

**Brescia University College
2011-2012**

History 2403E (530)

Europe and England in the Sixteenth and Seventeenth Centuries (c. 1500-1714)

Instructor: Dr. Sara Morrison
Class Times: Wednesday: 11:30-1:30; Friday: 11:30-12:30 (BR 135)
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Email: smorri5@uwo.ca. The best way to contact me is by email, or office hours.

Course Description:

These two centuries were unusually significant for the development of our European heritage. Threats to the social order appeared from every direction: unstable economies, social unrest, religious turmoil, the New World, urban growth, changing ideas about good governance, conflicts between the rulers and the ruled, shifting household relationships, and rising crime rates. There was great uncertainty in Western Europe during the early modern period, resulting in dramatic change and innovation within all aspects of life: political, cultural, religious, scientific, economic, social, professional and military. This course considers the challenges that faced early modern European society, how different regions dealt with these threats, and the interrelationships between these changes. A comprehensive treatment of two centuries and the numerous territorial units of the era will be impossible; however, the course addresses the major characters, pivotal ideas and significant issues in the political, social, economic, religious, scientific and cultural life of Western Europe (particularly in England, France, Spain, Italy, Germany and the Holy Roman Empire.)

As a secondary goal, this course aims to familiarize students with the concept of historiography. Historiography considers the way that history is written and the way in which historians interact with one another; it is a fundamental methodological tool of the historical discipline. Students will be challenged in lectures, in tutorials, and in written assignments to employ historiography as a means of developing their critical faculties and engaging in the wider debates of early modern European historians.

Course Requirements:

Short Essay	15%	(16 November 2011- Beginning of Class) (5-6 pages)
First Exam:	20%	(18 January 2012- In Class)
Major Essay:	20%	(7 March 2012 – In Class) (10-15 pages)
Final Exam:	30%	(Final Exam Period – TBA)
Participation:	15%	(Attendance, participation & in-class activities)

Required Course Texts (all paperbacks)

Cellini, Benvenuto. Autobiography. London: Penguin, 1998.
 Davis, N.Z. The Return of Martin Guerre. Cambridge: CUP, 1983.
 Elliott, J.H. Richelieu and Olivares. Cambridge: CUP, 1991.
 Mattingly, G. The Armada. (1st edn. 1959) New York: Mariner, 2005.
 Rabb, T. The Struggle for Stability in Early Modern Europe. Oxford: OUP, 1975.
 Sobel, Dava. Galileo's Daughter. New York: Walker & Co., 1999.
 Wiesner-Hanks, M. Early Modern Europe: 1450-1789. Cambridge: CUP, 2006.
 Excellent thematic chapters; comparative themes for 16th and 17th centuries; online sources and guides) Other assigned readings for discussion in tutorials will be available on-line through **JSTOR**.

Highly Recommended

Rampolla, M. *A Pocket Guide to Writing in History*. 4th Ed. Bedford/St.Martin's, 2003.

On Reserve in Brescia Library:

Wiesner-Hanks, M. Women and Gender in Early Modern Europe, Cambridge: CUP, 2000

Learning Objectives

By the end of this course students will be able to:

1. Provide accurate factual information about a wide range of people, groups, events, and documents discussed in readings and lectures, and explain their significance.
2. Concisely and coherently explain the major changes in European society between c. 1500 and 1700.
3. Analyze a short excerpt from a primary source text, exploring its assumptions, factual basis, and rhetoric, and evaluating its possibilities as a historical source.
4. Analyze a short secondary source, considering its sources, methods, thesis, structure, and argument.
5. Show an understanding of the concept of historiography and its importance to historical study
6. Begin the process of integrating primary and secondary sources in a research paper.

Recommended expectations and outcomes for second year classes

- Content delivery
 - The examination of nations, regions and historical themes
- Content diversification: the opportunity to experience
 - new fields
 - new approaches
- Intermediate primary source skills
 - Close reading
 - What do they tell us beyond the obvious?
- Intermediate secondary source skills
 - Identifying thesis and argument
 - Identifying sources

- Critiquing [article-length texts]
- Basic research skills
 - Integration of primary and secondary sources
 - Framing research questions
- Intermediate writing skills
 - The thesis statement
 - Developing an argument
- Participation and communication skills
 - Effective argument and exchange

These aims might be achieved by a combination of short reviews, assignments (5-8 pages) and a final “research paper” about 15 pages.

