

The University of Western Ontario
Department of History
Fall/Winter 2012/2013

HISTORY 4701E
CANADA AND THE UNITED STATES
“sleeping with an even-tempered beast”

Instructor: Professor Keith Fleming
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Class times: Wednesday, 11:30 a.m. – 1:30 p.m.
Classroom: Weldon Library 259



COURSE DESCRIPTION:

Former Canadian Prime Minister Pierre Elliott Trudeau once famously observed that “living next door to the United States is in some ways like sleeping with an elephant. No matter how friendly and even-tempered is the beast ... one is affected by every twitch and grunt.” The statement is as true today as it was when Trudeau made it in 1969, and also holds true for most of Canada’s entire 145-year history as a nation-state. This seminar course explores how such a lopsided and often uneasy sleeping arrangement evolved over time. Despite the existence of large asymmetries that separate the two nations in a host of areas, including population size, most economic measures, and global political and military capabilities, an equally impressive range of social, cultural, economic, and political influences and interactions have continued to pull the populations of Canada and the United States closer together. Indeed, the multi-faceted ties that have developed between the two North American neighbours arguably are without precedent historically and globally in terms of breadth, openness, and interdependence. Among the wide range of historical themes discussed in History 4701E are shared Canadian and American social and cultural identities and perceptions; the implications of cross-border migration; tempestuous trade relations and competing economic nationalisms; the

transnational mass entertainment industry; divergent continental and international defence strategies; the centrality of presidential and prime ministerial relationships; contested versions of national sovereignty; vast differences in political culture; and cross-border environmental threats. .

Prerequisite: 2.0 history courses at the 2200 level or above. Restricted to Honors students.

COURSE REQUIREMENTS:

#1) IN-CLASS EXAMINATION (10%)

Typically students who register in History 4701E demonstrate a strong academic background in **either** Canadian history **or** American history, but rarely in both. Since History 4701E follows a thematic rather than chronological progression, it is important that students develop early in the course a general understanding of the principal events and themes in the historical relationship between Canada and the United States. To that end, students are required to read during the first three weeks of the fall term *Canada and the United States: Ambivalent Allies*, 4th edition (Athens: The University of Georgia Press, 2008) by John Herd Thompson and Stephen J. Randall. On 3 October 2012 there will be a 90-minute, in-class, open-book examination during which students will answer questions about key historical themes in the Canadian/American relationship as discussed by Thompson and Randall.

#2) PREJUDICE AND PRIDE/ LAMENT FOR A NATION ASSIGNMENT (20%)

There are two parts to this assignment. First, write a scholarly book review (approximately six to seven pages in length) of Damien-Claude Bélanger, *Prejudice and Pride: Canadian Intellectuals Confront the United States, 1891-1945* (Toronto: University of Toronto Press, 2011). Second, explain the extent to which the Canadian philosopher George Grant in his landmark polemic *Lament for a Nation: The Defeat of Canadian Nationalism*, which originally was published in 1965 twenty years after the terminal date of Bélanger's study, provided perspectives on the Canadian/American relationship substantially different from those documented by Bélanger. The second part of the assignment should also be approximately six to seven pages in length. A detailed description of this assignment will be provided during class on **September 19th**.

The completed assignment is due at the beginning of class on **December 5th**. The books *Prejudice and Pride: Canadian Intellectuals Confront the United States, 1891-1945* and *Lament for a Nation: The Defeat of Canadian Nationalism* will also be the topics of class discussion on December 5th.

In addition to a paper copy of this assignment submitted by the due date and time, an identical electronic copy must be submitted by the same due date and time to <http://www.turnitin.com/static/index.html> where students register with their own password to ensure their work is secure. Registration instructions are found at <http://turnitin.uwo.ca>. The class ID number is **5197627**. The class name is **History**

4701E201213. The enrollment password is **canadausa**. The assignment title is **intellectuals**.

#3) MINI-LECTURE and PRIMARY SOURCE REPORT (10%)

Each student will present one 10-15 minute “mini-lecture” on a “Student Presentation” topic listed on the course syllabus. Students are expected to use the lecture to a) provide a succinct description of the topic, b) explain the relevance of the specific topic to the assigned readings for the week, and c) present at **least three primary sources** that augment our understanding of the subject on which the lecture is based. The types of sources to be consulted could include, but are not limited to, government documents, speeches, newspaper articles, personal diaries, excerpts from novels, advertisements, artwork, photographs and other illustrations, radio and television broadcasts. Lectures must not exceed the maximum 15-minute allotment. A formal copy of the lecture must be submitted to the instructor at the beginning of the session when the lecture is presented. Students will select during class on **September 19th** the session and topic of the mini-lecture.

