 9 April 2018, midnight. Upload to OWL. 5% of final mark.

**Term 2 Participation: 10% of final mark.**

### Assignment Descriptions and Learning Outcomes:

Assignment	Description	Learning Outcome
Attendance and participation	Attending all classes and ongoing participation throughout the year.	Recognize the importance of listening; communicate verbally and in analytic and clear fashion; an awareness of the extensive and limits of one’s own knowledge, informed by exposure to information, concepts, theories and experience
Policy Analysis (1,2)	Take a clear analytical perspective on a framing of foreign policy; critically assess the chosen concept of foreign policy; evaluate existing academic literature on a foreign policy issue	Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills
Presentation Proposal	Analyze the theoretical assumptions of an argument about IR/ foreign policy; evaluate the strength of an foreign policy; compare and	Communicate in a verbal format in an analytical and clear fashion; analyze a popular description of a foreign policy issue; evaluate the strength of the justifications for the

	contrast the argument with other examples of foreign policy	issues' inclusion in the discussion of foreign policy; develop student portfolio and skill sets
Reflective paper, Op-ed	Take a clear analytical perspective on a framing of IR and Foreign policy; analyze theoretical assumptions of foreign policy; critically assess foreign policy for presentation to lay audience;	Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills
Group Project	Ability to identify different methodological approaches; apply a specific methodological approach to a specific foreign policy issue; analyze the foreign policy issue for trajectory; evaluate likely outcomes of the issue	Critically assess each other's arguments for validity in terms of foreign policy analysis and IR; gain a basic understanding of the academic editing process; work with peers to develop strong arguments about IR and foreign policy; produce a document that is both well researched and well presented
Reflective Assignment	Identify key themes and arguments in one's own written work, synthesize arguments analytically into written form;	Communicate in written form in an analytical and clear fashion; an awareness of the extensive and limits of one's own knowledge; assess evidence critically;

## Course Readings

First term:

**11 Sept: Introductory class**

**18 Sept: St Laurent's Gray Lecture and postwar Canadian foreign policy**

Louis St. Laurent, 'The Foundations of Canadian Policy in World Affairs' (also known as the Grat lecture), 12 Jan, 1947 in J. L. Granatstein, ed., *Canadian Foreign Policy: Historical Readings* (revised edition), pp. 28-37.

Hector Mackenzie, "Golden Decade (s): Reappraising Canada's International Relations in the 1940s and 1950s, *British Journal of Canadian Studies*, 23.2, Fall 2010

Francine McKenzie, "'The Last Ditch Defenders of National Sovereignty at Geneva': The Realities of Canadian Diplomacy During the Ethiopian Crisis" in G. Bruce Strang, ed.,

*Collisions of Empire: Italy's Invasion of Ethiopia and its International Impact* (Ashgate, 2013), pp. 165-184.

Robert Bothwell, *Alliance and Illusion: Canada in the World 1945-1984* (UBC Press, 2007), chap. 3, Realigning Canadian Foreign Policy, pp. 41-55.

J. Hilliker and D. Barry, *Canada's Department of External Affairs. Vol. II: Coming of Age* (MQUP, 1995), Chap. One: Ushering in a new era 1946-1948, pp. 3-44.

**25 Sept: Contemporary and recent critics of Canadian involvement in the world: what has gone wrong? (you will be assigned one of the readings for this week; no one is expected to read everything on the list!)**

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

Derek Burney and Fen Osler Hampson, *Brave New Canada: Meeting the Challenge of a Changing World* (McGill-Queen's University Press, 2014).

Joe Clark, *How We Lead: Canada in a Century of Change* (Random House, 2013)

Heather A. Smith and Clair Turenne Sjolander, eds, *Canada in the world: internationalism in Canadian foreign policy* (OUP, 2013)

Daryl Copeland, *Diplomacy, globalization and heteropolarity: the challenge of adaptation* (Canadian Defence and Foreign Affairs Institute, 2013)

Daryl Copeland, *Science and Diplomacy after Canada's Lost Decade: Counting the Costs, Looking Beyond* (Canadian Electronic Library, 2016)

Paul Heinbecker, *Getting Back in the Game: A Foreign Policy Playbook for Canada* (Dundurn, 2012)

Michael Hart, *From Pride to Influence: Towards a New Canadian Foreign Policy* (UBC Press, 2008)

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

Jennifer Welsh, *At Home in the World: Canada's Global Vision for the 21<sup>st</sup> Century* (HarperCollins, 2004)

## **2 October: Analysis of Freeland speech: empty rhetoric or a meaningful guide for foreign policy?**

*Canada in the World: Government Statement* (1995), [http://www.dfait-maeci.gc.ca/foreign\\_policy/cnd-world/menu-en.asp](http://www.dfait-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>

Lloyd Axworthy, Woodrow Wilson International Center for Scholars, June 16, 2000. <http://www.peace.ca/axworthyaddressstwoodrow.htm>

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

Note: at the end of the class we will choose three additional topics from Appendix, List 1.