ASSESSMENT:

Short Essay: 16 November 2011 (15%) at the beginning of class. (5-6 pages)

The goal of this assignment is to introduce you to, and familiarize you with, the concept of historiography. Briefly stated, historiography is the study of what historians write and how they write it. Although there are many facts about which historians agree, there is also broad leeway about how those facts are interpreted and understood. Presented with the same historical data, different historians might draw vastly different conclusions about the meaning and significance of those facts. By studying these interpretations and attempting to determine the reasons for why they have emerged, it is possible to gain a clearer understanding of both the interpretation being offered and of the historical phenomena in question.

In this paper you will focus on examining the different interpretations provided by historians for a given historical event. As such, a simple narrative recounting of historical events will not be acceptable. Your task is not to determine what happened, but to attempt to survey and evaluate the various interpretations of what happened, as they have been put forth by other historians. Choose **ONE** of the options presented below:

Option #1: Martin Luther

Write a short paper (5-6 type-written, double-spaced pages) which examines the efforts of later authors to interpret the actions and motives of Martin Luther that precipitated the Reformation. For centuries now historians and theologians have engaged in heated debates about what motivated Martin Luther to break with the Roman Catholic Church and to establish a new Christian church. Your task will be to choose and examine **three** (one from Group A; one from Group B; and a third source from either group) of the following attempts by later writers (all of whom were writing at different times and with different agendas) to interpret Luther’s motives. All of these sources are available on the internet:

Group A

Philip Melancthon, *History or the Life and Actions of the Very Reverend Dr. Martin Luther Part I*’ (1548).

Philip Schaff, *History of the Christian Church*, Vol. VII, Chapter II & III (1858/1882).

Group B

H.G.Ganss, "Martin Luther" in *The Catholic Encyclopedia* (1913 ed.)

M.J. Lagrange, *Luther on the Eve of His Revolt*-- (Introduction and Epilogue only)

F.J. McGarrigle, "The Psychoanalysis of Luther: Escape From Pessimism" in *American Ecclesiastical Review*, 1935, pp. 252-270.

Once you have read and digested your sources, you must then write a paper in which you attempt to present and critically assess the explanations which you have read. As you critically evaluate the work of each writer, you may wish to ask yourself what motivations they might have had for drawing the conclusions they did (to answer this you will have to find out a little bit of biographical detail about each author you choose). After presenting and critically evaluating the positions of your authors, you must then decide which author's work you found to be the most persuasive. In many ways this is the most important element of the paper. Faced with a variety of answers to the same historical question, you must decide which author has proven their case the most convincingly. Your decision must be substantiated with the reasons for your choice; you must state clearly why you find a particular interpretation particularly believable.

NOTE: Please recognize that these are not necessarily the best, or even the most accurate, treatments of Luther's actions and motives. They have been chosen because of their radically different interpretations and tone.

Option #2: Anne Boleyn

Begin by locating and reading the following articles, all of which are available on JSTOR. While they are listed alphabetically here, make sure to **read them in chronological order**.

Bernard, G.W. "The Fall of Anne Boleyn." *The English Historical Review*. Vol. 106, No. 420. July, 1991, pp. 584-610.

Bernard, G.W... "The Fall of Anne Boleyn: A Rejoinder." *The English Historical Review*. Vol.107, No. 424. July 1992, pp.665-674.

Ives, E.W. "The Fall of Anne Boleyn Reconsidered." *The English Historical Review*. Vol. 107, No. 424. July 1992, pp. 651-664.

Warnicke, Retha. "The Fall of Anne Boleyn Revisited." *The English Historical Review*. Vol. 108, No. 428, July 1993, pp. 653-665.

These articles all deal with the question of whether Anne Boleyn was guilty of the crimes for which she was executed. What is interesting about these articles is that all three historians have used exactly the same pieces of evidence, and yet they come to very different conclusions about Anne and her eventual execution. Your task is to write a short paper (5-6 type-written, double-spaced pages), which critically assesses these articles.

