

University of Western Ontario
Department of History
2009-2010
International Relations 4701E
International Relations in the Twentieth Century

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This class meets in MC6, Wednesdays, 1:30-3:30.

COURSE DESCRIPTION:

Conflict and peace are central to the discipline of international relations. Conflict takes many forms – ideological, economic, cultural, territorial, ethnic, environmental, among many others. In IR4701E, we will study the causes, forms and evolution of ‘hot’ conflicts of the 20th century, meaning conflicts that involved violence or force. Even within this sub-set of the conflict category, there are many variations including global conflicts, regional conflicts, inter-state, sub-state, civil wars, and genocide. We will use case studies to examine the scope, complexity, and diversity of conflicts and their resolutions. The course begins by providing a broad historical and theoretical background to the topic. The bulk of the course will be devoted to specific cases from the 20th century. We will have three particular intellectual aims: to understand the causes of conflicts; to trace the course of conflicts; and to determine the goals, instruments and effectiveness of peace settlements. We will also consider a current question about the evolution of conflict from inter-state to intra-state conflicts and the implications for the study of international relations.

This is a student-led seminar. You will be responsible for leading at least one seminar. The class will also work together on a group project: to lay out a blueprint for the peaceful resolution of the on-going conflict in Afghanistan. This part of the course will be organized and designed jointly by the students and professors.

PARTICIPATION:

You will lead at least one of the weekly seminars with one other student. You will be responsible for framing the main issues, discussing the readings, as well as leading discussion for the rest of the class. Your presentations should be approximately 15-20 minutes each; this will leave ample time for discussion and debate. You are expected to consult additional readings when you are leading the class. The assigned readings will point to additional sources; you can also consult with the professors. We also expect spirited and thoughtful contributions from all students throughout the course.

The weekly seminar topics are case studies. They provide you with the opportunity to understand the specific factors and the uniqueness of each conflict. But a case study is not fully understood without being able to draw connections to larger phenomena or to see transnational patterns. In preparing your remarks, you should think about micro and macro issues. As the course unfolds, you will have more case studies to consider in relation to your own seminar topic. You should be able to apply some of your ideas, insights and observations from one week to the next, in the process refining your understanding of the larger issue of conflict and the resolution of conflict in the twentieth century.

Participation is worth 20% of the final mark and this will be determined on the basis of your presentation, weekly contributions to seminar discussion, and the group project.

ASSIGNMENTS:

1. A short paper explaining the cause/s of a war:

Choose one of the first four case studies as the subject of your paper (South African War; First World War; Italo-Ethiopian Conflict; Second World War). The paper should be 6-8 pages. It is due the week after the class discussion. For example, if you decide to write about the South African War, your paper is due in class on 14 October. You are expected to consult a few (3-4) additional sources. This assignment is worth 15% of final mark

2. Literature Review:

This paper is part of the preparation for the group project on Afghanistan. The last six weeks of the term will be devoted to a study of the current conflict with the goal of laying out a road to a peaceful situation in Afghanistan. To do so, you must first be well versed in the history of the region. Therefore, you will do a literature review on one of the many aspects associated with the current conflict, including:

- the history of Afghanistan since 1800: social, economic, political
- US foreign policy in the Middle East since the 1940s
- the Soviet Invasion of Afghanistan
- Afghanistan's involvement in the international community
- religion and international affairs
- terrorism in the 20th century
- the United Nations and peacekeeping/peacemaking missions

You should choose the topic of your review by 25 November. The review should be 6-8 pages. It is worth 10% of the final mark and it is due in class on 6 January 2010.

3. Major Research Paper: Choose one conflict as the focus of your study. There are suggestions on the list below but you can write about any 20th century conflict after consulting with the professors. We must choose your topic by 4 November. This is a standard research essay: we expect extensive research, including primary and secondary sources, the development of a sophisticated interpretation, compelling analysis, and clear writing. You must address the following issues: the origins of the conflict, the form that

the conflict ultimately took, and the resolution. We expect to consult with students in developing an overall approach and interpretive standpoint. The paper should be approximately 15 pages. It is due in class on 10 February 2010 and is worth 30% of the final mark.

