



# HISTORY 2205E: CANADA FROM CONFEDERATION TO THE PRESENT

Course Outline (2016-17)

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Office #3 in the Faculty Portable (NW corner of Brescia campus)

Office Hours TBA

Class Meets Mondays 11:30 AM-12:20 PM **and** Wednesdays 11:30 AM-1:20 PM  
in Room 204

## INTRODUCTION

History 2205E examines the development of Canada from Confederation to the present. It emphasizes the interplay of regional and national factors in Canadian history since 1867, addresses political, economic and social issues, and places regional histories into the national context. For many undergraduates, History 2205E serves as an introduction to university level Canadian history. In this course, students are encouraged to develop a better understanding of how Canada evolved, and the historical roots of present-day problems. The professor will devote considerable time to historical methodologies and the philosophy of history. Lectures and discussions provide opportunities to evaluate different historical interpretations.

## PREREQUISITES

There are no prerequisites for this course.

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.”

## ANTIREQUISITES

The following courses are antirequisites for History 2205E: History 2201E, 2202, 2127F/G, 2121, and the former 2207F/G and 2217F/G.

## 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. A variety of methods are employed to teach the course, including lectures, 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 History since the 1860s
- master techniques of scholarly research
- critically read primary sources and explain their significance
- connect current issues in Canadian society with their historical roots
- critically read, summarize and analyse secondary sources
- understand that historians have biases or perspectives — a product of their life experiences and the times in which they wrote
- organize historical evidence for effective argument in various forms
- compose narratives by synthesizing information from diverse scholarly sources
- communicate effectively using oral expression, in small and large groups
- develop skills of co-operation and teamwork by working in small groups
- master techniques of scholarly referencing
- understand plagiarism and its forms
- demonstrate skills of reading comprehension, conceptualization, synthesis, and clear writing in a scholarly essay based on secondary sources.

#### **COURSE READINGS:**

Students are required to **purchase the following texts** at the U.W.O. bookstore:

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

P.E. Bryden, et. Al., (eds.), *Visions: The Canadian History Modules Project. Post-Confederation* [“Editors’ Choice”] *Second Edition* (Nelson Education, 2015).

Dimitry Anastakis, *Death in the Peaceable Kingdom: Canadian History Since 1867 Through Murder, Execution, Assassination, and Suicide* (University of Toronto Press, 2015).

There are different types of literature in this course. Rampolla, *A Pocket Guide to Writing in History* provides assistance in the process of research and writing essays. For tutorial discussions (usually on Mondays), students will read from each of the remaining two texts, in alternate weeks. *Visions* contains primary and secondary material organized into thematic modules. *Death in the Peaceable Kingdom* is a survey text with chapters arranged around a significant “death”.

#### **EVALUATION**

Oral Presentation (dates TBA).....	5%
Bibliography Search (due 19 October).....	5%
Annotated Bibliography (due 30 November).....	10%
Research Essay (2,500 words; due 15 March).....	20%
Tutorial Attendance, Participation, and Reading Responses .....	10%
First Test (9 Nov.).....	10%
Second Test (8 February).....	10%
Final Exam (in April; date TBA).....	30%
	100%

## ORAL PRESENTATIONS

Each student will make one oral presentation. In **five minutes (maximum)**, students will present and analyse – place into historical context – a **primary source** selected with prior approval of the instructor. The primary source must be related to the lecture topic for that day. Alternatively, students may choose to **review a history website** relevant to the lecture topic for that day, again with prior approval of the instructor. Further instructions will be given in class.

## STAGES FOR WRITTEN ASSIGNMENTS

The process for the **Bibliography Search** includes the following steps:

