

Brescia University College
School of Humanities
2019-2020

History 2103 (530)

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

Instructor: Dr. Sara Morrison
Class Times: Monday: 9:30-10:30 (Room 303)
Wednesday: 9:30-11:30 (Room 303)
Office: UH 325
Voice Mail: 519 432 8353 ext. 28271
Office Hours: Wednesday: 11.30-12.30 (or by appointment)
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 use historiography as a means of developing their critical faculties and engaging in the wider debates of early modern European historians.

Anti-requisite: History 2403E

Course Requirements:

| | | |
|-----------------|-----|--|
| Journal Entries | 20% | 2 October, 18 November, 24 February & 16 March |
| Mid-Term 1 | 20% | 30 October 2019 in class |
| Mid-Term 2 | 20% | 12 February 2020 in class |
| Library Visit | | 15 January 2020 – Use of documentary databases |
| Final Exam: | 30% | Final Exam Period – TBA |
| Participation: | 10% | Tutorial Passport required: minimum 1 page & 3 Questions |

Required Course Texts (all paperbacks)

Used copies, many in mint condition may be available. Other assigned readings for discussion in tutorials will be available on-line through Western's electronic sources.

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

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

Mattingly, G. The Armada. (1st edn. 1959) New York: Mariner, 2005.

Rabb, T. The Struggle for Stability in Early Modern Europe. Oxford: OUP, 1975.

Rampolla, M. A Pocket Guide to Writing in History. Bedford/St.Martin's, (any edition)

Sobel, Dava. Galileo's Daughter: A Historical Memoir of Science, Faith, and Love. New York: Walker & Co., 1999.

On Reserve in Brescia Library:

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

Recommended

Wiesner-Hanks, M. Early Modern Europe: 1450-1789. Cambridge: Cambridge University Press, 2006 or later editions.

SELECTED LEARNING OBJECTIVES

Includes a student's understanding, appreciation, synthesis & critical examination of:

SKILLS

1. Enhanced ability to read, understand, analyze & synthesize historical sources (*Critical Thinking/Problem Solving/Inquiry & Analysis*)
2. Engage in written and oral historical discussions (*Communication/Self Awareness and Development*)
3. Acquire greater confidence in summarizing and discussing your ideas in class and tutorials (*Communication/Self Awareness and Development*)

CONTENT

1. **Understand** the implications of the term 'Europe' during the early modern period and the geographical expression of various European countries over time
2. The characteristics of political, social, economic and religious life in pre-industrial Europe and an ability to compare them between 1500 and 1700
3. The significance of the Renaissance in sixteenth century Europe and its relationship to modern western culture
4. The Reformation: its impact and the very different experiences within Europe
5. The Catholic Reformation or response

6. The nature of violence & warfare in early modern Europe; changes 1500-1700
7. The importance of religion in early modern society and warfare
8. The role of monarchy in 16th century and the increased importance of the State
9. Understanding the explanations for and timing of the European Witch craze
10. The Spanish Empire: its rise and fall and the explanations
11. The rise of Absolutism in France and England
12. The Dutch Republican experience & the English experiment
13. Origins of English democratic government & the rise of Parliamentary power
14. To understand and explain international affairs and the shifts in the balance of power within Europe between 1500 and 1700
15. By the end of the course students will understand the concept of Europe in 1700 as compared to 1500. They will also be able to demonstrate and critically examine the ways in which life changed between 1500 and 1700 (e.g. the role of the church, the economy, society, the state, mobility - social and geographical)

LECTURE SCHEDULE 2019-2020

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|---|----------------|--|
| 1 | 9-11 Sept. | INTRODUCTION: THE MAKING OF EUROPE Concepts of Time and Space; Levels of Violence |
| 2 | 16-18 Sept. | DEGREES OF PEOPLE: THE SOCIAL ENVIRONMENT OF EARLY MODERN EUROPE I Urban Life and Rural Life |
| 3 | 23-25 Sept. | THE SOCIAL ENVIRONMENT: II Noble Society, the Role of Women & Population Trends <i>Discuss: Cellini 23 Sept</i> |
| 4 | 30 Sept-2 Oct. | FORCES OF CHANGE: EARLY MODERN ECONOMY The Price Revolution; Rise and Fall of Commercial Capitalism |