Russo-Japanese war	Indo-Pakistan war
Spanish civil war	Sino-Vietnamese war
Greek Civil war	French-Algerian conflict
Korean War	Falklands war
Vietnam	Second Congo Crisis
Guatamalan Civil War	El Salvadorean Civil War
Kosovo	Break up of Yugoslavia
Cuban civil war	Tajikistan civil war
Indo-Pakistan wars	Iran-Iraq war

4. GROUP PROJECT: A BLUEPRINT FOR PEACE IN AFGHANISTAN

We read about the conflict in Afghanistan every day in newspapers. It is a conflict of global significance and it is also a foreign policy priority for Canada. You should monitor the development of this conflict all year – reading newspaper analysis is a good start. After reading week, we will lay out a schedule for examining the conflict and proposing solutions. You will work in small groups on specific questions and we will discuss findings and ideas in class. You will have to produce a document that will be the basis for a presentation to foreign policy experts at the end of the year. The group project is challenging, demanding and intensive. You will have tight deadlines. You should prepare your workload now so that you will have the time necessary to fulfill your part of this project.

MARK BREAKDOWN:

First term paper: 15%
Literature review: 10%
Major Research paper: 30%
Group project: 25%
Participation: 20%

READINGS:

The weekly readings are generally between 75 and 125 pages. Read them carefully and give yourself time to think about their arguments before class.

Readings are available on WebCT, at the library on reserve, or they are available in digital form through Weldon library. If a reading is not in the WebCT folder, it is available on-line through Weldon. Note: most of the journal articles are available on-line through Weldon.

SEMINAR SCHEDULE: FALL TERM

16 September	Introduction to the course
23 September	<p>The Causes of War... (McKenzie)</p> <p>P.M.H. Bell, <i>The Origins of the Second World War</i>, 2nd edition, chap. 1, 'On War and the Causes of War', pp. 3-15.</p> <p>Jack S. Levy, 'The Causes of War and the Conditions of Peace' in <i>Annual Review of Political Science</i>, 1998:1, 139-65.</p> <p>Robert Jervis, 'Theories of War in an Era of Leading Power Peace', <i>American Political Science Review</i>, Vol. 96, 1, March 2002, pp. 1-14.</p>
30 September	<p>And the Making of Peace: The Congress of Vienna as a case study (McKenzie)</p> <p>Paul Gordon Lauren, Gordon A. Craig and Alexander L. George, <i>Force and Statecraft: Diplomatic Challenges of our Time</i>, 4th edition, chap. 8, 'Negotiation', pp. 152-160.</p> <p>G. John Ikenberry, <i>After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars</i>, chap. 2, 'Varieties of Order: Balance of Power, Hegemonic, and Constitutional', pp. 21-49; chap. 4., 'The Settlement of 1815', pp. 80-116</p> <p>Jay Winter, <i>Dreams of Peace and Freedom: Utopian Moments in the Twentieth Century</i>, chap. 1, '1900: The Face of Humanitarian Visions of Peace', pp. 11-47.</p>
7 October	<p>The Second South African War 1899-1902</p> <p>Bill Nasson, <i>Britannia's Empire: Making a British World</i>, chapter 4, 'The British Sun in Orbit c.1800-1914', pp. 95-142.</p> <p>Peter Henshaw, 'The Origins of the Boer War' chap 1 in Keith Wilson, ed., <i>The International Impact of the Boer War</i>, pp. 8-24.</p> <p>Denis Judd & Keith Surridge, <i>The Boer War</i>, chap 13, 'Seeking Peace', pp. 197-207; chap. 21, 'The Talks Begin', pp. 269-280; chap. 23 'Peace at Last', pp. 287-297; The Aftermath: Winners and Losers, pp. 298-302</p> <p>Jean van der Poel, ed, <i>Selections from the Smuts Papers, vol. 1: June 1886-May1902</i>: Memorandum (4 Sept 1899), pp. 322-9; Circular, undated, pp. 335-7; Letter to W. T. Stead, 4 Jan. 1902, pp. 464-495; Vereeniging Speech, 30 May 1902, pp. 529-532. (documents 130, 134, 169, 177)</p>
14 October	<p>The First World War: Causes and Course</p> <p>Paul W. Schroeder, <i>Systems, Stability and Statecraft: Essays on the International History of Modern Europe</i>, chap. 7, 'World War I as a Galloping Gertie: A Reply to Joachim Remak', pp. 137-155.</p> <p>Michael Howard, <i>Studies in War and Peace</i>, chap. 6, 'Reflections on the First World War', pp. 99-109</p> <p>Marc Trachtenberg, <i>History and Strategy</i>, chap 2, 'The Coming of the First World War: A Reassessment', pp. 47-99</p>

