

HISTORY 9308B
The U.S. and the Cold War
Spring Term 2022-23
Thursdays 2:30 – 4:30 p.m., Lawson Hall 1227
Instructor: Professor Aldona Sendzikas

Office Hours: TBA
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Photos:

(1) Nuclear test in Nevada, July 1962. (Photo: U.S. National Nuclear Security Administration).

(2) Julius and Ethel Rosenberg leaving U.S. Court House after being found guilty by jury, 1951. (Photo by Roger Higgins. Library of Congress collection.)

(3) Protestors in NYC during Nikita Khrushchev's visit to the U.S., 17 Oct. 1959 (Photo by Thomas J. O'Halloran. Library of Congress collection.)

“There are at the present time two great nations in the world, which started from different points, but seem to tend towards the same end. I allude to the Russians and the Americans. Both of them have grown up unnoticed; and whilst the attention of mankind was directed elsewhere, they have suddenly placed themselves in the front rank among the nations, and the world learned their existence and greatness at the same time.

All other nations seem to have nearly reached their natural limits, and they have only to maintain their power; but these are still in the act of growth. All the others have stopped, or continue to advance with extreme difficulty; these alone are proceeding with ease and celerity along a path to which no limit can be perceived. The American struggles against the obstacles which nature opposes to him; the adversaries of the Russian are men. The former combats the wilderness and savage life; the latter, civilization with all its arms. The conquests of the American are therefore gained by the ploughshare; those of the Russian by the sword. The Anglo-American relies upon personal interest to accomplish his ends, and gives free scope to the unguided strength and common sense of the people; the Russian centres all the authority of society in a single arm. The Principal instrument of the former is freedom; of the latter, servitude. Their starting-point is different, and their courses are not the same; yet each of them seems marked out by the will of Heaven to sway the destinies of half the globe.”

-- Alexis de Tocqueville, *Democracy in America* (Vol. II, Conclusion), 1835

“Whether you like it or not, history is on our side. We will bury you.”

-- Soviet Premier Nikita Khrushchev, November 1956

“A wall is a hell of a lot better than a war.”

-- U.S. President John F. Kennedy, August 1961

“I want to say, and this is very important: at the end we lucked out. It was luck that prevented nuclear war. We came close to nuclear war at the end. Rational individuals: Kennedy was rational; Khrushchev was rational; Castro was rational. Rational individuals came that close to total destruction of their societies. And that danger exists today.”

-- Robert McNamara, former U.S. Secretary of Defense,
interviewed by Errol Morris in *The Fog of War* (2003)

This is a draft syllabus. Please see your course OWL site for the final syllabus.

Course delivery with respect to the COVID-19 pandemic

The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (*i.e.*, on Zoom at the times indicated in the timetable). The grading scheme will not change. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

Course Description:

From the end of the Second World War until the dissolution of the Soviet Union in 1991, the United States' conflict with the U.S.S.R. dominated American military and foreign policy, but it also permeated and shaped political, economic, social, and cultural life in the United States. In this course, we will examine the role of the United States in the creation and waging of the Cold War, American responses to the Cold War, and the effects on American society of this nearly half century-long standoff between the two emerging superpowers. Rather than attempting a chronological study, we will select and focus on several key events and "battlegrounds" of this war—both actual and symbolic—and examine them through a variety of different lenses, including military, diplomatic, ideological, social, cultural, and historiographical. We will also consider how the Cold War continues to shape American government and society today.

Course Syllabus:

Students are expected to attend all class sessions, having completed the weekly assigned readings, and to participate in class discussion based on these readings. Students will also be expected to complete five short written assignments, a 20-25 page research paper, and an oral presentation of research in progress. Details of these assignments are listed below under "Methods of Evaluation."

Course Materials:

Students enrolling in this course are presumed to have a basic knowledge of the chronology and main events of the Cold War. If you have not studied the Cold War before, or if you would just like a "refresher" before the course begins, please read Robert McMahon's *The Cold War: A Very Short Introduction* (Oxford: Oxford University Press, 2003). This brief (168 page) book is available online through the Western Libraries website (search within the database "ProQuest E-book Central").

Throughout the term, students will be required to select and read four books from a list (provided below). These books are available at Weldon Library or online through the library website. In addition, weekly readings consisting of articles and documents will be assigned. These will be available on the course website or online.