## **9 October: Reading Week**

### **16 October: Canadian-American Relations**

Brian Bow, *The Politics of Linkage: Power, Interdependence and Ideas in Canada-US Relations* (UBC 2009), chap. 1: The Social Foundations of the Special Relationship, pp. 1-24 and chap. 7, Diplomatic Culture: Exceptions, Rules and Exceptions to Rules, pp. 163-180.

Patrick Lennox, *At Home and Abroad: The Canada-US Relationship and Canada's Place in the World* (UBC 2009), chap. 1: The Special Relationship, pp. 1-16; chap. 6 The War on Terror 2001-2009, pp. 91-114 and chap. 7: Continental Security after 9/11, pp. 115-130.

Stephen Clarkson, *Punching Below their Weight: why Canada and Mexico are so important to the United States and so impotent in Washington* (2011)

Barry, Donald, and Duane Bratt. "Defense Against Help: Explaining Canada-US Security Relations." *American Review of Canadian Studies* 38.1 (2008): 63-89.

Chapnik, Adam, "Inevitable Co-dependency (And Things Best Left Unsaid): The Grandy Report on Canadian American Relations 1951-?" *Canadian Foreign Policy* 9, (Fall 2001).

Gattinger, Monica. "From government to governance in the energy sector: The states of the Canada-US energy relationship." *American Review of Canadian Studies* 35.2 (2005): 321-352.

Hadfield, Amelia, and Rupert Potter. "Trump, Trudeau and NAFTA 2.0: Tweak or Transformation?." *The Round Table* 106.2 (2017): 213-215.

Summerby-Murray, Robert. "Trump, Canada and NAFTA: Trading Protection or Protecting Trade?." *The Round Table* 106.2 (2017): 217-219.

### **23 October: Canada and the United Nations**

Adam Chapnick, 'The Department of External Affairs and the United Nations Idea' in G. Donaghy and M. K. Carroll eds, *In the National Interest: Canadian Foreign Policy and the Department of Foreign Affairs and International Trade, 1909-2009*, pp. 81-100.

D. Gorman, 'Race, the Commonwealth and the United Nations: From Imperialism to Internationalism in Canada, 1940-1960' in L. Madokoro, F. McKenzie and D. Mered, eds, *Dominion of Race: Rethinking Canada's International History* (UBC Press, 2017), pp. 139-159.

Stephen Clarkson, "The Choice to be Made," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* Eds., Duane Bratt and Chris Kukucha (Toronto: Oxford University Press, 2011) Third Edition. P. 76-91.

Smith, Heather. "Diminishing human security: The Canadian case." MacLean, Black & Shaw, *A decade of human security : global governance and new multilateralisms (73–82)* (2006).

Colin McCullough and Robert Teigrob, eds, *Canada and the United Nations: Legacies, Limits, Prospects* (McGill-Queen's, 2016). Introduction: The Politics of Getting Along, pp. 3-17; T. Brookfield, Save the Children/Save the World, pp. 104-136; K. Nossal, Canada and the General Assembly, pp. 161-182; and K. Spooner, Legacies and Realities: UN Peacekeeping and Canada, pp. 208-220.

Steven Seligman, 'Canada and the United Nations General Assembly (1994-2015): continuity and change under the Liberals and Conservatives, *Canadian Foreign Policy Journal*, Vol. 22, No. 3 (2016): 276-315.

### **30 October: Interests, Influence and Internationalism**

"Punching Above Our Weight": A History of the Department of Foreign Affairs and International Trade, <http://epe.lac-bac.gc.ca/100/206/301/faitc-aecic/history/2013-05-03/www.international.gc.ca/history-histoire/departement-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.

Daryl Copeland, 'Once Were Diplomats: Can Canadian Internationalism Be Rekindled?', in Smith and Sjolander, *Canada in the world*, 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.



**6 Nov: Topic chosen by students from appendix, list 1.**

**13 Nov: Topic chosen by students from appendix, list 1.**

**20 Nov: Topic chosen by students from appendix, list 1.**

**27 Nov: Video pitches and discussion**

Primer on what videos do: Cynthia, Enloe "Culture, ideology, and the myth function in IR theory" *International Relations Theory: A Critical Introduction*, Routledge, 2010. Page 3-12.

**4 Dec: Finalizing the playbook.**

Second Term:

**8 Jan: Reflecting on IR: Security**

Vucetic, Srdjan. *The Anglosphere: A genealogy of a racialized identity in international relations*. (Stanford University Press, 2011). Chapter 4,5.

Barret Weber and Rob Shields "The Virtual North: On The Boundaries of Sovereignty" *Ethnic and Racial Studies* Vol 34. No. 1. January 2011.

Mark Salter, "Passports, Mobility, and Security: How smart can the border be?" *International Studies Perspectives* (2004) 5, 71–91.

de Larrinaga, Miguel, and Mark B. Salter. "Cold CASE: a manifesto for Canadian critical security studies." *Critical Studies on Security* 2.1 (2014): 1-19.

