



HISTORY 2206: CANADA'S CONTESTED PAST COURSE OUTLINE (2018-19)

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Class meets Mondays 11:30-12:20, and Wednesdays 11:30-1:20 in Room MSJ 18

INTRODUCTION:

This course surveys the history of Canada with an emphasis on Indigenous peoples, colonialism and imperialism; the history of warfare and international relations; immigration, industrialization and state formation; and the diverse ways that gender, class and race shaped the lives of Canadians. By studying Canada's history, students will attain a better understanding of how Canada evolved, and how particular present-day problems have developed. The course will also introduce students to the methods and philosophy of history. Lectures and tutorials stress varied historical interpretations and divergent opinions about Canada's growth. Students will gain experience interpreting and evaluating historical personalities, forces, and events. Short writing assignments, presentations, and discussions will sharpen skills of effective expression and argument. History 2206 offers the same course content and assignments as History 2201E, without the research essay and related components.

PREREQUISITES:

The UWO Senate has provided the following statement: "Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this 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 prerequisites."

ANTIREQUISITES:

History 1201E, History 2201E, History 2204F/G, History 2205E.

BRESCIA COMPETENCIES

This course will enable students to attain various levels of the seven Brescia Competencies: Communication (level 2 or 3); Critical Thinking (level 2 or 3); Inquiry and Analysis (level 2 or 3); Problem Solving (level 2 or 3); Self-Awareness and Development (level 2 or 3); Social Awareness and Engagement (level 2 or 3); and Valuing (level 2 or 3).

LEARNING OUTCOMES

The following is a list of course learning outcomes and levels of attainment. Students will:

1. Demonstrate in writing an appreciation for bias, uncertainty, and ambiguity in history. (reinforcing)
2. Demonstrate broad and deep knowledge about the past by summarizing and explaining the main ideas for several different kinds of history, and identifying weak or inaccurate arguments. (reinforcing)
3. Demonstrate in discussions and in writing an understanding of historical agency, including one's own potential and limitations. (reinforcing)

4. Analyse in writing the historical significance of various people, events, and forces by emphasizing continuity and change, contingency and context. (reinforcing)
5. Demonstrate personal and professional integrity in research by documenting sources with scholarly references. (reinforcing)
6. Communicate effectively using oral expression, in small and large groups. (reinforcing)
7. Articulate personal values in class discussions of scholarly work, exploring the moral, ethical, and social justice aspects of historical events. (reinforcing)
8. Lead other students by producing exemplary work of very high quality, both written and oral. (reinforcing)

COURSE READINGS:

Students are required to **purchase the following texts** (they are packaged together to help reduce the cost) at the UWO Bookstore:

J.M. Bumsted and Michael C. Bumsted, *A History of the Canadian Peoples* Fifth Edition (Oxford University Press, 2016)

Michel Ducharme, Damien-Claude Belanger, and J.M. Bumsted, (eds.), *Interpreting Canada's Past: A Pre-Confederation Reader* Fifth Edition (Oxford, 2017)

Michel Ducharme, Danien-Claude Belanger, and J.M. Bumsted, (eds.), *Interpreting Canada's Past: A Post-Confederation Reader* Fifth Edition (Oxford, 2017)

William Kelleher Storey and Towser Jones, *Writing History: A Guide for Canadian Students* Fourth Edition (Oxford, 2016).

There are three basic types of readings for this course. Selections from Bumsted and Bumsted, *A History of the Canadian Peoples* Fifth Edition (Oxford, 2016) provide an overview and basic background information. The two-volume collection edited by Ducharme, *et. al.*, *Interpreting Canada's Past* Fifth Edition (Oxford, 2017) contains specialized readings for tutorials and workshops. Technical information about researching, writing, and referencing sources is in the slim volume by Storey and Jones.

EVALUATION:

Tutorial Attendance/ Participation.....	10%
Tutorial Reading Responses.....	10%
One Short Oral Presentation.....	5%
Historical Significance Report (750 words; due 17 October).....	10%
In-Class Essay (7 Nov.)	10%
Learning Journal Entries (3 per term; due at the end of the months of Sept., Oct., Nov., Jan., Feb., and March).....	30%
Final Exam	25%
	100%

“OWL” AND STUDENT OBLIGATIONS

The instructor will maintain a course website using UWO's on-line learning network, “OWL.” **Students will be required to engage the course material in a variety of ways using this website.** Further detailed instructions about the site, and students' obligations, will be given during class. Students must **submit their assignments to the course website, where they will be checked for plagiarism using Turnitin.com.**

Students must also complete the “Academic Integrity Tutorial” on OWL by 17 September. This module provides important information about ethical issues surrounding academic research, including plagiarism.

