



**Department of Sociology**  
**Sociology 3360G: Law and Social Inequality**  
**Winter 2019**

This course critically investigates the origins and the operation of law in society. Both the extent to which the law reflects and reinforces social inequalities and the possibility for change and reform through law are explored.

**Professor:** Susan Toth

**Class Time:** Monday, 2:30pm-5:30pm

**Class Location:** BR-203

**E-mail:** [stoth3@uwo.ca](mailto:stoth3@uwo.ca)

**Office and Office Hours:** Monday, 5:30pm-6:30pm.

**Course Description:**

What social forces are influential in designing the law? To what extent does the law reflect and reinforce inequalities of “race”, gender, class, sexuality, age and ability? To what extent can the law be utilized to bring about social change? How are law and politics related?

This seminar is a critical investigation of the law-society relationship. Specifically in relation to social inequality, law is analyzed in a way that highlights its dual, contradictory nature. That is, in theory, law offers the promise of equality. However, in practice, law often reinforces and perpetuates social inequality.

More concretely, this course explores the origins and the operation of law, as well as the possibility for change and reform through law by investigating the following kinds of topics: the criminalization of poverty, First Nations people and the law, immigration law, law and policing, gender bias in the law, the criminalization of LGBTQ people in Canada, and crimes related to both young and old.

**Course Objectives and Competencies:**

You will develop the Brescia competencies at introductory and intermediate levels in this course. The Brescia competencies include:

**Communication:** The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.

**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.

**Inquiry and Analysis:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events.

**Problem Solving :**The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

**Self Awareness and Development:** The ability to draw meaning, knowledge and value from honest and fair reflection and selfevaluation. Students are able to recognize their values and their impact on others and make a commitment to personal growth.

**Social Awareness and Engagement:** The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

**Valuing:** The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions

Upon completion of this course students will have:

1. Gained some understanding of theories related to law and social inequality (Inquiry and Analysis Level 2, Information Literacy Level 3; Critical Thinking Level 2)
2. Become more aware of how the law reflects and reinforces inequalities of "race", gender, class, age, sexuality and ability. (Social Awareness and Engagement, Level 2, Valuing Level 2)
3. Been introduced to ways in which the law may be utilized to bring about social change (Critical Thinking Level 3; Communication, Communicating Ideas Level 1, Interpersonal Communication Level 2)

**Course Prerequisites:**

1.0 from Sociology courses at the 1000 level and enrollment in third or fourth year Sociology.

### **REQUIRED TEXT:**

Hurlbert, Margo. (Ed.) *Pursuing Justice: An Introduction to Justice Studies* Halifax: Fernwood Publishing 2018 (2<sup>nd</sup> Ed)

### **ASSIGNMENT AND GRADING STRUCTURE:**

<b>Assignment</b>	<b>Grade Value</b>
Critical Essay (due February 25) (15% of mark must be in by March 4)	40%
Participation (ongoing)	24%
Final Exam (tba)	36%

### **DETAILED COURSE OUTLINE:**

[See the Schedule/Readings tab]

### **DETAILED ASSIGNMENT INSTRUCTIONS:**

#### **Critical Essay + Personal Experience Paper (35%) - February 28, 2019**

- **1500 words: double spaced, TYPED pages and properly referenced.**

Your essay should include at least 2 sources from the required class readings and 5 additional scholarly references, beyond the required course texts.

**\*\* 2 COPIES OF THE ESSAY SHOULD BE SUBMITTED- ONE ELECTRONIC COPY and ONE HARD COPY DURING CLASS TIME.\*\***

Consistent with the theme of this course, your essay should explore some dimension of inequality in relation to law. Your essay will be composed of two parts:

- 1) Personal experience component
- 2) Critical analysis

In other words, pick a topic and then engage in both a critical analysis of that topic, and then tie that topic back to a personal experience you have had, or that you have chosen.

While I do encourage you to clear your topic with me in advance, you have a great deal of latitude to pursue a topic that is of interest to you. For those of you who are less certain about a topic, you might use the following suggestions as a guide.

Some possible topics:

- Policing (e.g., racial profiling, carding, the case of Robert Dziekanski, the case of Sammy Yatim, G20 mass arrests etc)
- Immigration (e.g., how have the events of September 11th shaped Canadian immigration? E.g., the Mahar Arar Case)
- First Nations People (e.g., “Idle No More”, Dudley George)
- Miscarriages of justice– e.g. the case of Steven Truscott
- Violence against women
- Homophobia and hate crimes
- Treatment of offenders within prison (e.g. Ashley Smith Inquest)
- The challenges associated with criminal insanity as a defence—e.g., the case of Luka Magnotta
- Cyber-bullying and the law: (e.g. Rehtaeh Parsons, Amanda Todd)
- “Occupy” (Wall-street) movement
- Bradley Manning and Ed Snowden “espionage” charges.