	James Mahoney, 'The elaboration model and necessary causes' in Gary Geortz and Jack S. Levy, eds, <i>Explaining War and Peace: Case Studies and Necessary Condition Counterfactuals</i> , chap. 10, pp. 281-306.
21 October	<p>Paris 1919: Peacemaking</p> <p>Margaret MacMillan, <i>Peacemakers: The Paris Conference of 1919 and Its Attempt to End War</i>, chap. 5. 'We Are The League of the People', pp. 61-70; chap. 30, 'The Hall of Mirrors', pp. 469-493.</p> <p>Patrick O. Cohrs, <i>The Unfinished Peace after World War I: America, Britain and the Stabilisation of Europe, 1919-1932</i>, chap. 3, 'The ill-founded peace of 1919', pp. 46-67 (e-book)</p> <p>Manfred E. Boemeke, Gerald D. Feldman, and Elisabeth Glaser, eds, <i>The Treaty of Versailles: A Reassessment after 75 Years</i>, chap. 14 by Sally Marks, 'Smoke and Mirrors: In Smoke-Filled Rooms and the Galerie des Glaces', pp. 337-370.</p> <p>Erez Manela, <i>The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism</i>, Introduction, pp.3-13; chap. 1 'Self-Determination for Whom?', pp. 19-34; chap. 8, 'From Paris to Amritsar', pp. 159-175</p>
28 October	<p>Italo-Ethiopian Conflict</p> <p>G. Bruce Strang, <i>On the Fiery March: Mussolini Prepares for War</i>, chap. 1, 'Mussolini's Mentalité', pp. 13-38</p> <p>John Gooch, <i>Mussolini and his Generals: The Armed Forces and Fascist Foreign Policy, 1922-1940</i>, chap. 5, 'The trial of force: Abyssinia, 1935', pp. 252-272</p> <p>Bahru Zewde, 'The Ethiopian Intelligentsia and the Italo-Ethiopian War, 1935-1941' in <i>The International Journal of African Historical Studies</i>, 26: 2 (1993), pp. 271-295</p> <p>R.A.C. Parker, 'Great Britain, France and the Ethiopian Crisis 1935-36' in <i>The English Historical Review</i>, 89:351 (Apr. 1974), pp. 292-332</p> <p>G. Bruce Strang, "'The Worst of All Worlds: Oil Sanctions and Italy's Invasion of Abyssinia, 1935-36', <i>Diplomacy & Statecraft</i>, 2008, 19:2, pp. 210-235</p>
4 November	<p>World War Two</p> <p>A.J.P. Taylor, <i>The Origins of the Second World War</i>, Foreword, 'Second Thoughts', pp. 7-27; chap. 3, 'The Post-War Decade', pp. 66-88.</p> <p>Ian Kershaw, <i>The Nazi Dictatorship: Problems and Perspectives of Interpretation</i>, 3rd ed., chap. 6, 'Nazi Foreign Policy: Hitler's "Programme" or "Expansion without Object"?'', pp. 108-130.</p> <p>Gordon Martel, ed., <i>The Origins of the Second World War Reconsidered: A.J.P. Taylor and the Historians</i>, 2nd ed., chap. 1, Gordon Martel, 'The revisionist as moralist – A.J.P. Taylor and the lessons of European history', pp. 1-12; chap. 7, Paul Kennedy and</p>