#4) RESEARCH ESSAY (25%)

During the Winter 2013 term each student will write and distribute for the purposes of class discussion and critique a research essay (approximately 15-17 typewritten pages in length) on a topic to be negotiated with the instructor. Students will be allowed substantial latitude thematically when developing the research essay, which must focus on some facet of the cultural, social, economic, or political relationship that has evolved between the United States and Canada since 1867. One common denominator linking all essays must be consideration of the extent to which the topic being discussed reveals (or alternatively does not) a closer **merging of identities** between the two nations and their peoples. Students must submit a brief (1-2 page typewritten) essay proposal no later than **Wednesday 9 January 2013**, and proposals must be approved by **Wednesday 16 January 2013**. Students who fail to meet either of these deadlines will not be permitted to submit an essay, and will receive a grade of “0” on the assignment. Approved essay topics cannot subsequently be changed without the instructor’s prior consent. A detailed description of this essay assignment will be provided during class on **September 19th**.

Each student will make a formal in-class presentation of their research essay commencing **27 February 2013**. In preparation for the presentation, students will provide the instructor with an electronic copy of their “finished” essay by **4:00 p.m. on the Wednesday preceding their scheduled presentation**. The instructor will in turn make this electronic copy available to other members of the class. A central purpose of the in-class presentation and discussion is to allow all students an opportunity to offer creative suggestions for improving the essay as circulated. Students will then have **two weeks** to make final revisions to their essay before submitting it to the instructor for evaluation. The research essay is **due by 4:00 p.m. on the Wednesday two weeks following the in-class presentation**.

In addition to a paper copy of the research essay submitted by the due date and time, an identical electronic copy of the essay must be submitted by the same due date and time to <http://www.turnitin.com/static/index.html> where students register with their own password to ensure their work is secure. Registration instructions are found at <http://turnitin.uwo.ca>. The class ID number is **5197627**. The class name is **History 4701E201213**. The enrollment password is **canadausa**. The assignment title is **research essay**.

#5) PEER STUDENT ESSAY CRITIQUES (15%)

Students will provide informed and helpful written and oral critiques of their colleagues' research essays during the Winter term. A formal written (2-3 page typewritten) critique of each essay is to be submitted to both the presenting student and the instructor at the beginning of the class when the essay is discussed. All critiques must address matters of content (ie. thesis; historiography; quality and breadth of research sources) and form (ie., organization; prose style; grammar; spelling).

#6) SEMINAR PARTICIPATION (20%)

Students are required to participate actively in all seminar discussions, thereby demonstrating their comprehension of the assigned readings. All students will be assigned a participation grade on a 10-point scale following each session. Failure to attend a seminar will result in a score of "0" for that class. Merely attending a seminar without participating in the discussion will result in a score of "2" for that session. The assignment of a participation grade from "3" to "10" will be determined by the quality of the student's contributions to discussion during any given seminar.

NOTE: A **late penalty** of 5% for the first day and 2% per day thereafter (holidays and weekends included) will be assessed against **all written work** submitted after the due date. Students must keep a duplicate of all written work until the final grade is received

COURSE READINGS:

The following required books, along with the *Custom Course Book* of assigned readings, are available for purchase from the University Book Store:

- Michael D. Behiels and Reginald C. Stuart, *Transnationalism: Canada-United States History Into the 21st Century* (McGill-Queen's University Press, 2010).
- Damien-Claude Bélanger, *Prejudice and Pride: Canadian Intellectuals Confront the United States, 1891-1945* (Toronto: University of Toronto Press, 2011).
- George Grant, *Lament for a Nation: The Defeat of Canadian Nationalism* (McGill-Queen's University Press, 2005).

- Edelgard Mahant and Graeme S. Mount, *Invisible and Inaudible in Washington: American Policies Toward Canada* (Vancouver: UBC Press, 1999).
- Reginald C. Stuart, *Dispersed Relations: Americans and Canadians in Upper North America* (Baltimore: The John Hopkins University Press, 2007).
- John Herd Thompson and Stephen J. Randall, *Canada and the United States: Ambivalent Allies*, 4th edition (Athens: The University of Georgia Press, 2008).

All course readings are also available on **2-hour reserve** at the D.B. Weldon Library.

