

BRESCIA UNIVERSITY COLLEGE  
The University of Western Ontario

**HISTORY 3205E:**  
**PROBLEMS IN CANADIAN SOCIAL HISTORY**  
**COURSE OUTLINE (2011-12) – Dr. George Warecki**

**Office Hours:** TBA, in the Portable, Office #3

**Telephone** (with voice mail): 432-8353, ext. 28239 / **e-mail:** gwarecki@uwo.ca

**Class meets on Thursdays,** 12:30-2:30PM in Room 14.

**INTRODUCTION**

History 3205E is a seminar course (maximum enrolment: 20 students) that explores different aspects of Canadian social history since the 1870s. Particular focus will be given to the philosophy, methods, and different approaches to the writing of Canadian social history; the impact of urbanization and industrialization; the interaction of classes and groups; popular culture; the two World Wars, and post-war developments.

**PREREQUISITES:**

1.0 course in History at the 2200 level or above.

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

**ANTIREQUISITES:**

The former History 362E.

**FORMAT AND EVALUATION SCHEME**

The class will meet once per week throughout the year. Before Reading Week, class **discussions will focus on assigned readings organized around a particular topic (see schedule)**. Students are expected to complete the readings **before** class, and to take notes on each article as a way of preparing for the seminar discussions (see “Note-taking for Assigned Readings...”). Attendance will be taken and students will be evaluated weekly on their participation in these discussions. **In a seminar course, one must speak regularly and engage the issues from the readings to earn a strong grade. Mere attendance, without an effort to discuss the material, will result in a poor grade.** Further explanation of the grading scheme will be given during classes. Students **unable to attend a class** are expected to inform the professor of their absence, preferably before the class. If there are reasonable grounds for missing a class – usually involving illness – the student will not be penalized. However, the instructor retains the right to demand documentation in the case of missed classes. Students who miss a class must **submit an abstract note for each of the missed articles** to recover part of the participation grade for that day. The abstracts must be submitted no later than 14 days after the missed class.

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

**Beginning on March 1<sup>st</sup>, 2012, the weekly meetings will turn to the presentation and discussion of student essays.** Students will **draw lots** in the first few weeks of the course to determine the order of presentation and the due dates for their respective papers. In the later part of the course, the class will read the essay(s) that are due that week. Individual students will **present their research findings** in class (the allotted time depends on final course enrollment), and answer questions in a discussion period. Students who miss class on their presentation date – without reasonable grounds – will forfeit 10% 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 follow below.

#### WEB CT/OWL AND STUDENT OBLIGATIONS

The instructor will be maintaining a course website using UWO's on-line learning network, "OWL" (formerly Web CT). **Students will be required to engage the course material in a variety of ways using this website.** Further detailed instructions about the site, and students' obligations, will be given during the first few weeks of classes. For now, students must recognize that they will have to **submit their assignments to the course website, where they will be checked for plagiarism using Turnitin.com.** In the latter part of the year, when the class is focused on student presentations, each student is **responsible to read – before the appropriate class – the essay(s) that will be presented that week.** The course Web CT site will facilitate this reading process by making the essays available to all registered students through the "publish" function. (The professor will "publish" the papers after they have been submitted.) By reading the essay(s) before the class, students will be able to arrive with questions in mind, **and will write and submit a one-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. Note: A student presenting on a particular day is excused from submitting a critique for any other essay being discussed that same day. The annotated bibliography and the essay outline** must also be submitted in **hard copy** to the professor, with identical **electronic copies** submitted to the "Assignments" Tab and the Turnitin.com link provided on the WebCt site.

#### ESSAYS

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

themes of particular interest, or to examine a number of recent, authoritative survey textbooks in Canadian History.

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

- (1) begin **thinking about a topic** immediately;
- (2) **select a topic** in consultation with the professor by the end of September;
- (3) gather a **bibliography** and determine which **primary sources** will be used by mid-October;
- (4) submit an annotated bibliography by 3 November 2011;
- (5) conduct **in-depth research** (November-January)
- (6) prepare a detailed, **working outline** and submit it by 9 February 2012;
- (7) write the **first draft** and **final version** of the essay (February-March [depends on due date drawn by lottery]).

