

**Brescia University College  
Department of History Fall 2015**

**History 4420F (530)**

**Victorian Britain**

**Instructor:** Dr. Sara Morrison  
**Class Times:** Monday: 11:30-2:30 (UH 26)  
**Office:** Portable Building 5  
**Voice Mail:** 519 432 8353 ext. 28271  
**Office Hours:** Monday 2:30-3:30, or by appointment

Email: [smorri5@uwo.ca](mailto:smorri5@uwo.ca). The best contact method is by email, or office hours

When Queen Victoria died in 1901 she had ruled Britain and its empire for nearly sixty-four years, longer than any other monarch in British history. The Victorian era was marked by dramatic change and striking contrasts. From imperial pomp and pageantry to grinding poverty and urban squalor, from class rigidity to bold individuality, from colonial outposts scattered across the globe to “little England”, and from daring vision to prim narrow-mindedness, Victorian society continues to fascinate historians and the general public alike.

By tracing the various and often competing strands of British and imperial society from the early nineteenth century to the onset of the First World War, students will read and discuss primary and secondary sources, which consider the political, social, religious, imperial, intellectual, cultural, gender, and environmental dimensions of Victorian Britain and its empire. History 4420G is a seminar course (maximum enrollment 20 students) In the first part of the course, our group discussions will familiarize students with the most significant debates and historical schools of thought about the Victorians. The second half of the course will be devoted to individual research, presentations and peer review as students develop an original research paper addressing one aspect of Victorian Britain or its empire.

**Prerequisites:** 1.0 Course in History 2400 level or above, or written Special Permission from your Dean.

**Marking Scheme**

Weekly Attendance & Participation:	<b>30%</b>
Passport Journal (weekly readings; final entry 23 November)	<b>20%</b>
Seminar Presentation: (date by lottery) 30 November/7 December	<b>10%</b>
Research Essay* (15 pages) in total	<b>40%</b>

### Research Essay Schedule

Library visit 5 October 2015

Topic selection due 19 October 2015

Thesis Proposal & Annotated Bibliography (due 2 November 2015) (10%)

Research Essay Process (30%)

Research Essay (due Thursday before presentation)

Brief Primary Source Presentation/Progress Report (16 November 2015)

Essays due Thursday before seminar

Oral Presentation of Essay (30 November/7 December 2015 by ballot)\*

Written critiques (30 November/7 December 2015)

\* Seminar presentation dates for the Research Essay will be assigned by ballot.

There is no final exam for this course.

### Required Texts

C. Brad Faught, *The Oxford Movement: A Thematic History*

Seth Koven, *Slumming: Sexual and Social Politics in Victorian London*

Michael Paterson, *A Brief History of Life in Victorian Britain*

R.L. Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*

Lytton Strachey, *Eminent Victorians*

A.N. Wilson, *The Victorians*

**Additional Readings** can be accessed at Brescia Library Reserve Desk [**Reserve R**] and electronically through UWO Journals Online, the *Modern History Sourcebook* and OWL SAKAI

### Learning Expectations and Outcomes for History 4420G

- Content delivery
  - The expectation is that students will add to their own knowledge base through active directed reading in highly focused courses.
- Primary source skills
  - Extensive and sophisticated engagement with primary sources is expected, possibly at an archival level.
- Secondary source skills
  - Students are expected to be familiar with the historiography of the field and to engage it directly in their own research and writing.
- Research skills

- Students are expected to develop their own research questions in consultation with faculty and pursue them through all available and appropriate primary and secondary sources.
- Writing skills
  - The development of a complex and sustained historical argument, which is properly supported with evidence from primary and secondary sources.
  - The presentation of that argument in clear, correct and compelling prose.
  - The proper documentation of the research process through footnotes and bibliography.
- Participation and communication skills
  - Engagement with peers in discussion of both source material and the process of writing history.
  - The clear and effective presentation of the student's own research.
  - Positive and effective discussion of other students' research.
- Overall
  - Drawing on the skills and insights of years one through three to produce historical work which is original to the student.

### **SELECTED LEARNING OBJECTIVES**

1. Since there are no exams in the course, the focus is to develop oral and seminar skills plus enhance high level research and writing skills to write an original piece of work on either Queen Victoria or Victorian Britain.
2. In the first half of the course students will have the opportunity to demonstrate their oral and organizational skills by assisting the Instructor in seminar discussions. They will provide a brief presentation related to assigned readings, compile a series of questions for discussion based on the assigned readings and help to lead the seminar.
3. By late September all students will contribute regularly to class discussions based on an understanding of assigned readings.
4. Immediately students will begin searching for their research topic and decide on a topic by **19 October 2015** (with consultation and assistance from the Instructor) so that by early November they will begin to conceptualize a scholarly essay topic based on primary sources, providing a proposal and bibliography on **2 November 2015**.
5. Students will demonstrate their facility in scholarly reading and critical analysis in a short presentation of one or more of their primary resources to the class **16 November**. By mid to late November students will be engaged in the writing process, having found, analyzed and synthesized their secondary materials, which support an original scholarly research essay based their primary sources.

