



HISTORY 4291E: **ENVIRONMENTAL HISTORY OF CANADA** **COURSE OUTLINE (2016-17) – Dr. G. Warecki**

Office Hours: Faculty Portable, Office #3; times TBA

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Class meets on Thursdays, 12:30-3:20 PM in Room MRW 153

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.”

Prerequisite:

1.0 history course at the 2200 level or above or enrollment in the Environment and Culture Minor [in Anthropology].

Antirequisites

The former History 398 (Specialized Topics: Canadian Environmental History)

Course Description:

History 4291E is being taught concurrently with History 3217E, but with additional research requirements. The course examines the history of the natural environment, its socio-economic use by various peoples, and changing perceptions of the natural world in what is now Canada, from pre-European times to the late twentieth century. Reference will be made to similar processes in North America and elsewhere. The course is designed for senior undergraduates who may not have studied environmental history, but also those who have completed a 2000-level course in Canadian environmental history (2211E or 2123). Assigned readings will place recent literature in historiographic context. The material employs methodologies and insights from a variety of disciplines, including social, intellectual, political, legal, economic and cultural history, political science, anthropology and sociology.

Instructional Objectives and Assignments

This course will provide opportunities for students to develop skills leading to the attainment of Brescia’s Seven Competencies (<http://brescia.uwo.ca/academics/brescia-competencies/>): Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Self Awareness and Development; Social Awareness and Engagement; and

Valuing. The course will be taught in a weekly seminar format. A variety of methods are employed to teach the course, including assigned readings, class discussions, videos or other visual presentations, oral presentations, and written work. 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 Environmental History since European Contact with Aboriginal Peoples
- 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
- master techniques of scholarly referencing
- understand plagiarism and its forms
- demonstrate skills of reading comprehension, conceptualization, synthesis, and clear writing in a scholarly essay using primary and secondary sources.

Assigned readings are found either on-line, in Laurel Sefton MacDowell's *An Environmental History of Canada* (UBC Press, 2012), or in one of the additional required texts. When students encounter these readings, several skills are being developed.

Students will sharpen their ability to recognize, paraphrase, and summarize the most important points. They will also need to recall key arguments and develop an understanding of how historians use different sources in their work (**read the footnotes or endnotes!**). Students are expected to discuss such issues during the **weekly seminars**. Each week students will write and submit a hard copy of a “**reading response**” (two pages maximum). Students should **print two copies** of the reading response. One copy must be given to the professor at the beginning of class; keep the second copy for your own reference during the seminar discussion.

By late September, students should be able to paraphrase the thesis (or main theme) from a reading, identify and critique the major points of argument, and discuss the author’s use of sources. Students will be evaluated on their command of this material demonstrated in active, oral participation in class, and in the weekly written reading responses. Each week, the professor will record a **participation grade**. **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. Thus, keeping up with the readings and regular attendance are essential.** 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 must **submit a reading response for the missed articles** to recover part of the participation grade for that day. In such circumstances, reading responses must be submitted no later than 14 days after the missed class.

Students will make **two brief oral presentations** based on a primary source related to the assigned readings for a particular week (prior approval of the instructor is required). The goal is to present a primary source to the class and place it in historical context, using two secondary sources. Topics are negotiable. These short oral presentations will usually be made during the second hour of weekly class meetings. Further instructions will be given during class.

In addition to the weekly meetings, students will research and write an original **essay** for this course on a topic in Canadian environmental history approved by the instructor. The successive stages of essay preparation – including an **annotated bibliography**, to be submitted on **3 November** – offer opportunities to develop skills in conceptualization, organization, research, synthesis and writing. Further details about the process will be given during classes.

Students in History 4291E will do the same assignments required in History 3217E, 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 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 environmental 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.

Beginning 16 March 2017, the weekly meetings will turn to the oral presentation and discussion of student essays. Students will draw lots on **15 September** to determine the order of presentation and the due dates for their respective papers. During this part of the course, the class will read one or two essays (depending on enrollment) per week, produced by their peers. Students will write a **two-page written critique of each essay to be presented that week**, due no later than the beginning of class. Critiques will further sharpen students' writing skills and offer experience in evaluating the scholarship of one's peers. Further instructions about the presentations and the written critiques will be given during classes. Individual students will have substantial class time (50 minutes) to present their research findings, and to answer questions in a discussion period. These **oral presentations** will enhance students' skills of organization, public speaking, and (perhaps) the use of presentation software. Students who miss class on their presentation date – without reasonable grounds – will

forfeit **5%** of their final course grade. **The formal, 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 explained in class.