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

#### EVALUATION:

##### **ESSAY:** (50%)

Essay Proposal and Meeting with Professor (must be done by 30 September).....	5%
Annotated Bibliography (due 3 November 2011).....	15%
Essay Outline (due 9 February 2012).....	5%
Essay (due date determined by lottery; essay due the <b>Monday</b> before one's Oral Presentation).....	15%
Oral Presentation of Essay Research (presentations begin March 1 <sup>st</sup> ; student's presentation date determined by lottery).....	10%

##### **COURSE WORK:** (50%)

Weekly Attendance and Participation (15% for each term).....	30%
Two Brief Primary Source Oral Presentations (dates TBA).....	10%
Written Critiques of Student Essays (beginning March 1 <sup>st</sup> ).....	10%
	100%

#### REQUIRED TEXTBOOKS:

The following texts must be purchased at the UWO Bookstore:

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

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

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Bedford/St. Martin's, 2007 or more recent edition).

#### POLICY REGARDING LATE ASSIGNMENTS

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

#### LIST OF WEEKLY READINGS:

Readings with an “**X**” (only two) are held on reserve at the circulation desk of the Beryl Ivey Library under History 3205E. 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.

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

##### September 8th: **Course Introduction**

Read course outline; review Web Ct site; purchase texts

##### Sept. 15: **Draw Lots for Due Dates (Oral Presentation and Essay)\* /**

##### **What Is Social History?**

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

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

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

Sept. 22: **Field Trip: UWO Archives – Archives and Research Collections Centre**

Details TBA / Review UWO Archives web pages:

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

Sept. 29: **Aboriginal Peoples**

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

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

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

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

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

October 6: **Home (I): Values and Changing Perceptions**

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

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

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

Oct. 13: **Social Sciences, Social Reform, and the State**

P “Context,” pp. 85-7 in PPT

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

P Sean Purdy, “Industrial Efficiency, Social Order and Moral Purity: Housing Reform Thought in English Canada, 1900-1950,” 106-122 in PPT

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

Oct. 20: **Work (I): Industrialization and Clerical Work**

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

October 27: **Play (I): Sports and Recreation**

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

November 3: **Annotated Bibliography Due\*\***

No readings assigned for today’s class.

**VIDEO:** TBA

November 10: **The Great War**

- X Joan Sangster, “Mobilizing Women for War,” in David Mackenzie, (ed.), *Canada and the First World War: Essays in Honour of Robert Craig Brown* (UTP, 2005), pp. 157-93.

Online Tim Cook, “Antiheroes of the Canadian Expeditionary Force,” *Journal of the CHA*, New Series Vol. 19, No. 1 (2008): 171-194.

Online Mark Osborne Humphries, “The Horror at Home: The Canadian Military and The ‘Great’ Influenza Pandemic of 1918,” *Journal of the CHA*, New Series, Vol. 16 (2005): 235-260. [available on-line via website of the CHA]

November 17: **Agents of Modernity? Department Stores and the Automobile**

- Online Donica Belisle, “Negotiating Paternalism: Women and Canada’s Largest Department Stores, 1890-1960,” *Journal of Women’s History* Vol. 19, No. 1 (Spring 2007): 58-81.

Online Peter A. Stevens, "Cars and Cottages: The Automotive Transformation of Ontario's Summer Home Tradition," *Ontario History* Vol. C, No. 1 (Spring 2008): 26-56.

November 24: **Work (II): The Changing Nature of Work**

- P Miriam Wright, "Young Men and Technology: Government Attempts to Create a 'Modern' Fisheries Workforce in Newfoundland, 1949-70," pp. 63-74 in PPT
- P Steven High, "Placing the Displaced Worker: Narrating Place in Deindustrializing Sturgeon Falls, Ontario," pp. 231-244 in HWP
- P "Visualizing Work," Series 3 and 4, pp. 246-7 and 252-5 in HWP

December 1st: **[last class for 2011] Play (II): Hockey and Identities**

- Online Stacey Lorenz, "'Talk About Strenuous Hockey': Violence, Manhood, and the 1907 Ottawa Silver Seven-Montreal Wanderer Rivalry," *Journal of Canadian Studies* Vol. 40, No. 1 (Winter 2006): 125-158.
- Online Carly Adams, "'Queens of the Ice Lanes': The Preston Rivulettes and Women's Hockey in Canada, 1931-1940," *Sport History Review* Vol. 39, No. 1 (2008): 1-29.
- P Michael A. Robidoux, "Imagining a Canadian Identity through Sport: A Historical Interpretation of Lacrosse and Hockey," pp. 434-444 in PPT

