



**HISTORY 4291E:  
Selected Topics:  
Identities in Conflict: Canadian Social History Since 1800**

**COURSE OUTLINE (2013-14) – Dr. George Warecki**

**Office Hours:** TBA, in the Portable, Office #3  
**Telephone** (with voice mail): 432-8353, ext. 28239 / **e-mail:** [gwarecki@uwo.ca](mailto:gwarecki@uwo.ca)  
**Class meets on Thursdays,** 12:30-2:30PM in Room 302A.

**INTRODUCTION**

History 4291E is being taught concurrently with History 3205E, but with additional research requirements. This course examines the social history of Canada since 1800, including such topics as industrialization, urbanization, class struggle, labour strife, rural depopulation, immigration and migration, ethnic tension, racism, gender struggle, sexuality, social reform, religion, popular culture, and regionalism. Considerable attention will be paid to the historiography and/or methodologies of the field. History 4291E is a seminar course (maximum enrolment: 20 students) that meets once per week for class discussions of assigned readings.

**PREREQUISITES:**

2.0 courses in History at the 2200 level or above.

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 may 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:**

The former History 362E; History 3205E.

**LEARNING OBJECTIVES**

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 Social History since 1800
- 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
- demonstrate skills of reading comprehension, conceptualization, synthesis, and clear writing in a scholarly essay based on primary and secondary sources.

#### **EVALUATION (4291E students only):**

##### **ESSAY:** (40%)

Annotated Bibliography (due 14 November 2013).....	10%
Essay (due date determined by lottery; essay due on the <b>Monday</b> before one's Oral Presentation).....	20%
Oral Presentation of Essay Research (presentations begin 27 February; student's presentation date determined by lottery).....	10%

##### **COURSE WORK:** (60%)

Weekly Attendance, Participation, and Reading Responses.....	20%
Two Brief Primary Source Oral Presentations (dates TBA).....	10%
Reflection Journal (due 5 Dec. and 13 February).....	10%
Written Critiques of Student Essays (beginning 27 February).....	5%
Six Primary Source Analyses (two pages each).....	15%
	100%

#### **REQUIRED TEXTBOOKS:**

The following texts must be purchased at the UWO Bookstore:

James Opp and John C. Walsh, (eds.), *Home, Work, and Play: Situating Canadian Social History **Second Edition*** (Oxford University Press, 2010).

Cynthia R. Comacchio and Elizabeth Jane Errington, (eds.), *People, Places, and Times: Readings in Canadian Social History Volume 2: Post-Confederation* (Thomson Nelson, 2006).

Richard Harris, *Creeping Conformity: How Canada Became Suburban, 1900-1960* (Toronto: University of Toronto Press, 2004).

Lara Campbell, Dominique Clement, and Gregory S. Kealey, (eds.), *Debating*

*Dissent: Canada and the Sixties* (Toronto: University of Toronto Press, 2012)

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* 7<sup>th</sup> Edition (Bedford/St. Martin's, 2012).

### FORMAT

The class will meet once per week throughout the year. Class discussions will focus on assigned readings organized around a particular topic (see schedule). Students are expected to complete the readings before class, and take notes as a way of preparing for the seminar discussions. **Upon arrival in class, students will submit to the instructor a 1-2 page (typed) reading response** that provides an interpretive overview of the assigned articles. After class, students will **compose another, 1-2 page (typed) reflection**, based on what they learned during the discussion. These weekly “second thoughts” — gathered in a **Reflection Journal** – will be submitted as a collection for grading twice during the year (on 5 Dec. and 13 February). Attendance will be taken weekly and students will be evaluated on their participation in class discussions. Students may choose one week during which their participation and/or attendance will not be counted. This one “**free pass**” is intended to assist during times of extreme stress or when unforeseen circumstances occur.

In a seminar course, one must speak regularly and engage the issues from the readings to earn a strong grade. **Mere attendance, without an effort to discuss the material, will result in a poor grade.** Further explanation of the grading scheme will be given during classes. Students unable to attend a class are expected to inform the professor of their absence, preferably before the class. If there are reasonable grounds for missing a class – usually involving illness – the student will not be penalized. However, the instructor retains the right to demand documentation in the case of missed classes. Students who miss a class in these circumstances must **submit (no later than 14 days after a missed class) a reading response that demonstrates comprehension of the assigned readings**, to recover part of the participation grade for that day.

**Students will also make two brief Oral Presentations, based on primary sources** selected from a list provided by the instructor. The topics are linked to specific dates in the course. Students must consult two scholarly secondary sources for each primary source, to explain the document to the class and place it in historical context. Topics will be circulated in the first few weeks of the course. These presentations will be made usually in the second hour of weekly class meetings.