What conclusion did each historian reach about Anne's guilt? What key pieces of evidence did they use to form these conclusions? Which pieces of evidence were most heavily valued or discredited by each historian? Ultimately, which historian did you find to be the most persuasive? This final question is the most important element of the paper. Faced with three interpretations of the same historical data, you must decide which

historian has proven their case most convincingly. Your decision must be substantiated with the reasons for your decision; you must state clearly why you find a particular interpretation particularly believable.

The Fine Print

Any paper not submitted to turnitin by the due date will accumulate a late penalty, even if it has been submitted in hard copy. Papers should be printed on one side of the page only, double-spaced, with a standard size font (Times New Roman 12pt) and standard margins (1-1.25in). All pages, with the exception of the title page, **must be numbered**.

Major Essay 20% 7 March 2012 (12-15 pages)

This essay has been designed to further develop your historiographic skills and awareness. Your task will be to choose a topic dealing with an issue or person contemporary to the sixteenth or the seventeenth century. Your topic should be a person, event, trend about which there is some historical controversy. Examples include (but are not limited to), the following topics:

1. Elizabeth I: Why did she never marry?
2. How should we best understand the character of Philip II of Spain?
3. What were the key factors that led to the defeat of the Spanish Armada?
4. What were the major causes of the Sixteenth Century Price Revolution?
5. What were the major causes of Spanish Decline?
6. Why was it that women were most often accused and executed for witchcraft?
7. The Thirty Years' War: How destructive was it?
8. Peter the Great: Did he succeed in modernizing Russia?
9. Oliver Cromwell: Was he responsible for the slaughter of civilians at Drogheda?
10. John Calvin: A Teacher or Tyrant?
11. Catholic Reformation or Counter Reformation?
12. Did Mary Queen of Scots murder her husband Lord Darnley?
13. Was Mary Queen of Scots involved in the Babington Plot?
14. Princes in the Tower: Did Richard III murder his nephews to seize the throne?

Having chosen a topic, you will be required to find a **minimum** of **five** sources dealing directly and explicitly with the specific topic that you have chosen. You will then write a paper of approximately 12-15 typed, double-spaced pages, which presents and evaluates the different ways in which historians have attempted to answer these questions. In your paper you should consider the following questions: What interpretation did each historian have of the historical evidence? What were the key pieces of evidence they used to form those conclusions? Were the same pieces of evidence available to all of the historians you considered? Did your historians "weigh" particular pieces of evidence differently? Did the author gender, faith, historical context, political ideologies, et cetera shape their interpretations? Ultimately, which historian did you find to be the most persuasive? This final question is the most important element of the paper. Here you must exercise your critical faculties. Which historian has most correctly, most persuasively, interpreted

the historical record? Your decision must be substantiated with the reasons for your decision; you must state clearly why you find a particular interpretation particularly persuasive.

Grammar, spelling and organization will weigh heavily in the final assessment of the paper. There is no reason for misspellings, inaccurate punctuation, and the like. Careless writing will result in a significantly lower final grade for your paper. **Essays will be submitted to turnitin.com together with a hard copy in class. Marks will not be recorded unless the professor also has an electronic and hard copy of your paper.** Please Note: NO BIBLIOGRAPHIES OR ESSAYS WILL BE ACCEPTED BY EMAIL.

Exams

There will be an exam at the end of each term. Both will have a section dealing with factual material, and a section dealing with skills.

First Exam: 20% 18 January 2012 (In class) (1 hour 20 mins)

You will analyze both primary and secondary sources. Essay questions will be based on the lectures, tutorials and assigned readings.

Final Exam: 30% in Final Exam period (3 hours)

The final exam will ask you to answer larger interpretative questions about the entire course based on the broad themes emerging from the course as a whole. Students are also expected to be familiar with the major debates about early modern history and the arguments made by different historians, which we shall explore in tutorials. Review sheets and a discussion session will be provided.

Note: →No electronic devices will be permitted during tests or examinations
 →You must pass the Final exam to pass the course
 →No paper will be graded without **both** paper and electronic copies.
 →Keep all preparatory notes, early drafts, and a spare copy of your work
 →History 2403E is an essay course: 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

Tutorials, discussions and participation are worth 15%.