Methods of Evaluation:

4 reaction papers (2-3 pages each, typed, double-spaced) (20%)

- The reaction paper is a response to the assigned readings for a particular week.
- The reaction paper should not be a summary of the book you have read, but rather, your reaction and response to what you have read. The first paragraph of your paper should outline the thesis or main

argument of the book. The rest of your paper should consist of your own response to the book: what did you think of the author's argument? Did they argue effectively and convincingly? What is your assessment of the effectiveness of the sources and methodology used? What did you learn from this book? Are there any aspects in particular that struck you? What does this book contribute to our understanding of the Cold War?

- The paper should be submitted (in Word format) via the assignment link on the OWL course website **by noon the day before class**. A grade will be assigned each week, based on the paper and discussion.
- See course schedule below for specific due dates for the reaction papers.

Research essay prospectus (10%)

The prospectus is essentially a road map outlining your plans for your research paper. It should be approximately 4-5 pages in length (typed and double-spaced), and should include:

- The research question you hope to answer.
- A description of the primary documents that you plan to examine, and how you will access them.
- An explanation of why this research is important, and its relation to existing scholarly literature.
- A working thesis, if appropriate.
- Methods to be employed (What sort of sources, arguments, and approaches do you plan to use to answer the research question? What are the strengths and weaknesses of your approach?)
- Outline explaining the proposed structure of your paper.
- Preliminary bibliography.

The prospectus is due on Thursday, February 16th, 2023. Please submit your prospectus in Word format, using the assignment link on the OWL course website.

Presentation of research in progress (5%)

Near the end of the term, students will give short presentations (10 minutes maximum in length) outlining their research questions, progress and findings. These presentations will take place on March 28th and April 4th.

Research essay (40%)

The research essay can be about any aspect of the United States' involvement in the Cold War. It should be based on, or begin with, or be supported by, an examination of primary documents from a Cold War-related event.

The research essay should be 20-25 pages in length (excluding footnotes and bibliography), typed and double-spaced.

Further details will be provided in class.

The research essay will be due one week after the last class session, *i.e.*: Thursday, April 13th, 2023.

Participation (25%)

Informed and thoughtful participation in class discussion each week is essential to a graduate seminar class. Please come to class having completed the assigned readings, and be prepared to share your analyses of them, to respectfully exchange ideas with the other members of the class, and to ask—and answer—questions. In addition,

you should follow current events, particularly in terms of U.S. foreign policy, and be prepared to discuss them within the historical context of the Cold War.

Absences and missed assignments

Absences from class will result in a loss of participation marks for that day. If the absence is due to an illness or other emergency, or if the Daily Covid Questionnaire indicates that you should not come to campus, you may request an alternate assignment from the instructor to make up for the absence.

All of the written assignments must be completed and submitted by the deadlines indicated. Late assignments will be penalized 2% per day, including weekends.

Requests for accommodations

If you find that you are unable to meet a deadline for an assignment, either written or oral, you must communicate this to the course instructor as soon as possible. Routine requests for extensions should be brought to the instructor in advance of a due date for consideration. If requesting accommodation (for medical, non-medical, or compassionate reasons), the student should contact the Graduate Chair, Professor Eli Nathans, who will consult with both the student and the course instructor in making the decision on whether or not to grant accommodation.

Course Schedule and Readings:

[Please note that this is a draft and subject to change. The finalized version of the syllabus will be posted on the OWL course website.]

Week 1 (January 12th):

1. Introduction.

Readings (to be completed for today's class):

- Adam Entous, "Stealth Mode: How the Havana Syndrome spread to the White House," in *The New Yorker*, May 31st, 2021, pp. 18-22. (Available on the OWL course website under "Resources/Week 1.")

Week 2 (January 19th):

1. The end of WWII.
2. The atomic bomb.
3. The historiography of the Cold War.

Readings (to be completed for today's class):

- X (George F. Kennan), "The Sources of Soviet Conduct," in *Foreign Affairs*, July 1947, pp. 566-582: http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3629
- NSC-68 (April 14th, 1950): <https://digitalarchive.wilsoncenter.org/document/116191.pdf?v=2699956db534c1821edefa61b8c13ffe>
- The Baruch Plan for Control of Atomic Energy (June 14th, 1946):