6. The research essay will demonstrate a variety of skills: scholarly reading, comprehension, conceptualization and synthesis; clarity in writing, organization and providing a convincing argument. As an original piece of work this research essay will be based on primary sources, only using secondary sources to provide context for the student's research. The essay will be very well supported by its bibliography of primary and secondary sources and by footnotes.
7. At the end of the course, Students will present the results of their research to the class in a clear and well-organized manner. Here they have the opportunity exercise their critical skills in a short critique of each student paper, sent only to the Instructor.

## FORMAT & EVALUATION

### **Attendance & Participation (30%)**

Weekly seminars will focus on the assigned readings organized around a particular topic (schedule above). The success of this class relies on your active participation and preparation for our discussions. In a seminar course **it is important to speak regularly and engage the issues from the readings to achieve a good grade. Attendance without effort to discuss the material will result in a poor grade.**

Students unable to attend a class are expected to inform the professor of their absence, preferably before class. If there are reasonable grounds for missing a class such as illness, the student will not be penalized. However, the professor retains the right to ask for documentation in the case of missed classes. Students who miss a class must submit a more detailed passport journal entry for each of the missed readings to recover part of their participation mark for that day. Abstracts must be submitted within fourteen days of the missed class.

### **Passport Journal Entries (20%)**

Students are expected to complete the readings before class, and to take notes on each article, chapter or document in preparation for our seminar discussions. Weekly passports will summarize the main points, authors' arguments, use of evidence & and pose questions from the readings. These are due in class: print **TWO** copies: one for me and the other for you to consult during the discussion. You may also include post-class reflections in the final journal. The final entry will be a brief response considering Victorianism, Victorian Britain and Victoria as an overview of the course Passport Journal. (Weekly; final entry due 23 November 2015)

**Seminar Presentation (10%)** For weekly seminars each student will be assigned the role as primary facilitator for a specific week. They will be responsible for giving a short presentation on a topic related to the weekly readings and documents, on a subject to be determined in consultation with the professor. They will also assist the professor with the facilitation of the discussion topic by preparing a number of discussion questions arising from the weekly readings.

### **Research Essay (15 pages) (40%)**

Students are free to choose their own topics on the history of Victorian Britain & Empire, but must check with the professor before proceeding with detailed research. You are producing an original piece of work, so to a large extent essays must be based on primary sources. A range of primary sources will be discussed in course readings and students are encouraged to pursue themes of interest. In addition to the range of themes introduced in the survey readings, students are encouraged to consult recent survey texts of the period, recent editions of *Journal of British Studies* and *Victorian Studies*.

Begin thinking about your topic immediately and select a topic in consultation with the professor by the **19 October 2015**. Begin gathering material for your annotated bibliography and thesis proposal due **2 November 2015**. Each student will make a brief presentation to the class about their primary sources on **16 November 2015**. **Annotated bibliographies with thesis proposals** and final **essays** must be submitted to the professor **in hard copy**. **ALSO** for essays an **identical electronic copy** must also be submitted to the course website, both to the “Assignments” Tab and to Turnitin.com, using the link provided on OWL SAKAI, where it will be checked for plagiarism.

### **Essay Based Discussions**

**Beginning 30 November 2015**, the weekly meetings turn to **presentations of student essays (30 November/7December)**. Students will draw lots in the first few weeks to determine the order of presentation and due dates for their respective papers and oral presentations. The class will read the essay(s) that are due that week. Individual students will **present their research findings** in class (allotted time depends on class enrollment), and answer questions in a discussion period. Students who miss a class on their presentation date, without good grounds, will forfeit 10% of their final course grade. **The formal written essay, fully documented, must be submitted by NOON on the Friday PRIOR to the Monday assigned for the oral presentation.**

- (1) You will post your essay on the course site on OWL SAKAI for students to read. Penalties for late submission of electronic copy to professor and posting on *OWL SAKAI* because this affects all students.
- (2) Students will submit their assignments in electronic format to the **course website** at Western’s OWL SAKAI, where they will be **checked for plagiarism using Turnitin.com**.

