

The University of Western Ontario
HISTORY HIS 3320 E
Global America: The United States in
World Affairs, 1700 to the Present
Fall/Winter 2020/2021
September 2020-April 2021, Weekly Online Seminars Friday 9:30-11:30

Professor Frank Schumacher

Office Hours: Friday, 2:00-3:00

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Lectures will take place in a virtual, synchronous format - on-line and at a dedicated time.

Course Description:

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

During the first semester the course explores broad analytical questions about U.S. foreign relations; we will briefly survey the main historical phases of U.S. interaction with the world, learn about war and 20th century foreign policy, examine the current challenges to the liberal international order, historically contextualize the Trump Administration's approach to international relations, and discuss the contours of what constitutes the "United States".

The second semester is devoted to the in-depth exploration of a wide range of analytical lenses and themes such as national security, political economy, technology, non-state actors, immigration/borders, race, gender, ideology, law, and territoriality. Each theme will be highlighted through historical case studies ranging from the 18th century to the present. We will take a close look at the Monroe Doctrine, the U.S. Civil War, the evolution of global outlooks in the second half of the 19th century, U.S. business interests in the Caribbean, Wilsonianism, U.S. economic and cultural expansion in the interwar period, military interventions in Latin America, World War II, the Cold War, Vietnam, and the Post-Cold War World.

Prerequisite(s):

1.0 History course at the 2300, 3300 or 4300 level or enrolment in the Honors specialization in International Relations

Unless you have either the requisites for this 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. The 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.

Course Syllabus:

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

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

Course Materials:

This is a reading-intensive seminar and the timely completion of the assigned texts is a pre-condition for good discussions. All of the texts in this syllabus are available in digital format. For those with a more in-depth interest in U.S. foreign relations I recommend three books for purchase:

Costigliola, Frank, Michael J. Hogan (eds.), *Explaining the History of American Foreign Relations. Third Edition* (New York: Cambridge University Press, 2017). [we will heavily rely on this collection of theoretical approaches in the 2nd semester].

Herring, George C., *From Colony to Superpower. U.S. Foreign Relations since 1776* (New York: Oxford University Press, 2011). [excellent one-volume overview at a very good price].

Preston, Andrew, *American Foreign Relations: A Very Short Introduction* (New York: Oxford University Press, 2019). [short and concise but good for beginners].

Methods of Evaluation:

The final grade for this course is based on the accumulated results of a written assignment, a tutorial, one presentation, and your participation. Please note that 3rd and 4th year history seminars have been exempted from the Senate requirement to provide at least 15% of the final grade prior to the withdrawal deadline.

Research Paper:	50%
Presentation Essay Project:	15%
Presentation Theory:	15%
Participation:	20%

1. Research Paper

In this seminar you will write a research paper on a mutually agreed topic based on primary sources and a thorough reading of the secondary literature of 20 pages + bibliography; papers should follow the *Chicago Manual Style* conventions, be double-space, and printed in standard size font (i.e. Times New Roman 12pts) with standard margins. Spell-check and staple your paper.

The final essay is due in class March 26, 2021.

2. Presentation Theory

During the second semester you will present one theoretical approach to studying U.S. foreign relations to the seminar from Costigliola/Hoganson, *Explaining the History* through an empirical case study from a list of available texts. The time limit for the presentation is **20 minutes**;

Your presentation should:

- Provide a hand-out which summarizes the two parts of your presentation (theoretical/analytical lens and empirical case study)
- Develop interpretative discussion questions.

3. Presentation Essay Research

In addition to the essay you are expected to provide a **10 minute presentation** on your research project. It is essential you stick to the time limit to give everybody a chance to present.

Your presentation should address:

- the essay topic rationale (why do I want to write on this topic)
- the topic significance (why do we need to know this)
- the key research and interpretative questions
- the historiographical context (what have others said and how does your view relate to these works)
- the structure of the essay, describe individual steps
- the theoretical/analytical lens – explain how your research confirms or questions paradigms
- your findings (provide a summary)
- open questions (what are you unclear about)

3. Participation

Much of the learning in this seminar is based on discussion and debate; the success of the exercise depends on your completion of the assigned readings, reflection on the material, your prepared attendance, and your active participation in our weekly video discussions.

Accommodation for missed assignment deadlines with a Self Reported Absence:

If a student reports a SRA for an assignment (i.e. an essay) the new due date will be 48 hours after the SRA was submitted. For example, if you complete a SRA on March 19 at 3pm, your new due date will be March 21 at 3pm.