### **1) Personal Experience Component:**

I ask that you show me that you are thinking about law and inequality in your daily lives. To do this I ask that you either:

- Find two recent non-scholarly articles that made you think of one of the topics we are discussing and tell me your opinion on those articles, OR
- Write about something in your own life that relates to the topic you have chosen (e.g. if your topic is racism and the law, a personal experience with racism, or a volunteer job that taught you about racism) OR
- Write about an off-campus trip you made for this class that relates to a topic, e.g. going to city hall, spending a day in court, arranging a tour of a local service agency. Ask me before you do this to make sure what you decide to do meets the criteria. If you need help with maneuvering City Hall or the courts, or what agency to visit, let me know!

### **2) Critical Analysis**

Now, critically investigate the effectiveness of the law in relation to your chosen issue. Does the case study suggest that the law promotes justice and fairness for all? Or alternatively, does the case study provide evidence of how the law, in practice, perpetuates social inequality?

## Participation (24%) - ongoing

I expect everyone to participate in class discussions and encourage everyone to feel at liberty to speak their opinions. 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: **Attendance will be worth 24% for attendance.** In order to record attendance, I will hand out 3x5 cards during each class. I will ask you to write your name on the card, and one or two thoughts/question sparked by the class content or conversation we had during class. Nothing complicated – just show me you were engaged in the topic. Don't just write "great class". If you write one line that doesn't tell me you were paying attention you will only receive 1%.

## Final Exam (30%) - Date TBA

This exam will be written during the final examination period in April. The format of the exam will be discussed later in the term.

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### **COURSE SPECIFIC POLICIES:**

#### **1. Submission of Assignments**

**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.

## **2. Policy Statement Regarding Essay Courses**

Sociology 3360F is designated as an essay course. According to the University of Western Ontario's regulations for essay courses, all half courses, designated at the 100 level or above, must include written assignments (excluding examinations) totaling at least 2500 words. Additionally, according to this regulation, students are required to demonstrate competence in essay writing in order to pass the course.

*Students, please note that the following course outline is subject to revision. The Readings will be finalized a week before class starts. It is your responsibility to do all required readings, to attend class and to participate. If, for whatever reason, you are unable to attend class, please consult your colleagues in order to catch up on any administrative details, or course content that you may have missed.*

Week	WEEKLY TOPIC	REQUIRED READINGS
Jan 7	Introduction to the Canadian Legal System and Concepts of Justice	Chapters 1 & 2 of <i>Pursuing Justice</i>  <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>  <a href="http://everydayfeminism.com/2015/06/problem-with-educate-me/">http://everydayfeminism.com/2015/06/problem-with-educate-me/</a>
Jan 14 & 21	Rights, Freedoms and the Law <ul style="list-style-type: none"> <li>- Charter of Rights and Freedoms</li> <li>- Human Rights</li> <li>- Balancing Act</li> <li>- Privacy/Surveillance (Snowden, Manning)</li> <li>- Bill C51</li> <li>- Activism/SLAPP suits</li> <li>- “Anti-terrorist” legislation</li> <li>- G20</li> <li>- Access to Justice – Legal Aid etc</li> <li>- Carding/Street checks</li> </ul>	Pursuing Justice - Cha 9  <a href="http://www.lfpress.com/2013/10/18/cops-doorstep-visits-with-students-under-fire">http://www.lfpress.com/2013/10/18/cops-doorstep-visits-with-students-under-fire</a>  <a href="http://www.johndcook.com/blog/2013/06/10/a-statistical-problem-with-nothing-to-hide/">http://www.johndcook.com/blog/2013/06/10/a-statistical-problem-with-nothing-to-hide/</a>  <a href="http://www.theglobeandmail.com/news/national/in-scathing-ruling-federal-court-says-csis-bulk-data-collection-illegal/article32669448/">http://www.theglobeandmail.com/news/national/in-scathing-ruling-federal-court-says-csis-bulk-data-collection-illegal/article32669448/</a>  <a href="http://www.ohrc.on.ca/en/ohrc-submission-ministry-community-safety-and-correctional-services-street-checks">http://www.ohrc.on.ca/en/ohrc-submission-ministry-community-safety-and-correctional-services-street-checks</a>  <a href="https://ccla.org/understanding-bill-c-51-the-anti-terrorism-act-2015/">https://ccla.org/understanding-bill-c-51-the-anti-terrorism-act-2015/</a>  <a href="https://bccla.org/our_work/the-arrest-handbook-a-guide-to-your-rights/">https://bccla.org/our_work/the-arrest-handbook-a-guide-to-your-rights/</a> (optional and FYI only)
Jan 28 & Feb 4	Policing, Crime and Justice: <ul style="list-style-type: none"> <li>- Canadian criminal justice system</li> <li>- prison reform</li> </ul>	<i>Pursuing Justice</i> Cha 10 & 11  <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>

