

Brescia University College DRAFT 5/8/2021
School of Humanities
2021-2022

History 2103 (530)
Life and Death in Renaissance and Reformation Europe IN PERSON

Instructor: Dr. Sara Morrison
Class Times: Monday: 9:30-10:30 (BR # 135)
Wednesday: 9:30-11:30 (BR # 203)
Office: UH 325
Voice Mail: 519 432 8353 ext. 28271
Office Hours: Wednesday: 11.30-12.30. After class or by appointment.
Email: smorri5@uwo.ca. The best way to contact me is by email, or office hours.

Course Description:

These two centuries were unusually significant for the development of our European heritage. Threats to the social order appeared from every direction: unstable economies, social unrest, religious turmoil, the New World, urban growth, changing ideas about good governance, conflicts between the rulers and the ruled, shifting household relationships, and rising crime rates. There was great uncertainty in Western Europe during the early modern period, resulting in dramatic change and innovation within all aspects of life: political, cultural, religious, scientific, economic, social, professional and military. This course considers the challenges that faced early modern European society, how different regions dealt with these threats, and the interrelationships between these changes. A comprehensive treatment of two centuries and the numerous territorial units of the era will be impossible; however, the course addresses the major characters, pivotal ideas and significant issues in the political, social, economic, religious, scientific and cultural life of Western Europe (particularly in England, France, Spain, Italy, Germany and the Holy Roman Empire.)

As a secondary goal, this course aims to familiarize students with the concept of historiography. Historiography considers the way that history is written and the way in which historians interact with one another; it is a fundamental methodological tool of the historical discipline. Students will be challenged in lectures, in tutorials, and in written assignments to use historiography as a means of developing their critical faculties and engaging in the wider debates of early modern European historians.

Anti-requisite: History 2403E

Course Requirements:

Participation:	30%	Class activities, quizzes; Tutorial Passport: 1 page & 3 Questions; 27 Sept map quiz 5%
Mid-Term 1	20%	27 October 2021 in class
Mid-Term 2	20%	16 February 2022 in class
Library Visit		12 January 2022 – Use of documentary databases
Final Exam:	30%	Final Exam Period – TBA

Required Course Texts (all paperbacks)

Used copies, many in mint condition may be available. Other assigned readings for discussion in tutorials will be available on-line through Western's electronic sources.

Cellini, Benvenuto. *Autobiography*. London: Penguin, 1998.

Davis, N.Z. *The Return of Martin Guerre*. Cambridge: CUP, 1983.

Mark Konnert. *Medieval to Modern*. Oxford: OUP, 2016 or e-text

<https://www.vitalsource.com/en-ca/products/medieval-to-modern-mark-konnert-v9780199018499?term=9780199018499>

Rabb, T. *The Struggle for Stability in Early Modern Europe*. Oxford: OUP, 1975.

Sobel, Dava. *Galileo's Daughter*. (Penguin)

Brescia Library Reserve Readings:

Wiesner-Hanks, M. *Women and Gender in Early Modern Europe*, Cambridge: CUP, 2000 or later edition. (Ch. 7 Witchcraft)

Recommended

Rampolla, M. *A Pocket Guide to Writing in History*. Bedford/St.Martin's, (any edition)

SELECTED LEARNING OBJECTIVES

Includes a student's understanding, appreciation, synthesis & critical examination of:

SKILLS

1. Enhanced ability to read, understand, analyze & synthesize historical sources (*Critical Thinking/Problem Solving/Inquiry & Analysis*)
2. Engage in written and oral historical discussions (*Communication/Self Awareness and Development*)
3. Acquire greater confidence in summarizing and discussing your ideas in class and tutorials (*Communication/Self Awareness and Development*)

CONTENT

1. **Understand** the implications of the term 'Europe' during the early modern period and the geographical expression of various European countries over time
2. The characteristics of political, social, economic and religious life in pre-industrial Europe and an ability to compare them between 1500 and 1700
3. The significance of the Renaissance in sixteenth century Europe and its relationship to modern western culture
4. The Reformation: its impact and the very different experiences within Europe
5. The Catholic Reformation or response
6. The nature of violence & warfare in early modern Europe; changes 1500-1700

