



**Family Studies 3325A**  
**Diversity and the Canadian Family**  
**September-December 2017**  
**Tuesday ~ 8:30-11:30 ~ BR - 304**

**Professor:** Susan Toth, B.Sc., LL.B.

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**Office hours:** Tuesdays, 11:30am-12:30pm

**Catalogue Copy and Course Description:**

This course examines contemporary diversity as it impacts individuals and families. Its psychosocial approach enables students to think through their own perspectives on race, ethnicity, religion, sexual identity, and more in preparation for working with people from diverse backgrounds.

This course also develops transferable skills, namely, synthesizing diverse forms of data and presenting them in written, visual, and oral formats.

**Course Objectives and Competencies:**

1. Students will become aware of the range of diversity in Canada (Social Awareness and Engagement, Level 2, Valuing Level 2)
2. Students will learn about the psychosocial theory underpinning the class, and the cycle of socialization/liberation (Inquiry and Analysis Level 2, Information Literacy Level 3; Critical Thinking Level 2)
3. Students will reflect upon their own identities and consider how their identities interact with others' identities (Self Awareness and Development, Affective Domain Level 3, Cognitive Domain Level 2, Personal Growth Level 2)
4. Students will understand the historical and social influences affecting different elements of diversity (Inquiry and Analysis Level 2, Information Literacy Level 3)
5. Students will learn about contemporary discrimination (Inquiry and Analysis Level 2, Information Literacy Level 3; Critical Thinking Level 2; Valuing Level 1)
6. Students will become aware of social justice principles and gain insight into how they personally might work to promote social justice (Critical Thinking Level 3; Communication, Communicating Ideas Level 1, Interpersonal Communication Level 2)

### **Brescia Competencies:**

This course will focus on:

1. Critical Thinking: The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.
2. Social Awareness and Engagement: The ability to respect and be open to diversity (e.g. cultural, religious, political) and social justice. Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies
3. Inquiry and Analysis: The ability to ask questions, examine issues, and reach informed conclusions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

Participation will require critical thinking and inquiry and analysis. You are expected to come to class and participate. This doesn't necessarily mean speaking in class – but will require being engaged and thinking about the topic and doing the readings before class. The Diversity Project will focus on the social awareness and engagement piece, as well as inquiry and analysis. Your final exam will focus on both critical thinking and inquiry and analysis.

### **Prerequisite:**

1.0 units of a 2000-level Family Studies course.

### **Required Texts:**

Anzovino, T et al, *Walk a Mile: Experience and Understanding Diversity in Canada*, Nelson

### **Evaluation and Grading:**

Participation	24%	Due: Ongoing
Diversity Project	46%	Due: Oct 27
Final exam	30%	TBA

### **Participation – 24%**

I expect everyone to participate in class discussions and encourage everyone to feel at liberty to speak their opinions. Dialogue will be the cornerstone of this class, and as such, it is worth almost  $\frac{1}{4}$  of your mark. Respect for each other's ideas is not only encouraged, it is mandatory. Any disrespectful dialogue will be shut down immediately. However, disagreements and passionate opinions are to be expected and encouraged.

Ask questions, be curious. Have your own interpretation. Be supportive of each other and remember that we all have a story and all of our interpretations of the world are coloured by our experiences within it.

However, I also understand that not everyone is an extrovert, and not everyone comes from a culture that encourages raucous debate. To that end, **I do not intend to mark**

**your participation on how much you speak in class.**

Instead: **Participation will be measured with attendance and thoughts on a card at the end of each class for 24% of your mark.** In order to record attendance and participation, I will hand out 3x5 cards during each class. I will ask you to write your name on the card, and write a few thoughts/question sparked by the class content or conversation we had during class. Nothing complicated – just show me you were engaged in the topic. **If you are thoughtful, you will get full points. If you simply right down “good class”, you will get 1 out of 2 points for at least attending class.**

**NB: If you have a reason, such as illness or childcare duties, that will mean you will have to miss multiple classes – please talk to academic counseling about potential accommodation.**

### **Diversity Project – 46%**

A diversity portfolio, preferably electronic, but paper is fine. The topic will be individual. More on this in class. You will be able to choose from a range of options to complete this project.

### **Final Exam – 30%**

Everything will be covered; all class materials, including videos, etc.