	<p>(Including Ashley Smith Inquest)</p> <ul style="list-style-type: none"> <li>- sentencing</li> </ul>	<p><a href="http://m.phys.org/news/2016-12-forensic-evidence-largely-science.html">http://m.phys.org/news/2016-12-forensic-evidence-largely-science.html</a></p> <p><a href="http://www.washingtonpost.com/blogs/wonkblog/wp/2015/07/20/why-the-u-s-court-system-is-criminally-unjust/">http://www.washingtonpost.com/blogs/wonkblog/wp/2015/07/20/why-the-u-s-court-system-is-criminally-unjust/</a></p> <p><a href="https://www.canlii.org/en/on/onsc/doc/2018/2018onsc5186/2018onsc5186.html">https://www.canlii.org/en/on/onsc/doc/2018/2018onsc5186/2018onsc5186.html</a></p> <p><a href="https://ccla.org/cclanewsletter/wp-content/uploads/2017/09/DOCS-16931145-v1-Factum_App_CCLA_-_Jul_31_2017.pdf">https://ccla.org/cclanewsletter/wp-content/uploads/2017/09/DOCS-16931145-v1-Factum_App_CCLA_-_Jul_31_2017.pdf</a></p> <p><a href="https://www.canlii.org/en/ca/fca/doc/2018/2018fca205/2018fca205.html?resultIndex=2">https://www.canlii.org/en/ca/fca/doc/2018/2018fca205/2018fca205.html?resultIndex=2</a> (paragraphs 49-52)</p>
<p><b>Feb 11 &amp; 25</b></p>	<p>Women, Gender and the Law</p> <ul style="list-style-type: none"> <li>- Women's rights</li> <li>- Domestic Violence</li> <li>- Cyber Bullying</li> <li>- Hegemonic Masculinity</li> <li>- Sexual assault</li> </ul> <p>Sexuality &amp; Gender Identity and the Law</p> <ul style="list-style-type: none"> <li>- Gender as a construct</li> <li>- Transgender issues</li> <li>- GLBTQ</li> </ul>	<ul style="list-style-type: none"> <li>- Chapter 6 – <i>Pursuing Justice</i></li> <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://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> </ul>



		<ul style="list-style-type: none"> <li>- <a href="https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?referer=&amp;httpsredir=1&amp;article=2729&amp;context=ohlj">https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?referer=&amp;httpsredir=1&amp;article=2729&amp;context=ohlj</a></li> </ul>
<b>Feb 18</b>	SPRING BREAK – NO CLASSES	NO READINGS
<b>Mar 4 &amp; Mar 11</b>	<p>Racism, Immigration and the Law</p> <ul style="list-style-type: none"> <li>- white privilege</li> <li>- immigration and refugee rights</li> <li>- racial profiling</li> <li>- restorative justice</li> </ul> <p><i>Video: 30 Days: Morgan Spurlock</i></p> <p><b>Essay Due February 25</b></p>	<p><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></p> <p><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></p> <p><a href="http://libjournal.uncg.edu/ijcp/article/view/249/116">http://libjournal.uncg.edu/ijcp/article/view/249/116</a></p> <p><a href="http://canadalandshow.com/article/thanks-explaining-racism-me-white-people">http://canadalandshow.com/article/thanks-explaining-racism-me-white-people</a></p> <p><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></p> <p><i>Pursuing Justice – Cha 5</i></p> <p><i>The Symbolic Violence of the Crime-Immigration Nexus: Migrant Mythologies in the Americas</i> by John Hagan et al</p>
<b>Mar 18</b>	<p>Aboriginal and First Nations People and the Law</p> <ul style="list-style-type: none"> <li>- An Alternative Model of Justice</li> <li>- Idle No More</li> </ul>	<p><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></p>

	<ul style="list-style-type: none"> <li>- Highway of Tears</li> <li>- Indian Act/Reservations</li> <li>- Experimentations on First Nations Children in 1960s (Residential Schools)</li> </ul>	Gladue Sentencing; Uneasy Answers to the Hard Problem of Aboriginal Over-Incarceration
<b>Mar 25</b>	<p>Age, Inequality and the Law</p> <ul style="list-style-type: none"> <li>- young offenders (Roy McMurry Centre)</li> <li>- Seniors</li> </ul> <p>Consumer Protection &amp; Environmental Law</p> <ul style="list-style-type: none"> <li>- Climate change</li> <li>- Sweat shops</li> <li>- Patents and pharmacies</li> <li>- Corporations as people/Corporate Crimes</li> <li>- Muzzling of Canadian Scientists</li> </ul>	<i>Pursuing Justice</i> - Cha 7 & 8
<b>Apr 1</b>	<p>Poverty and the Law</p> <ul style="list-style-type: none"> <li>- Welfare system</li> <li>- Homelessness</li> <li>- Basic Income</li> </ul>	<p><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></p> <p><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></p> <p><i>Pursuing Justice</i> – Chapter 4</p>
<b>Apr 8</b>	<p>Mental Health, Physical Disabilities</p> <ul style="list-style-type: none"> <li>- access to mental health</li> </ul>	<a href="http://www.huffingtonpost.com/johann-hari/the-real-cause-of-addicti_b_6506936.html">http://www.huffingtonpost.com/johann-hari/the-real-cause-of-addicti_b_6506936.html</a>

	<p>resources</p> <ul style="list-style-type: none"><li>- new disability access laws</li></ul> <p>Addictions and the Law</p> <ul style="list-style-type: none"><li>- Methadone Clinics</li></ul>	
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## 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.