Course Schedule and Readings:

September 11 Course Introduction

Topic:

In our first meeting we will discuss seminar procedures and our work plan for the year; our interpretative question for this seminar session explores how the terrorist attacks of September 11, 2001 have affected U.S. foreign relations over the last two decades.

September 18 A Marginal State with Imperial Ambitions

Topic:

Looking back it seems as if the rise of the U.S. to world power was somehow a ‘natural’ process; in reality, during its early history, the United States was a small and fragile polity with great ambitions on the margins of the international system and surrounded by powerful indigenous and European empires.

Readings

Conroy-Krutz, Emily, “The Early Republic in a World of Empire, 1787-1848”, in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 1* (Hoboken, NJ., 2020), 26-44.

Weeks, William Earl, *Dimensions of the Early American Empire, 1754-1865. The New Cambridge History of American Foreign Relations Volume 1* (New York: Cambridge University Press, 2013), chapters 1-4.

Zagarri, Rosemarie, “The Significance of the ‘Global Turn’ for the Early American Republic: Globalization in the Age of Nation-Building”, in: *Journal of the Early Republic* 31:1 (Spring 2011): 1-37.

September 25 Globalizing and Empire-Building

Topic:

This week we will discuss various dimensions of U.S. settler colonialism, indigenous-newcomer relations as foreign relations, and the early global engagement and outreach of the United States.

Readings

- DeLay, Brian, "Indian Politics, Empire, and Nineteenth-Century American Foreign Relations", in: *Diplomatic History* 39:5 (December 2015): 927-942.
- Dierks, Konstantin, "Americans Overseas in the Early Republic", in: *Diplomatic History* 42:1 (January 2018): 17-35.
- Rouleau, Brian, "Many Manifest Destinies", in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 1* (Hoboken, NJ., 2020), 142-172.
- Weeks, William Earl, *Dimensions of the Early American Empire, 1754-1865. The New Cambridge History of American Foreign Relations Volume 1* (New York: Cambridge University Press, 2013), chapters 5-9.

October 2 Industrial Capitalism, Trade, and Empire: Part I

Topic:

The half-century between the forcible (re)unification of the United States in the 1860s and World War One were characterized by nation-state consolidation, empire-building, the rise of industrial capitalism, and globalization.

Readings

- LaFeber, Walter, *The American Search for Opportunity, 1865-1913. The New Cambridge History of American Foreign Relations Volume 2* (New York: Cambridge University Press, 2013), chapters 1-5.
- Margolies, Daniel, "The United States: *Imperium in Imperio* in an Age of Imperialism, 1865-1886, in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 1* (Hoboken, NJ., 2020), 217-232.
- Steinbock-Pratt, Sarah, "New Frontiers Beyond the Seas: The Culture of American Empire and Expansion at the Turn of the Twentieth Century", in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 1* (Hoboken, NJ., 2020), 233-251.

October 9 Industrial Capitalism, Trade, and Empire: Part II

Topic:

We will continue our discussion of U.S. outreach with a focus on the time between the late 19th Century and World War One; key questions include: was the creation of colonial empire after 1898 a break with American political traditions? Did this empire differ from its European and Japanese pendants? How did nationalism, imperialism, and globalization shape U.S. foreign relations?

Readings

LaFeber, Walter, *The American Search for Opportunity, 1865-1913. The New Cambridge History of American Foreign Relations Volume 2* (New York: Cambridge University Press, 2013), chapters 6-10.

Schumacher, Frank, “Embedded Empire: The United States and Colonialism”, in: *Journal of Modern European History* 14:2 (2016): 202-224.

Shulman, Peter A., “Connection and Disruption: American Industrialization and the World, 1865-1917, in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 1* (Hoboken, NJ., 2020), 252-270.

October 16 The United States in a World of Wars: Part I

Topic:

The decades between World War One and Two impressively demonstrated the rise of the United States to global pre-eminence; The U.S. began to replace Great Britain as the driver of globalization and drew on impressive political, economic, and cultural resources to fortify its dominant position in the Atlantic world, the Western hemisphere, and parts of the Pacific. This immense influence was underwritten by many small and large military engagements and the creation of an increasingly militarized political economy.

Readings

Foglesong, David S., “Rival and Parallel Missions: America and Soviet Russia, 1917-1945”, in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 1* (Hoboken, NJ., 2020), 446-466.