7. The importance of religion in early modern society and warfare
8. The role of monarchy in 16th century and the increased importance of the State
9. Understanding the explanations for and timing of the European Witch craze
10. The Spanish Empire: its rise and fall and the explanations
11. The rise of Absolutism in France and England
12. The Dutch Republican experience & the English experiment
13. Origins of English democratic government & the rise of Parliamentary power
14. To understand and explain international affairs and the shifts in the balance of power within Europe between 1500 and 1700
15. **By the end of the course** students will understand the concept of Europe in 1700 as compared to 1500. They will also be able to demonstrate and critically examine the ways in which life changed between 1500 and 1700 (e.g. the role of the church, the economy, society, the state, mobility - social and geographical)

LECTURE SCHEDULE 2021-2022

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|--------------------------------|--------------|--|
| 1 | 8 Sept. | INTRODUCTION: THE MAKING OF EUROPE
Concepts of Time and Space. |
| 2 | 13-15 Sept. | DEGREES OF PEOPLE: THE SOCIAL ENVIRONMENT OF EARLY MODERN EUROPE
I Urban Life and Rural Life; Levels of Violence |
| 3 | 20-22- Sept. | THE SOCIAL ENVIRONMENT:
II Noble Society, the Role of Women & Population Trends |
| 4 | 27-29 Sept | FORCES OF CHANGE: EARLY MODERN ECONOMY
The Price Revolution; Rise and Fall of Commercial Capitalism
<i>Map quiz 5% 27 Sept</i>
<i>Discuss: Cellini 29 Sept</i> |
| 5 | 4-6 Oct. | THE EARLY MODERN STATE
The 16 th Century State; International Rivalries; the New Monarchies – success and failure
<i>Discuss: Popular Culture articles 4 Oct</i> |
| Thanksgiving 11 October | | |
| 6 | 11-13 Oct. | THE DOMINANCE OF THE CHURCH; POPULAR RELIGION AND RITUAL IN THE LATE MIDDLE AGES
The Role of the Church; Popular Piety as an alternative
<i>Thanksgiving 11 October.</i> |

- 7 18-20 Oct **MYSTICISM & THE WITCHCRAZE**
The Burning Times
Discuss: Witchcraft articles 20 Oct
- 8 25-27 Oct **HUMANISM & ITS CHALLENGES**
Erasmus and the Christian Humanists
MID-TERM EXAM # 1 27 October in class (20%)
- 1-3 Nov. **READING WEEK**
- 9 8-10 Nov. **THE REFORMATION**
Martin Luther; Lutheranism; Spreading Reformation in Europe:
Zwingli; Anabaptists
- 10 15-17 Nov. **THE REFORMATION II: RELIGION AND THE STATE**
The German Princes; Gustav Vasa of Sweden;
Henry VIII and the English Reformation
- 11 22-24 Nov **ENGLISH REFORMATION Continued**
Edward VI, Mary I & Elizabeth I

30 NOVEMBER LAST DAY TO DROP FULL COURSE WITHOUT PENALTY

- 12 29 Nov-1 Dec. **THE REFORMATION III: CALVINISM (PURITANISM)**
John Calvin: The Second Generation of Reform; Geneva
- 13 6-8 Dec **RESPONSES TO THE REFORMATION**
The Catholic Response: Spain and the Jesuits
Catholic Reform or Counter Reformation?
Discuss: The Return of Martin Guerre 6 December.

TERM II

13. 3-5 Jan. **SPAIN: THE FIRST WORLD POWER?
RISE & FALL OF SPAIN**
14. 10-12 Jan. **FINDING EARLY MODERN MANUSCRIPTS**
Printing & Print Culture; *Meet at Brescia Library 12 Jan*
15. 17-19 Jan. **ELIZABETHAN ENGLAND & PURITANS**
Elizabethan Religious Settlement; Elizabeth I the Virgin Queen;
England's Golden Age

16. 24-26 Jan **DUTCH INDEPENDENCE**
Imperial Lands before Thirty Years' War
Discuss: Galileo's Daughter 24 January
- 17..31 Jan-2 Feb. **THE FRENCH WARS OF RELIGION**
Huguenots & the Religious Wars
18. 7-9 Feb. **ENDING THE FRENCH WARS OF RELIGION**
Founding the Bourbon Monarchy
19. 14-16 Feb. MID-TERM # II In class (20%) 16 Feb.