<http://www.atomicarchive.com/Docs/Deterrence/BaruchPlan.shtml>

- NATO founding treaty, April 4th, 1949: http://www.nato.int/cps/en/natohq/official_texts_17120.htm
- Excerpt from Michihiko Hachiya, M.D., *Hiroshima Diary: The Journal of a Japanese Physician August 6-September 30, 1945*, translated by Warner Wells, M.D. (1955) (available on the OWL course website under “Resources”)
- Col. Richard P. Taffe, “I’m not afraid of the A-bomb” (January 26th, 1952): <http://historymatters.gmu.edu/d/6451/>
- Excerpt from *Nuclear Explosions and Their Effects* (The Publications Division, Ministry of Information and Broadcasting, Government of India, 1958) (available on course website)
- Excerpt from David Bradley, *No Place to Hide* (1948) (available on course website)
- Carrye Putz, “Recollections of a U.S. Atomic Veteran,” in *The Journal of the National Atomic Testing Museum* (Fall 2016), pp. 14-15 (available on course website)
- “The Nuclear Refugees of the Marshall Islands,” in *Exposure: Victims of Radiation Speak Out* / The Chugoku Newspaper, translated by Kirsten McIvor (1991) (available on course website)

Week 3 (January 26th):

1. Atomic culture: co-existing with the bomb.

Readings: Choose one of the following two books to read, and **submit a 2-3 page reaction paper to OWL by noon on Wednesday, January 25th.**

- Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era* (1988) (available online through Weldon website) (ProQuest E-book Central database)
- Paul S. Boyer, *By the Bomb’s Early Light: American Thought and Culture at the Dawn of the Atomic Age* (1985/1994) (available online through Weldon website) (ACLS Humanities E-book database)

Week 4 (February 2nd):

1. Historians of the Cold War
2. The hot wars: Korea and Vietnam
3. The *Pueblo* incident (1968)

Readings: Choose one of the following books to read, and **submit a 2-3 page reaction paper to OWL by noon on Wednesday, February 1st.** In your reaction paper, try to place the book you read into one of the four main periods of Cold War historiography.

- George Kennan, *American Diplomacy 1900-1950* (1951)
- George Kennan, *The Nuclear Delusion: Soviet-American Relations in the Atomic Age* (1982)
- George Kennan, *Russia, the Atom, and the West* (1958)
- Herbert Feis, *The Atomic Bomb and the End of World War II* (1966) (available online through Weldon website)
- Herbert Feis, *Churchill, Roosevelt and Stalin: The War They Waged and the Peace They Sought* (1957) (available online)
- Thomas A. Bailey, *America Faces Russia: Russian-American Relations from Early Times to Our Day* (1950)
- William Appleman Williams, *American-Russian Relations, 1781-1947* (1952)
- William Appleman Williams, *The Tragedy of American Diplomacy* (1959)

- Walter LaFeber, *America, Russia, and the Cold War, 1945-1966* (1967)
- Gar Alperovitz, *Atomic Diplomacy: Hiroshima and Potsdam: The Use of the Atomic Bomb and the American Confrontation with Soviet Power* (1965)
- Joyce and Gabriel Kolko, *The Limits of Power: The World and U.S. Foreign Policy, 1945-1954* (1972)
- Thomas G. Paterson, *The Origins of the Cold War* (1974)
- Thomas G. Paterson, *Meeting the Communist Threat: Truman to Reagan* (1988) (available online)
- Lloyd Gardner, *Architects of Illusion: Men and Ideas in American Foreign Policy, 1941-1949* (1970)
- John Lewis Gaddis, *The United States and the Origins of the Cold War, 1941-1947* (1972) (available online)
- Howard Zinn, *Postwar America: 1945-1971* (1973)
- John Lewis Gaddis, *We Now Know: Rethinking Cold War History* (1997)
- Melvyn P. Leffler, *A Preponderance of Power: National Security, the Truman Administration, and the Cold War* (1992) (available online)
- Marc Trachtenberg, *A Constructed Peace: The Making of the European Settlement 1945-1963* (1999) (available online)
- Tony Smith, *Thinking Like a Communist: State and Legitimacy in the Soviet Union, China, and Cuba* (1987)
- Tony Smith, *America's Mission: The United States and the Worldwide Struggle for Democracy in the Twentieth Century* (1994) (available online)
- Vladislav Zubok and Constantine Pleshakov, *Inside the Kremlin's Cold War: From Stalin to Khrushchev* (1996) (available online)
- Wilson Miscamble, *From Roosevelt to Truman: Potsdam, Hiroshima, and the Cold War* (2007)
- Campbell Craig and Sergey Radchenko, *The Atomic Bomb and the Origins of the Cold War* (2008)

Week 5 (February 9th):