**Beginning on 27 February 2014, the weekly meetings will turn to the presentation and discussion of student essays.** Students will **draw lots** in the first few weeks of the course to determine the order of presentation and the due dates for their respective papers. In the later part of the course, the class will read the essay(s) that are due that week. Individual students will **present their research findings to the class** in a **formal Oral Presentation** (the allotted time depends on final course enrollment), and will answer questions in the discussion that follows. Students who miss class on their presentation date – without reasonable grounds – will forfeit 10% of their final course

grade. **The final, written essay – fully documented – must be submitted by NOON on the Monday PRIOR to the Thursday assigned for the oral presentation.** Instructions for submitting assignments will be given during class and are briefly explained below.

**Students in History 4291E** will do the same assignments required in History 3205E, but will also do **additional work**. (The evaluation scheme will be slightly different for these students.) Three times per term (roughly once per month), students in 4291E will research and write a **primary source analysis**. In consultation with the instructor, students will find a primary source related to the assigned readings for a particular day. Using two scholarly secondary sources, students will research the historical context for the document. In a brief written report submitted to the professor, students will reprint the document and discuss its significance to Canadian social history. History 4291E students will be allowed to use two of these primary source analyses as the basis for their two short oral presentations. Further instructions will be given in class.

### OWL/ “SAKAI” AND STUDENT OBLIGATIONS

The instructor will be maintaining 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 the first few weeks of classes. For now, students must recognize that they will have to **submit their assignments to the course website, where they will be checked for plagiarism using Turnitin.com.** In the latter part of the year, when the class is focused on student presentations, each student is **responsible to read – before the appropriate class – the essay(s) that will be presented that week.** The OWL site will facilitate this reading process by making the essays available to all registered students through the “publish” function. (The professor will “publish” the papers after they have been submitted.) By reading the essay(s) before the class, students will be able to arrive with questions in mind, **and will write and submit a two-page (typed) critique of each essay’s strengths and weaknesses.** These critiques **must be submitted in hard copy to the professor AND to the course website no later than the beginning of class. Note: A student presenting on a particular day is excused from submitting a critique for any other essay being discussed that same day. The annotated bibliography** must also be submitted in **hard copy** to the professor, with identical **electronic copies** submitted to the “Assignments” Tab and the Turnitin.com link provided on the OWL site.

### ESSAYS

Students will have some freedom in **choosing their own topics** in Canadian social history, but must **check with the instructor before proceeding** to in-depth research. Essays must be based, to a significant degree, on primary sources (sources generated at the time under study: newspapers, government records, etc.). To assist in choosing a topic, students will be given an introduction to archival sources and a tour of the UWO Archives in October. Another useful tactic is to survey the course readings to identify themes of particular interest, or to examine a number of recent, authoritative survey textbooks in Canadian History.

The following is a **recommended timeline** for the essay:

- (1) begin **thinking about a topic** immediately;
- (2) **select a topic** in consultation with the professor by the end of September;
- (3) gather a **bibliography** and determine which **primary sources** will be used by mid-October;
- (4) **submit an annotated bibliography** by 14 November 2013;
- (5) conduct **in-depth research** (November-January)
- (6) prepare a detailed, **working outline by early February 2014** (not required to submit this to professor, but recommended);
- (7) write the **first draft** and **final version** of the essay (February-March).

Essays must be typed, double-spaced, in a reasonably large font (at least 12-point), with generous blank margins around the text for the instructor's comments. **The target length for the essay is 5,000 words.** Papers that fail to adhere to this guideline (i.e., 10% longer or shorter) will be penalized. Essays must be submitted in **hard copy** to the professor; an **identical electronic copy** must also be submitted to the course OWL site, **both** to the "Assignments" Tab, and to **Turnitin.com** (using the link provided on the OWL site) where it will be checked for plagiarism. **Further detailed instructions will be given during classes.**

#### **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.

#### **LIST OF WEEKLY READINGS:**

Readings with an "X" (only one) are held on reserve at the circulation desk of the Beryl Ivey Library under History 3205E/4291E. Readings with the designation "**Online**" can be found using the UWO Libraries web pages. Readings listed with "**P**" are from textbooks required to be purchased. Please ask the instructor if you cannot locate a reading.