OWL and Student Obligations

The instructor will maintain a course website using UWO's on-line learning network, "OWL". **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. Please note that students 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 essays, each student must **read – before the appropriate class – the essay(s) that will be presented that week.** (Essays will be accessible via OWL.) By reading the essay(s) before class, students will be able to arrive with questions and comments in mind. Students will then **write and submit a two-page 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.** The annotated bibliography must also be submitted in hard copy to the professor, with identical electronic copies submitted to OWL.

Essays

Students will have some freedom in **choosing their own topics** in Canadian environmental 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.). The instructor will explain the phrase "to a significant degree" in class. Success in this course requires that one works on the various stages of the essay throughout the year. The intensive research required at this level cannot be accomplished in a short time. The following is a **recommended timeline** for the essay:

- (1) begin **thinking about a topic** as soon as possible;
- (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 3 November 2016;**
- (5) conduct **in-depth research** (December-February)
- (6) compose a detailed, **working outline**; then write the **first draft and final version** of the essay (February-March [depends on due date drawn by lot by the student]).

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 be submitted the Turnitin.com link provided on the course OWL site. **Further detailed instructions will be given during classes.**

Evaluation Scheme for 4291E Students:

Primary Source Analyses (3 per term).....	10%
Seminar Participation	20%
Weekly Reading Responses (10% each term)	20%
Annotated Bibliography (due 3 November 2016).....	10%
Written Critiques of Student Essays.....	5%
Two Short Oral Presentations (each based on a primary source, selected with professor's approval).....	10%
Oral Presentation of Essay Research.....	5%
Essay (due date determined by lottery on 15 September 2016).....	20%

Required Texts:

Students are required to purchase the following four texts:

Laurel Sefton MacDowell, *An Environmental History of Canada* (UBC Press, 2012).

Claire Campbell and Robert Summerby-Murray, (eds.), *Land and Sea: Environmental History in Atlantic Canada* (Fredericton, New Brunswick: Acadiensis Press, 2013).

Darcy Ingram, *Wildlife, Conservation, and Conflict in Quebec, 1840-1914* (Vancouver: UBC Press, 2013).

Nancy B. Bouchier and Ken Cruikshank, *The People and the Bay: A Social and Environmental History of Hamilton Harbour* (Vancouver: UBC Press, 2016).

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 and Course Readings

Assigned 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.

2016:

SEPT. 8**Course Introduction**

Purchase books and extra printer cartridges for printing on-line articles.

Explore OWL course site; read course outline.

Contact Professor if you have any questions.

SEPT. 15**Draw Lots for Essay Due Dates and dates for Oral Presentations of Essay Research****Discussion: What is EH?**

P Laurel Sefton MacDowell, *An Environmental History of Canada* (UBC Press, 2012) [hereafter **MacDowell**], Acknowledgements, and Introduction

Online: [UWO Libraries; catalogue; search by journal title: *Canadian Historical Review*; Project MUSE; Vol. 95, No. 4 (December 2014): **545-627**: [Thematic Issue on] “The Landscape of Canadian Environmental History”:

Introduction: Alan MacEachern, “The Text that Nature Renders?” pp. 545-554

Sverker Sörlin, “Canada and the Circumpolar North: The Historiography of the Enigmatic North,” pp. 555-566

Liza Piper,” Coming In from the Cold,” pp. 567-573

J.F.M. Clark, “Canada and the British Empire: From the Other Side of the Ocean: Environment and Empire,” pp. 574-584

Graeme Wynn, “Empires of Nature and the Nature of Empires,” pp. 585-591

Nancy Langston, “Canada and the United States: Thinking like a Microbe: Borders and Environmental History,” pp. 592-603

Sean Kheraj, “Borders, Intersections, and Ideas of Nature,” pp. 604-609

Stephen J. Pyne, “Imagining Canada: Reflections in the Flames,” pp. 610-620

Tina Loo, “Missed Connections: Why Canadian Environmental History Could Use More of the World, and Vice Versa,” pp. 621-627

SEPT. 22 Aboriginal Peoples and European Encounters

P MacDowell, Chapter 1: “Encountering a New Land”

Online: Marcel Moussette, “A Universe Under Strain: Amerindian Nations in North-Eastern North America in the 16th Century,” *Post-Medieval Archaeology* Vol. 43, No. 1 (2009): 30-47. [via UWO Libraries]

Online: Colin M. Coates, "Who Was the King of the Beasts in New France?"

