

REVISED 10 September 2013



HISTORY 1201E: CANADA: A SURVEY COURSE OUTLINE (2013-14)

Dr. George Warecki

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Class meets Mondays 10:30 AM-12:20 PM, and Wednesdays 10:30 AM-11:20 AM, in Room 204

INTRODUCTION:

This introductory course examines the development of Canada from the earliest times to the present. By studying Canada's history, students will attain a better understanding of how Canada evolved, and how particular present-day problems have developed. The course will also introduce students to the methods and philosophy of history. Lectures and tutorials stress varied historical interpretations and divergent opinions about Canada's growth. Students will gain experience interpreting and evaluating historical personalities, forces, and events. Essays, presentations, and discussions will sharpen skills of effective expression and argument.

PREREQUISITES:

The UWO Senate has provided the following statement: "Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

ANTIREQUISITES:

History 2201E, and the former 2207F/G.

LEARNING OBJECTIVES

The instructor uses a variety of methods to teach the course: lectures; videos; other visual presentations; assigned readings from textbooks and journal articles; small-group discussions; tutorial sessions; workshops; exams; and essays. Each method provides an opportunity to develop certain skills in a particular setting.

The following is a list of learning objectives or outcomes of the course. Students will:

- think historically – understand how things change over time and recognize that the past may be interpreted from different perspectives
- learn basic content and themes in Canadian History
- master techniques of scholarly research
- critically read primary sources and explain their significance
- connect current issues in Canadian society with their historical roots

- critically read, summarize and analyse secondary sources
- understand that historians have biases or perspectives — a product of their life experiences and the times in which they wrote
- organize historical evidence for effective argument in various forms
- compose narratives by synthesizing information from diverse scholarly sources
- communicate effectively using oral expression, in small and large groups
- develop skills of co-operation and teamwork by working in small groups
- master techniques of scholarly referencing
- understand plagiarism and its forms

COURSE READINGS:

Students are required to **purchase the following texts** at the U.W.O. bookstore:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* Seventh Edition (Bedford/St. Martin's, 2012)

William Kelleher Storey and Towser Jones, *Writing History: A Guide for Canadian Students* Third Edition (Oxford, 2011)

J.M. Bumsted, *A History of the Canadian Peoples* Fourth Edition (Oxford, 2011)

J.M. Bumsted, Len Kuffert, and Michel Ducharme, (eds.), *Interpreting Canada's Past: A Pre-Confederation Reader* Fourth Edition (Oxford, 2011)

J.M. Bumsted, Len Kuffert, and Michel Ducharme, (eds.), *Interpreting Canada's Past: A Post-Confederation Reader* Fourth Edition (Oxford, 2012)

There are three basic types of readings for this course. Selections from J.M. Bumsted, *A History of the Canadian Peoples* Fourth Edition (Oxford, 2011) provide an overview and basic background information. The two-volume collection edited by J.M. Bumsted, *et. al.*, *Interpreting Canada's Past* Fourth Edition (Oxford, 2011-12) contains specialized readings (both primary and secondary sources) for tutorials and document analyses. Technical information about researching, organizing material, and writing history is available in two different guidebooks: William Kelleher Storey and Towser Jones, *Writing History: A Guide for Canadian Students* Third Edition (Oxford, 2011); and Mary Lynn Rampolla, *A Pocket Guide to Writing in History* Seventh Edition (Bedford/St. Martin's, 2012). Selections from these books will be assigned in preparation for in-class workshops and essays.

EVALUATION:

Tutorial Attendance/ Participation.....	15%
One Short Oral Presentation.....	5%
Two Historical Significance Reports (250 words each; due 7 Oct. and 18 Nov.).....	10%
First Test (21 Oct.)	10%
Second Test (20 January).....	10%
Essay Proposal with Bibliography (two pages; due 3 Feb.).....	5%
Final Research Essay (2,500 words; due 24 March).....	15%
Final Exam	30%

OWL (Sakai) AND STUDENT OBLIGATIONS

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

Students must also complete the "**Academic Integrity Tutorial**" on OWL by 16 September. This module provides important information about ethical issues surrounding academic research, including plagiarism.