## **COURSE POLICIES**

**Late Assignments** The policies governing requests for accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section at the end of the outline. Exams must be taken when specified unless there is academic accommodation via academic advising, granted with documentation for medical and personal emergencies. Assignments must be handed in on the day they’re due unless there is academic accommodation. Late assignments get 10 points off per day otherwise.

A+ 90-100	One could scarcely expect better from a student at this level
A 80-89	Superior work which is clearly above average
B 70-79	Good work, meeting all requirements, and eminently satisfactory
C 60-69	Competent work, meeting requirements
D 50-59	Fair work, minimally acceptable
F below 50	Fail

**Final Note** This syllabus may be amended by the professor if needed.

**Course Calendar: Readings are to be done before class.**

**NOTE: READINGS WILL BE UPDATED BEFORE CLASS: PLEASE CHECK OWL REGULARLY FOR UPDATED READING LIST.**

Date	Topic	Readings and assignments
Sept 11	<b>Course intro, thinking about identity; Prejudice and discrimination</b>	<ul style="list-style-type: none"> <li>- <a href="http://www.iflscience.com/brain/no-youre-not-entitled-your-opinion">http://www.iflscience.com/brain/no-youre-not-entitled-your-opinion</a></li> <li>- <a href="http://everydayfeminism.com/2015/06/problem-with-educate-me/">http://everydayfeminism.com/2015/06/problem-with-educate-me/</a></li> <li>- <a href="http://weeklysift.com/2012/09/10/the-distress-of-the-privileged/">http://weeklysift.com/2012/09/10/the-distress-of-the-privileged/</a></li> <li>- <a href="https://www.theatlantic.com/science/archive/2017/03/this-article-wont-change-your-mind/519093/">https://www.theatlantic.com/science/archive/2017/03/this-article-wont-change-your-mind/519093/</a></li> <li>- <a href="http://everydayfeminism.com/2015/12/tone-policing-and-privilege/">http://everydayfeminism.com/2015/12/tone-policing-and-privilege/</a></li> </ul> <p>Chapter 1, Walk a Mile</p>
Sept 18	<b>Diversity con't</b>	<ul style="list-style-type: none"> <li>- <a href="https://www.autostraddle.com/kin-aesthetics-excommunicate-me-from-the-church-of-social-justice-386640/">https://www.autostraddle.com/kin-aesthetics-excommunicate-me-from-the-church-of-social-justice-386640/</a></li> <li>- <a href="https://ricochet.media/en/1820/the-unbearable-whiteness-of-being-oblivious-to-privilege">https://ricochet.media/en/1820/the-unbearable-whiteness-of-being-oblivious-to-privilege</a></li> <li>- <a href="https://modelviewculture.com/pieces/how-to-uphold-white-supremacy-by-focusing-on-diversity-and-inclusion">https://modelviewculture.com/pieces/how-to-uphold-white-supremacy-by-focusing-on-diversity-and-inclusion</a></li> <li>- <a href="https://www.newyorker.com/books/page-turner/a-sociologist-examines-the-white-fragility-that-prevents-white-americans-from-confronting-racism">https://www.newyorker.com/books/page-turner/a-sociologist-examines-the-white-fragility-that-prevents-white-americans-from-confronting-racism</a></li> </ul> <p>Chapter 2, Walk a Mile</p>
Sept 25	<b>Race and ethnicity</b>	<ul style="list-style-type: none"> <li>- <a href="http://m.motherjones.com/politics/2014/06/david-amodio-race-economy-recessions">http://m.motherjones.com/politics/2014/06/david-amodio-race-economy-recessions</a></li> <li>- <a href="https://implicit.harvard.edu/implicit/canada/">https://implicit.harvard.edu/implicit/canada/</a> (more on this in class)</li> <li>- <a href="https://psychologybenefits.org/2016/07/14/racial-trauma-police-shootings-on-african-americans/">https://psychologybenefits.org/2016/07/14/racial-trauma-police-shootings-on-african-americans/</a></li> <li>- <a href="http://gawker.com/my-vassar-college-faculty-id-makes-everything-ok-1664133077">http://gawker.com/my-vassar-college-faculty-id-makes-everything-ok-1664133077</a></li> <li>- <a href="https://www.thestar.com/amp/news/immigration/2017/07/19/black-experience-project-survey-says-most-respondents-identified-as-black-regardless-of-heritage-other-identities.html">https://www.thestar.com/amp/news/immigration/2017/07/19/black-experience-project-survey-says-most-respondents-identified-as-black-regardless-of-heritage-other-identities.html</a></li> <li>- <a href="http://www.law.georgetown.edu/academics/centers-institutes/poverty-inequality/upload/girlhood-interrupted.pdf">http://www.law.georgetown.edu/academics/centers-institutes/poverty-inequality/upload/girlhood-interrupted.pdf</a></li> <li>- <a href="https://medium.com/embrace-race/your-5-year-old-is-already-racially-biased-heres-what-you-can-do-about-it-d72de0480ba3">https://medium.com/embrace-race/your-5-year-old-is-already-racially-biased-heres-what-you-can-do-about-it-d72de0480ba3</a></li> </ul> <p>Chapter 4, Walk a Mile</p>

