

HISTORY 2270F: PARKS, PEOPLE, AND POWER IN PERSPECTIVE

**(Section 530, Fall 2021) - Dr. George Warecki
School of Humanities**

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Dean and by the course instructor.

This course will be taught **in person** on **Tuesdays from 8:30-10:20 AM in Room BR-2001A**. Students enrolled in History 2170A (the “non-essay” version of the course) will participate in the same class, but their requirements will be different. **Please see instructional documents on OWL.**

Prof. Warecki can be reached most easily via email: gwarecki@uwo.ca . His office is in Ursuline Hall, room 319 (ext. #28239).

Office hours: unless otherwise stated, office hours will be held **via Zoom** meetings; please email to request an appointment.

Course Description

This course will examine conflicts over parks and other protected areas in Canada and the United States. The instructor approaches the study of parks from the perspective of environmental history. Scholars in this field explore the complex interactions between nature and culture over time. Parks offer a window on changing ideas, shifting land use pressures, and power relations among diverse interests. Students will discover how nature has shaped not only the places we call parks, but human activity within them as well. Controversies over park establishment, management policies, and their environmental impacts will be discussed. Course requirements include two field trips.

Antirequisite(s): History 2296G at Brescia (Winter 2009 and Winter 2011).

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

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). Please see Evaluation section, below.

Course Readings

There are **NO required textbooks to purchase**. However, weekly assigned readings will be available on OWL. Students are strongly advised to print the readings, highlight key passages, make notes and think about the material, in preparation for class discussions and to study for both the in-class essay and final exam.

Teaching Methodology and Expectations of Students

The instructor uses a variety of methods to teach the course: lectures, workshops, and other class discussions called tutorials (**TUT**). The **tutorials** are based on assigned readings. The instructor will provide a link on the OWL site to electronic versions of the readings. Students must complete the assigned reading **before** coming to class. **Participation in these tutorial sessions will be evaluated** as part of the final course grade devoted to "class participation". Passive attendance in these classes, without actively engaging the material, will yield the student a failing grade. Regular attendance, a dedication to completing the assigned readings, and a demonstrated willingness to participate actively in discussions will earn the student an "A" for this part of the course. Further information on grading methods will be given during classes and posted on OWL.

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.**

Courtesy and the Use of Electronic Devices

Please ensure that all **cellphones** and other electronic devices are set to **silent** mode when class begins. 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 activities unrelated to course material creates an obstacle for 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**. Please feel free to use your electronic devices during class breaks.

Assignments

For each assignment, the instructor will provide an **instructional document** and will explain it in class. **Students must go on the class field trips on Friday 1 October and Tuesday 12 October.** A few days after each field trip (see class schedule for due dates), students will submit a short **field trip report** to document their learning. The second hour of class during most weeks will be devoted to a **tutorial discussion** of assigned readings. Throughout the term, students will also gather materials for a **park profile**, focused one park (national, provincial/state, or municipal). **The student's choice of park must be approved in a meeting with the instructor no later than 12 October. The park profile must document the history of one's chosen park, highlighting the exercise of power by various forces.** A short progress **report** must be submitted on **16 November**. The **final version** of the park profile must be submitted (online, and in digital form) on **December 7th**. This learning process culminates with a short **oral presentation**, also on December 7th, when students will share with the class some highlights from their park profile. **Students in 2270F will also read two supplementary articles from a list provided by the instructor.** They will be the subject of a question on the **final exam**.

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.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

Instructional guides for course components will be posted on OWL.

Component	Weight	Date/ Deadline	Learning Outcomes	Brescia Competencies
Pinery Field Trip Report	10%	Friday 8 Oct.	1, 2, 3	Communication, Critical Thinking, Self- Awareness and

				Development, Valuing
Medway Valley ESA Field Trip Report	10%	Friday 15 Oct.	1, 2, 3	Communication, Critical Thinking, Self-Awareness and Development, Valuing
Class Attendance / Participation	10%	weekly	2, 5, 6, 7	Communication, Critical Thinking, Self-Awareness and Development, Social Awareness and Engagement, Valuing
Oral Presentation of Park Profile	10%	7 Dec.	2, 4, 5, 6, 7	Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self-Awareness and Development, Social Awareness and Engagement, Valuing
In-Class Essay	15%	26 Oct.	1, 2, 3	Communication, Critical Thinking, Valuing
Park Profile Progress Report	5%	16 Nov.	2, 4	Communication, Critical Thinking, Inquiry and Analysis, Self-Awareness and Development, Problem Solving, Valuing

Park Profile	15%	7 Dec.	1, 2, 3, 4	Communication, Critical Thinking, Inquiry and Analysis, Problem Solving, Self-Awareness and Development, Social Awareness and Engagement, Valuing
Final Exam	25%	TBA	1, 2, 3	Communication, Critical Thinking, Self-Awareness and Development, Valuing