1. **Interview with the Professor.** In the **first three weeks of the course**, each student must meet with the instructor to discuss ideas for her or his essay. **Students are expected to meet during office hours or at another mutually agreeable time.** A sign-up sheet will be circulated in class to facilitate these meetings. Students should begin the process by skimming through *Death in the Peaceable Kingdom* (2015) and *Visions* (2015) to think about a general area of interest. Eventually, students will need to identify a particular topic, time period, region, and people as the focus for research. The instructor will help to narrow the focus to a specific topic. The interview with the professor **must be completed by 30 September.**
2. **Begin to Search for Secondary Sources.** This task involves identifying and evaluating at least eight scholarly sources (not general textbooks) – including two scholarly **articles** – that will be useful in researching your topic. The list of sources will form the bibliography for your research essay in the spring. More detailed instructions for this step will be given in a workshop at the Beryl Ivey Library during class time in late September.
3. **Bibliography Search.** Students will submit to the professor the results of their bibliography search on 19 October. The document will include a 1-paragraph description of the proposed essay topic, and a list of the sources in proper bibliographic format. The instructor will evaluate this document, and return it with comments for further research as soon as possible.

The process for the **Research Essay** includes the following steps:

4. **Another Meeting with Professor.** In November students may wish to consult with the professor as their essay research develops. These sessions can be valuable for exchanging views or discussing difficulties with the historical content or the research process.
5. **Annotated Bibliography.** This assignment is due on 30 November. The annotated bibliography is a formal list of scholarly sources that you will use to research and write your essay (the results of your bibliography search with perhaps a few additions) **AND** some “annotations”. The latter are point-form comments after each bibliographic entry, identifying the strengths and weaknesses of the work, and summarizing how you will use each source in your research. The instructor will discuss this assignment in further detail in early November.
6. **Research Essay.** Graded annotated bibliographies will be returned in class on 9 January 2017. Thereafter, students are expected to conduct **intensive research**, and to organize

their material for the essay. The written paper will be graded by its organization and structure, sophistication of arguments, clarity of prose, and effective use of historical evidence. Essays must be typed in a reasonably large font (at least 12-point), double-spaced, with generous blank margins for the instructor's comments. The **length of the essay should be about 2,500 words**. Papers that violate this guideline (i.e., shorter or longer by 10% or more) will be **penalized**. Essays **must have at least 20 scholarly references** (end notes or footnotes) and a bibliography **or they will not be accepted**. The bibliography must list **at least eight scholarly sources** (not general textbooks) – including two scholarly **articles** – **which have been used** in researching the essay (the instructor will look for evidence of this in the footnotes). The essay is **due on 15 March 2017**.

### **OWL AND STUDENT OBLIGATIONS\***

The instructor will be maintaining 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 days of class. For now, students must recognize that they will have to **submit their assignments to the instructor in hard copy, and electronically to the course website**, where they will be checked for plagiarism using **Turntin.com**. **A failure to submit your written work to turnitin.com will result in a 0 grade, even if you submit a paper copy.**

### **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.**

### **COURTESY AND USE OF ELECTRONIC DEVICES**

Please ensure that all cellphones and other electronic devices are **turned off** prior to entering the classroom. As a courtesy to the instructor and other people in the class, please **do not talk privately** with classmates while others are presenting or discussing material, unless you are working in small groups. There may be occasions during class when the instructor asks students to check certain information online. However, the **use of laptop computers during class for personal activities** such as surfing the Web, reading/writing e-mail, visiting social network pages, or playing games is distracting to both the professor and other students, creates an obstacle for your own learning, and **will not be tolerated**. Even more distracting and disturbing is the practice of **texting during class time**. Students who engage in these activities **will be asked to leave the classroom and will receive a zero for that day's participation**.

## LECTURES, WORKSHOPS, AND CLASS DISCUSSIONS

This course combines traditional lectures with less formal, but instructive, workshops and class discussions based on assigned readings. **Students must recognize the importance of these sessions.** Discussion of this material accounts for a significant portion of class time. Ten per cent of the final course grade comes from attendance, participation and written reading responses. Moreover, the two **tests and the final exam will include content from assigned readings.** To achieve a strong “A” for the participation component, students are encouraged to strive for perfect attendance, to complete the readings, submit written reading responses (only for the *Visions* reading units), and contribute regularly to class discussions. **Mere attendance at these sessions, without active, oral participation, will earn the student a poor grade for this portion of the course.** Further details about participation grades will be given during class.

**When students are unable to attend** a class, they are expected to contact the instructor, preferably before the class to be missed. **If** there are **reasonable**, acceptable grounds for their absence – usually illness or grief – the professor will excuse the student without penalty. However, in fairness to all students, the instructor reserves the right to demand documentation to support the student’s claim. Moreover, **students will still be responsible for submitting a summary note for the missed tutorial readings within two weeks** after returning to classes.