1. Fear in Cold War America:
 - a. Communism in America
 - b. HUAC and McCarthyism
 - c. Spies in America

Readings: Choose one of the following books to read, and **submit a 2-3 page reaction paper to OWL by noon on Wednesday, February 8th:**

- David M. Oshinsky, *A Conspiracy so Immense: The World of Joe McCarthy* (1983)
- Curt Gentry, *J. Edgar Hoover: The Man and The Secrets* (1992)
- Neal Gabler, *Winchell: Gossip, Power, and the Culture of Celebrity* (1994)
- Victor S. Navasky, *Naming Names* (1980)
- Ellen Schrecker, *Many are the Crimes: McCarthyism in America* (1998)
- Ellen Schrecker, *No Ivory Tower: McCarthyism and the Universities* (1986)
- Myra McPherson, *"All Governments Lie": The Life and Times of Rebel Journalist I.F. Stone* (2006)

Week 6 (February 16th):

1. Competing with the USSR:
 - a. The Kitchen Debate
 - b. Khrushchev comes to America
 - c. The U2 incident
2. Research essay prospectus due!

Readings:

- Excerpt from Robert H. Haddow, *Pavilions of Plenty: Exhibiting American Culture Abroad in the 1950s* (1997) (available on course website)
- Peter Carlson, “Nikita Khrushchev goes to Hollywood,” in *Smithsonian Magazine*, July 2009:
<https://www.smithsonianmag.com/history/nikita-khrushchev-goes-to-hollywood-30668979/>
- Eisenhower Doctrine (Jan. 5th, 1957):
<http://millercenter.org/president/eisenhower/speeches/speech-3360>
- U.S. State Department documents re: the U-2 incident:
http://avalon.law.yale.edu/20th_century/u2.asp
- President Kennedy’s speech at the Berlin Wall (June 26th, 1963):
<http://millercenter.org/president/speeches/speech-3376>

***** February 23rd: Fall Reading Week -- No class today *****

Week 7 (March 2nd):

3. Cuba:
 - a. Castro comes to power
 - b. The Bay of Pigs
 - c. The Missile Crisis
 - d. The legacy

Readings:

- President Eisenhower’s Farewell Address (Jan. 17th, 1961):
<https://www.ourdocuments.gov/doc.php?doc=90&page=transcript>
- Alex von Tunzelmann, “One of the Most Ridiculous Things That Has Ever Occurred in the History of the United States,” in *Red Heat: Conspiracy, Murder, and the Cold War in the Caribbean* (2011) (available on course website)
- One essay of your choice from: Len Scott and R. Gerald Hughes, eds., *The Cuban Missile Crisis: A Critical Reappraisal* (2015) (available online through Weldon website) (EBSCO database)
- “Radio-TV Address of the President to the Nation from the White House,” Oct. 22nd, 1962
- Prime Minister Fidel Castro’s letter to Premier Khrushchev, Oct. 26th, 1962
(the two documents above are available at:
http://nsarchive.gwu.edu/nsa/cuba_mis_cri/docs.htm)

Week 8 (March 9th):

1. Ethics/morality in Cold War foreign policy

Readings:

- Lora Anne Viola, “The Gulf of Tonkin Incident and Deception in American Foreign Policy,” in *Revisiting the Sixties: Interdisciplinary Perspectives on America’s Longest Decade*, eds. Laura Bieger and Christian Lammert (2013) (available on course website)
- excerpt from Stanley I. Kutler, *The American Inquisition: Justice and Injustice in the Cold War* (1982) (available on course website)
- John Loughery, “Purge of the Perverts,” in *The Other Side of Silence: Men’s Lives and Gay Identities: A Twentieth Century History* (1998) (available on course website)
- Caleb Crain, “An Accidental Activist: The Gay-Rights Movement’s Unradical Pioneer,” in *The New Yorker*, June 29th, 2020, pp. 55-60. (Available on course website.)
- Kevin M. Kruse, “Government Under God,” in *One Nation Under God: How Corporate America Invented Christian America* (2015) (available on course website)
- Kevin M. Kruse, “Pledging Allegiance,” in *One Nation Under God: How Corporate America Invented Christian America* (2015) (available on course website)
- Andrew Preston, “The Faith of Harry Truman and the Theology of George Kennan,” in *Sword of the Spirit, Shield of Faith: Religion in American War and Diplomacy* (2012) (available on course website)
- Chapter 2: “Telling Stories about Race and Democracy,” in Mary L. Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy* (2000) (available on course website)