Academic Accommodation

For course components **worth 10% or more** of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth **less than 10%** of the total course grade, documentation is **not** required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

Course Content

On the first day, the instructor will discuss various forms of power that have shaped the history of parks. Urban or city-based parks will be the focus of the first unit. The course shifts abruptly (timing is determined by relatively good weather early in the fall) to consider Pinery Provincial Park, followed by a **mandatory field trip** on **FRIDAY October 1st**. An introduction to national parks in the United States is scheduled for the following week. We will shift abruptly again to consider the Medway Valley Environmentally Sensitive Area, the location of our **second mandatory field trip** on **Tuesday 12 October**. The following week we will examine the history of Yellowstone National Park and the contributions of women to Great Smoky Mountains National Park. An **in-class essay** (a form of mid-term test) is scheduled on **26 October**. After the Fall Reading Week, we will resume our survey of national parks in the USA, and will read about the development of State parks. Students will provide an **update on their park profile** research on **16 November**, when we will discuss the origins and early history of Canadian national parks. The following week we will extend this topic into the later twentieth and early 21st centuries. The final lecture on 30 November is

on Algonquin Provincial Park. Students will submit their **written park profiles** and make an **oral presentation** to the class on **7 December**. A **final exam** will be held in December.

Students must **consult regularly the OWL course site for updates** to this schedule. Additional material (to provide **context** for lectures or the assigned readings) will be posted.

Class/Week	Date	Description	Assignments and/or Readings Due
1	14 Sept.	Student Intro's / Course Intro. / Power / Urban Parks	Read course outline and instructional documents on OWL.
2	21 Sept.	Urban Parks	Adrienne deNoyelles, "'Letting in the Light': Jacob Riis's Crusade for Breathing Spaces on the Lower East Side," <i>Journal of Urban History</i> Vol. 46, No. 4 (July 2020): 775-93; and David Bain, "Recreation on Toronto Island, The Peoples' Resort, 1793-1910," <i>Ontario History</i> Vol. CXI, No. 2 (Autumn 2019): 153-180.
3	28 Sept.	Pinery Provincial Park	Paul F.J. Eagles, "Changing Societal Values and Carrying Capacity in Park Management: 50 Years at Pinery Provincial Park in Ontario," <i>Leisure /Loisir</i> Vol. 34, No. 2 (May 2010): 189-206. https://www.tandfonline.com/doi/pdf/10.1080/14927713.2010.481114 → Contact the professor to select <u>two supplementary articles</u> from a list. They will be the subject of a question on the final exam.* Students must read the two articles and take notes on them before December 7th.
*	FRI. 1 OCT. *	Field Trip to The Pinery*	→ MANDATORY FIELD TRIP: <u>Friday 1 October*</u> - Bus departs from Brescia at 8:00 AM; returns by 5:00 PM.
4	5 Oct.	U.S. National Parks: Introd. and Yosemite	Robert W. Righter, "The Hetch Hetchy Controversy," in Michael Egan and Jeff Crane, (eds.), <i>Natural Protest: Essays on the History of American Environmentalism</i> (New York: Routledge, 2009), 117-135.

*			→ Pinery Field Trip Report Due online <u>Friday 8 October</u>*
5	12 Oct.	Field Trip to Medway Valley ESA*	<p>Deadline to select a park for Park Profile* - selection must be approved by the professor.</p> <p>Before class: (i) watch video by Philip McLeod, "Medway Moments" (2016): https://www.youtube.com/watch?v=80nC615rj_s (ii) review material on OWL site for field trip</p> <p>MANDATORY FIELD TRIP to Medway Valley Heritage Forest Environmentally Significant Area (ESA) - meet at Clare Hall Reception Desk 8:30 AM</p> <p>→ Medway Field Trip Report Due online <u>Friday 15 October</u>*</p>
6	19 Oct.	U.S. National Parks: Yellowstone / Instructs. for In-Class Essay	Elizabeth Skene Harper, "'The Ladies Merely Breathed Deeply': Women's Invisible Contribution to The Smoky Mountains Hiking Club," <i>Journal of Appalachian Studies</i> 25 (Fall 2019): 143-64.
7	26 Oct.	In-Class Essay*	
*			[FALL READING WEEK: NOV. 1-7]
8	9 Nov.	U.S. National Parks / State Parks	Langdon Smith, "Democratizing Nature Through State Park Development," <i>Historical Geography</i> Vol. 41 (2013): 207-223.
9	16 Nov.	Instructs. for Park Profile / see below	John Sandlos, "Nature's Playgrounds: The Parks Branch and Tourism Promotion in the National Parks, 1911-1929," in Claire Elizabeth Campbell, (ed.), <i>A Century of Parks Canada 1911-2011</i> (University of Calgary Press, 2011), 53-78.