Journal entry #1 2 October 2019

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|--------------------------------|------------|--|
| 5 | 7-9 Oct. | THE EARLY MODERN STATE The 16 th Century State; International Rivalries; the New Monarchies – success and failure <i>Discuss: Popular Culture articles 7 Oct</i> |
| Thanksgiving 14 October | | |
| 6 | 14-16 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 Thanksgiving 14 October. |

- 7 21-23 Oct **MYSTICIM & THE WITCHCRAZE**
The Burning Times
Discuss: Witchcraft articles 23 Oct
- 8 28-30 Oct **HUMANISM & ITS CHALLENGES**
Erasmus and the Christian Humanists
MID-TERM EXAM # 1 30 October in class (20%)
- 4-6 Nov. **READING WEEK**
- 9 11-13 Nov. **THE REFORMATION**
Martin Luther; Lutheranism; Spreading Reformation in Europe:
Zwingli; Anabaptists
- 10 18-20 Nov. **THE REFORMATION II: RELIGION AND THE STATE**
The German Princes; Gustav Vasa of Sweden;
Henry VIII and the English Reformation

Journal entry #2 18 November

- 11 25-27 Nov. **RESPONSES TO THE REFORMATION**
The Catholic Response: Spain and the Jesuits
Catholic Reform or Counter Reformation?
Discuss: The Return of Martin Guerre 25 Nov.
12. 2-4 Dec **THE REFORMATION III: CALVINISM (PURITANISM)**
John Calvin: The Second Generation of Reform; Geneva

TERM II

13. 6-8 Jan. **SPAIN: THE FIRST WORLD POWER?**
RISE & FALL OF SPAIN
14. 13-15 Jan. **FINDING EARLY MODERN MANUSCRIPTS**
Printing & Print Culture
Discuss: The Armada 13 Jan
Meet at Brescia Library 15 Jan
15. 20-22 Jan. **ELIZABETHAN ENGLAND & PURITANS**
Elizabethan Religious Settlement; Elizabeth I the Virgin Queen;
England's Golden Age

16. 27-29 Jan **DUTCH INDEPENDENCE**
Imperial Lands before Thirty Years' War
Discuss: Galileo's Daughter 27 Jan
17. 3-5 Feb. **THE FRENCH WARS OF RELIGION**
Founding the Bourbon Monarchy
18. 10-12 Feb. MID-TERM # II (20%) 12 Feb.
17-19 Feb. *****READING WEEK*****
19. 24-26 Feb. **THE FRENCH WARS OF RELIGION continued**

Journal entry #3 24 February

20. 2-4 March **CRISIS AND RESISTANCE:**
Habsburg Lands before the Thirty Years' War
Holy Roman Empire
21. 9-11 Mar. **THIRTY YEARS' WAR**
The Impact and Consequences in Europe
A New European Equilibrium?
Discuss: New Warfare: A Military Revolution? 9 March
22. 16-18 Mar. **THE EUROPEAN ECONOMY**
The Seventeenth Century Economy; Dutch Golden Age

Journal entry #4 16 March

23. 23-25 Mar. **LAYING THE FOUNDATIONS OF ABSOLUTISM**
The Hapsburg Monarchy
Richelieu to Louis XIV
24. 30 Mar-1 Apr. **FRANCE UNDER LOUIS XIV**
Louis XIV's Personal Rule
Discuss: Rabb 30 March
25. 6-8 Apr. **EUROPE IN 1700 – A REVIEW**

FINAL EXAM April Exam period

31 May 2019

LECTURES & READING SCHEDULE 2019-2020

Weekly Readings

TERM I

- 1 9-11 Sept. **INTRODUCTION EME, pp. 1-13, Map 3.**
THE MAKING OF EUROPE
Concepts of Time and Space; Levels of Violence
EME, Chapter 1, pp. 14-42; Wiesner, pp. 1-9. (Reserve)
- 2 16-18 Sept. **DEGREES OF PEOPLE: THE SOCIAL**
ENVIRONMENT OF EARLY MODERN EUROPE
I Urban Life and Rural Life
EME, Chapter 2, pp. 44-76; 207-9.
- 3 23-25 Sept. **THE SOCIAL ENVIRONMENT:**
II Noble Society, the Role of Women & Population Trends
Wiesner, pp. 30-41, 51-101.
Discuss: Cellini 23 Sept
- 4 30 Sept-2 Oct. **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)
Journal entry #1 2 October 2019
- 5 7-9 Oct. **THE EARLY MODERN STATE**
The 16th Century State; International Rivalries; the New
Monarchies – success and failure
EME, Chapter 3, pp. 78-113.
Discuss: Popular Culture articles 7 Oct
- 6 14-16 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)
Thanksgiving 14 October.
- 7 21-23 Oct **MYSTICIM & THE WITCHCRAZE**
The Burning Times
Discuss: Witchcraft articles 23 Oct