Additional Notes for Tutorial sessions:

- **Students who miss four (4) or more class discussions during either term will receive zero (0%) for that term’s participation grade.\***
- **For tutorials based on the Visions readings (NOT for readings from *Death in the Peaceable Kingdom*), students must compose a Reading Response in sentences and paragraphs (typed, double-spaced, 11-point font; 2 pages maximum) to interpret the assigned Module. The instructor will collect these Reading Responses at the beginning of the tutorial session. \***

## CLASS SCHEDULE (2016-17)

Monday 12 SEPT. Course Introduction

Wednesday 14 SEPT. Confederation / Sign up for Interview with Professor re: Essay Topic / Draw for oral presentation dates

Monday 19 SEPT. **TUT:** *Death in the Peaceable Kingdom* (hereafter *DPK*), 2-29.  
[Thomas D’Arcy McGee and BNA; Thomas Scott and Manitoba]

Wednesday 21 SEPT. lecture: Atlantic Canada and Confederation / Oral Presentation #1/  
**VIDEO** excerpt: *Canada: A People’s History*, Episode 10: *Taking the West:*

Monday 26 SEPT. **TUT:** *Visions*, chap. 1: “As Long as the Sun Shines...” (pp. 3-47)

Wednesday 28 SEPT. lecture: BC Enters Confederation /  
**Workshop in Beryl Ivey Library:** Searching for Secondary Sources

Monday 3 OCT. **TUT:** *DPK*, 45-58 [Louis Riel]

Wednesday 5 OCT. lecture: The National Policy / Oral Presentation #2 /  
**VIDEO:** excerpts of *CPH*: Episode 10: *Taking the West: Fancy Paper City*

**[Monday 10 OCT. - NO CLASS – THANKSGIVING ]**

Wednesday 12 OCT. lecture: The Working Class in Canada, 1850-1880 /  
 Oral Presentation #3

Monday 17 OCT. **TUT:** *Visions*, chap. 2: “Industrialization and Women’s Work”; **AND**  
*DPK*, 30-32.

Wednesday 19 OCT. **BIBLIOGRAPHY SEARCH DUE\*** /  
 lecture: French-English Conflicts / Resurgence of French-English Tension, 1880s-90s

Monday 24 OCT. **TUT:** *Visions*, chap. 9: “A National Crime: Residential Schools”; **AND**  
*DPK*, 206-7.

Wednesday 26 OCT. lecture: Laurier: Imperialism and Nationalism / *DPK*, 59-61 /  
**VIDEO: excerpt:** *Sir Wilfrid Laurier and the Romance of Canada* (1999) /  
 Oral Presentation #4

Monday 31 OCT. **TUT:** *Visions*, chap. 4: “Sporting Identities”

Wednesday 2 NOV. lecture: Immigration / *DPK*, 64-5/ Oral Presentation #5 /  
 Test Hints - Historical Significance Questions

Monday 7 NOV. **TUT:** *Visions*, chap. 7: “Eugenics in Canada”

Wednesday 9 NOV. **FIRST TEST\***

Monday 14 NOV. **TUT:** *DPK*, 66-80 [WWI - overview]

Wednesday 16 NOV. WWI and Social Reform / Oral Presentation #6 /  
**VIDEO:** *John McCrae’s War* (1998)

Monday 21 NOV. **TUT:** *DPK*, 81-90 [WWI: The State /Home Front/ Conscription]

Wednesday 23 NOV. The Maritime Rights Movement / *DPK*, 131-2 /  
 Oral Presentation #7 / Return graded tests

Monday 28 NOV. **TUT:** *DPK*, 91-101 [Capital and Labour / Winnipeg General Strike]

Wednesday 30 NOV. **Annotated Bibliographies DUE\*** /  
 lecture: Mackenzie King and the Progressives / *DPK*, 117-118 /  
**VIDEO:** *CPH*, Episode 12: *Ordeal By Fire*; excerpt: *We’ll Hoe Our Own Row*