ASSIGNMENTS

Historical Significance Reports

Students will write two, 250-word historical significance reports based on a primary source from the "Primary Source Library," located online at the companion website for the J.M. Bumsted survey text (password protected; one needs to purchase a textbook to have access to this site). Students **must have their topic selections approved by the instructor.** The goal of this assignment is to teach students to critically read a primary document and to explain its significance, both within its original context and in the present. To research the context for the primary source, students must use one scholarly secondary source. Further instructions will be posted on OWL and discussed in class. The historical significance reports are due on 7 October and 18 November.

Note: each student will make **one short oral presentation.** It must be based on either the first or the second historical significance report. Presentations will be five minutes in length. Students are encouraged to use presentation software. An instructional document for this assignment will be posted on OWL and discussed in class. Dates for the oral presentations will be assigned during class.

Essay

In the second term, students will write and submit an original essay, written specifically for this course. This assignment will provide an opportunity to develop skills of reading comprehension, analysis, conceptualization, and organization. The paper must demonstrate the student's ability to write in clear, uncomplicated prose, using evidence from scholarly sources.

1. Early in the second term (during the first two weeks of January), **students must consult with the instructor to have their essay topics approved.**
2. On 3 February, students must submit an **Essay Proposal with a bibliography** of scholarly secondary sources (maximum two pages). The proposal should begin with a paragraph describing the chosen essay topic and some of the issues to be discussed. On a second page, students should list in proper bibliographic format the scholarly secondary sources to be used in the research. After the graded essay proposals are returned, students will proceed to intensive note-taking from their sources, then create an outline, and write and revise the paper.
3. The **Final Research Essay** (2,500 words) is due on 24 March. Further instructions for various stages of the essay will be explained in class.

COURTESY AND THE USE OF ELECTRONIC DEVICES

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

POLICY REGARDING LATE ASSIGNMENTS

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

SCHEDULE OF LECTURES, TUTORIALS, AND WORKSHOPS

This course will feature lectures, workshops, and other class discussions called tutorials (TUT). The **tutorials** are based on readings from J.M. Bumsted, *et. al.*, (eds.), *Interpreting Canada's Past* (2 volumes). Students must recognize the importance of the tutorials. **Participation in these sessions will be evaluated** as part of the final course grade devoted to "class participation". Passive attendance in these classes, without actively engaging the reading 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. In addition, the exams will contain questions on the assigned tutorial readings. Early in the fall term, the **instructor will divide the class into two tutorial groups** (GROUPS A and B). Each group will meet separately (with a few exceptions), usually on alternate Fridays.

The following class schedule lists lecture topics, workshops and assigned readings. Students must complete the assigned reading **before** coming to class. **Optional** background readings (listed as "Bumsted") are from J.M. Bumsted, *A History of the Canadian Peoples* Fourth Edition (Oxford, 2011). **Tutorial Readings** and weekly readings for "**Document Analysis**" sessions are from the two-volume collection, J.M. Bumsted, *et. al.*, (eds.), *Interpreting Canada's Past* Fourth Edition (Oxford, 2011-12).

Monday 9 Sept. Course Introduction / Peer Introductions / What do Historians do? /

Lecture: Aboriginal Peoples [begin] / -> Purchase textbooks for next class

Wed. Sept. 11 Assign Tutorial Groups and Dates for Oral Presentations /

Lecture: Aboriginal Peoples [finish] /

Document Analysis: “Where the First People Came From,” in *Interpreting Canada’s Past*, 3-4

➔ Complete “Academic Integrity Tutorial” on OWL site before next class
[background reading for lecture:] Bumsted, 2-8

Monday 16 Sept. **Lecture:** European Exploration and Disease /

Workshop: Cartier Plants the Cross (readings TBA) /

Bumsted, 8-22

Wed. 18 Sept. **TUT: Group A:** E. James Dixon, “The First Colonization of North America,” in *Interpreting Canada’s Past*,” 6-20

Monday 23 Sept. **Lecture:** Origins of New France /

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

Workshop: Instructions for Historical Significance Reports and Oral Presentations

Bumsted, 22-35, 41

Wed. 25 Sept. **TUT: Group B:** E. James Dixon, “The First Colonization of North America,” in *Interpreting Canada’s Past*,” 6-20

Monday 30 Sept. **VIDEO:** excerpts of *Black Robe* (1991) /

Document Analysis: Documents 1 and 2 from Chapter Two, “Missionaries and First Nations,” in *Interpreting Canada’s Past*, 37-44

Wed. 2 October **TUT: Group A:** Carole Blackburn, excerpt from *Harvest of Souls*; and Denys Delage, excerpt from *Bitter Feast*, in *Interpreting Canada’s Past*, 44-64