**STUDENTS SHOULD READ ALL THE FOOTNOTES FOR EACH SELECTION—THEY ARE A CRUCIAL PART OF THE READINGS!\*\*\***

September 12th: **Course Introduction** / Read course outline; review Web Ct site; purchase texts

Sept. 19: **Draw Lots for Due Dates (Oral Presentation and Essay)\* / What Is Social History?**

P James Opp and John Walsh, “Acknowledgements” and “Introduction,” pp. v-xvi in *Home, Work, and Play* (HWP)

P Cynthia Comacchio and Elizabeth Jane Errington, “Preface,” and “Introduction,” pp. xi-xvi in *People, Places, and Times* (PPT)

Online Craig Heron, “Harold , Marg, and the Boys: The Relevance of Class in Canadian History,” *Journal of the CHA New Series*, Vol. 20, No. 1 (2009): 1-26.

[See Professor] Readings on recent “History Wars” in Canada.

Sept. 26: **Aboriginal Peoples**

Note: For this week, we will be reading an entire unit from PPT: Topic 1: Aboriginal Peoples, pp. 1-43 [including the introductory “Context”].

P Nicole St-Onge, “Memories of Metis Women of Saint-Eustache, Manitoba, 1910-1980,” in PPT

P Hugh Shewell, “‘Bitterness Behind Every Smiling Face’: Community Development and Canada’s First Nations, 1954-1968,” in PPT

P Document 1.1: Interview with Solomon Johnston, Mistawasis First Nation, in PPT

P Document 1.2: Margaret Ecker Francis, “Strange Women in our Midst,” in PPT

Oct. 3: **Home (I): Values and Social Reform**

P Marguerite Van Die, “Nurture and Education: The Christian Home,” pp. 17-30 in HWP

P James Opp, “Re-imagining the Moral Order of Urban Space,” pp. 45-58 in HWP

P “Visualizing Home,” Series 1 and 2 [Figures 1-8], pp. 112-113 and 115-119 in HWP

P “Context,” pp. 85-7 in PPT

P Alan Hunt, “Measuring Morals: The Beginnings of the Social Survey Movement in Canada, 1913-1917,” pp. 88-105 in PPT

[readings for Oct. 3<sup>rd</sup> **cont’d** on next page]

- P Document 3.1: J.S. Woodsworth, “The Seamy Side of Social Pathology,” pp. 123-128 in PPT

October 10: **Field Trip: UWO Archives – Archives and Research Collections Centre**

Details TBA / Review UWO Archives web pages:

<http://www.lib.uwo.ca/archives>

Oct. 17: **Work (I): Industrialization and Clerical Work**

- P “Context,” pp. 47-9 in PPT
- P Jeremy L. Stein, “Dislocations: Changing Experiences of Time and Space in an Industrialising Nineteenth-Century Ontario Town,” pp. 50-62 in PPT
- P Kate Boyer, “‘Miss Remington’ Goes to Work,” pp. 189-200 in HWP
- P “Visualizing Work,” Series 1 and 2, pp. 245-6 and 248-51 in HWP

Oct. 24: **Play (I): Sports and Recreation**

- P “Context,” pp. 415-17 in PPT; “At Play,” pp. 257-8 in HWP
- P Gillian Poulter, “‘Our Winter Sports,’” pp. 259-73 in HWP
- P Robert S. Kossuth and Kevin B. Walmsley, “Cycles of Manhood: Pedaling Respectability in Ontario’s Forest City,” pp. 418-433 in PPT
- P Colin Howell, “Borderlands, Baselines, and Big Game,” pp. 274-85 in HWP
- P “Visualizing Play,” Series 1, pp. 383 and 386-7 in HWP

**[October 31: NO CLASS – FALL STUDY BREAK\*]**

November 7: **The Great War**

- X Joan Sangster, “Mobilizing Women for War,” in David Mackenzie, (ed.), *Canada and the First World War: Essays in Honour of Robert Craig Brown* (UTP, 2005), pp. 157-93.
- Online Tim Cook, “Antiheroes of the Canadian Expeditionary Force,” *Journal of the CHA*, New Series Vol. 19, No. 1 (2008): 171-194.
- Online Mark Osborne Humphries, “The Horror at Home: The Canadian Military and The ‘Great’ Influenza Pandemic of 1918,” *Journal of the CHA*, New Series,

Vol. 16 (2005): 235-260. [available on-line via website of the CHA]

November 14: **Annotated Bibliography Due\*\***

No readings assigned for today's class.

**VIDEO:** TBA

November 21: **Canadian Suburbs (I)**

P Richard Harris, *Creeping Conformity: How Canada Became Suburban, 1900-1960* (Toronto: University of Toronto Press, 2004), chaps. 1-4.