21- 23-Feb. *****READING WEEK*****
20. 28-2 March **CRISIS AND RESISTANCE:**
Habsburg Lands before the Thirty Years' War
Holy Roman Empire
21. 7-9 Mar. **THIRTY YEARS' WAR**
The Impact and Consequences in Europe
A New European Equilibrium?
Discuss: New Warfare: A Military Revolution? 7 March
22. 14-16 Mar. **THE EUROPEAN ECONOMY**
The Seventeenth Century Economy; Dutch Golden Age
23. 21-23 Mar. **LAYING THE FOUNDATIONS OF ABSOLUTISM**
Richelieu to Louis XIV
Discuss: Rabb 21 March
24. 28-30 Mar. **FRANCE UNDER LOUIS XIV;
EUROPE IN 1700 – A REVIEW**
Louis XIV's Personal Rule
Discuss: Rabb 28 March

FINAL EXAM April Exam period

LECTURES & READING SCHEDULE 2021-2022

Weekly Readings: Mark Konnert. Medieval to Modern. Oxford: OUP, 2016

TERM I

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|---|-------------|---|
| 1 | 8 Sept. | <p>INTRODUCTION.
 THE MAKING OF EUROPE
 Concepts of Time and Space
 Konnert, Introduction, 1-12</p> |
| 2 | 13-15 Sept. | <p>DEGREES OF PEOPLE: THE SOCIAL ENVIRONMENT OF EARLY MODERN EUROPE
 I Urban Life and Rural Life; Levels of Violence
 Konnert, 39-41</p> |
| 3 | 20-22 Sept. | <p>THE SOCIAL ENVIRONMENT:
 II Noble Society, the Role of Women & Population Trends
 Konnert, 16-25; 25-37</p> |
| 4 | 27-29 Sept. | <p>THE EARLY MODERN ECONOMY
 The Price Revolution; Rise and Fall of Commercial Capitalism
 Konnert, 42-45; Ch. 2 Renaissance, 48-90. <i>Map quiz: 27 Sept</i>
 <i>Discuss: Cellini 29 Sept</i></p> |
| 5 | 4-6 Oct. | <p>THE EARLY MODERN STATE
 The 16th Century State; International Rivalries; the New Monarchies – success and failure
 Konnert, 64-84
 <i>Discuss: Popular Culture articles 4 Oct</i></p> |
| 6 | 11-13 Oct. | <p>THE DOMINANCE OF THE CHURCH; POPULAR RELIGION AND RITUAL IN THE LATE MIDDLE AGES
 The Role of the Church; Popular Piety as an alternative
 Konnert, 2-5; 92-95
 <i>Thanksgiving 11 October.</i></p> |
| 7 | 18-20 Oct | <p>MYSTICISM & THE WITCHCRAZE
 The Burning Times; Konnert, 37-39
 <i>Discuss: Witchcraft articles 20 Oct</i></p> |

MID-TERM EXAM # 1 27 October in class (20%)

- 8 25-27 Oct. **HUMANISM & ITS CHALLENGES**
Erasmus and the Christian Humanists
 Konnert, 95-100
Mid Term # 1 27 October in class (20%)
- 1-3- Nov **READING WEEK**
- 9 8- 10 Nov. **THE REFORMATION**
Martin Luther & Lutheranism; Reformation Spread in Europe: Zwingli; Anabaptists
 Konnert, 100-107; 107-111
- 10 15-17 Nov. **THE REFORMATION II: RELIGION AND THE STATE**
The German Princes; Gustav Vasa of Sweden; Henry VIII and the English Reformation
 Konnert, 114-119

30 NOVEMBER LAST DAY TO DROP FULL COURSE WITHOUT PENALTY

- 11 22-24 Nov. **THE ENGLISH REFORMATION Continued**
 Edward VI, Mary I & Elizabeth I
- 12 29 - 1 Dec. **THE REFORMATION III: CALVINISM (PURITANISM)**
John Calvin: The Second Generation of Reform; Geneva
 Konnert, 111-114
12. 6-8 Dec **RESPONSES TO THE REFORMATION**
The Catholic Response: Spain and the Jesuits
Catholic Reform or Counter Reformation?
 Konnert, 119-126; Impact of Reformations, 126-132
Discuss: The Return of Martin Guerre 7 Dec.