<https://earlycanadianhistory.ca/2016/05/23/who-was-the-king-of-the-beasts-in-new-france/>

Online: Liza Piper and John Sandlos, "A Broken Frontier: Ecological Imperialism in the Canadian North," *Environmental History* 12 (October 2007): 759-95.

<http://envhis.oxfordjournals.org/content/12/4/759.full.pdf+html>

SEPT. 29 European Settlement and Colonization

P MacDowell, Chapter 2: "Settling the Land and Transforming the 'Wilderness'" [stop at bottom of p. 60]

P Heather L. Macleod, "Responding to the Land: Experiencing Nature in Nova Scotia, 1607-1900," in Claire Campbell and Robert Summerby-Murray, (eds.), *Land and Sea: Environmental History in Atlantic Canada* (Fredericton, New Brunswick: Acadiensis Press, 2013) [hereafter *Land and Sea*], 11-26.

P Richard H. Field, "Colonizing Nature: Titus Smith Jr. and the Making of Nova Scotia, 1800-1850," in *Land and Sea*, 45-59.

Online: J.I. Little, "West Coast Picturesque: Class, Gender, and Race in a British Colonial Landscape, 1858-1871," *Journal of Canadian Studies* Vol. 41, No. 2 (Spring 2007): 5-41. [via UWO Libraries using Project MUSE]

OCT. 6 Forest History

P MacDowell, from p. 60 "The Lumber Industry" to end of chap. 2; **and** 96-104 [stop at Commission of Conservation].

On-line: Mark Kuhlberg, "'We Have "Sold" Forestry to the Management of the Company': Abitibi Power and Paper Company's Forestry Initiatives in Ontario, 1919-1929," *Journal of Canadian Studies* Vol. 34, No. 3 (Fall 1999): 187-209. [on-line via Proquest]

P Bill Parenteau, "'Making Room for Economy, Efficiency and Conservation': Progressive Forest Conservation in New Brunswick, 1900-1918," in *Land and Sea*, 121-141.

Online: Richard Rajala, "'Streams Being Ruined From a Salmon Producing Standpoint:' Clearcutting, Fish Habitat, and Forest Regulation in British Columbia, 1900-45," *BC Studies* Vol. 176 (Winter 2012/2013): 93-119, 121-132, 200. [on-line via Proquest]

OCT. 13 Wildlife Conservation (I)

P MacDowell, 109-115.

P Darcy Ingram, *Wildlife, Conservation, and Conflict in Quebec, 1840-1914* (Vancouver: UBC Press, 2013), xi-100.

OCT. 20 Wildlife Conservation (II)

P Darcy Ingram, *Wildlife, Conservation, and Conflict in Quebec, 1840-1914* (Vancouver: UBC Press, 2013), 103-216.

[OCT. 27- NO CLASS – FALL STUDY BREAK]

NOV. 3 – ANNOTATED BIBLIOGRAPHY DUE*
VIDEO (TBA)

NOV. 10 Urban Problems

P MacDowell, Chapter 3: “Early Cities and Urban Reform”

Online: Arn Keeling, “Urban Waste Sinks as a Natural Resource: The Case of the Fraser River,” *Urban History Review: Special Issue on the Environment*: Vol. 34, no. 1 (Fall 2005): 58-70. [on-line via Proquest]

Online: Sherry Olson, “Downwind, Downstream, Downtown: The Environmental Legacy in Baltimore and Montreal,” *Environmental History* 12 (October 2007): 845-66. <http://envhis.oxfordjournals.org/content/12/4/845.full.pdf+html>

Online: Owen Temby, “Trouble in Smogville: The Politics of Toronto’s Air Pollution During the 1950s.” *Journal of Urban History* Vol. 39, No. 4 (July 2013): 669-689. [online via Scholars Portal]

NOV. 17 Hamilton Harbour (I)

P Nancy B. Bouchier and Ken Cruikshank, *The People and the Bay: A Social and Environmental History of Hamilton Harbour* (Vancouver: UBC Press, 2016), xi-113.