VIDEO: excerpts of *Hockey: A People's History*

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**Second Term (2012):**

January 12: **The 1930s: Responding to the Great Depression:**

- P Stacey Zembrzycki, "'There Were Always Men in Our House,'" pp. 59-71 in HWP
- P Heidi Macdonald, "Doing More with Less: The Sisters of St. Martha (PEI) Diminish the Impact of the Great Depression," pp. 334-353 in PPT
- Online James M. Pitsula, "The Mixed Social Economy of Unemployment Relief in Regina During the 1930s," *Journal of the CHA New Series*, Vol. 15, No. 1 (2004): 97-122.
- P "Visualizing Home," Series 3 [Figures 10 and 11], pp. 113-114 and 120-121 in HWP

January 19: **Youth and Popular Culture**

- P Cynthia Commacchio, "At Play: Fads, Fashions, and Fun," pp. 301-314 in HWP
- P Neil Sutherland, "Popular Media in the Culture of English-Canadian Children," pp. 374-392 in PPT
- P Linda Ambrose, "Cartoons and Commissions: Advice to Junior Farmers in Postwar Ontario," pp. 278-293 in PPT
- P "Visualizing Play," Series 2 [Figures 3 and 4], pp. 384 and 388-89 in HWP

January 26: **Women, Men, and Family**

Note: For this week, we will be reading an entire unit from PPT: Topic 5: Public and Private Worlds, pp. 180-225 [including the introductory "Context"].

- P Magda Fahrni, "The Romance of Reunion: Montreal War Veterans Return to Family Life, 1944-1949," in PPT
- P Robert A. J. McDonald, "'He Thought He Was the Boss of Everything': Masculinity and Power in a Vancouver Family," in PPT
- P Document 5.1: Ruby Cress, "Letters from the 1950s," in PPT
- P Document 5.2: Claire Drainie Taylor, "Swift Current," in PPT

February 2: **Hungry? Food and Cultural Values**

- P Chris Dummitt, "Finding a Place for Father: Selling the Barbecue in Postwar Canada," pp. 87-97 in HWP
- P Franca Iacovetta and Valerie Korinek, "Jell-O Salads, One-stop Shopping, and Maria the Homemaker," pp. 72-86 in HWP
- P Steve Penfold. "'Our New Palace of Donut Pleasure': The Donut Shop and Consumer Culture, 1961-1976," pp. 368-382 in HWP
- P "Visualizing Home," Series 4 [Figures 11-15], pp. 114 and 122-126 in HWP

February 9: **[ESSAY OUTLINE DUE TODAY\*\*]**

**Regulating Sexuality**

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

- P Mary Louise Adams, "Manipulating Innocence," pp. 335-351 in HWP
- P Valerie Korinek, "'Don't Let Your Girlfriends Ruin Your Marriage,'" pp. 245-264 in PPT

February 16<sup>th</sup>: **Social Movements in the Sixties**

- X Bryan Palmer, "Riotous Victorianism: From Youth Hooliganism to a Counterculture of Challenge," Chapter Six of *Canada's 1960s: The Ironies of Identity in a Rebellious Era* (UTP, 2009), 180-209 **and** 490-500.
- Online Stuart Henderson, "Toronto's Hippie Disease: End Days in the Yorkville Scene, August 1968," *Journal of the CHA New Series*, Vol. 17, no. 1 (2006): 205-234.
- Online Dominique Clement, "Generations and the Transformation of Social Movements in Postwar Canada," *Histoire Sociale/social history* Vol. XLII, No. 84 (Nov. 2009): 361-387.

**[February 23: NO CLASS - READING WEEK]**

March 1<sup>st</sup>: **Begin Oral Presentations of Research Essays ...**

March 8<sup>th</sup>:

March 15<sup>th</sup>:

March 22:

March 29:

April 5: **[Last Class]**

### NOTE-TAKING FOR ASSIGNED READINGS IN CANADIAN HISTORY COURSES

History courses are renowned for placing a heavy burden of reading upon students. My courses are no exception. The problem students face is how to make sense of a large body of literature. Resist the temptation to rely simply on pages of "highlighted" text, to be reviewed in desperation before tests and exams. Instead, try the following suggestions.