COURSE GRADING:

<i>Ambivalent Allies</i> exam (Wednesday 3 October 2012)	10%
<i>Prejudice/Lament</i> assignment (due Wednesday 5 December 2012)	20%
Research Essay (due two weeks following in-class discussion)	25%
Written Peer Essay Critiques	15%
Mini-lecture and primary source report	10%
Participation	20%

LEARNING OUTCOMES:

Students will be able to

- explain the evolution of the Canadian/American cultural, social, economic and political relationship, and identify the major events, concepts, and personalities concerned with this evolution
- provide accurate factual information about a wide range of people, groups, events, and documents discussed in readings and explain their significance
- strengthen skills of oral and written communication
- analyze secondary sources, including their sources, methods, arguments, strengths, limitations, potential implications and significance for the field
- solve research problems by identifying a topic, refining it to a significant and answerable historical question, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions
- develop independently and express cogently knowledgeable and constructive critiques of colleagues’ essays
- effectively integrate primary and secondary sources in class presentations and research essays
- apply academic knowledge to develop understanding of contemporary debates surrounding Canadian-American relations

SYLLABUS

Session One

Wednesday 12 September 2012

Topic: Introduction to History 4701E

Lecture: Creating the CBC

Student Presentations: American vaudeville in Canada
The National Film Board
The Fowler Commission, 1957

Required Readings:

Stuart, *Dispersed Relations*, pp. 49-68.

Jennifer MacLennan, "Dancing With Our Neighbours: English Canadians and the Discourse of 'Anti-Americanism'," in Behiels and Stuart, *Transnationalism*, pp. 69-85.

Paul Rutherford, "Made in America: The Problem of Mass Culture in Canada," in David E. Flaherty and Frank E. Manning, *The Beaver Bites Back?: American Popular Culture in Canada*, Montreal: McGill-Queen's University Press, 1993), pp. 260-280.

http://books1.scholarsportal.info.proxy1.lib.uwo.ca:2048/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2009-12-01/1/400554&page=280

Kevin V. Mulcahy, "Cultural Imperialism and Cultural Sovereignty: US-Canadian Cultural Relations," in *The American Review of Canadian Studies* (Summer 2000), pp. 181-end.

<http://search.proquest.com.proxy1.lib.uwo.ca:2048/docview/213999674/fulltext/137515197F833B32895/3?accountid=15115>

Session Eight Wednesday 31 October 2012

Topic: Social Realm: North American Mingling

Lecture: American Professors in Canada

Student Presentations: 19th century French-Canadian migration to the US
Cross-border tourism before 1929
Draft dodgers of the Vietnam War

Required Readings:

Stuart, *Dispersed Relations*, pp. 69-95.

Norman Hillmer, "O.D. Skelton and the Rise of North Americanism," in Behiels and Stuart, *Transnationalism*, pp. 261-278.

Barbara Boyle Torrey, "Population Tectonics: Births, Deaths, and Immigration in North America," in David M. Thomas and Barbara Boyle Torrey, eds., *Canada and the United States: Differences that Count* 3rd edition (Toronto: Broadview Press, 2008), pp. 87-106.
(see custom course book)

Jeffrey Simpson, *Star-Spangled Canadians: Canadians Living the American Dream* (Toronto: HarperCollins, 2000), pp. 11-34 and 114-134. (see custom course book)

Session Nine Wednesday 7 November 2012

Topic: Social Realm: Negative Vibrations

Lecture: Anti-Americanism in the 1911 Canadian general election

Student Presentations: America's annexationists
Canadian views of American neutrality (1939-41)
Donald Creighton's anti-Americanism

Required Readings:
Stuart, *Dispersed Relations*, pp. 96-117.

J.L. Granatstein, "Blind Hatred? The Loyalist Inheritance," in *Yankee Go Home?: Canadians and Anti-Americanism* (Toronto: HarperCollins, 1996), pp. 12-38. (see custom course book)

William M. Baker, "The Anti-American Ingredient in Canadian History," in *The Dalhousie Review* (Spring 1973), pp. 57-77. (see custom course book)

Michael Fellman, "Sleeping with the Elephant: Reflections of an American-Canadian on Americanization and Anti-Americanism in Canada," in John M. Findlay and Ken S. Coates, eds., *Parallel Destinies: Canadian-American Relations West of the Rockies* (University of Washington Press, 2002), pp. 274-293.

