

## Course Outline – Religious Studies2254G/English 3701G

### Biblical Women in Contemporary Art and Literature School of Humanities

This course is now being offered as **online synchronous** which means we will meet “in person” via Zoom during class hours. There will be other aspects available on the OWL course site as well. I have set up this course to function as a community of enquiry, which means that discussions of the material, input from the prof, and input from the students will count for a significant part of your marks. When you log into Zoom, please have your cameras turned on. It is important that we can all see each other during the dialogues.

#### General Information

Course #: RS 2254G/ENG 3701G

Section #:

Term: Winter

Year: 2021-22

Delivery: **ONLINE SYNCHRONOUS**

Course Day and Time: Wed, 6:30 p.m. – 9:30 p.m. Via Zoom and OWL

#### Instructor Information

Name: Sharon Lindenburger

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

Telephone number for office appointments:

Office hours: I will hold office hours via Zoom or Owl

Office location:

#### Course Description

For many centuries, the Bible was the dominant influence on Western Art and Literature. The Bible can readily be considered as literature or as a collection of genres, quite apart from its place in Jewish and Christian belief systems. Indeed, Canada’s legendary literary critic, Northrop Frye, claimed that EVERY theme found in Western literature and art has its origins in the Bible, as well as every genre. Even though in the now-pluralistic 21<sup>st</sup> century, texts and art from other traditions have a significant literary and artistic influence (for example, in Canada, the increased presence of indigenous art and literature), the Bible’s literary and artistic influence remains, taking on forms that are very new and different. The course considers ancient biblical women as they are “revived” and re-worked in contemporary novels, poetry, short stories, art, and music. When biblical stories are given a contemporary interpretation, new insights arise that point both to the positive aspects of the stories and to the flaws in the stories—the filling-in of what has been missing or what has evolved due to

modern understandings and knowledge. The reconfiguration of biblical women in literature and the arts not only tells us a lot about the changing methods of interpretation, but also tells us something about ourselves. Among the issues raised by the contemporary portrayal of biblical women (often as modern characters in our own time) are sexuality, political oppression, personal identity, societal organization, mental health, wisdom, compassion, hope, parenting and families, and female leadership. As Frye once quipped, “We know the adage that ‘everything old is new again’ but with biblical characters and today’s society, we can say the opposite, that ‘everything new is old again’.” In a sense many of the characters and portrayal of human figures have an archetypal feel to them that resonates in the human psyche, which if pursued and pondered, can lead us to find a deeper wisdom in our own lives.

### Course Requirements

Participation	15%
Article synopses	20%
Journal Entries	15%
Book Talk	10%
You’re the author/artist...	15%
Final exam (a take-home exam)	25%

### Required Course Materials

A good scholarly edition of the Bible, such as **The New Revised Standard Version, The New Jerusalem Bible, The New English Bible**. A link to an online **New Revised Standard Version** will be provided in the course site on OWL.

Articles uploaded to OWL by professor

Novels: We will consider six novels in the course. Each student will be required to read **two** of the six novels in their entirety on the course.

As follows:

**Diamant, Anita. *The Red Tent*. New York: Picador USA, 1997**

**Ragen, Naomi. *Jepthe’s Daughter*. St. Martin Press, 2010**

**Ricci, Nino. *Testament*. Toronto: Doubleday Canada, 2002**

**Roberts, Michele. *The Wild Girl*. 1984**

**Roberts, Michele. *Book of Mrs. Noah*. Methuen, 1987**

**Schoemperlen, Diane. *Our Lady of the Lost and Found*. Toronto: Harper Flamingo Canada, 2001.**

## Learning Outcomes

Upon successful completion of this course, students will be able to:

- Discuss the basic structure of the Bible in a literary context
- Identify a variety of Biblical stories that have women as a focus
- Identify critical issues in the interpretation of biblical women in literature
- Assess the importance of re-working and/or re-interpreting biblical women in modern literature and art
- Recognize complexities and ambiguities in literary texts and art that are influenced by a modern author's point of view
- Present ideas engagingly in oral presentations and class discussions
- Engaging in the subject matter as a member of a community of enquiry and learning