Iriye, Akira, *The Globalizing of America, 1913-1945. The New Cambridge History of American Relations Volume 3* (New York: Cambridge University Press, 2013), chapters 1-6.

Kennedy, Ross. A., “Wilson’s Wartime Diplomacy: The United States and the First World War, 1914-1918”, in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 1* (Hoboken, NJ., 2020), 304-324.

Rosenberg, Emily S., “The Great War, Wilsonianism, and the Challenges of U.S. Empire”, in: Thomas W. Zeiler, David K. Ekbladh, Benjamin C. Montoya (eds.), *Beyond 1917: The United States and the Global Legacies of the Great War* (New York: Oxford University Press, 2017), 213-231.

October 23 The United States in a World of Wars: Part II

Topic:

This seminar continues our discussion about the political, military, economic, and cultural foundations of what publisher Henry Luce once described as “The American Century”. Our discussions will explore the consequences

of World War One for the international system in general and the United States in particular, the rise of totalitarian power contenders in the 1930s, and the global war for international leadership.

Readings

Iriye, Akira, *The Globalizing of America, 1913-1945. The New Cambridge History of American Relations Volume 3* (New York: Cambridge University Press, 2013), chapters 7-12.

Johnstone, Andrew, “U.S. Foreign Relations during World War II”, in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 1* (Hoboken, NJ., 2020), 418-445.

Patel, Kiran Klaus, “Insulation: The Presidency of Franklin D. Roosevelt during the Years 1933-1941”, in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 1* (Hoboken, NJ., 2020), 382-399.

Gardner, Lloyd C., “The Geopolitics of Revolution”, in: Thomas W. Zeiler, David K. Ekbladh, Benjamin C. Montoya (eds.), *Beyond 1917: The United States and the Global Legacies of the Great War* (New York: Oxford University Press, 2017), 159-181.

October 30 Cold Wars: Part I

Topic:

Including today we will spend the next five weeks working our way through half a century of global militarization and war; the literature on the cold war easily fills libraries and key questions about history (when did the cold war start, in 1917?) origins (who was responsible: Soviets or Americans?), geographies (where was the center of conflict: Europe, Asia, or Africa?), intentions (what did the two opposing sides want – global leadership?), which methods were used most effectively (covert or overt?), was the cold war a ‘long peace’ (Gaddis) or half of century of destruction?, why is it called a cold war despite all the wars which were fought? And of course questions about the outcome (who won?). To avoid having to spend another half century of study I have chosen what I consider the most sophisticated global history of the cold war, a big book, as the basis for our discussions.

Readings

Westad, Odd Arne, *The Cold War: A World History* (New York: Basic Books, 2017), pp. 1-158 [World Making – Chapter 5].

November 13 Cold Wars: Part II

Readings

Westad, Odd Arne, *The Cold War: A World History* (New York: Basic Books, 2017), pp. 159-286. [Chapters 6-10]

November 20 Cold Wars: Part III

Readings

Westad, Odd Arne, *The Cold War: A World History* (New York: Basic Books, 2017), pp. 287-422. [Chapters 11-15]

November 27 Cold Wars: Part IV

Readings

Westad, Odd Arne, *The Cold War: A World History* (New York: Basic Books, 2017), pp. 423-552. [Chapters 16-20]

December 4 Cold Wars: Part V

Readings

Westad, Odd Arne, *The Cold War: A World History* (New York: Basic Books, 2017), pp. 553-629. [Chapters 21-The World The Cold War Made].

Enjoy The Winter Break!

January 8 ‘National Security’ and Political Economy

Topic:

Starting this week we will take a closer look at eleven analytical lenses for the study of U.S. foreign relations; these lenses provide a theoretical framework to help make sense of empirical evidence.

Class Readings

Black, Megan, “Mineral Frontiers in the Twentieth Century”, in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 2* (Hoboken, NJ., 2020), 925-941.

Fredman, Zach, “Military Bases and Overseas Occupations in Twentieth-Century U.S. Foreign Relations”, in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 2* (Hoboken, NJ., 2020), 596-612.

Hogan, Michael J. Hogan, “Corporatism”, in: Costigliola/Hogan, *Explaining the History*

Leffler, Melvyn P., “National Security”, in: Costigliola/Hogan, *Explaining the History*

McFarland, Victor, "Oil and U.S. Foreign Relations", in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 2* (Hoboken, NJ., 2020), 942-960.