<http://site.ebrary.com.proxy1.lib.uwo.ca:2048/lib/uwo/docDetail.action?docID=10215205>

Reginald C. Stuart, "Review Essay: Anti-Americanism in Canadian History," in *The American Review of Canadian Studies* (Summer 1997), pp. 293-310.
<http://search.proquest.com.proxy2.lib.uwo.ca:2048/docview/213979715/fulltext/13751228708220A8CBC/15?accountid=15115>

Session Ten Wednesday 14 November 2012

Topic: Social Realm: Transnational Societies

Lecture: The Welfare State in Canada and the U.S.

Student Presentations: The Canadian and American New Deals compared
The American Bill of Rights and Canadian Charter of Rights and Freedoms compared
Canadian and American treatment of minorities compared

Required Readings:

Stuart, *Dispersed Relations*, pp. 118-141.

Stephen T. Moore, "Defining the 'Undefended': Canadians, Americans, and the Multiple Meanings of Border During Prohibition," in *The American Review of Canadian Studies* (Spring 2004), pp. 3-32.

<http://search.proquest.com.proxy2.lib.uwo.ca:2048/docview/214001661/fulltext/137517743A416C9E6F8/2?accountid=15115>

Andrew C. Holman, "Playing in the Neutral Zone: Meanings and Uses of Ice Hockey in the Canada-US borderlands, 1895-1915," in *The American Review of Canadian Studies* (Spring 2004), pp. 33-57.

<http://search.proquest.com.proxy2.lib.uwo.ca:2048/docview/214001833/fulltext/137517743A416C9E6F8/3?accountid=15115>

Donald Worster, "Wild, Tame, and Free: Comparing Canadian and U.S. Views of Nature," in John M. Findlay and Ken S. Coates, eds., *Parallel Destinies: Canadian-American Relations West of the Rockies* (University of Washington Press, 2002), pp. 246-273.

<http://site.ebrary.com.proxy1.lib.uwo.ca:2048/lib/uwo/docDetail.action?docID=10215205>

Session Eleven

Wednesday 21 November 2012

Topic: Economic Realm: Markets and Consumers

Economic Realm: Upper North American Commerce

Lecture: The Reciprocity Treaty of 1854, the National Policy of 1879, and Canada's branch-plant economy

Student Presentations: The (Gordon) Royal Commission on Canada's Economic Prospects
Wal-Mart in Canada
The (Macdonald) Royal Commission on the Economic Union and Development Prospects for Canada
"Mad Cow" disease and softwood lumber

Required Readings:

Stuart, *Dispersed Relations*, pp. 143-191.

Edelgard Mahant and Graeme S. Mount, *Invisible and Inaudible in Washington: American Policies Toward Canada* (UBC Press, 1999), pp. 162-189.

Bruce Muirhead, "No Pushovers in Ottawa: Canadian-American Relations As Seen through Cars and Nixon, 1962-1972," in Behiels and Stuart, *Transnationalism*, pp. 133-148.

Session Twelve **Wednesday 28 November 2012**

Topic: Flotsam and Jetsam

Session Thirteen **Wednesday 5 December 2012**

Topic: Discussion of Damien-Claude Bélanger, *Prejudice and Pride: Canadian Intellectuals Confront the United States, 1891-1945* (Toronto: University of Toronto Press, 2011) and George Grant, *Lament for a Nation: The Defeat of Canadian Nationalism* (McGill-Queen's University Press, 2005).

Session Fourteen **Wednesday 9 January 2013**

Topic: Economic Realm: Fiscal Integration

Lecture: the 'Diefendollar'

Student Presentations: Nixon and the Gold Standard
Canadian banks in the U.S. since 1988

Required Readings:
Stuart, *Dispersed Relations*, pp. 192-213.

Mahant and Mount, *Invisible and Inaudible in Washington*, pp. 136-161.

Tammy Nemeth, "From Conflict to Cooperation: Canada's U.S. Oil and Gas Policy from the 1970s to the 1980s," in Behiels and Stuart, *Transnationalism*, pp. 149-179.

******* DEADLINE FOR SUBMITTING ESSAY PROPOSALS *******

Session Fifteen **Wednesday 16 January 2013**

Topic: Political Realm: North American Security

Lecture: FDR, Gordon Giffen, and promises of Canadian security

Student Presentations: Permanent Joint Board on Defence
NORAD

Required Readings:

Stuart, *Dispersed Relations*, pp. 215-243.

Stéphane Roussel, “A North American Peace? Canada-United States Security Relations Since 1867,” in Behiels and Stuart, *Transnationalism*, pp. 183-202.

Rachel Lea Heide, “The Clayton Knight Committee: Clandestine Recruiting of Americans for the Royal Canadian Air Force, 1940-1941, in Behiels and Stuart, *Transnationalism*, pp. 224-240.