	<p>Talbot Imlay, 'Appeasement', pp. 116-134. (e-book)</p> <p>Hugh Ragsdale, <i>The Soviets, The Munich Crisis, and the Coming of World War II</i>, chap. 4, 'East Awaiting West: Berchtesgaden to Godesberg', pp. 94-110</p>
11 November	<p>Postwar Reconstruction</p> <p>Gerhard L. Weinberg, <i>Visions of Victory: The Hopes of Eight World War II Leaders</i>, chap. 6, 'Winston Churchill', pp. 137-160 ' chap. 8, Franklin D. Roosevelt, pp. 177-210.</p> <p>Stephen C. Schlesinger, <i>Act of Creation: The Founding of the United Nations</i>, chap. 3, 'The Unlikely Pilgrimage of Leo Pavolsky', pp. 33-51</p> <p>Amy L.S. Staples, <i>The Birth of Development: How the World Bank, Food and Agriculture Organization, and the World Health Organization Changed the World, 1945-1965</i>, chap. 1, 'The Birth of Development', pp. 1-7; chap. 2, 'Constructing an International Economic Worldview', pp. 8-21</p> <p>Georg Schild, <i>Bretton Woods and Dumbarton Oaks: American Economic and Political Postwar Planning in the Summer of 1944</i>, chap. 4, 'Treasury Department Postwar Preparations, 1941-44', pp. 75-108.</p>
18 November	<p>The Start of the Cold War</p> <p>David Reynolds, <i>The Origins of the Cold War in Europe</i>, chap. 3, 'Great Britain', pp. 77-95</p> <p>Vojtek Mastny, <i>The Cold War and Soviet Insecurity: the Stalin Years</i>, chap. 1, 'Stalin's Quest for Soviet Security', pp. 11-29</p> <p>Odd Arne Westad, <i>The Global Cold War: Third World Interventions and the Making of Our Times</i>, chap. 1, 'The empire of liberty: American ideology and foreign interventions', pp. 8-38; chap. 2, 'The empire of justice: Soviet ideology and foreign interventions', pp. 39-72.</p> <p>Chen Jian, <i>Mao's China and the Cold War</i>, chap. 2, 'The Myth of America's Lost Chance in China', pp. 38-48</p>
25 November	<p>The Chinese Civil War</p> <p>Odd Arne Westad, <i>Decisive Encounters: The Chinese Civil War</i>, chap. 1, 'East Asian Cockpit: The Aftermath of World War II', pp. 17-32.</p> <p>Odd Arne Westad, <i>Cold War and Revolution: Soviet-American Rivalry and the Origins of the Chinese Civil War, 1944-1946</i>, chap. 7, 'The Soviet Withdrawal and the Coming of the Civil War', pp. 140-164.</p> <p>Suzanne Pepper, 'The MKT-CCP conflict, 1945-1949' in Lloyd Eastman et al, eds, <i>The Nationalist Era in China 1927-1949</i>, pp. 291-356.</p> <p>Lloyd E. Eastman, <i>Seeds of Destruction: Nationalist China in War and Revolution 1937-1949</i>, chap. 9, 'Who Lost China? Chiang Kai-shek testifies', pp. 203-215</p> <p>Suzanne Pepper, <i>Civil War in China: The Political Struggle 1945-1949</i>, chap. X, 'The Politics of Civil War', pp. 423-435.</p>

2 December	<p>India & Pakistan: Decolonization, Partition, and Independence Sugata Bose and Ayesha Jalal, <i>Modern South Asia: History, Culture, Political Economy</i>, 2nd edition, chap. 15, ‘Nationalism and colonialism during World War II and its aftermath: economic crisis and political confrontation’, pp. 128-134; chap. 16, ‘The Partition of India and the Creation of Pakistan’, pp. 135-156; chap. 17, ‘1947: memories and meanings’, pp. 157-166. Yasmin Khan, <i>The Great Partition: The Making of India and Pakistan</i>, chap. 6, ‘Untangling Two Nations’, pp. 104-127; chap. 7, ‘Blood on the Tracks’, pp. 128-142. Christopher Bayly and Tim Harper, <i>Forgotten Wars: The End of Britain’s Asian Empire</i>, chap. 7, ‘1947: At Freedom’s Gate’, pp. 284-301; chap. 9, ‘A Bloody Dawn’, pp. 401-406</p>
9 December	<p>War and Conflict after 1945 (Deligiannis) Jack A. Goldstone, ‘Toward a Fourth Generation of Revolution Theory’ in <i>Annual Review of Political Science</i>, 2001, 4: 139-182. Amalendu Misra, <i>Politics of Civil Wars: Conflict, Intervention & Resolution</i> (New York: Routledge, 2008), chap. 1, “Theorizing Civil War”, pp. 1-30. Max Abrahms, “Why Terrorism Does Not Work,” <i>International Security</i>, 31(2), Fall 2006, 42-78.</p>