Monday 7 October **FIRST HISTORICAL SIGNIFICANCE REPORT DUE***

Oral Presentation #1 / **Lecture:** New France: Social Life / Test Hints

Bumsted, 47-8, 51-63

Wed. 9 October **TUT: Group B:** Carole Blackburn, excerpt from *Harvest of Souls*; **and** Denys

Delage, excerpt from *Bitter Feast*, in *Interpreting Canada's Past*, 44-64

[Monday 14 October: **NO CLASS – THANKSGIVING**]

Wed. 16 October Oral Presentation #2 /

Lecture: The Struggle for North America and the Conquest

Bumsted, 63-78, 82-91

Monday 21 October **FIRST TEST***

Wed. 23 October **TUT: Groups A and B together:** N.E.S. Griffiths, “The Decision to Deport,”

in *Interpreting Canada's Past*, 118-133

Monday 28 October Oral Presentation #3 / **Lecture:** The Fur Trade /

Document Analysis: Lord Selkirk, *A Sketch of the British Fur Trade*, in *Interpreting*

Canada's Past, 216-222

Bumsted, 54-6, 112, 117-118

Wed. 30 October **TUT: Group A:** John Crowley, “Taken on the Spot,” in *Interpreting*

Canada's Past, 162-177

[**no homework** Oct. 31-Nov. 4 because of **UWO Fall Study Break** Oct 31-Nov. 1]

Monday 4 Nov. **Lecture:** American Revolution and the Loyalists

Bumsted, 91-108, 119

Wed. 6 Nov. **TUT: Group B:** John Crowley, “Taken on the Spot,” in *Interpreting Canada’s Past*, 162-177

Monday 11 Nov. Oral Presentation #4 / **Lecture:** War of 1812: History and Commemoration /
VIDEO: excerpts from *CPH*, and bicentennial celebration websites
 Bumsted, 99, 113-119

Wed. 13 Nov. **TUT: Groups A and B together:** Gail Campbell, “Disenfranchised but Not Quiescent,” in *Interpreting Canada’s Past*, 333-345

Monday 18 Nov. **SECOND HISTORICAL SIGNIFICANCE REPORT DUE***
 Oral Presentation #5 / **Lecture:** Rebellions of 1837-8 and the Durham Report
 Bumsted, 152-64, 181

Wed. 20 Nov. Irish Famine Migration: **VIDEO** excerpt: *Death or Canada* (2008)

Monday 25 Nov. Oral Presentation # 6 / **Lecture:** Aboriginal Peoples in BNA /
Document Analysis: Primary Documents 1 and 2 in Chapter Eleven of *Interpreting Canada’s Past*, 348-52
 Bumsted, 145-7

Wed. 27 Nov. **Lecture:** Transportation /
 Bumsted, 124-6, 170-4

Monday 2 Dec. Oral Presentation #7 / **Lecture:** Confederation
 Bumsted, 180-5, 198-205

Wed. 4 Dec. **[LAST CLASS in 2013] TUT: Groups A and B together:**
 Ged Martin, “The Case Against Canadian Confederation,” in *Interpreting Canada’s Past*, 45-68

2014:

Monday 6 Jan. Oral Presentation #8 /

Lecture: Consolidating Confederation: The Northwest, 1869-70 /

➔ Sign-up for interview with Prof for Essay Topic /

Document Analysis: “An Act Respecting the Administration of Justice,” in
Interpreting Canada’s Past, 37-41

Bumsted, 212-222

Wed. 8 Jan. **TUT Group A:** Keith D. Smith, “A Splendid Spirit of Co-operation,” in

Interpreting Canada’s Past, 46-55

Monday 13 Jan. Oral Presentation #9 / **Workshop:** Test Hints /

Instructions for Essay Proposal with Bibliography /

Finding Secondary Sources for the Essay

➔ **Read** before class: Storey and Jones, *Writing History*, chap. 1

VIDEO: *Canada: A People’s History: Taking the West:* Excerpts

Bumsted, 241-54

Wed. 15 Jan. **TUT Group B:** Keith D. Smith, “A Splendid Spirit of Co-operation,” in

Interpreting Canada’s Past, 46-55

Monday 20 Jan. **JANUARY TEST***

Wednesday 22 Jan. **TUT: Group A:** David Goutor, “Drawing Different Lines of Colour,” in