Oct 2	<b>Race, ethnicity, and immigration</b>	<ul style="list-style-type: none"> <li>- <a href="http://harvardmagazine.com/2008/05/race-in-a-genetic-world-html">http://harvardmagazine.com/2008/05/race-in-a-genetic-world-html</a></li> <li>- <a href="http://www.macleans.ca/news/canada/out-of-sight-out-of-mind-2/">http://www.macleans.ca/news/canada/out-of-sight-out-of-mind-2/</a></li> <li>- <a href="http://www.macleans.ca/news/canada/welcome-to-winnipeg-where-canadas-racism-problem-is-at-its-worst/">http://www.macleans.ca/news/canada/welcome-to-winnipeg-where-canadas-racism-problem-is-at-its-worst/</a></li> <li>- <a href="http://opinionator.blogs.nytimes.com/2015/12/24/dear-white-america/?smid=fb-nytimes&amp;smtyp=cur">http://opinionator.blogs.nytimes.com/2015/12/24/dear-white-america/?smid=fb-nytimes&amp;smtyp=cur</a></li> <li>- <a href="http://tvo.org/article/current-affairs/shared-values/why-immigrant-nations-fear-new-immigrants">http://tvo.org/article/current-affairs/shared-values/why-immigrant-nations-fear-new-immigrants</a></li> <li>- <a href="http://libjournal.uncg.edu/ijcp/article/view/249/116">http://libjournal.uncg.edu/ijcp/article/view/249/116</a></li> <li>- <a href="http://canadalandshow.com/article/thanks-explaining-racism-me-white-people">http://canadalandshow.com/article/thanks-explaining-racism-me-white-people</a></li> <li>- <a href="http://www.vox.com/identities/2016/11/15/13595508/racism-trump-research-study">http://www.vox.com/identities/2016/11/15/13595508/racism-trump-research-study</a></li> </ul> <p>Chapter 11 &amp; 12, Walk a Mile</p>
<b>OCT 9 – FALL READING WEEK – NO CLASS</b>		
Oct 16	<b>Religion</b>	<ul style="list-style-type: none"> <li>- <a href="http://ablawg.ca/2013/09/14/the-ethical-problem-with-the-quebec-charter-of-values/#more-3375">http://ablawg.ca/2013/09/14/the-ethical-problem-with-the-quebec-charter-of-values/#more-3375</a></li> <li>- “Are Muslims discriminated against in Canada since September 2001?” <i>Canadian Ethnic Studies</i>, 36, 24-47. Available through library website.</li> <li>- <a href="https://ricochet.media/en/141/the-new-atheists-are-ruining-it-for-the-rest-of-us">https://ricochet.media/en/141/the-new-atheists-are-ruining-it-for-the-rest-of-us</a></li> </ul> <p>Chapter 6, Walk a Mile</p>
Oct 23	<b>Indigenous People &amp; Issues</b>	<ul style="list-style-type: none"> <li>- <a href="https://ricochet.media/en/1034/advocates-call-for-change-at-corrections-canada-to-address-aboriginal-incarceration-rates">https://ricochet.media/en/1034/advocates-call-for-change-at-corrections-canada-to-address-aboriginal-incarceration-rates</a></li> <li>- <a href="http://www.cbc.ca/radio/the180/weed-reviews-hypnosis-and-medicine-and-gord-downie-needs-to-step-out-of-the-indigenous-spotlight-1.4171996/the-problem-with-gord-downie-s-order-of-canada-1.4172095">http://www.cbc.ca/radio/the180/weed-reviews-hypnosis-and-medicine-and-gord-downie-needs-to-step-out-of-the-indigenous-spotlight-1.4171996/the-problem-with-gord-downie-s-order-of-canada-1.4172095</a></li> <li>- <a href="http://www.cbc.ca/arts/the-cultural-appropriation-debate-isn-t-about-free-speech-it-s-about-context-1.4117142">http://www.cbc.ca/arts/the-cultural-appropriation-debate-isn-t-about-free-speech-it-s-about-context-1.4117142</a></li> <li>- <a href="https://www.thestar.com/opinion/commentary/2017/05/18/the-emotional-exhaustion-of-debating-indigenous-views.html">https://www.thestar.com/opinion/commentary/2017/05/18/the-emotional-exhaustion-of-debating-indigenous-views.html</a></li> <li>- <a href="http://www.canadalandshow.com/joseph-boyden-indigenous-dna/">http://www.canadalandshow.com/joseph-boyden-indigenous-dna/</a></li> <li>- <a href="http://www.trc.ca/websites/trcinstitution/File/2015/Honouring%20the%20Truth%20Reconciling%20for%20the%20Future%20July%2023%202015.pdf">http://www.trc.ca/websites/trcinstitution/File/2015/Honouring the Truth Reconciling for the Future July 23 2015.pdf</a> (just the introduction)</li> </ul> <p>Chapter 5 – Walk a Mile</p>
Oct. 30	<b>Poverty, Class (Diversity)</b>	<ul style="list-style-type: none"> <li>- <a href="http://thepsychreport.com/research-application/featured-research/the-cognitive-burden-of-poverty/">http://thepsychreport.com/research-application/featured-research/the-cognitive-burden-of-poverty/</a></li> </ul>