Greg Donaghy, “Nukes and Spooks: Canada-US Intelligence Sharing and Nuclear Consultations, 1950-1958,” in Behiels and Stuart, *Transnationalism*, pp. 241-257.

*** * * * DEADLINE FOR FINALIZING ESSAY TOPICS * * * ***

Session Sixteen Wednesday 23 January 2013

Topic: Canada and the U.S. in the world beyond

Lecture: American views of a sovereign Quebec

Student Presentations: Ambassador Livingstone Merchant in Canada
 Ambassador Walton Butterworth in Canada

Required Readings: Mahant and Mount, *Invisible and Inaudible in Washington*, pp. 15-76.

Stephen J. Randall, “Great Expectations: America’s Approach to Canada,” in Behiels and Stuart, *Transnationalism*, pp. 279-294.

Adam Chapnick, “Running in Circles: The Canadian Independence Debate in History,” in Brian Bow and Patrick Lennox, eds., *An Independent Foreign Policy for Canada?: Challenges and Choices for the Future* (2008), pp. 25-40. **(see custom course book)**

Session Seventeen Wednesday 30 January 2013

Topic: Political Realm: Border Management

Lecture: the Canada/US border in 2013

Student Presentations: the International Joint Commission, 1909
 the Canada United States Partnership, 1999

Required Readings:

Stuart, *Dispersed Relations*, pp. 244-264.

Philip V. Scarpino, "Addressing Cross-Border Pollution of the Great Lakes after World War II: The Canada-Ontario Agreement and the Great Lakes Water Quality Agreement," in Behiels and Stuart, *Transnationalism*, pp. 115-132.

Joseph E. Taylor, "The Historical Roots of the Canadian-American Salmon Wars," in John M. Findlay and Ken S. Coates, eds., *Parallel Destinies: Canadian-American Relations West of the Rockies* (University of Washington Press, 2002), pp. 155-180.

<http://site.ebrary.com.proxy1.lib.uwo.ca:2048/lib/uwo/docDetail.action?docID=1021520>

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Patrick Lennox, *At Home and Abroad: The Canada-US Relationship and Canada's Place in the World* (UBC Press, 2009), pp. 115-130. (see custom course book)

Session Eighteen

Wednesday 6 February 2013

Topic: Political Realm: Ottawa-Washington Axis

Lecture: Exchanging ambassadors (1927/28)

Student Presentations: King and Roosevelt
Diefenbaker and Kennedy
Pearson and Johnson
Trudeau and Nixon
Mulroney and Reagan

Required Readings:

Stuart, *Dispersed Relations*, pp. 265-293.

Galen Roger Perras, "The Myth of 'Obsequious Rex': Mackenzie King, Franklin D. Roosevelt, and Canada-US Security, 1935-1940," in Behiels and Stuart, *Transnationalism*, pp. 203-223.

Session Nineteen

Wednesday 13 February 2013

Topic: Whose North is it Anyway?

Lecture: Rethinking the Arctic

Required Readings:

Shelagh Grant, *Polar Imperative: A History of Arctic Sovereignty in North America* (2010), pp. 285-395. (see custom course book)

Session Twenty **Wednesday 27 February 2013**

Topic: Student Essay Presentations

Final copy due March 13th

Session Twenty-One **Wednesday 6 March 2013**

Topic: Student Essay Presentations

Final copy due March 20th

Session Twenty-Two **Wednesday 13 March 2013**

Topic: Student Essay Presentations

Final copy due March 27th

Session Twenty-Three **Wednesday 20 March 2013**

Topic: Student Essay Presentations

Final copy due April 3rd

Session Twenty-Four **Wednesday 27 March 2013**

Topic: Student Essay Presentations

Final copy due April 10th

Session Twenty-Five **Wednesday 3 April 2013**

Topic: Student Essay Presentations

Final copy due April 17th

Session Twenty-Six **Wednesday 10 April 2013**

Topic: Flotsam and Jetsam

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 Web site:

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

All required writing assignments 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>).

Students are reminded that **academic accommodation on medical grounds** can in most instances only be granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the following website:

https://studentservices.uwo.ca/secure/Imedical_document.pdf or be picked up at the Academic Counselling Office in the student's home faculty.(For Social Science students 2105 SSC.) Further details on medical accommodation can be found at the following website: <https://studentservices.uwo.ca/secure/index.cfm>.

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

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.

THE UNIVERSITY OF WESTERN ONTARIO FACULTY OF SOCIAL SCIENCE

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 ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. 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 is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

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