This is designed to promote a spirit of participation. Tutorials will be held as convenient during the lecture schedule, allowing students to discuss the assigned readings in a small, collegial environment. While some marks will be given for attendance and completion of the passport (a précis of 100-150 words), most will be earned by participation in tutorials and any in class assignments. Short of written exams, there is little other way to assess your grasp of the assigned readings, so it is hoped you will contribute. To ensure fair evaluation of these marks, attendance will be taken at each tutorial.

The Passport: Bring **TWO** copies to class. (100-150 words)

Guidelines: -Summarize the main theme(s) of the readings, the major argument(s), and your response to the reading.
 -Ask at least **TWO** of your own questions in response to the readings. Do not summarize the cover of the book or use book reviews as a substitute for producing an original response to the book.

The passport will be submitted to me when you enter the room; **it is not a substitute for tutorial participation.** Passports are only accepted in tutorials, not by email or after the class for which they were written. You cannot make up tutorials, although reasonable infrequent absences might result in re-weighting of grades. The passports will not be returned; they indicate your preparation to discuss the tutorial readings and provide me with an idea of your level of understanding.

NOTE: EXAM PREP

Tutorial Readings are included in exams. By keeping up with the tutorial readings and writing good summaries this will benefit you when studying for exams.

HISTORY 2403E (530) LECTURE SCHEDULE 2011-2012

TERM I

- | | | |
|---|-------------|---|
| 1 | 9 Sept. | <p>INTRODUCTION
 Geography. What and where is Europe?
 EME, pp. 1-13, Map 3.</p> |
| 2 | 14-16 Sept. | <p>THE MAKING OF EUROPE
 Concepts of Time and Space; Levels of Violence
 EME, Chapter 1, pp. 14-42; Wiesner, pp. 1-9. (Reserve)</p> |
| 3 | 21-23 Sept. | <p>DEGREES OF PEOPLE: THE SOCIAL ENVIRONMENT OF EARLY MODERN EUROPE
 Urban Life and Rural Life
 EME, Chapter 2, pp. 44-76; 207-9.</p> |
| 4 | 28-30 Sept. | <p>THE SOCIAL ENVIRONMENT:
 Noble Society & the Crown; Population Trends
 Wiesner, pp. 30-41, 51-101.
 <u>Discuss: Cellini</u></p> |
| 5 | 5-7 Oct. | <p>FORCES OF CHANGE: THE EARLY MODERN ECONOMY
 The Price Revolution; Rise and Fall of Commercial Capitalism
 EME, Chapter 6, pp. 184-214; Wiesner, pp. 102-140. (Reserve)</p> |
| 6 | 12-14 Oct. | <p>THE EARLY MODERN STATE
 The 16th Century State; International Rivalries
 EME, Chapter 3, pp. 78-113.
 <u>Discuss: Popular Culture (Online articles)</u></p> |

- 7 19-21 Oct. **THE NEW MONARCHIES**
Success and Failure; The Role of Women
Discuss: Witchcraft (Online articles)
- 8 26-28 Oct. **THE DOMINANCE OF THE CHURCH; POPULAR RELIGION AND RITUAL IN THE LATE MIDDLE AGES**
The Role of the Church; Popular Piety as an alternative
Wiesner, pp. 213-220. (Reserve)
- 9 2-4 Nov. **HUMANISM & ITS CHALLENGES**
Erasmus and the Christian Humanists
EME, Chapter 4, pp. 117-46; 153, 30-32; Wiesner, pp. 13-26, 143-158. (Reserve)
Discuss: The Return of Martin Guerre
- 10 9-11 Nov. **THE REFORMATION**
Martin Luther
EME, Chapter 5, especially pp. 148-57.
Lutheranism; Spread of the Reformation in Europe: Zwingli; Anabaptists EME, Chapter 5, pp. 148-172; 18; Wiesner, pp. 26-30, 220-230. (Reserve)
- 11 16-18 Nov. **THE REFORMATION II: RELIGION AND THE STATE**
The German Princes; Gustav Vasa of Sweden;
EME, pp. 107; 156-60; 368-71.
- SHORT ESSAY DUE 16 NOVEMBER
12. 23-25 Nov. **REFORMATION III: ENGLISH REFORMATION**
Henry VIII and the English Reformation;
Reformation Continued: Edward VI & Mary I
EME, pp. 107; 156-60; 368-71.
13. 30 Nov-
2 Dec **RESPONSES TO THE REFORMATION**
The Catholic Response: Spain and the Jesuits
Catholic Reform or Counter Reformation? Italy & the Council of Trent EME, Chapter 5, pp. 172-81; Wiesner, 231-240, 249-254. (Reserve)