NOV. 24 Hamilton Harbour (II)

P Nancy B. Bouchier and Ken Cruikshank, *The People and the Bay: A Social and Environmental History of Hamilton Harbour* (Vancouver: UBC Press, 2016), 114-229.

DEC. 1 – LAST CLASS FOR 2016 - Mining and Its Impacts

P MacDowell, Chapter 5: “Mining Resources”

On-line: Jessica Van Horssen, “A Town Called Asbestos”: Parts I-V of a **video series** produced for EHTV on the NiCHE website.

<http://niche-canada.org/2011/10/26/ehtv-episode-06-a-town-called-asbestos-part-i/>

See also Jessica Van Horssen, *Asbestos Q.C.: A Graphic Novel*:
<http://megaprojects.uwo.ca/asbestos/>

Online: Laurel Sefton MacDowell, “The Elliott Lake Uranium Miners’ Battle to Gain Occupational Health and Safety Improvements, 1950-1980,” *Labour / Le Travail* Vol. 69, No. 1 (August 2012): 91-118. [online via Scholars Portal]

2017:

JAN. 5 Water

P MacDowell, Chapter 8: “Water”

Online: Shannon Stenden Bower, “Watersheds: Conceptualizing Manitoba’s Drained Landscape, 1895-1950,” *Environmental History* 12 (October 2007): 796-819.
<http://envhis.oxfordjournals.org/content/12/4/796.full.pdf+html>

Online: Matthew Evenden, “Mobilizing Rivers: Hydro-Electricity, the State, and World War II in Canada,” *Annals of the Association of American Geographers* Vol. 99, No. 5 (December 2009): 845-855. [Online via Scholars Portal]

JAN. 12 Fisheries

P MacDowell, chapter 12: “Coastal Fisheries”

P Jonathan Luedee, “‘Bare Rocks Instead of Fish’: Local Fishers Respond to Resource Depletion in the Bay Bulls Inshore Fishery, 1855-1863,” in *Land and Sea*, 81-98.

Online: Miriam Wright, “Aboriginal Gillnet Fishers, Science, and the State: Salmon Fisheries Management on the Nass and Skeena Rivers, British Columbia, 1951-1961,” *Journal of Canadian Studies* Vol. 44, No. 1 (Winter 2010): 5-35, 229. [online via Proquest]

Online: Liza Piper, “Parasites from ‘Alien Shores’: The Decline of Canada’s Freshwater Fishing Industry,” *Canadian Historical Review* 91, No. 1 (March 2010): 87-114. [online via Project MUSE]

JAN. 19 Conservation, Parks, and Changing Ideas

P MacDowell, 104-109.

Online: Arn Keeling, “‘A Dynamic, Not a Static Conception’: The Conservation Thought of Roderick Haig-Brown,” *Pacific Historical Review* Vol. 71, No. 2 (May 2002): 239-268. [online via Proquest]

Online: Alan MacEachern, “The Sentimentalist: Science and Nature in the Writing of H.U. Green, a.k.a. Tony Lascelles,” *Journal of Canadian Studies* Vol. 47, No. 3 (Fall 2013): 16-41. [online via Project MUSE]

Online: George Warecki, “The Making of a Conservationist: J.R. Dymond and His Environments, 1887-1932,” *Ontario History* Vol. CVIII, No. 1 (Spring 2016): 64-91. [see OWL course site]

P MacDowell, chapter 11: “Parks and Wildlife”

JAN. 26 Cars and Consumerism

P MacDowell, chapter 6: “Cars, Consumerism and Suburbs”

Online: Ben Bradley, “Behind the Scenery: Manning Park and the Aesthetics of Automobile Accessibility in 1950s British Columbia,” *BC Studies* 170 (Summer 2011): 41-65, 201. [online via Proquest]

Online: Steve Penfold, “‘Are We Literally Going to the Hot Dogs?’ Parking Lots, Drive-Ins and the Critique of Progress in Toronto’s Suburbs, 1965-1975,” *Urban History Review* Vol. 33, No. 1 (Fall 2004): 8-23. [online via Proquest]

Online: Danielle Robinson, “Modernism at a Crossroad: The Spadina Expressway Controversy in Toronto, Ontario ca. 1960-71,” *Canadian Historical Review* Vol. 92, No. 2 (June 2011): 295-322. [online via Project MUSE]

FEB. 2 Environmentalism (I)

P MacDowell, chapter 10: “The Environmental Movement and Public Policy”

Online: Frank Zelko, “Making Greenpeace: The Development of Direct Action Environmentalism in British Columbia,” *BC Studies*, No. 143/143 (Summer/Autumn 2004): 197-239. [on-line via Proquest]

P Mark McLaughlin, “Green Shoots: Aerial Insecticide Spraying and the Growth of Environmental Consciousness in New Brunswick, 1952-1973,” in *Land and Sea*, 143-157.