Week 9 (March 16th):

1. Cold War culture: Art, Literature, Film, Sports, and Tourism.

Readings: Choose one of the following books to read, and **submit a 2-3 page reaction paper to OWL by noon on Wednesday, March 15th:**

- Peter Biskind, *Seeing is Believing: How Hollywood Taught Us to Stop Worrying and Love the Fifties* (1983) (King’s)
- Bernard F. Dick, *The Screen is Red: Hollywood, Communism, and the Cold War* (2016) (King’s)
- Stephen J. Whitfield, *The Culture of the Cold War* (1991) (Weldon)
- Thomas Hill Schaub, *American Fiction in the Cold War* (1991) (Weldon)
- Margot Henriksen, *Dr. Strangelove’s America: Society and Culture in the Atomic Age* (1997)
- Jeff Smith, *Film Criticism, the Cold War, and the Blacklist: Reading the Hollywood Reds* (2014) (available online through Weldon website)
- Susan A. George, *Gendering Science Fiction Films: Invaders from the Suburbs* (2013) (available online through Weldon website)
- Rebecca Prime, *Hollywood Exiles in Europe: The Blacklist and Cold War Film Culture* (2014) (available online through Weldon website)
- Greg Barnhisel, *Cold War Modernists: Art, Literature, and American Cultural Diplomacy, 1946-1959* (2015) (available online through Weldon website)
- Robert J. Corber, *Cold War Femme: Lesbianism, National Identity, and Hollywood Cinema* (2011) (available online through Weldon website)
- Jeffrey Montez de Oca, *Discipline and Indulgence: College Football, Media, and the American Way of Life During the Early Cold War* (2013) (available online through Weldon website)

- Toby C. Rider, *Cold War Games: Propaganda, the Olympics, and U.S. Foreign Policy* (2016) (available at International Centre for Olympic Studies, UWO)
- Toby C. Rider and Kevin B. Witherspoon, eds., *Defending the American Way of Life: Sport, Culture and the Cold War* (2018) (available online through Weldon website)
- Michael L. Krenn, *Fall-Out Shelters for the Human Spirit: American Art and the Cold War* (2005) (Weldon)
- Ferenc Morton Szasz, *Atomic Comics: Cartoonists Confront the Nuclear World* (2012) (Weldon)
- Nathan Hodge and Sharon Weinberger, *A Nuclear Family Vacation: Travels in the World of Atomic Weaponry* (2008) (see instructor for this book)
- Tom Vanderbilt, *Survival City: Adventures among the Ruins of Atomic America* (2002) (Weldon)

Also please read the following short newspaper article:

- Julie McDowell, “Radioactive ice-cream and penis graffiti: how toxic TV tourists took over Chernobyl,” *The Guardian*, December 20th, 2019. (Available on course website.)

Week 10 (March 23rd):

1. Cold War culture: Music.

Readings (available on the OWL course website):

- Aaron Copland, “Effect of the Cold War on the Artist in the U.S.” (1949), in *Aaron Copland: A Reader: Selected Writings, 1923-72*, ed. Richard Kostelanetz (New York: Routledge, 2004), 128-131.
- Emily Abrams Ansari, “Introduction,” “The Disillusioned Nationalist: Roy Harris,” and “The Thwarted Progressive: Leonard Bernstein” in *The Sound of a Superpower: Musical Americanism and the Cold War* (NY: Oxford UP, 2018).
- Arthur Miller, “Why I Wrote ‘The Crucible,’” October 14th, 1996

Week 11 (March 30th):

1. **Research presentations.**
2. The Space Race
3. The Cold War in the 1970s and 1980s

Readings:

- Excerpt from: William E. Burrows, *This New Ocean: The Story of the First Space Age* (1998) (available on course website)
- Excerpt from: Howard E. McCurdy, *Space and the American Imagination* (1997) (available on course website)
- American Reactions to Crisis: Examples of Pre-Sputnik and Post-Sputnik Attitudes and of the Reaction to other Events Perceived as Threats,” Oct. 15-16th, 1958:
<http://history.nasa.gov/sputnik/oct58.html>
- “Impact of U.S. and Soviet Space Programs on World Opinion,” July 7th, 1959:
<http://history.nasa.gov/sputnik/july59.html>
- Space Race Progress Memo, VP Johnson to President Kennedy, April 28th, 1961: available at <https://history.nasa.gov/Apollomon/docs.htm>
- Reitler-Feldman Letters, 1962: <https://www.jfklibrary.org/asset-viewer/reitler-feldman-letters>