30 NOVEMBER LAST DAY TO DROP FULL COURSE WITHOUT PENALTY

14. 7 Dec. **SPAIN: THE FIRST WORLD POWER?**
THE DECLINE OF SPAIN EME, pp. 97-103; 111; 180-1; 301-3; Wiesner, pp. 249-254. (Reserve) Discuss: The Armada

CHRISTMAS HOLIDAY

TERM II

15. 11-13 Jan. **THE REFORMATION III: CALVINISM (PURITANISM)**
John Calvin: The Second Generation of Reform; Geneva
 EME, Chapter 5, pp. 169-172.
16. 18-20 Jan. **FINDING EARLY MODERN MANUSCRIPTS**
Printing & Print Culture (Library Visit)
FIRST EXAM 18 JANUARY
17. 25- 27 Jan. **ELIZABETHAN ENGLAND**
Elizabethan Religious Settlement; Elizabeth I the Virgin
Queen; England's Golden Age EME, pp. 94-5; 158-9; 175; 303-4;
 John N. King, "Queen Elizabeth I: Representations of the Virgin Queen," Renaissance Quarterly, 43, 1 (1990), pp. 30-74. (Online)
18. 1-3 Feb. **DUTCH INDEPENDENCE**
German Lands before Thirty Years' War
 EME, pp. 309-12; Wiesner, pp. 288-311. (Reserve)
Discuss: Galileo's Daughter
19. 8-10 Feb. **THE FRENCH WARS OF RELIGION**
Founding the Bourbon Monarchy
 EME, pp. 95-97; Chapter 5, pp. 177-81; 297-301.
20. 15-17 Feb. **CRISIS AND RESISTANCE:**
The Thirty Years' War
 EME, Chapter 9, pp. 284-324; also pp. 181; 349, 366, 416;
 Rabb, pp. 1-34.
Discuss: New Warfare: A Military Revolution? (Online articles)
21. 22-24 Feb. *****CONFERENCE WEEK*****
22. 29 Feb-
 2 Mar. **THIRTY YEARS' WAR: Denmark & Sweden**
The Impact and Consequences in Europe
 A New European Equilibrium? Rabb, pp. 60-82.
23. 7-9 Mar. **THE EUROPEAN ECONOMY**
The Seventeenth Century Economy; Dutch Golden Age
 EME, Chapter 9, pp. 309-12; Rabb, pp. 83-9.
MAJOR PAPER DUE 7 MARCH (IN CLASS)
24. 14-16 Mar. **LAYING THE FOUNDATIONS OF ABSOLUTISM**
The Hapsburg Monarchy
 EME, pp. 284-297.
Discuss: Richelieu and Olivares

25. 21-23 Mar. **FRANCE UNDER LOUIS XIV**
Louis XIV's Personal Rule
 EME, Chapter 9, pp. 297-301; 371-4; Rabb, pp. 100-115.
Discuss: Rabb
26. 28-30 Mar. **ENGLAND UNDER THE EARLY STUARTS**
James I and Charles I. Absolutism Checked. EME, pp. 303-9.
28. 2-4 Apr. **THE ENGLISH REVOLUTION: 1640-1660**
An Alternative Response to the mid-17th Century Crisis.
 EME, pp. 289; 303-309; 369-71.
- 4 April Good Friday**
28. 9 Apr. **EUROPE IN 1700 – A REVIEW**
 EME, Chapter 13, pp. 438-80
- FINAL EXAM April Exam period**

TUTORIAL READINGS AND TOPICS

Tutorial discussions will be interspersed throughout the year. These use assigned texts; all additional tutorial readings can be found on (JSTOR) and in Brescia's Library.