See Instructor. Ryan O’Connor, “An Ecological Call to Arms: The Air of Death and the Origins of Environmental Activism in Ontario,” *Ontario History* Vol. 105, No. 1 (Spring 2013): 19-46.

FEB. 9 Environmentalism (II)

Online: Henry Trim, “Planning the Future: The Conserver Society and Canadian Sustainability,” *Canadian Historical Review* Vol. 96, No. 3 (September 2015): 375-404. [online via Project MUSE]

Online: Owen Temby and Ryan O’Connor, “Property, Technology, and Environmental Policy: The Politics of Acid Rain in Ontario, 1978-1985,” *Journal of Policy History* Vol. 27, No. 4 (October 2015): 636-669. [online via Project MUSE]

Online: Margaret Low and Karena Shaw, “First Nations Rights and Environmental Governance: Lessons from the Great Bear Rainforest,” *BC Studies* No. 172 (Winter 2011-12): 9-33, 157. [online via CPIQ]

FEB. 16 Leftovers; Post-Industrial Problems; and Displacement

- P MacDowell, chap. 9: "The Contested World of Food and Agriculture"
- P Jacqueline D. Holmes and Justin B. Hollander, "Regenerating Devastated Landscapes in Moncton, New Brunswick and Sydney, Nova Scotia," in *Land and Sea*, 201-219.
- Online: Deborah Davis Jackson, "Scents of Place: The Dysplacement of a First Nations Community in Canada," *American Anthropologist* Vol. 113, No. 4 (December 2011): 606-618. [online via Scholars Portal]

VIDEO: Excerpts of *Is the Crown at War With Us?* (2002)

[FEB. 23 – NO CLASS – READING WEEK]

MARCH 2 Energy

- P MacDowell, Chap. 7: "Changing Energy Regimes"
- P Mark Leeming, "The Creation of Radicalism: Anti-Nuclear Activism in Nova Scotia, c. 1972-1979," *Canadian Historical Review* Vol. 95, No. 2 (June 2014): 217-241. [online via Project MUSE]
- Online: Imre Szeman, "How to Know About Oil: Energy Epistemologies and Political Futures," *Journal of Canadian Studies* Vol. 47, No. 3 (Fall 2013): 145-168, 268. [online via Proquest]
- Online: Wilfrid Greaves, "Risking Rupture: Integral Accidents and In/Security in Canada's Bitumen Sands," *Journal of Canadian Studies* Vol. 47, No. 3 (Fall 2013): 169-199, 257. [online via Proquest]

MARCH 9 Climate History / Global Warming

- P MacDowell, chap. 13: "The North and Climate Change"
- Online: Teresa Devor, "The Explanatory Power of Climate History for the 19th-Century Maritimes and Newfoundland: A Prospectus," *Acadiensis* Vol. 43, No. 2 (Summer/Autumn 2014): 57-78. [online via Erudit]
- Online: Briefly examine the website of the Intergovernmental Panel on Climate Change (IPCC) at <http://www.ipcc.ch/report/ar5/syr/>

Online: read the 31-page *Synthesis Report Summary for Policymakers* at http://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf

Note: The full citation for the larger document (including the *Summary*) is

IPCC, 2014: Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental

Panel on Climate Change [Core Writing Team, R.K. Pachauri and L.A. Meyer (eds.)]. IPCC, Geneva, Switzerland, 155pp.

MARCH 16 Essay Oral Presentations Begin

MARCH 23

MARCH 30

APRIL 6 – LAST CLASS

2016-17 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 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 her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation 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. 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 from: <http://www.westerncalendar.uwo.ca/2016/pg117.html> 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.

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 policy on requesting accommodation due to illness can be viewed at:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

2. ACADEMIC CONCERNNS

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 (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

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.westerncalendar.uwo.ca/2016/pg113.html>

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 Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

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 prerequisite(s).

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 is at <http://brescia.uwo.ca/academics/registrar-services/>. 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://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.