TERM II

13. 3-5 Jan. **SPAIN: THE FIRST WORLD POWER?**
THE DECLINE OF SPAIN
 Konnert, 240-244

BRESCIA LIBRARY VISIT – DOCUMENTARY DATABASES 12 JANUARY 2022

14. 10-12 Jan. **FINDING EARLY MODERN MANUSCRIPTS**
Printing & Print Culture
 Konnert, 158-159
Jan 12 meet at Brescia Library
15. 17-19 Jan. **ELIZABETHAN ENGLAND & SPANISH WARS I**
Elizabethan Religious Settlement; Elizabeth I the Virgin Queen; England's Golden Age
 Konnert, 156-162; John N. King, "Queen Elizabeth I: Representations of the Virgin Queen," Renaissance Quarterly, 43, 1 (1990), pp. 30-74. (Online)
16. 24-26 Jan **DUTCH INDEPENDENCE & SPANISH WARS II**
Spain & Dutch; Imperial Lands before Thirty Years' War
 Konnert, 151-152
Discuss: Galileo's Daughter 24 January
17. 31-2 Feb. **THE FRENCH WARS OF RELIGION 1559-1598**
 Konnert, 144-151

MID-TERM EXAM # 2 16 FEBRUARY

18. 7-9 Feb. **ENDING THE FRENCH WARS OF RELIGION 1598-1610**
Founding the Bourbon Monarchy
19. 14-16 Feb. MID TERM II In class 16 Feb. 20%
- 21-23 Feb. *****READING WEEK*****
20. 28-2 March **CRISIS AND RESISTANCE:**
Hapsburg Lands & the Holy Roman Empire
The Thirty Years' War
 Konnert, 162-172; Rabb pp. 1-34.
21. 7-9 Mar. **THIRTY YEARS' WAR**
The Impact and Consequences in Europe
 A New European Equilibrium?
 Konnert, 249-252; Rabb, pp. 60-82.
Discuss: New Warfare: A Military Revolution? 7 March
22. 14-16 Mar. **THE EUROPEAN ECONOMY**
The Seventeenth Century Economy; Dutch Golden Age
 Konnert, 244-247; Rabb, pp. 83-9.

23. 21-23 Mar. **LAYING THE FOUNDATIONS OF ABSOLUTISM**
France from Richelieu to Louis XIV
Konnert, 222-226
Discuss: Rabb 21 March
24. 28-30 Mar **FRANCE UNDER LOUIS XIV**
EUROPE IN 1700 – A REVIEW
Louis XIV’s Personal Rule
Konnert, 226-230; Rabb, pp. 100-115.
Discuss: Rabb 28 March

FINAL EXAM or ASSESSMENT in the April Exam period

*****IMPORTANT NOTE*****

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.

TUTORIAL READINGS AND TOPICS

Tutorial discussions will be interspersed throughout the year using these assigned texts; all additional tutorial readings can be found on (JSTOR) and in Brescia's Library.

1 • Cellini's Italy [29 September]

B. Cellini, *Autobiography*, London: Penguin, 1998.

Cellini, a leading goldsmith of Florence in the 1500's, worked for Popes, Kings and Dukes. A supremely self-centered egoist, partaking in all the sensuous and worldly aspects of his Renaissance age, he produced one of the most memorable autobiographies in western culture.

2 • Popular Culture [4 October]

N. Z. Davis, "The Reasons of Misrule: Youth Groups and Charivaris in Sixteenth-Century France" *Past and Present*, 50 (Feb., 1971), pp. 41-75. (JSTOR)

Peter Burke, "The Invention of Leisure in Early Modern Europe" *Past and Present*, 146 (Feb, 1995), pp. 136-150. (JSTOR)

3 • Witchcraft [20 October]

M. Wiesner Hanks, *Women and Gender in Early Modern Europe*, Cambridge: CUP, 2000, pp. 264-83. Chapter 7 in any edition.

C. Holmes, 'Women: Witnesses and Witches', *Past and Present* 140 (1993), pp. 45-78. (All JSTOR)

W. Monter, "Toads and Eucharists: The Male Witches of Normandy: 1564- 1660" *French Historical Studies* 20, 4 (1997), pp. 563-595.

4 • Gender Roles, Women & Identity [6 December]

N.Z Davis. *The Return of Martin Guerre*, Cambridge: CUP, 1983.

5 Gender Roles, Science the Church [24 January]

Dava Sobel. *Galileo's Daughter*

6 • The New Warfare [7 March]

What is the Military Revolution?

Geoffrey Parker, "The Military Revolution: A myth?" *Journal of Modern History*, 48 (2), 1976, pp.195-214.

F. Gonzalez de Leon, "'Doctors of the Military Discipline": Technical Expertise and the Paradigm of the Spanish Soldier in the Early Modern Period', *The Sixteenth Century Journal* 27, 1 (1996), pp. 61-85.