ASSIGNMENTS

Historical Significance Report

Students will write one 750-word historical significance report based on a primary source from the companion website for the J.M. Bumsted survey text (password protected; one needs to purchase a textbook to have access to this site). Students **must have their topic approved by the instructor**. The goal of this assignment is to teach students to critically read a primary document and to explain its significance, both within its original context and in the present. To research the context for the primary source, students must use two scholarly secondary sources. Further instructions will be posted on OWL and discussed in class. The historical significance report is due on 17 October.

Note: each student will also make **one short oral presentation**. It can be based on the written historical significance report or another topic, if approved by the instructor. In either case, the presentation will interpret a primary source in historical context, using two scholarly secondary sources. Presentations will be five minutes in length. Students are encouraged to use presentation software. An instructional document for this assignment will be posted on OWL and discussed in class. Dates for the oral presentations will be assigned during class.

LEARNING JOURNAL ENTRIES

Instead of an essay (History 2201E students must research and write an annotated bibliography and an essay), students in History 2206 will submit six entries from their “Learning Journal.” Each entry must be about **two pages** (typed, double-spaced) in length, and should **integrate** course material from the previous few weeks. The six entries are due at the end of the months of Sept.; Oct.; Nov., Jan., Feb., and March. Further instructions about the assignment will be given during classes and posted on OWL.

COURTESY AND THE USE OF ELECTRONIC DEVICES

Please ensure that all cellphones and other electronic devices are **turned off** prior to entering the classroom. As a courtesy to the instructor and other people in the class, please **do not talk privately** with classmates while others are presenting or discussing material, unless you are working in small groups. There may be occasions during class when the instructor asks students to check certain information online. However, the **use of electronic devices during class for personal activities** is distracting for other students, creates an obstacle for your own learning, and **will not be tolerated**. Students who engage in these activities **will be asked to leave the classroom and will receive a zero for that day’s participation**.

POLICY REGARDING LATE ASSIGNMENTS

- (a) A penalty of five (5) marks will be deducted for assignments submitted the first day after the deadline.
- (b) A penalty of one (1) mark will be assessed for each subsequent day including weekends.
- (c) No assignments will be accepted after the 14th day unless on:
 - (i) humanitarian grounds, or
 - (ii) medical grounds for which documentation must be provided.
- (d) A student who fails to submit all of the required written work, as specified in the course outline, will not receive credit for the course.

SCHEDULE OF LECTURES, TUTORIALS, AND WORKSHOPS

This course will feature lectures, workshops, and tutorials. **Participation in tutorials will be evaluated.** Silent attendance in these classes, without actively engaging in the discussion, will yield the student a failing grade. Regular attendance, completing the assigned readings, submitting a reading response at the beginning of the tutorial class, and participation in discussions will earn the student an excellent grade. Further information on reading responses and grading will be posted on OWL.

When students are unable to attend a class, they are expected to contact the instructor, preferably before the class to be missed. **If there are reasonable, acceptable grounds for their absence** – usually illness or grief – the professor will excuse the student without penalty. However, in fairness to all students, the instructor reserves the right to demand documentation to support the student’s claim. Moreover, students will still be responsible for submitting a summary note for the missed tutorial readings within two weeks after returning to classes.

Additional Notes for Tutorial sessions:

- Students who **miss four (4) or more class discussions** during either term will receive **zero (0%)** for that term’s participation grade.

The following class schedule lists lecture topics, workshops and assigned readings. Students must complete the assigned reading **before** coming to class. Optional background readings (listed as “Bumsted,” **in square brackets**) are from J.M. Bumsted and Michael C. Bumsted, *A History of the Canadian Peoples* Fifth Edition (Oxford, 2016). Some **workshop** readings are from William Kelleher Storey and Towser Jones, *Writing History: A Guide for Canadian Students* Fourth Edition (Oxford, 2016). Most of the **tutorial** readings (**TUT**) are from Michel Ducharme, Damien-Claude Belanger, and J.M. Bumsted, (eds.), *Interpreting Canada’s Past* Fifth Edition (2 volumes; Oxford, 2017). On a few occasions, there are some mandatory Tutorial readings from “Bumsted” as well.

Monday 10 Sept. Course Introduction / Peer Introductions / What do Historians do? /

-> Purchase textbooks for next class

Wed. Sept. 12 Assign Dates for Oral Presentations / **Lecture:** Aboriginal Peoples

[Background reading for lecture: Bumsted, 2-11] /

Discussion: “The Changing History of Paleo-Indian Migration to the New World,” in Bumsted, 34-5; “Where the First People Came From” and “Artifacts,” in *Interpreting Canada’s Past*, 3-9; and “Where the First People Came From,” in Bumsted, 31-2.