Class Schedule: Winter Term

6 January	<p>Sri Lanka Donald L. Horowitz, <i>Ethnic Groups in Conflict</i>, 2nd Edition, chap. 1, ‘The Dimensions of Ethnic Conflict,’ pp. 3-54. John Richardson, <i>Paradise Poisoned: Learning about Conflict, Terrorism and Development from Sri Lanka’s Civil War</i>, chap. 2, ‘Why Did Sri Lanka’s Political Differences Escalate into Protracted, Deadly Conflicts?’, pp. 39-54. Neil DeVotta, ‘Illiberalism and Ethnic Conflict In Sri Lanka,’ <i>Journal of Democracy</i>, 13(1), January 2002: 84-98.</p>
13 January	<p>Cuban Missile Crisis Réachbha FitzGerald, ‘Historians and the Cuban Missile Crisis: the Evidence–Interpretation Relationship as seen through Differing Interpretations of the Crisis Settlement,’ <i>Irish Studies in International Affairs</i>, Vol. 18 (2007), 191–203. March Trachtenberg, <i>History and Strategy</i>, chap. 6: 235-261. Don Munton and David Welch, <i>The Cuban Missile Crisis: A Concise History</i>, chaps 1-3.</p>
20 January	<p>Rural unrest in Peru and the Sendero-Luminoso insurgency</p>

	<p>David Scott Palmer, 'Introduction: History, Politics, and Shining Path in Peru,' in <i>Shining Path of Peru</i>, David Scott Palmer, ed., 2nd ed., pp. 1-32.</p> <p>Florencia E. Mallon, 'Chronicle of a Path Foretold? Velasco's Revolution, Vanguardia Revolucionaria', and 'Shining Omens' in the Indigenous Communities of Andahuaylas,' in <i>Shining and Other Paths: War and Society in Peru, 1980-1995</i>, Steve J. Stern ed., pp. 84-120.</p> <p>Carlos Ivan Degregori, 'Harvesting Storms: Peasant Rondas and the Defeat of Sendero Luminoso in Ayacucho,' in Steve Stern ed., <i>Shining and Other Paths</i>, 128-157.</p>
27 January	<p>Soviet Invasion of Afghanistan</p> <p>M. Hassan Kakar, <i>Afghanistan: The Soviet Invasion and the Afghan Response</i>, pp. 1-50.</p> <p>Olivier Roy, <i>Islam and Resistance in Afghanistan</i>.</p>
3 February	<p>First Gulf War</p> <p>M. Khadduri and E. Ghareeb, <i>War in the Gulf, 1990-91, The Iraq-Kuwait Conflict and Its Implications</i>, pp. 79-119.</p> <p>H. W. Brands, 'George Bush and the Gulf War of 1991,' <i>Presidential Studies Quarterly</i>, 34(1), March 2004, 113-131.</p> <p>Phebe Marr, <i>The Modern History of Iraq</i>, 2nd ed., chap. 9, 'The Gulf War and Its Consequences,' pp. 217-260.</p>
10 February	<p>Rwandan civil war and genocide</p> <p>Peter Uvin, 'Reading the Rwandan Genocide,' <i>International Studies Review</i>, 3(3), 2001, 75-99.</p> <p>Helen Hintjens, 'Explaining the 1994 Genocide in Rwanda,' <i>The Journal of Modern African Studies</i>, 37(2), 1999, 241-286.</p> <p>Günther Baechler, 'Case Study: Why Environmental Discrimination Caused Violence on the 'Mille Collines'', chap. 5 in <i>Violence Through Environmental Discrimination: Causes, Rwanda arena, and Conflict Model</i>, pp. 113-166.</p>
15-19 February	Reading Week
24 February	Group Project: A Blueprint for Peace in Afghanistan
3 March	TBA
10 March	TBA
17 March	TBA
24 March	TBA

31 March	Group Project Presentation
7 April	Wrapping Up

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

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

TERM TESTS and MID-TERM EXAMS

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
2. Be prepared, if requested by the instructor, to provide supporting documentation (see below for information on acceptable forms or documentation). Submit your documentation to the Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.

4. The Academic Counselling Office will contact your instructor to confirm your documentation.

FINAL EXAMINATIONS

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see below for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval without delay.

LATE ASSIGNMENTS

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.