November 28: **The 1930s: Responding to the Great Depression:**

P Stacey Zembrzycki, "There Were Always Men in Our House," pp. 59-71 in HWP

P Heidi Macdonald, "Doing More with Less: The Sisters of St. Martha (PEI) Diminish the Impact of the Great Depression," pp. 334-353 in PPT

Online James M. Pitsula, "The Mixed Social Economy of Unemployment Relief in Regina During the 1930s," *Journal of the CHA New Series*, Vol. 15, No. 1 (2004): 97-122.

P "Visualizing Home," Series 3 [Figures 9 and 10], pp. 113-114 and 120-121 in HWP

December 5: [last class for 2013] -> submit **Reflection Journal\***

**Canadian Suburbs (II)**

P Richard Harris, *Creeping Conformity: How Canada Became Suburban, 1900-1960* (Toronto: University of Toronto Press, 2004), chaps. 5-7.

**Second Term (2014):**

January 9: **Youth and Popular Culture**

P Cynthia Comacchio, "At Play: Fads, Fashions, and Fun," pp. 301-314 in HWP

P Neil Sutherland, "Popular Media in the Culture of English-Canadian Children," pp. 374-392 in PPT

Online Jessica Dunkin, "Manufacturing Landscapes: Place and Community at Glen Bernard Camp, 1924-1933," *Histoire Sociale / Social History* Vol. 45, No. 89 (Mai-May 2012): 82-115. [via UWO Libraries, Project MUSE] (**cont'd...**)

P Document 5.2: Claire Drainie Taylor, "Swift Current," in PPT

January 16: **Regulating Sexuality**

Online Catherine Gidney, "Dating and Gating: The Moral Regulation of Men and Women at Victoria and University Colleges, University of Toronto, 1920-1960," *Journal of Canadian Studies* Vol. 41, No. 2 (Spring 2007): 138-162.

P Mary Louise Adams, "Manipulating Innocence," pp. 335-351 in HWP

P Valerie Korinek, "'Don't Let Your Girlfriends Ruin Your Marriage,'" pp. 245-264 in PPT

January 23: **Work (II): The Changing Nature of Work**

P Miriam Wright, "Young Men and Technology: Government Attempts to Create a 'Modern' Fisheries Workforce in Newfoundland, 1949-70," pp. 63-74 in PPT

P Steven High, "Placing the Displaced Worker: Narrating Place in Deindustrializing Sturgeon Falls, Ontario," pp. 231-244 in HWP

P "Visualizing Work," Series 3 and 4, pp. 246-7 and 252-5 in HWP

January 30: **Hungry? Food and Cultural Values**

P Chris Dummitt, "Finding a Place for Father: Selling the Barbecue in Postwar Canada," pp. 87-97 in HWP

P Franca Iacovetta and Valerie Korinek, "Jell-O Salads, One-stop Shopping, and Maria the Homemaker," pp. 72-86 in HWP

P Steve Penfold. "'Our New Palace of Donut Pleasure': The Donut Shop and Consumer Culture, 1961-1976," pp. 368-382 in HWP

P "Visualizing Home," Series 4 [Figures 11-15], pp. 114 and 122-126 in HWP

February 6: **The Sixties (I)**

P Lara Campbell, Dominique Clement, and Gregory S. Kealey, (eds.), *Debating Dissent: Canada and the Sixties* (Toronto: University of Toronto Press, 2012):

Lara Campbell and Dominique Clement, "Introduction" [pp. 3-24];

Catherine Carstairs, "Food, Fear and the Environment;"

[cont'd next page...]

Erika Dyck, “The Psychedelic Sixties;”

Roberta Lexier, “To Struggle Together or Fracture Apart: The Sixties Student Movements at English-Canadian Universities.”

February 13: -> **submit Reflection Journal\***

**The Sixties (II)**

P Lara Campbell, Dominique Clement, and Gregory S. Kealey, (eds.), *Debating Dissent: Canada and the Sixties* (Toronto: University of Toronto Press, 2012):

Marcel Martel, “‘Riot’ at Sir George Williams: Giving Meaning to Student Dissent;” [**cont’d** on next page...]

Michael Boudreau, “‘The Struggle for a Different World’: the 1971 Gastown Riot in Vancouver;”

Bryan D. Palmer, “‘Indians of All Tribes’: The Birth of Red Power;”

Stephen Azzi, “The Nationalist Moment in English Canada”.

**[February 20: NO CLASS - READING WEEK]**

February 27: **Begin Oral Presentations of Research Essays**

➔ **...read first essays and submit critiques on OWL\***

March 6:

March 13:

March 20:

March 27:

April 3: **[Last Class]**

## **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](http://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](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.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.