➔ Complete “Academic Integrity Tutorial” on OWL site **before next class**

Monday 17 Sept. **TUT:** Ralph Pastore, “The Collapse of the Beothuk World,” and Jean-Francois Lozier, “Red Ochre, Vermilion, and the Transatlantic Cosmetic Encounter,” in *Interpreting Canada’s Past*, 10-34.

Wed. 19 Sept. **Lecture:** European Exploration and Disease [Bumsted, 11-26] /

Discussion: Bumsted, 26-30; 32-4

Monday 24 Sept. **TUT:** “Missionaries and Indigenous People,” in *Interpreting Canada’s Past*, 35-71;

and Bumsted, 51-4, 74-5.

Wed. 26 Sept. **Lecture:** Origins of New France [Bumsted, 40-50]/

VIDEO: excerpt from *The Mystery of Champlain* (2008)

Workshop: Instructions for Historical Significance Report **and** Oral Presentation

[Sunday 30 Sept. **First Learning Journal Entry Due*** - submit to OWL]

Monday 1 Oct. **Lecture:** New France: Social Life [Bumsted, 54-74]

Wed. 3 October **Lecture:** The Struggle for North America (1680s-1756) [Bumsted, 88-97] /

Oral Presentation #1

[Fall Reading Week: October 8-12 – NO CLASSES]*

Monday 15 October **TUT:** Douglas Brown and William Wicken, “Interpreting the Treaties,” *Canada’s*

History. Special Issue on Treaties and the Treaty Relationship (30 April 2018):

<http://www.canadashistory.ca/explore/politics-law/interpreting-the-treaties> ; **and**

Philip Cote and Nathan Tidridge, “Ties of Kinship,” in *ibid.*:

<http://www.canadashistory.ca/explore/politics-law/ties-of-kinship>

Wed. 17 October **HISTORICAL SIGNIFICANCE REPORT DUE***

Lecture: The Seven Years’ War [Bumsted, 96-108]

Monday 22 October **TUT:** John Crowley, “Taken on the Spot,” in *Interpreting Canada’s Past*, 159-174;

Bruce M. White, “The Woman Who Married a Beaver,” **and** Carolyn Podruchny,

“Making the Voyageur World,” in *Interpreting Canada’s Past*, 218-247.

Wed. 24 October **Lecture:** The American Revolution and the Loyalists [Bumsted, 119-135; 146-7] /

Oral Presentation #2

Monday 29 October **TUT**: Janice Potter, “Patriarchy and Paternalism,” **and** James St. G. Walker,
 “Freedom Denied,” in *Interpreting Canada’s Past*, 181-207

Wed. 31 October **Lecture**: War of 1812 [Bumsted, 139-146] / Oral Presentation #3 /

Workshop: Preparing for the In-Class Essay

➔ **Second Learning Journal Entry Due*- Submit to OWL**

Monday 5 November **TUT**: “Rebellions in Lower and Upper Canada,” in *Interpreting Canada’s Past*,
 286-304; **and** Bumsted, 180-191.

Wed. 7 Nov. **IN-CLASS ESSAY* (11:35AM-1:15 PM)**

Monday 12 Nov. **Workshop in Brescia Library**: Research Skills – read Storey and Jones, chap. 2

Wed. 14 Nov. **TUT**: “Women in British North America,” in *Interpreting Canada’s Past*, 318-348 /
 [second hour: 2201E students have a **Workshop on** Preparing The Research Proposal]

Monday 19 Nov. **TUT**: “Immigration in the Early to Mid-Nineteenth Century,” in *Interpreting Canada’s
 Past*, **but ONLY** pp. 248-257, **and** 272-285; Adele Perry, “Hardy
 Backwoodsmen, Wholesome Women, and Steady Families,” in *ibid.*, 392-403;
and Bumsted, 216.

Wed. 21 Nov. Oral Presentation #4 / **VIDEO** excerpt: *Death or Canada* (2008)

Monday 26 Nov. **TUT**: “Indigenous People in British North America,” in *Interpreting Canada’s Past*,
 349-386.

Wed. 28 Nov. **Lecture**: Indigenous Peoples and Colonial Policy in British North America /
 Oral Presentation #5

[Friday 30 November **Third Learning Journal Entry Due*** - submit to OWL]

Monday 3 December **Lecture**: Transportation [Bumsted, 200-204]

Wed. 5 Dec. [**LAST CLASS in 2018**]

Lecture: Confederation [Bumsted, 212-13; 214-15; 224-9]

2019:

Monday 7 Jan. **Lecture:** BC Enters Confederation [Bumsted, 234-5, 237-8] /

Discussion: Guuduniia LaBoucan, “Nations in Waiting,” *Canada’s History*. Special Issue on Treaties and the Treaty Relationship (30 April 2018):

<http://www.canadashistory.ca/explore/politics-law/nations-in-waiting>

Wed. 9 Jan. **Lecture:** Consolidating Confederation: The Northwest, 1869-70 [Bumsted, 229-32, 234] /