1 · Cellini's Italy [30 September]

B. Cellini, Autobiography, London: Penguin, 1998.

Cellini, a leading goldsmith of Florence in the 1500's, worked for Popes, Kings and Dukes. A supremely self-centered egoist, partaking in all the sensuous and worldly aspects of his Renaissance age, he produced one of the most memorable autobiographies in western culture.

2 · Popular Culture [14 October]

N. Z. Davis, "The Reasons of Misrule: Youth Groups and Charivaris in Sixteenth-Century France" Past and Present, 50 (Feb., 1971), pp. 41-75. (JSTOR)

Peter Burke, "The Invention of Leisure in Early Modern Europe" Past and Present, 146 (Feb., 1995), pp. 136-150. (JSTOR)

3 · Witchcraft [21 October]

C. Holmes, 'Women: Witnesses and Witches', Past and Present 140 (1993), pp. 45-78.

L. Hults, "Baldung and the Witches of Freiburg: The Evidence of Images" Journal of Interdisciplinary History 18, 2 (1987), pp. 249-276.

W. Monter, "Toads and Eucharists: The Male Witches of Normandy: 1564- 1660" French Historical Studies 20, 4 (1997), pp. 563-595.

M. Wiesner Hanks, Women and Gender in Early Modern Europe, Cambridge: CUP, 2000, pp. 264-83.

4 · Gender Roles, Women & Identity [4 November]

N.Z Davis. The Return of Martin Guerre, Cambridge: CUP, 1983.

5 · England vs. Spain [7 December]

G. Mattingly, The Armada, 1st edn. 1959. New York: Mariner, 2005. An historical classic, which examines the background, personalities, and motivations of all states and individuals in Europe involved in the events from 1586-1588. This culminated in the Spanish Armada's attack on England.

6 · Galileo's Italy, the Church and the Inquisition [3 February]

Dava Sobel, Galileo's Daughter: A Historical Memoir of Science, Faith, and Love, New York: Walker & Co., 1999. Sobel shows the persecution of Galileo by the Church, and the impact on his family. The "Age of Reason" begins in the mid-1600's.

7 · The New Warfare [17 February]

What is the Military Revolution? (All JSTOR)

J. Black, 'War and the World 1450-2000', Journal of Military History 63, 3 (1999), pp. 669-681.

F. Gonzalez de Leon, "'Doctors of the Military Discipline': Technical Expertise and the Paradigm of the Spanish Soldier in the Early Modern Period", The Sixteenth Century Journal 27, 1 (1996), pp. 61-85.

K. Jespersen, "Social Change and Military Revolution in Early Modern Europe: Some Danish Evidence" The Historical Journal 26, 1 (1983), pp.1-13. EME, pp. 289.

8 · Richelieu and Olivares: A comparison of France and Spain's first ministers.

Elliott, J.H. Richelieu and Olivares. Cambridge: CUP, 1991. **[16 March]**

Elliott describes the careers of the two most significant statesmen of the early 17th century. Richelieu guided France on her ascension to European primacy, while Olivares struggled with the problems of a Spain in decline from that position as the first world power. Make detailed notes on each minister.

9 · Seventeenth Century Europe [23 March]

T. Rabb, The Struggle for Stability in Early Modern Europe, Oxford: Oxford University Press, 1975. Rabb provides an interpretation of Europe's need for stability after more than a century of religious and civil war. Many thoughtful people turned from religion to science, after 1648. This is the background for the emerging "Enlightenment" of the post 1660 period.

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>).

Support Services

Brescia's Senior Academic Advisors are:

Wendy Latimer wlatimer@uwo.ca

Jennifer Coghlin jennifer.coghlin@uwo.ca

Michelle Prestwich mprestwi@uwo.ca [January 2012]

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

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.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, 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 document-ation stating simply that the student "was seen for a medical reason" or "was ill" is **not** considered 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/2011/pg117.html>.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

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

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

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

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

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

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html.

The University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

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.