- U.S. Department of Defense press release and internal memos re: creation of the U.S. Space Force, December 20th, 2019 (available on course website)
- Amy Davidson-Sorkin, “High Fliers,” in *The New Yorker*, 26 July 2021, pp. 15-16 (available on course website)
- President Reagan’s speech at Brandenburg Gate (June 12th, 1987):
<https://www.reaganfoundation.org/library-museum/permanent-exhibitions/berlin-wall/from-the-archives/president-reagans-address-at-the-brandenburg-gate/>
- President Reagan’s speech at Moscow State University (May 31st, 1988):
<https://millercenter.org/the-presidency/presidential-speeches/may-31-1988-address-moscow-state-university>
- Ralph B. Levering, “The Roller-Coaster Years, 1973-1984,” in *The Cold War: A Post-Cold War History* (1994/2005) (available on course website)
- Paul Boyer, “The Reagan Era: The Freeze Campaign and After,” in *Fallout: A Historian Reflects on America’s Half-Century Encounter with Nuclear Weapons* (1998) (available on course website)

Week 12 (April 6th):

1. **Research Presentations.**
2. The submarine war
3. The side effects of nuclear power
4. Conclusions, ramifications, and wrap-up.

Readings:

- Excerpt from Sherry Sontag and Christopher Drew, *Blindman’s Bluff: The Untold Story of American Submarine Espionage* (1998) (available on course website)
- Excerpt from: Ramsey Flynn, *Cry from the Deep: The Submarine Disaster that Riveted the World and Put the New Russia to the Ultimate Test* (2004) (available on course website)
- Joshua Wheeler, “Children of the Gadget,” in *Acid West* (2018) (available on course website)
- Paul D. Shinkman, “How the Coronavirus has Changed the Way America Prepares for Nuclear War,” in *U.S. News and World Report*, 09 July 2020 (available on course website)
- H.W. Brands, “Who Won the Cold War? 1984-1991,” in *The Devil We Knew: Americans and the Cold War* (1993) (available on course website)
- Mick Broderick, “Is This the Sum of Our Fears?,” in Scott C. Zeman and Michael A. Amundson, eds., *Atomic Culture: How We Learned to Stop Worrying and Love the Bomb* (2004) (available on course website)
- Chalmers Johnson, “China: The State of the Revolution,” in *Blowback: The Costs and Consequences of American Empire* (2000) (available on course website)
- “Conclusion: History, Memory, and the Cold War,” in Jon Wiener, *How We Forgot the Cold War: A Historical Journey Across America* (2012) (available online through Weldon website)
- Jill Lepore, “Autumn of the Atom: How arguments about nuclear weapons shaped the climate-change debate,” in *The New Yorker*, 30 January 2017, pp. 22-28 (available on course website)
- Alexander Cockburn, “Spent Fuel: The risky resurgence of nuclear power,” in *Harper’s Magazine*, January 2020, pp. 34-43.

*****Essays due: Friday, April 13th, 2023*****

Additional Statements

Accessibility Options:

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 Accessible Education (formerly known as Services for Students with Disabilities [SSD]) at 519 661-2111 x 82147 for any specific question regarding an accommodation. See: http://academicsupport.uwo.ca/accessible_education/index.html

Request for Accommodations/Medical Issues:

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, or compassionate grounds) should go to the graduate chair, Professor Eli Nathans, who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

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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.

For more information on plagiarism and other scholastic offenses at the graduate level, see: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

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 in 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 are 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 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.

If a History graduate course professor suspects course work of possible plagiarism, or if a graduate supervisor suspects a cognate or thesis of possible plagiarism, the faculty member will meet with the student. If the issue is not resolved, the student then meets with the graduate chair to discuss this situation, and so that the student can present or respond to evidence. Afterwards the graduate chair

will make a decision about whether misconduct has occurred and any penalties; this will be communicated in writing to the student within 3 weeks. The student may appeal this decision to the Vice-Provost (Graduate) within 3 weeks of the issuance of the chair's decision. If the student does not appeal, the Vice-Provost will review the case. The Vice-Provost may confirm, affirm, vary, or overturn the graduate chair's decision or penalty.

Information on the appeals procedures for graduate students can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

As part of a successful graduate student experience at Western, we encourage students to make their **health and wellness** a priority.

- Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/> and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>
- Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>
- Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See: <http://www.sdc.uwo.ca>.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangelen@uwo.ca.