[second hour: 2201E students have a **Workshop** on the Annotated Bibliography]

Oral Presentation # 6

Monday 14 Jan. **TUT:** “Establishing a New Order,” in *Interpreting Canada’s Past*, **ONLY** pp. 35-54; and

Wabi Benais Mistatim Equay (Cynthia Bird), “The Numbered Treaties,” *Canada’s History*. Special Issue on Treaties and the Treaty Relationship (30 April 2018):

<http://www.canadashistory.ca/explore/settlement-immigration/the-numbered-treaties>

[Map in Bumsted, 253]

Wed. 16 Jan. **Lecture:** The National Policy [Bumsted, 251-2; 261] / Oral Presentation #7

Monday 21 Jan. **TUT:** “Resisting the new Order,” in *Interpreting Canada’s Past*, 70-108 [optional background in Bumsted, 251-60]

Wed. 23 Jan. **Lectures:** French-English Conflicts / [begin] Resurgence of French-English Tension, 1880s-90s [Bumsted, 247] / Oral Presentation #8

Monday 28 Jan. **TUT.** Peter H. Russell, Provincial Rights,” in *Interpreting Canada’s Past*, 26-34

Wed. 30 Jan. **Lectures:** [finish] lecture on Resurgence of French-English Tension /

Immigration 1860s-1920s [Bumsted, 272-4; 314-15] / Oral Presentation #9

→ Fourth Learning Journal Entry Due* - Submit to OWL

Monday 4 Feb. **TUT:** “Canadians at Work,” in *Interpreting Canada’s Past*, 109-144

Wed. 6 Feb. **Lecture:** The Great War: An Introduction [Bumsted, 305-8, 315-16, 324-34, 337-8, 373-4] /

VIDEO: excerpt from *Front Lines* (NFB, 2008) / Oral Presentation # 10

Monday 11 Feb. **TUT:** “The First World War,” in *Interpreting Canada’s Past*, 145-180

Wed. 13 Feb. **Lecture:** Culture and Politics in the 1920s [Bumsted, 335-6, 338-342, 360-364]

[February 18-22: NO CLASSES – SPRING READING WEEK]

Monday 25 Feb. [2201E students have a **Workshop on** Essay Research, Avoiding Plagiarism, and Documenting Sources]

Wed. 27 Feb. **Lecture:** Bennett, King, and the Great Depression [Bumsted, 343-51] /

Oral presentation #11

[Thursday 28 February **Fifth Learning Journal Entry Due*** - Submit to OWL]

Monday 4 March **TUT:** Denyse Baillargeon, ““If You Had No Money, You Had No Trouble, Did You?””
in *Interpreting Canada’s Past*, 261-271

Wed. 6 March **Lecture:** Impact of World War II on Canada [Bumsted, 355-6, 366-372] /

Oral Presentation #12

Monday 11 March **TUT:** “Rise of the Welfare State,” in *Interpreting Canada’s Past*, 283-318

Wed. 13 March [2201E students have a **Workshop on** Writing] /

Oral Presentation # 13 / **VIDEO:** *Mackenzie King and the Conscription Crisis*

Monday 18 March **TUT:** “Cold War Canada,” in *Interpreting Canada’s Past*, 319-354

Wed. 20 March **Lecture:** Canadian Immigration Policy, Post-WWII [Bumsted, 391-7; 452, 454-7, 464-7,
513-516, 545-547] / Oral Presentation #14

Monday 25 March **Lecture:** Post-War Suburbia (1945-60s) [Bumsted, 386-91, 416-417, 423-4]

Wed. 27 March **Lectures:** The Quiet Revolution [Bumsted, 406-8, 413-414; 460-2, **476-7***] /

Diefenbaker vs. Pearson [Bumsted, 402-404, 444, 448-51, 462-4] / Oral Presentation # 15

[Sunday March 31: **Sixth (and Final) Learning Journal Entry Due*** - Submit to OWL]

Monday 1 April **Lecture:** Canada's Centennial Celebrations [Bumsted, 453-4, 470-1]

Wed. 3 April **Lectures:** Trudeau the Elder [Bumsted, 464-5, 484-6] / Constitutional Battles
[Bumsted,487-502]

Monday 8 April [LAST CLASS] TUT: "First Nations: Contemporary Issues," in *Interpreting Canada's*

Past, **BUT ONLY 442-456; and** Bumsted, 440-2; **and** *Honouring the Truth, Reconciling for*

the Future: Summary of the Final Report of the Truth and Reconciliation Commission of

Canada (2015), "Introduction" (pp. 1-22). [online:]

http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

FINAL EXAM: date TBA

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 . 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

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).

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 .

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.

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, 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/>.

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.