## Brescia Competencies

1. Exploration of how contemporary authors and artists portray biblical women as characters that have been reworked, and communicating the authors' ideas and point of view in a clear way. (Brescia competency 1 – Communication)
2. Evaluation of the required texts and in-class discussions to identify both the strengths and drawbacks of how authors and artists portray biblical women in modern context. (Brescia competency 2 – Critical Thinking)
3. Understanding of the role of discernment, decision-making, and the distillation of complex issues to arrive at informed decisions and choices, undertaking in particular the comparison of the original biblical stories with the works of current authors and artists (Brescia competency 3 – Inquiry and Analysis)
4. Creating a lens based on the modern interpretations of biblical women in fiction and art, and discerning the relevance for ourselves and for society. (Brescia competency 4 – Problem Solving)
5. Exploration of one's own attitudes, abilities, potentials, and ideals as a woman desiring to find a sense of wholeness and empowerment within one's personal spirituality (Brescia competency 5 – Self-Awareness and Development)
6. Discovery of initiatives, both local, regional, nationwide, and international, that signal current directions in fiction and art, including those we may choose to engage with directly or contribute to in some way. (Brescia competency 6 – Social Awareness and Engagement)
7. Uncovering the underlying human and spiritual values that influence authors and artists who portray biblical women in current times. (Brescia Competency 7 – Valuing)

## Description of Course Requirements

There will be an OWL site for the course. Classes will be held synchronously on Zoom within OWL.

**Participation: 15%.** The course will include active discussion and interaction. It assumes a collaborative way of learning where we all contribute to each other's learning and understanding of the course material. Evaluation of your participation will be based on your attendance at class; frequency and clarity of your oral contributions to discussions, knowledge of the reading material and your ability to understand its central themes.

**Article Synopses: 20%.** Three brief synopses of article readings, or of an art piece, or of a song/video. Please choose one article, or artwork, or song from the course content in each of January, February and March. After having read or analyzed the article, art work or song, please do a brief summary of its content (500 words) and identify what you consider to be the most significant aspect. Each month, submit these into the Assignments area of OWL.

**Journal Entries: 15%.** You are required to read **two** of the **six** novels in their entirety. As you are reading each novel, keep an ongoing record—a reading diary—of your thoughts about the novel. Journal entries could include: plot development; character development; your reaction to the characters; connections to the biblical stories; questions or criticisms of the material. You must do a minimum of four entries for each novel. Please indicate the date of each entry and to the part of the book you are responding to. Please do your journals in an online format so that they can be uploaded to the assignment area of OWL. Your entries do not have to be long, for example, 250 words or so.

Here's an example: *"In the first chapter of Book of Mrs. Noah, I found it interesting that a character calling herself Mrs. Noah is in modern Venice Italy but thinks that she is Noah's wife and that she has created an ark in her imagination. Is Mrs. Noah suffering from a delusion? What made her think that she is Mrs. Noah?"*

**Book Talk: 10%.** In order to provide students with some familiarity with each of the six novels, the professor will do a "book talk" to provide an overview and analysis of the book in terms of its relationship to a biblical story that contains the character(s) that the novel is reworking. When each book talk is scheduled, in addition to the professor talking, the student or students who have chosen that book for their journals will also do a brief presentation on the book. It doesn't matter if you have not finished all the journaling for the book; you can choose an entry you've done thus far, and then expand on it. This enables your classmates to gain insight on how you are viewing the book and your notes on it. If several of you have chosen the same novel, that is fine. It's good to have more than one viewpoint on the novel.

**You're the author/artist: 15%.** This will be due in Week 10 of the course. Choose one of the biblical characters in any of the novels and tell us what you would do if it were you writing the reworked story. How would you reclaim or describe the story for yourself? You do not need to write a novel or do a painting or compose a song. The task is to describe what you **WOULD** do if you had the time to write that novel or paint that painting. For assessment purposes, you will need to hand in a 2 – 3 page description of your creative interpretation.

Here's an example of how this might start: (suggestion only...this is not prescriptive!) *"If I were the author of the novel Testament, I would have included the viewpoints of more women and make it entirely a female lens. I would bring in the viewpoints of other women who knew Jesus such as the woman at the well and the Syrophenician woman, in addition to the two Mary's that Ricci included. The reason I would do this is.....  
I might even speculate and imagine the mother of Judas and whether she knew what he was up to."*

**Take-home exam: 25%.** The exam will consist of two short answers and one longer essay question. You will write it at home with a given timeline, and you'll be allowed to refer to the novels, readings, art work, etc. In other words, you do not have to memorize the details of books, novels, or art.

### Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, Zoom-based activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, videorecording, 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.