Monday 5 DEC. **TUT:** *DPK*, 102-3, 104-116 [Ambrose Small; Tom Thomson / Mass Culture]

Wednesday 7 DEC. – **LAST CLASS** in 2016 / participation grades/ **VIDEO:** TBA

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**2017:**

Monday 9 JAN. **TUT:** *DPK*, 119-130 [1920s/ women/ the law/ the north] /  
Return Graded Annotated Bibliographies

Wednesday 11 JAN. lecture: Origins of the CCF / Oral Presentation #8  
**VIDEO:** *Man of the Hour: Bible Bill Aberhart* (1998)

Monday 16 JAN. **TUT:** *Visions*, chap. 6: “Canada in the 1930s”; **AND** *DPK*, 148-9  
[Regina 1935]

Wednesday 18 JAN. lecture: WWII – Overview [optional: *DPK*, 150-164]/ Oral Presentation #9 /  
**VIDEO:** excerpt from *CPH: Episode 14: The Crucible*

Monday 23 JAN. **TUT:** *Visions*, chap. 8: “World War II and the internment of Enemy Aliens”

Wednesday 25 JAN. lecture: Canadian Women in the Second World War / Oral Presentation #10/  
**VIDEO:** excerpts from *CPH: Episode 14: The Crucible: “The War Comes Home…”*  
Test Hints

Monday 30 JAN. **TUT:** *DPK*, 166-180 [Postwar Problems]

Wednesday 1 FEB. lecture: Anticommunism / **VIDEO:** excerpts of *CPH: Episode 15:*  
“Comfort and Fear” opening vignette/  
Oral Presentation #11

Monday 6 FEB. **TUT:** *DPK*, 181-194 [Herbert Norman; 1949 bombing]

Wednesday 8 FEB. **SECOND TEST\***

Monday 13 FEB. **TUT:** *Visions*, chap. 10: “Peacekeeping Missions”; **AND** *DPK*, 262-3  
[Somalia]

Wednesday 15 FEB. Immigration After World War II / Oral Presentation #12 /  
**VIDEO:** excerpt from *CPH: Episode 15, “Comfort and Fear”*: Episode Beginning

**[Monday 20 FEB. AND Wednesday 22 FEB: NO CLASS – READING WEEK]**

Monday 27 FEB. **TUT:** *DPK*, 289-301 [Air India 182/ Immigration/ Multiculturalism]

Wednesday 1 MARCH lecture: The Quiet Revolution / Oral Presentation #13 /  
Return Graded Tests

Monday 6 MARCH **TUT:** *DPK*, 208-223 [FLQ / Quebec] / **VIDEO** excerpts from *CPH*, Episode  
16: *Years of Hope and Anger: “October 1970”*

Wednesday 8 MARCH lecture: Diefenbaker / **VIDEO:** excerpts from *CPH*, Episode 15: *Comfort  
and Fear: “Prairie Storm;” “In the Shadow of Nuclear War”* / Oral Presentation #14

Monday 13 MARCH **TUT:** *DPK*, 264-73 [Montreal Massacre; women’s movement]

Wednesday 15 MARCH **ESSAYS DUE\*** / lecture: Pearson /  
**VIDEO:** excerpts from *CPH*, Episode 16: *Years of Hope and Anger*: “Under a New Flag”

Monday 20 MARCH **TUT:** *DPK*, 224-237 [Sexual revolution/ 1960s protests and  
 Counterculture]

Wednesday 22 MARCH lecture: Trudeau / **VIDEO** excerpts TBA

Monday 27 MARCH **TUT:** *DPK*, 250-61 [Mulroney and Free Trade]

Wednesday 29 MARCH lecture: Constitutional Battles / **VIDEO:** excerpts of *CPH*, Episode 17:  
 “Night of the Long Knives”

Monday 3 APRIL **TUT:** *DPK*, 276-88 [Aboriginal Rights and Resistance; “assisted suicide”]

Wednesday 5 APRIL – **LAST CLASS** - Final Exam Hints

**[FINAL EXAM – date TBA]**

## **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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)

## 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 (<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 <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/](http://uwo.ca/health/mental_wellbeing/) for information including a complete list of options about how to obtain help.

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