		Banff and other Cdn. National Parks	Park Profile Progress Report Due*
10	23 Nov.	Oral Presentation Instructs. / Cdn. National Parks Since 1930	Qi Chen and Pearl Ann Reichwein, "The Village Lake Louise Controversy: Ski Resort Planning, Civil Activism, and the Environmental Politics of Banff National Park, 1964-1979," <i>Sport History Review</i> Vol. 47, No. 1 (May 2016): 90-110.
11	30 Nov.	Algonquin Provincial Park	
12	7 Dec.	Oral Presentations of Park Profiles / Final Exam Hints	Oral Presentation* Park Profile Due*

For clarity, the above schedule appears below in a more traditional format.

Sept. 14 Student Introductions / Introduction: Why Study Parks? / Thinking About Power for the Park Profile Assignment / Urban Parks: An Introduction

Sept. 21 Urban Parks (continued) – Stanley Park /

TUT: Adrienne deNoyelles, "'Letting in the Light': Jacob Riis's Crusade for Breathing Spaces on the Lower East Side," *Journal of Urban History* Vol. 46, No. 4 (July 2020): 775-93; **and**

David Bain, "Recreation on Toronto Island, The Peoples' Resort, 1793-1910," *Ontario History* Vol. CXI, No. 2 (Autumn 2019): 153-180.

Sept. 28 Pinery Provincial Park / **TUT:** Paul F.J. Eagles, "Changing Societal Values and Carrying Capacity in Park Management: 50 Years at Pinery Provincial Park in Ontario," *Leisure /Loisir* Vol. 34, No. 2 (May 2010): 189-206. (link on next pg.)

<https://www.tandfonline.com/doi/pdf/10.1080/14927713.2010.481114>

→ **MANDATORY FIELD TRIP: Friday 1 October* - Bus departs from Brescia at 8:00 AM; returns by 5:00 PM.**

Oct. 5 U.S. National Parks: Introduction and Yosemite /

TUT: Robert W. Righter, "The Hetch Hetchy Controversy," in Michael Egan and Jeff Crane, (eds.), *Natural Protest: Essays on the History of American Environmentalism* (New York: Routledge, 2009), 117-135

→ **Pinery Field Trip Report Due online Friday 8 October***

Oct. 12 [**Deadline to select a park for Park Profile***]

Before class:

(i) watch video by Philip McLeod, "Medway Moments" (2016):

https://www.youtube.com/watch?v=80nC615rj_s

(ii) review material on OWL site for field trip

→ **MANDATORY FIELD TRIP to Medway Valley Heritage Forest Environmentally Significant Area (ESA)** - meet at 8:30 am at Clare Hall Reception Desk

→ **Medway Field Trip Report due online Friday 15 October***

Oct. 19 U.S. National Parks: Yellowstone / Instructions for In-Class Essay /

TUT: Elizabeth Skene Harper, "'The Ladies Merely Breathed Deeply': Women's Invisible Contribution to The Smoky Mountains Hiking Club," *Journal of Appalachian Studies* 25 (Fall 2019): 143-64.

Oct. 26 **In Class Essay***

[NO CLASS NOV. 2 – FALL READING WEEK]

Nov. 9 U.S. National Parks: Growth of the System, Policy Development, and History /

TUT: Langdon Smith, "Democratizing Nature Through State Park Development,"

Historical Geography Vol. 41 (2013): 207-223.

Nov. 16 **Park Profile Progress Report Due*** / Referencing Instructions for Park Profile /

Banff and Other Canadian National Parks: Origins and Early History /

TUT: John Sandlos, "Nature's Playgrounds: The Parks Branch and Tourism Promotion in the National Parks, 1911-1929," in Claire Elizabeth Campbell, (ed.), *A Century of Parks Canada 1911-2011* (University of Calgary Press, 2011), 53-78.

Nov. 23 Oral Presentation Instructions / Canadian National Parks: Power, Policies, and Paradigms Since 1930 /

TUT: Qi Chen and Pearl Ann Reichwein, "The Village Lake Louise Controversy: Ski Resort Planning, Civil Activism, and the Environmental Politics of Banff National Park, 1964-1979," *Sport History Review* Vol. 47, No. 1 (May 2016): 90-110.

Nov. 30 Algonquin Provincial Park

Dec. 7 **[LAST CLASS] Park Profile due***

Oral Presentations / Final Exam Hints

FINAL EXAM – date TBA

2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12 .

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;

2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24** hours after the end of the period covered by the Self-Reported Absence form to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. 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;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;

4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

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 (https://www.brescia.uwo.ca/enrolment_services/academic_advising/index.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.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.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

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, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals 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/> . Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

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 obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia** (https://brescia.uwo.ca/student_life/health_and_wellness/index.php) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

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 https://brescia.uwo.ca/safe_campus/sexual_violence/index.php .

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.