## Course Content

### Weekly Organizer:

Class/Week	Date	Description	Assignments and/or Readings Due
		e.g., topic, content, associated readings, activities.	e.g., quiz, paper, group project, exam.
<b>1</b>	Jan. 5	Overview of the Course  Understanding the Bible as Literature	Introducing Northrop Frye—“The Bible is the source of every literary genre in Western society.” Evaluation of Frye’s claim Read, When Women Interpret the Bible (in OWL) by Sharon Ringe View: Picasso’s Salome and Caravaggio’s Salome.
<b>2</b>	Jan. 12	Creation story Gen. 1-2: 4	Root, Phyllis. Big Momma Makes the World, Cambridge MA: Candlewick Press, 2003. (on reserve at Brescia’s library)
<b>3</b>	Jan. 19	Garden of Eden Gen.2: 5-end	“Eve Was Framed” (to be posted on OWL) From the TV show Lucifer – Lucifer meets Eve after a long time (YouTube) Let’s see what Milton said...how Milton influenced modern poetic narratives about Eve. <b>BOOK TALK: THE RED TENT</b>
<b>4</b>	Jan. 26	Lilith - Who Was Lilith?	Biblicalarcheology.org Lilith Fair – Sarah McLachlan song – Building a Mystery

		Sarah and Hagar Genesis, references TBA	“Just Emotions: Reading the Sarah-Hagar narrative through the lens of human dignity” (in OWL) Image: Segal, Abraham’s Farewell to Ishmael (and Hagar) (image in OWL)
5	Feb. 2	Miriam in Exodus and Numbers (verses TBA)	“We All Stood Together” poem by Merle Feld (in OWL) Marilyn Belford, Miriam’s Dance (image in OWL) Modern songs of Miriam – Miriam’s song, Mi Chimocha, Mi Sheibeirach  Article: Miriam, Leader (womeninthebible.net) in OWL  <b>BOOK TALK: BOOK OF MRS. NOAH</b>
6	Feb. 9	Rahab: Joshua 2, Joshua 6  Deborah; Judges 4-5  Delilah; Judges 13 -16	Mangillo, “When Rahab and Asian Christian Women meet in the Third Space” (article in OWL) Modern image of Deborah: Hardin Freeman in OWL Song, Delilah (Tom Jones) Modern Image of Delilah, Orinski “Mon Coeur s’oeuvre a ta voix” opera aria Delilah and Sampson Leonard Cohen, Hallelujah
7	Feb. 16	Jephthah’s Daughter Judges 10: 6-11:40	“Marginalization, Ambiguity, Silencing: the story of Jephthah’s daughter” article on OWL Modern image of Jephthah’s daughter <b>BOOK TALK: JEPHTE’S DAUGHTER</b>

8	Feb. 20-26	<b>READING WEEK: NO CLASS</b>	
9	Mar. 2	Jesus: Gospel of Mark	<p>Julie Clague, “Divine Transgressions: the female Christ-form in art” and Clague, “The Christa: Symbolizing my humanity and my pain (OWL) ‘Jesus of the People’ art and poem</p> <p><b>BOOK TALK: TESTAMENT (the two Mary’s)</b></p>
10	Mar. 9	Mary, Mother of Jesus (excerpts from Matthew, Luke, and John)	<p>Art – Madonna of Charity Japanese Madonna Smith, sculptor – Virgin Mary Jennifer Warnes/Leonard Cohen: Song of Bernadette Notes on Marian apparitions</p> <p><b>BOOK TALK: OUR LADY OF THE LOST AND FOUND</b></p> <p><b>Due on this date: 2-3 page description of what you would have done in doing a creative reworking of one the biblical women. (You’re the author)</b></p>
11	Mar. 16	Mary Magdalene (scripture passages TBA)	<p>Smith, Mary Magdalene (image on OWL) Magdalen in Jesus Christ Superstar “Who was Mary Magdalene?” Smithsonian article</p> <p><b>BOOK TALK: WILD CHILD</b></p>
12	Mar. 23	An interesting look of how biblical stories of women can be hidden in literature	<p>Excerpts from <i>Underground Railroad</i> (nuances of the biblical Ruth) <i>Atwood’s Handmaid’s Tale</i> (nuances of Miriam) Emma Donahue, <i>Pull of the Stars</i> (nuances of Eve)</p>

13

Mar. 30

Wrap-up class; summary of themes to help with exam prep.



## **IMPORTANT REMINDERS:**

- 1) FIRST ARTICLE, ART, OR SONG SYNOPSIS DUE DURING JANUARY**
- 2) SECOND ARTICLE, ART, OR SONG SYNOPSIS DUE DURING FEBRUARY**
- 3) THIRD ARTICLE, ART, OR SONG SYNOPSIS DUE DURING MARCH**

**WHEN A BOOK TALK IS SCHEDULED, IF THE BOOK IS ONE THAT YOU HAVE CHOSEN TO JOURNAL ABOUT, YOU WILL PRESENT YOUR VIEWPOINT ON ONE OF YOUR ENTRIES.**

## **2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**

### **1. POLICY REGARDING ACADEMIC ACCOMMODATION**

*The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at [https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](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](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](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](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](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](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, 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](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](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](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](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.*