	<b>Project Due!</b>	<ul style="list-style-type: none"> <li>- <a href="https://globalnews.ca/news/4336492/living-in-poverty-canada/?utm_medium=Facebook&amp;utm_source=AM980London">https://globalnews.ca/news/4336492/living-in-poverty-canada/?utm_medium=Facebook&amp;utm_source=AM980London</a></li> <li>- <a href="http://www.theguardian.com/society/2014/sep/21/linda-tirado-poverty-hand-to-mouth-extract">http://www.theguardian.com/society/2014/sep/21/linda-tirado-poverty-hand-to-mouth-extract</a></li> <li>- <a href="http://www.theestablishment.co/2015/11/23/tiny-home-houses-poverty-appropriation/">http://www.theestablishment.co/2015/11/23/tiny-home-houses-poverty-appropriation/</a></li> <li>- <a href="https://www.washingtonpost.com/posteverything/wp/2014/12/10/how-the-american-myth-of-self-reliance-is-fueling-income-inequality/">https://www.washingtonpost.com/posteverything/wp/2014/12/10/how-the-american-myth-of-self-reliance-is-fueling-income-inequality/</a></li> <li>- <a href="http://nautil.us//issue/61/coordinates/why-living-in-a-poor-neighborhood-can-change-your-biology-rp?utm_source=Nautilus&amp;utm_campaign=78f96c842b-EMAIL_CAMPAIGN_2018_07_06_07_33&amp;utm_medium=email&amp;utm_term=0_dc96ec7a9d-78f96c842b-61023789">http://nautil.us//issue/61/coordinates/why-living-in-a-poor-neighborhood-can-change-your-biology-rp?utm_source=Nautilus&amp;utm_campaign=78f96c842b-EMAIL_CAMPAIGN_2018_07_06_07_33&amp;utm_medium=email&amp;utm_term=0_dc96ec7a9d-78f96c842b-61023789</a></li> <li>- <a href="https://montrealgazette.com/opinion/opinion-reduce-the-poverty-to-prison-pipeline-for-women">https://montrealgazette.com/opinion/opinion-reduce-the-poverty-to-prison-pipeline-for-women</a></li> </ul> <p>Chapter 3, Walk a Mile</p>
Nov 6	<b>Gender, Gender Identity</b>	<ul style="list-style-type: none"> <li>- <a href="http://goodmenproject.com/featured-content/megasahd-the-lack-of-gentle-platonic-touch-in-mens-lives-is-a-killer/">http://goodmenproject.com/featured-content/megasahd-the-lack-of-gentle-platonic-touch-in-mens-lives-is-a-killer/</a></li> <li>- <a href="http://ileolai.tumblr.com/post/60416940411">http://ileolai.tumblr.com/post/60416940411</a></li> <li>- <a href="http://everydayfeminism.com/2015/01/why-our-feminism-must-be-intersectional/">http://everydayfeminism.com/2015/01/why-our-feminism-must-be-intersectional/</a></li> <li>- <a href="http://blogs.hbr.org/cs/2013/04/for_women_leaders_likability_a.html">http://blogs.hbr.org/cs/2013/04/for_women_leaders_likability_a.html</a></li> <li>- <a href="http://rstb.royalsocietypublishing.org/content/royptb/368/1631/20130080.full.pdf">http://rstb.royalsocietypublishing.org/content/royptb/368/1631/20130080.full.pdf</a></li> <li>- <a href="http://www.dailylife.com.au/dl-women-of-the-year/how-sexism-teaches-us-to-feel-threatened-by-other-women-20151123-gl5wd1.html">http://www.dailylife.com.au/dl-women-of-the-year/how-sexism-teaches-us-to-feel-threatened-by-other-women-20151123-gl5wd1.html</a></li> <li>- <a href="https://broadly.vice.com/en_us/article/vbgkpx/inferior-angela-saini-book-interview?utm_source=vicefbus">https://broadly.vice.com/en_us/article/vbgkpx/inferior-angela-saini-book-interview?utm_source=vicefbus</a></li> <li>- <a href="http://www.pewsocialtrends.org/interactives/strong-men-caring-women/?platform=hootsuite">http://www.pewsocialtrends.org/interactives/strong-men-caring-women/?platform=hootsuite</a></li> </ul>
Nov 13	<b>Gender, Gender identity continued</b>	<ul style="list-style-type: none"> <li>- <a href="http://www.buzzfeed.com/rholdup/snarky-headlines-turned-into-normal-headlines-ow72">http://www.buzzfeed.com/rholdup/snarky-headlines-turned-into-normal-headlines-ow72</a></li> <li>- <a href="http://blogs.hbr.org/cs/2013/04/for_women_leaders_likability_a.html">http://blogs.hbr.org/cs/2013/04/for_women_leaders_likability_a.html</a></li> <li>- <a href="http://news.nationalpost.com/2014/11/19/children-dont-ruin-womens-careers-husbands-do-harvard-study-finds/">http://news.nationalpost.com/2014/11/19/children-dont-ruin-womens-careers-husbands-do-harvard-study-finds/</a></li> <li>- <a href="http://everydayfeminism.com/2016/03/pro-science-anti-feminist/">http://everydayfeminism.com/2016/03/pro-science-anti-feminist/</a></li> <li>- <a href="https://tvo.org/article/current-affairs/examining-the-roots-of-male-violence">https://tvo.org/article/current-affairs/examining-the-roots-of-male-violence</a></li> <li>- <a href="https://www.independent.co.uk/news/business/news/workplace-gender-">https://www.independent.co.uk/news/business/news/workplace-gender-</a></li> </ul>