Simpson, Brad, "Explaining political economy", in: Costigliola/Hogan, *Explaining the History*

Presenter Readings Options for 'National Security'

Dower, John W., *The Violent American Century: War and Terror Since World War II* (2017).

Walker, William O., *National Security and Core Values in American History* (2009).

Presenter Readings Options for Political Economy

Black, Megan, *The Global Interior. Minerals, Frontiers, and American Power* (Cambridge, MA: Harvard University Press, 2018).

Colby, Jason M., *The Business of Empire: United Fruit, Race, and U.S. Expansionism in Central America* (2011)

Domosh, Mona, *American Commodities in an Age of Empire* (2006).

January 15 Technology/Development and Ideology

Class Readings

Cullather, Nick, "Development and Technopolitics", in: Costigliola/Hogan, *Explaining the History*

Hunt, Michael H., "Nationalism as an Umbrella Ideology", in: Costigliola/Hogan, *Explaining the History*

Macekura, Stephen, "Remaking the World: The United States and International Development, 1898-2015", in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 2* (Hoboken, NJ., 2020), 613-631.

Presenter Readings Options for Technology/Development

Adas, Michael, *Dominance by Design* (2006).

Ekbladh, David, *The Great American Mission: Modernization and the Construction of an American World Order* (2010).

Presenter Readings Options for Ideology

Hunt, Michael H., *Ideology and U.S. Foreign Policy, 2nd Edition* (2009).

Hixson, Walter L., *The Myth of American Diplomacy: National Identity and U.S. Foreign Policy* (2008).

January 22 Race and Gender

Class Readings

Kramer, Paul “Shades of Sovereignty: Racialized Power, the United States and the World”, in: Costigliola/Hogan, *Explaining the History*.

Tzu-Chun Wu, Judy, “Gendering American Foreign Relations”, in: Costigliola/Hogan, *Explaining the History*.

Presenter Readings Options for Race

Borstelmann, Thomas, *The Cold War and the Color Line: American Race Relations in the Global Arena* (2001).

Dower, John, *War without Mercy: Race and Power in the Pacific War* (1986).

Presenter Readings Options for Gender

Hoganson, Kristin L., *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars* (1998).

Sneider, Allison L., *Suffragists in an Imperial Age: U.S. Expansion and the Woman Question, 1870-1929* (2008).

January 29 Law and Borders

Class Readings

Dudziak, Mary L., Legal History as Foreign Relations History, in: Costigliola/Hogan, *Explaining the History*.

Rosenberg, Emily S., “Considering Borders”, in: Costigliola/Hogan, *Explaining the History*.

Presenter Readings Options for Law

Borgwardt, Elisabeth, *A New Deal for the World: America’s Vision for Human Rights* (2005).

Coates, Benjamin, *Legalist Empire: International Law and American Foreign Relations in the Early Twentieth Century* (2016).

Presenter Readings for Borders

Grandin, Greg, *The End of the Myth: From the Frontier to the Border Wall in the Mind of America* (2019).

February 5 Imperial Spaces and Borderlands

Class Readings

- Citino, Nathan J., “The Global Frontier: Comparative History and the Frontier-Borderlands Approach”, in: Costigliola/Hogan, *Explaining the History*.
- Friedman, Andrew, “U.S. Power in a Material World”, in: Christopher R.W. Dietrich (ed.), *A Companion to U.S. Foreign Relations: Colonial Era to the Present, Volume 2* (Hoboken, NJ., 2020), 652-681.
- Schumacher, Frank, “Reclaiming Territory: The Spatial Contours of Empire in U.S. History”, in: Steffi Marung, Matthias Middell (eds.), *Spatial Formats under the Global Condition* (Berlin/Boston: De Gruyter, 2019), 107-148.

Presenter Readings Options for Imperial Spaces and Borderlands

- DeLay, Brian, *War of a Thousand Deserts: Indian Raids and the U.S. Mexican War* (2008).
- McKenna, Rebecca Tinio, *American Imperial Pastoral: The Architecture of U.S. Colonialism in the Philippines* (Chicago: University of Chicago Press, 2017).

February 12 Memory

Class Readings

- Von Eschen, Penny, “Memory and the Study of U.S. Foreign Relations”, in: Costigliola/Hogan, *Explaining the History*.

Presenter Readings for Memory

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

February 26 From the Inside Out or the Outside in?