K. Jespersen, "Social Change and Military Revolution in Early Modern Europe: Some Danish Evidence" *The Historical Journal* 26, 1 (1983), pp.1-13. (All JSTOR) EME, pp. 289.

7 & 8 · Seventeenth Century Europe [21 & 28 March]

T. Rabb, *The Struggle for Stability in Early Modern Europe*, Oxford: Oxford University Press, 1975. Rabb provides an interpretation of Europe's need for stability after more than a century of religious and civil war. Many thoughtful people turned from religion to science, after 1648. This is the background for the emerging "Enlightenment" of the post 1660 period.

ASSESSMENT DETAILS

Mid-Term Exam 1: 20% 27 October 2021 (In class)

Mid-Term Exam 2: 20% 16 February 2022 (In class)

Essay questions and short identifications are based on the lectures, tutorials and assigned readings.

Final Exam (3 hours) or Assignment: 30% in Final Exam period

The final exam will consist of essay questions drawn from the broad themes emerging from the course as a whole. Students are also expected to be familiar with the major debates about early modern history and the arguments made by different historians, which we explore in tutorials. Review sheets and a discussion session will be provided.

Note: →No electronic devices will be permitted during tests or examinations

→You must pass the Final exam to pass the course

→No paper will be graded without both paper and electronic copies.

→Keep all preparatory notes, early drafts, and a spare copy of your work

Tutorials, discussions, quizzes, in class activities and participation are worth **30%**.

This is designed to promote a spirit of participation. Tutorials will be held as convenient during the lecture schedule, allowing students to discuss the assigned readings in a small, collegial environment. While some marks will be given for attendance and completion of the passport (a précis of 1 page minimum), most will be earned by participation in tutorials and class. Short of written exams, there is little other way to assess your grasp of the assigned readings, so it is hoped you will contribute. To ensure fair evaluation of these marks, attendance will be taken at each tutorial.

The Passport: Bring **TWO** copies to class.

Guidelines: -Summarize the main theme(s) of the readings, the major argument(s), and your response to the reading.

-Ask at least **TWO** of your own questions in response to the readings. Do not summarize the cover of the book or use book reviews as a substitute for producing an original response to the book.

The passport will be submitted to me when you enter the room; **it is not a substitute for tutorial participation.** Passports are only accepted in tutorials, not by email or after the class for which they were written. You cannot make up tutorials, although reasonable infrequent absences might result in re-weighting of grades. The passports will not be returned; they indicate your preparation to discuss the tutorial readings and provide me with an idea of your level of understanding.

NOTE: EXAM PREP

Tutorial Readings are included in exams. By keeping up with the tutorial readings and **writing good summaries this will benefit you when studying for exams and journal entries.**

Submit entries to turnitin.com. Marks will not be recorded unless the professor also has an electronic and hard copy of your paper.

IMPORTANT NOTE

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.

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.

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.

Documentation will be required for course components worth less than 10% of the course grade and must be submitted by the student directly to their academic advisor, not to the course instructor.

IMPORTANT INFORMATION

Tests/Examinations

Students are responsible for seeking accommodation with appropriate documentation, **prior** to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances. **NOTE:** Contact **Brescia's Senior Academic Advisors**.

Policy Regarding Essay Submission, Late Essays, and Written Work Not Submitted

1. A penalty of five (5) marks will be assessed for essays submitted the first day after the deadline.
2. A penalty of one (1) mark will be assessed for each subsequent day, including weekends.
3. No essays will be accepted after the 7th day beyond the deadline, including weekends.
4. Exceptions to the above provisions will be granted only on the basis of
 - (a) humanitarian grounds (**Note:** In fairness to all students, documented evidence will be required when a death or serious illness in the family has occurred);
 - (b) medical grounds for which written proof must be provided (**Note:** This may be submitted to the Dean's Office). **NOTE:** Contact **Brescia's Senior Academic Advisors**.
5. Computer breakdowns will not be considered under provision 4 (a).
6. A student who fails to submit all the required written assignments, which together make up the "Essay" component of the course, will not receive credit for the course.
7. Brescia is committed to Academic Integrity. All required papers are subject to submission for textual similarity review to the commercial plagiarism detection software at Turnitin.com (<http://www.turnitin.com>).

Support Services

To book an appointment with an Academic Advisor, call 519-432-8353 ext. 28266.

5 August 2021

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 may be 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.