Interpreting Canada’s Past, 260-74

Monday 27 Jan. Oral Presentation # 10 / **Lecture:** The Labour Movement /

Document Analysis: Jean Thomson Scott, *The Conditions of Female Labour in Ontario*, in *Interpreting Canada’s Past*, 143-9

Bumsted, 264-70; 276; 280

Wednesday 29 Jan. **TUT: Group B:** David Goutor, “Drawing Different Lines of Colour,” in

Interpreting Canada’s Past, 260-74

Monday Feb. 3 **ESSAY PROPOSAL WITH BIBLIOGRAPHY DUE***

Lecture: The Great War: An Introduction /

Document Analysis: Henri Bourassa, "The Duty of Canada at the Present Hour," AND Robert Laird Borden, "Canada Will Answer the Call," in *Interpreting Canada's Past*, 173-185
Bumsted, 306-15

Wednesday 5 Feb. **TUT Group A:** Tim Cook, "He Was Determined to Go," AND Tarah Brookfield, "Divided by the Ballot Box," in *Interpreting Canada's Past*, 185-209

Monday 10 Feb. Oral Presentation #11 / **VIDEO:** *Front Lines* (NFB, 2008) /

Workshop: From Research to Writing

➔ **Read** Story and Jones, chaps. 2-4

Wednesday 12 Feb. **TUT Group B:** Tim Cook, "He Was Determined to Go," AND Tarah Brookfield, "Divided by the Ballot Box," in *Interpreting Canada's Past*, 185-209

[February 17-21: NO CLASSES – UWO READING WEEK]

Monday 24 Feb. Oral Presentation #12 / **Lecture:** English-Canadian Culture in the 1920s
Bumsted, 341-6 /

Workshop: Avoiding **Plagiarism** and Documenting Sources*

➔ **Bring to class:** Rampolla, chaps. 6-7; Storey and Jones, chap. 5

Wednesday 26 Feb. **TUT Group A:** Paula Hastings, "Branding Canada," in *Interpreting Canada's Past*, 217-229

Monday 3 March Oral Presentation #13 /

Lecture: 1930s: W.L. M. King and R.B. Bennett
Bumsted, 324-331

Wednesday 5 March **TUT: Group B:** Paula Hastings, "Branding Canada," in *Interpreting Canada's Past*, 217-229

Monday 10 March Oral Presentation #14 / **Lecture:** World War II /

Workshop: Writing Well

➔ **Read** Storey and Jones, chaps. 6-10

Wednesday 12 March **TUT: Group A:** Primary Documents 1 and 2 from “Immigration and Multiculturalism,” AND Franca Iacovetta, Excerpt from *Gatekeepers*, in *Interpreting Canada’s Past*, 388-412

Monday 17 March Oral Presentation #15 / **Lecture:** WWII [cont’d] /
VIDEO: *Mackenzie King and the Conscription Crisis*
Bumsted, 346-52

Wednesday 19 March **TUT: Group B:** Primary Documents 1 and 2 from “Immigration and Multiculturalism,” AND Franca Iacovetta, Excerpt from *Gatekeepers*, in *Interpreting Canada’s Past*, 388-412

Monday 24 March **FINAL RESEARCH ESSAY DUE***

Lecture: Canada’s Centennial Celebrations

Wednesday 26 March **TUT: Group A:** Heidi Bohaker and Franca Iacovetta, “Making Aboriginal People ‘Immigrants Too,’” AND Evelyn J. Peters, ““Our City Indians,”” in *Interpreting Canada’s Past*, 440-465

Monday 31 March **VIDEO:** *Journey to Justice*
Document Analysis: Primary Documents 1 and 2 from “First Nations – Contemporary Issues,” in *Interpreting Canada’s Past*, 425-439
Bumsted, 146; 194-5; 300-01; 332; 339; 377; 414-417; 474-5

Wednesday 2 April **TUT: Group B:** Heidi Bohaker and Franca Iacovetta, “Making Aboriginal People ‘Immigrants Too,’” AND Evelyn J. Peters, ““Our City Indians,”” in *Interpreting Canada’s Past*, 440-465

Monday 7 April **[LAST CLASS] Review for Final Exam**

FINAL EXAM: date TBA

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student’s overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through

an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2013/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem 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 may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). 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.*

The 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.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on

Scholastic Offences in the Academic Calendar. 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 Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, 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 (see Scholastic Offence Policy in the Western Academic Calendar).

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.

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 signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your 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 prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.