		<a href="https://www.lse.ac.uk/economics/economics-lse-a7797061.html">quotas-incompetence-efficiency-business-organisations-london-school-economics-lse-a7797061.html</a> - <a href="https://www.nytimes.com/2018/04/12/learning/lesson-plans/boys-to-men-teaching-and-learning-about-masculinity-in-an-age-of-change.html">https://www.nytimes.com/2018/04/12/learning/lesson-plans/boys-to-men-teaching-and-learning-about-masculinity-in-an-age-of-change.html</a>
Nov 20	<b>Sexual orientation</b>	Chapter 7, Walk a Mile
Nov 27	<b>Disability and Addictions</b>	- RDSJ Intro to Section 8, 101, 105, 107, 109, - <a href="http://www.huffingtonpost.com/johann-hari/the-real-cause-of-addiction-b-6506936.html">http://www.huffingtonpost.com/johann-hari/the-real-cause-of-addiction-b-6506936.html</a> Chapter 8, Walk a Mile
Dec 4	<b>Extra Time</b>	- Last class Chapter 10, Walk a Mile
Dec 10-21	<b>Final exam, date TBD</b>	<b>Final exam</b>

## 2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=> ). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment.

Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68) ).

#### **4. 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:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20) .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

##### **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 offence.

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>).

##### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

#### **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the

Academic Calendar

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

## **6. PREREQUISITES**

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## **7. SUPPORT**

### **Support Services**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

### **Mental Health and Wellness**

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html), for information about how to obtain help for yourself or others.

### **Sexual Violence**

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.