Purchase your own textbooks. This point may sound obvious, but many people ignore it and either share books with a friend, or try to use library copies. With your own personal books, you have the freedom to scribble (use a sharp pencil) notes in the margins as you read. Feel free to interrupt the reading process to record an idea, a reaction to the material, or some other insight in light of other readings or lectures. These initial reactions are often very useful aids for recalling the content of the text, and they provide a point of departure for critical analysis.

Scribble brief notes in the margins describing in general what the author(s) is (are) discussing, especially if the material is very dry, technical or excessively detailed. When you have finished reading the piece, including all the footnotes or references, transcribe all your written notes on a sheet of paper.

There are too many assigned readings and articles to make detailed notes on a page-by-page basis. Your goal should be to write an "abstract" of each article -- a one or two-page summary (in point form) recording the following:

#### **(1) Citation:**

Include the name of author(s), the title of the book or article, and the date of first publication. You may reduce long titles to a shorter, recognizable title for easy referencing, studying, and citing on tests or exams. Titles of articles should be contained in quotation marks, while book titles should be underlined.

e.g. book: H. Ballard, Curse on the Leafs (1992)

e.g. article: G. Warecki, "Argos Sink Again," (1992)

#### **(2) Thesis:**

What is the author's main, specific argument? (Do not confuse this with a general topic, or a description of the material.)

Is there a recognizable thesis?

#### **(3) Components of the Argument:**

What are the major parts or "building blocks" of the thesis? In other words, what topics in general does the author discuss? (Sometimes, the "headings" in an article will provide useful clues.) Your goal here is to sketch a short outline of the article -- one the author might have used to write his or her article.

#### **(4) Nature of the Evidence:**

What types of sources are used? Describe them and evaluate the author's use of these sources. Does the author use primary sources (records from the period under study, such as newspapers, correspondence, government documents and the like), or simply secondary works (books and articles)?

Are there any glaring omissions or biases in the selection and use of sources? Why? It may help to think of the diversity of Canadian society in terms of region, class, gender, and ethnicity.

**(5) Personal Reactions:**

Do you "buy" the thesis? Are you convinced? Are there any obvious holes or inconsistencies in the argument? What criticism of the work can you offer? How does this article relate to lectures, other assigned readings, or schools of thought previously discussed?

**(6) How does the work contribute to knowledge?**

What is the historical significance of the work in light of (a) its findings, and (b) previous historiography (i.e. the published work on the subject)?

[(7)] **DO THIS LAST: more detailed notes**, if necessary, on "difficult" sections -> the old, traditional method.

At the end of the course, you will have a complete collection of study notes. This collection of one-or-two-page abstracts can then be shuffled into a certain order (thematic, for example) to help you prepare for the final exam.

HISTORY 3205E:  
ESSAY EVALUATION SHEET - Dr. G. Warecki  
Student's Name: \_\_\_\_\_

**(A) CONTENT**

1. Introduction:

(i) historical or historiographical context

(ii) thesis statement

2. Conclusion:

(i) thesis restated

(ii) study placed in wider historical context

3. Sources/ Bibliography:

(i) range and use of secondary sources

(ii) range and critical use of primary sources

4. Notes/References:

(i) format

(ii) frequency

(iii) "mix" of sources to synthesize an argument

5. Body of Essay:

(i) originality of topic

(ii) amount of material (breadth)

(iii) examples, explanation of arguments (depth)

(iv) quality of arguments -- historically significant; persuasive; logical? Critical commentary?

**(B) PRESENTATION**1. Organization:2. Writing Style:

(i) fluency

(ii) precision/ clarity of expression

(iii) grammar/spelling/punctuation

(iv) full development of arguments in paragraphs

(v) transitional paragraphs, summary sentences

(vi) quotations:

-sources introduced?

-quotes smoothly blended into text?

-relevancy/accuracy?

-modest frequency? [when in doubt, paraphrase!]

**(C) COMMENTS:**

## 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](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

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

### 3. ABSENCES

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

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

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

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

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

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

#### **Plagiarism:**

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

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

**Computer-marked Tests/exams:**

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

**5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

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

**6. PREREQUISITES AND ANTIREQUISITES**

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

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

## **7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at

[http://www.brescia.uwo.ca/academics/registrar\\_services/index.html](http://www.brescia.uwo.ca/academics/registrar_services/index.html).

The University of Western Ontario Registrar's website is at

<http://www.registrar.uwo.ca/index.cfm>

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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.