When the class is focused on student essay presentations and discussion, each **student is responsible to read (before the appropriate class) the essay(s) that will be presented that week**. The course OWL site will facilitate this reading process by making the essays available to

all registered students. By reading the essay(s) before class, students will have questions in mind, and **will write and submit a one-page critique of each essay's strengths and weaknesses.** These critiques must be **submitted to the course website before the class begins.** **NOTE:** A student presenting on a particular day is excused from submitting a critique for any other essay being discussed that day. Another written assignment, the **annotated bibliography**, must also be submitted in **hard copy** to the professor, with an **identical electronic copy** submitted to the "Assignments" Tab and Turnitin.com.

## SCHEDULE OF CLASSES

Week 1	14 September	Introduction: Victoria and her Realm
Week 2	21 September	Victoria and Albert
Week 3	28 September	Politics, Reform, and Public Order
Week 4	5 October	Faith, Reason, and Action
Week 5	12 October	Thanksgiving
Week 6	19 October	Women in Victorian Society (Topic Selection)
Week 7	26 October	Inside the Victorian Underworld
Week 8	2 November	Family Life & Victorian Values (Bibliography due)
Week 9	9 November	Victoria's Empire
Week 10	16 November	Leisure, Etiquette, Fashion and Popular Culture (Sources)
Week 11	23 November	The Monarch & Victoria's Legacy (Journal due)
Week 12	30 November	Seminars & Peer Review I (Essay)
Week 13	7 December	Seminars & Peer Review II (Essay)

## NO FINAL EXAM

## CLASS READING SCHEDULE

### 14 September 2015 Introduction: Victoria and her Realm

✦ Strachey, "Introduction" and "Preface" in *Eminent Victorians*, vii-xii, 9-11  
*Oxford Dictionary of National Biography: Queen Victoria; Prince Albert*  
**(UWO Online Database: *Oxford Dictionary of National Biography*)**

## 21 September 2015      Victoria and Albert

**Background:** ♦A.N. Wilson, "The Little Old Woman Britannia" & "Victoria's Inheritance" in *The Victorians*

♦M. Paterson, *Life in Victorian Britain*, Chap 1 "Symbol of an Age"

♦Dorothy Thompson, *Queen Victoria. Gender and Power* (1990), Ch. 3 "Victoria and Albert," 31-60 & Ch. 4 "Victoria and Mrs Brown," 67-86. [Reserve]

♦Walter L. Arnstein, *Queen Victoria* (2003), Ch. 4 "The Model of Domesticity", 49-65; Ch. 5 "The Reigning Partner," 67-85. [R]

## 28 September 2015    Politics, Reform, and Public Order

♦A.N. Wilson, "The Age of Peel" and "The Failed Revolution," in *The Victorians*

♦Victor Bailey, "English Prisons, Penal Culture, and the Abatement of Imprisonment, 1895-1922," *Journal of British Studies*, 36:3 (1997) [JSTOR]

♦David Campion, " 'Policing the Peelers': Parliament, the Public, and the Metropolitan Police" in M. Cragoe and A. Taylor (eds.) *London Politics, 1760-1914* [R]

♦D.J. Rowe, "The Failure of London Chartism" in *The Historical Journal*, 11:3 (1968) [JSTOR]

*Documents: (OWL SAKAI)*

♦T.B. Macauley, "[Speech on the Reform Bill of 1832](#)"

♦"[The People's Charter](#)" (1842)

♦Friedrich Engels, "[Industrial Manchester](#)" in *The Condition of the Working Class in England* (1844)

## 5 October 2015      Faith, Reason, and Action

♦Strachey, "Cardinal Manning" in *Eminent Victorians*

♦Faught, *The Oxford Movement: A Thematic History*

♦M. Paterson, *Life in Victorian Britain*, Chap 6 "Religion"

### Library Visit

## 12 October 2015      Thanksgiving

## 19 October 2015      Women in Victorian Society

♦Strachey, "Florence Nightingale" in *Eminent Victorians*

♦Koven, *Slumming: Sexual and Social Politics in Victorian London*, 1-139

♦Susan Mumm, "Not Worse than Other Girls": The Convent-Based Rehabilitation of Fallen Women in Victorian Britain, *Journal of Social History*, 29 (3), 1996, 527-46 [JSTOR]

*Documents: (OWL SAKAI)*

♦"[Women miners in the English coal pits](#)" (from *Parliamentary Papers*, 1842)

♦J.S. Mill, "[The subjection of women](#)" (1869)

♦Emmeline Pankhurst, "[My own story](#)" (1914)