**15 Jan: Reflecting on IR: Identity**

Kinsman, Gary, and Patrizia Gentile. *The Canadian war on queers: National security as sexual regulation*. (UBC Press, 2010). Preface and Chapter 1.

Walby, Kevin, and Jeffrey Monaghan. "Haitian Paradox" or Dark Side of the Security-Development Nexus? Canada's Role in the Securitization of Haiti, 2004–2009" *Alternatives: Global, Local, Political* 36.4 (2011): 273-287.

J.L. Granatstein, "The Harmful Idealization of Peacekeeping" *Whose war is it* (Harpercollins, 2007), pp.17- 49.

Heather Smith "Not High on Our Radar? The Harper Government and Missing and Murdered Aboriginal Women in Canada" in In Tiessen, R., and Stephen Baranyi, eds. *Obligations and Omissions: Canada's Ambiguous Actions on Gender Equality*. (Montreal and Kingston: McGill-Queen's University Press, 2017). Chapter 11, 203-221.

## **22 Jan: Reflecting on IR: Gender**

Carolyn James "Civil-Military Relations and Canadian Foreign Policy: The Case of Gender Integration and the Canadian Navy" in *Handbook of Canadian Foreign Policy*, eds Patrick James, et al. (Lexington Books, 2007).

Jones, Adam. "Genocide and Mass Violence." *Gender Matters in Global Politics: A Feminist Introduction to International Relations* (2009): 127.

Zalewski, Marysia. "Getting gender right" "Theory" "Crossing Disciplines" "Do you like women", "Sick and Mad", "The dead body" in *Feminist international relations: exquisite corpse*. (Oxford University Press, 2014), pp. 40-46, 62-70.

Zalewski, Marysia, and Anne Sisson Runyan. "Taking feminist violence seriously in feminist international relations." *International Feminist Journal of Politics* 15.3 (2013): 293-313.

Butler, Paula. "Gold'n'Girls: Why Canada Weds Gender Equality with Mining Capitalism in Burkina Faso." In Tiessen, R., and Stephen Baranyi, eds. *Obligations and Omissions: Canada's Ambiguous Actions on Gender Equality*. (Montreal and Kingston: McGill-Queen's University Press, 2017). Chapter 6, 115-126.

## **29 Jan: Reflecting on IR: Leadership – Reflective paper due at midnight.**

Liu, Helena, and Christopher Baker. "White Knights: Leadership as the heroicisation of whiteness." *Leadership* (2014): 1742715014565127.

MacDonald, Ian and L Gil Troy. "US presidents and Canadian Prime Ministers: Good vibes, or not?" *Policy Options*, March 1, 2011. <http://policyoptions.irpp.org/magazines/canada-us-conversations-and-relations/us-presidents-and-canadian-prime-ministers-good-vibes-or-not/>

Sjoberg, Laura "Feminism" in Rhodes, Rod A.W., and Paul T. Hart, eds. *The Oxford handbook of political leadership*. (Oxford University Press, 2014).

Roberts, Adrienne. "The Political Economy of "Transnational Business Feminism: Problematizing the corporate-led gender equality agenda." *International Feminist Journal of Politics* 17.2 (2015): 209-231.

Kapoor, Ilan. "Celebrities: humanitarians or ideologues" *Celebrity humanitarianism: The ideology of global charity*. (Routledge, 2012), Chapter 1.

## **5 Feb - Topic chosen by students from appendix, list 2.**

## **12 Feb – Op-Ed Due Topic chosen by students from appendix, list 2.**

## **19-23 Feb: Spring Reading Week**

**26 Feb – Seminar on formatting brief, presentation and policy tips**  
**5 March – Discussion of group project pieces and assembling parts**  
**12 March – Draft of group project due**  
**19 March – Revisions, presentation ideas, feedback**  
**26 March - Revisions, presentation ideas, discussion of last minute changes**  
**2 April – Presentation to and meeting with Panel of Experts**  
**9 April – Debrief and final discussion**

Appendix topics

List 1: To be chosen on 2 October.

Canadian defence policy

Contributions to conflict prevention/intervention/peacekeeping/peacemaking

Canada and the environment

Canadian development policy

Canadian trade policy

Canada's relations with China, India, emerging powers

Canada and immigration/migration

Canada and human rights

List 2: To be chosen on 8 January.

Values and Ideals in Canadian Foreign Policy

Canada and Militarization

Canadian Mining and Extractive Industries

Israel-Palestine and Canadian Foreign Policy

Aid and Africa

NATO participation

Arctic Sovereignty

Canada and Economic Statecraft

Canada and Cyber-Security

Canada as an Energy Actor

Canada and Global Climate Change

## ADDITIONAL STATEMENTS

### **Prerequisites and Antirequisites:**

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

### **Academic Offences:**

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Plagiarism:**

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

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

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom

of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

### **Medical Issues:**

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links 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, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or [vangalen@uwo.ca](mailto:vangalen@uwo.ca)