Class Readings

- Bessner, Daniel, Fred Logevall, “Recentring the United States in the Historiography of American Foreign Relations”, in: *Texas National Security Review* 3:2 (Spring 2020), online.
- H-Diplo Roundtable on XXI-42 on Besner/Logevall, May 25, 2020, online.
- Immerwahr, Daniel, “H-Diplo Article Review 818 on Sargeant, “Pax Americana”, online.

Sargent, Daniel J., "Pax Americana: Sketches for an Undiplomatic History", in: *Diplomatic History* 42:3 (2018): 357-376.

March 5 Research Essay Discussions

This week we will take a brief break from discussing the writing of others to discussions of your writing; at this point in the academic you should be closing in on the final rounds of corrections and revisions; you are expected to provide a 10 minute presentation on your research essay. It is essential you stick to the time limit to give everybody a chance to present.

Your presentation should address:

- the essay topic rationale (why do I want to write on this topic)
- the topic significance (why do we need to know this)
- the key research and interpretative questions
- the historiographical context (what have others said and how does your view relate to these works)
- the structure of the essay, describe individual steps
- the theoretical/analytical lens – explain how your research confirms or questions paradigms
- your findings (provide a summary)
- open questions (what are you unclear about)

March 12 Research Essay Discussions

This week we will take a brief break from discussing the writing of others to discussions of your writing; at this point in the academic you should be closing in on the final rounds of corrections and revisions; you are expected to provide a 10 minute presentation on your research essay. It is essential you stick to the time limit to give everybody a chance to present.

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- the historiographical context (what have others said and how does your view relate to these works)
- the structure of the essay, describe individual steps
- the theoretical/analytical lens – explain how your research confirms or questions paradigms
- your findings (provide a summary)
- open questions (what are you unclear about)

March 19 The States of Global Order

Topic:

This seminar is devoted to a discussion of how the COVID-19 pandemic has affected the Trump Administration's foreign policy, global affairs, and the state of the liberal order.

Class Readings

Barnett, Michael N., "The End of the Liberal International Order that Never Existed", in: *the Global*, April 16, 2019, online.

Friedman, Uri, "Why American Resists Learning from other Countries", in: *The Atlantic*, May 14, 2020, online.

"How the World Will Look after the Coronavirus Pandemic", in: *Foreign Policy*, March 20, 2020, online.

Miller, Aaron David, Richard Sokolsky, "The United States and the New World Disorder: Retreat from Primacy", Carnegie Endowment for International Peace, May 21, 2020, online.

Nye, Joseph S., Jr., "No, the Coronavirus will Not Change the Global Order", in: *Foreign Policy* April 16, 2020, online.

Sylvan, David, "Liberalism and Its Discontents", in: *the Global*, September 24, 2019, online.

Tisdall, Simon, "Power, Equality, Nationalism: How the Pandemic will Re-Shape the World", in: *The Guardian*, March 28, 2020, online.

March 26 Future Past: Where in the World is America?

Topic:

This seminar extrapolates from the historical insights we have gained and looks forward in trying to understand which role the United States might play in a future international system. This is also the last class and we should take the opportunity to look back at seven months of studying U.S. foreign relations. What have we learnt? How has the intensive reading and our discussions shaped your perceptions of the role of the United States in world affairs? Which parts of the class did you enjoy and which ones not? How could this course be improved? And, of course, It's time to send in that paper..... **Enjoy the Summer!**

Class Readings

Allison, Graham, "The New Spheres of Influence. Sharing the Globe with Other Great Powers", in: *Foreign Affairs* (March/April 2020): 30-40.

Lind, Jennifer, Daryl G. Press, "Reality Check: American Power in an Age of Constraints", in: *Foreign Affairs* (March/April 2020): 41-48.

Wertheim, Stephen, "The Price of Primacy: Why America Shouldn't Dominate the World", in: *Foreign Affairs* (March/April 2020), 19-29.

Wright, Thomas, “The Folly of Retrenchment. Why America Can’t Withdraw from the World”, in: *Foreign Affairs* (March/April 2020): 10-18.

Additional Statements

Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.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 for such checking 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>).

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 Student Accessibility Services at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website:
www.registrar.uwo.ca/examinations/accommodated_exams.html

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://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

to read about the University’s policy on medical accommodation. 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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation.

Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

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>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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 another writer's ideas.

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 receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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Health and Wellness

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 Student Accessibility Services 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 e-mail vangalen@uwo.ca.