### Topic Selection registered

## 26 October 2015 Inside the Victorian Underworld

- ◆ Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*
  - ◆ Koven, *Slumming*, 140-288
  - ◆ M. Paterson, *Life in Victorian Britain*, Chap 2 “The Masses”
- Documents: (OWL SAKAI)*
- ◆ [The Ripper Files](#) (the records from Metropolitan Police website) & "Jack the Ripper", [Letters and Postcards](#) (1888-90)
  - ◆ *London Low Life*: Henry Mayhew (View **UWO database Online**)

## Thesis Proposal & Annotated Bibliography (10%) due 2 November 2015

### 2 November 2015 Family Life & Victorian Values (All Reserve)

- ◆ Amy Milne-Smith, “A Flight to Domesticity? Making a Home in the Gentleman’s Clubs of London, 1880-1914” *Journal of British Studies*, 45, 2006, 796-818. [[JSTOR](#)]
  - ◆ Ginger Frost, “Children and the Family” in *Victorian Childhoods* (2009), 11-33 [R]
  - ◆ Michael Paterson, *Life in Victorian Britain*, Chap 3 “What People Ate”, Chap 4 “Taste”
  - ◆ Isabella Beeton, “Domestic Servants” from *The Book of Household Management* (1861) [R]
- See Isabella Beeton, *The Book of Household Management* (1861) (UWO Books Online)
- ◆ Anon. *Hints on Cookery for the Working Classes* (1857) [R]

### Thesis Proposal & Annotated Bibliography due (10%)

## 9 November 2015 Victoria’s Empire

**Background:** ◆ A.N. Wilson, *The Victorians*, “The Crimean War”, “The Fourth Estate-Gordon of Khartoum”, “Into Africa”, “The Boer War”, “India 1857-9”, “Kipling’s India”, “Vale”

- ◆ Strachey, “The End of General Gordon” in *Eminent Victorians*
- ◆ Bernard Porter, “Empire, What Empire? Or, why 80% of Early-and Mid-Victorians were Deliberately kept in Ignorance of it,” *Victorian Studies* 46 (2), 2004, 256-63.
- ◆ Miles Taylor, “Queen Victoria and India, 1837-61”, *Victorian Studies* 46 (2), 2004, 264-74.

*Documents: (OWL SAKAI)*

- ◆ Benjamin Disraeli, ["The Maintenance of Empire"](#) (1872)
- ◆ Joseph Chamberlain, ["The True Conception of Empire"](#) (1897)
- ◆ Rudyard Kipling, ["Gunga Din"](#) (1891) and ["The White Man's Burden"](#) (1898)
- ◆ Queen Victoria, [Proclamation to Princes, Chiefs, and the People of India](#) (1858)
- ◆ Lord Roberts, ["When Queen Victoria became Empress of India"](#) (1877)

## 16 November 2015 Fashion, Consumption, Leisure and Popular Culture

- ◆ “Etiquette and Fashion” and “Leisure” in Michael Paterson, *A Brief History of Life in Victorian Britain* (2008) Ch. 7, 194-222 & Ch. 9, 246-77.

◆Erika Rappaport, “‘The halls of temptation’: Gender, politics, and the construction of the department store in Late Victorian London” *Journal of British Studies*,, 1996, 35(1), 58-83. [[JSTOR](#)]

*Documents: Victorian Popular Culture: music hall, circuses, zoos, ghosts* (UWO online)

**Plans for Victorian Christmas**

**23 November 2015 The Monarchy and Victoria’s Legacy and Overview**

◆David Cannadine, “The Context, Performance and Meaning of Ritual: The British Monarchy and ‘The Invention of Tradition’” in Hobsbawm and Ranger (eds), *The Invention of Tradition*,(1983) [**R**]

◆David Cannadine, “Queen Victoria” and “The Victorians” in *History in Our Time*, (1998), 39-47, 129-142. [**R**]

**Final Journal entries due; in class overview of Victoria’s Britain**

**POST Essays to OWL SAKAI Friday NOON before seminar**

**30 November 2015 Seminars & Peer Review I**

**7 December 2015 Seminars & Peer Review II**

**\*Depending on course enrollment schedule may be subject to change**

**History 4420F****STUDENT SEMINARS****FALL 2015**

Week 3      28 September      Politics, Reform, and Public Order

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Week 4      5 October      Faith, Reason, and Action

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Week 6      19 October      Women in Victorian Society

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Week 7      26 October      Inside the Victorian Underworld

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Week 8      2 November      Family Life & Victorian Values

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Week 9      9 November      Victoria's Empire

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## 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>).

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

*1 June 2015*

## 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/2015/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

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

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://brescia.uwo.ca/academics/registrar-services/>. The Western Registrar's website is at <http://www.registrar.uwo.ca/index.html>. 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.