MID-TERM EXAM # 1 30 October in class (15%)

- 8 28-30 Oct. **HUMANISM & ITS CHALLENGES**
Erasmus and the Christian Humanists
 EME, Chapter 4, pp. 117-46; 153, 30-32; Wiesner, pp. 13-26, 143-158. (Reserve)
Mid Term # 1 30 October in class (20%)
- 4-6 Nov **READING WEEK**
- 9 11-13 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)
- 10 18-20 Nov. **THE REFORMATION II: RELIGION AND THE STATE**
The German Princes; Gustav Vasa of Sweden; Henry VIII and the English Reformation
 EME, pp. 107; 156-60; 368-71.
Journal entry #2 18 November
- 11 25-27 Nov. **RESPONSES TO THE REFORMATION**
The Catholic Response: Spain and the Jesuits
Catholic Reform or Counter Reformation? EME, Chapter 5, pp. 172-81; Wiesner, 231-240, 249-254. (Reserve)
Discuss: The Return of Martin Guerre 25 Nov.

30 NOVEMBER LAST DAY TO DROP FULL COURSE WITHOUT PENALTY

RECORD ESSAY TOPIC & DEBATE (1 page) BY 2 DECEMBER

12. 2-4 Dec **THE REFORMATION III: CALVINISM (PURITANISM)**
John Calvin: The Second Generation of Reform; Geneva
 EME, Chapter 5, pp. 169-172.

TERM II

13. 6-8 Jan. **SPAIN: THE FIRST WORLD POWER?**
THE DECLINE OF SPAIN EME, pp. 97-103; 111; 180-1; 301-3; Wiesner, pp. 249-254. (Reserve)

BRESCIA LIBRARY VISIT – DOCUMENTARY DATABASES 15 JANUARY 2020

14. 13-15 Jan. **FINDING EARLY MODERN MANUSCRIPTS**
Printing & Print Culture
Discuss: The Armada Jan 13
Jan 15 meet at Brescia Library
15. 20-22 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)
16. 27-29 Jan **DUTCH INDEPENDENCE**
Imperial Lands before Thirty Years' War
 EME, pp. 309-12; Wiesner, pp. 288-311. (Reserve)
Discuss: Galileo's Daughter 27 Jan
17. 3-5 Feb. **THE FRENCH WARS OF RELIGION**
Founding the Bourbon Monarchy
 EME, pp. 95-97; Chapter 5, pp. 177-81; 297-301.

MID-TERM EXAM 12 FEBRUARY

18. 10-12 Feb. MID TERM II 12 Feb.
 17-19 Feb. *****READING WEEK*****
19. 24-26 Feb. **THE FRENCH WARS OF RELIGION continued**
Founding the Bourbon Monarchy
 EME, pp. 95-97; Chapter 5, pp. 177-81; 297-301.
Journal #3 entry 24 February
20. 2-4 March **CRISIS AND RESISTANCE:**
Hapsburg Lands & the Holy Roman Empire
The Thirty Years' War
 EME, Chapter 9, pp. 284-324; also pp. 181; 349, 366, 416;
 Rabb pp. 1-34.
21. 9-11 Mar. **THIRTY YEARS' WAR**
The Impact and Consequences in Europe
 A New European Equilibrium?
 Rabb, pp. 60-82.
Discuss: New Warfare: A Military Revolution? 9 March

22. 16-18 Mar. **THE EUROPEAN ECONOMY**
The Seventeenth Century Economy; Dutch Golden Age
 EME, Chapter 9, pp. 309-12; Rabb, pp. 83-9.
Journal entry # 4 16 March
23. 23-25 Mar. **LAYING THE FOUNDATIONS OF ABSOLUTISM**
The Hapsburg Monarchy; Richelieu to Louis XIV
 EME, pp. 284-297.
24. 30 Mar-1 Apr. **FRANCE UNDER LOUIS XIV**
Louis XIV's Personal Rule
 EME, Chapter 9, pp. 297-301; 371-4; Rabb, pp. 100-115.
Discuss: Rabb 30 March
25. 6-8 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 using these assigned texts; all additional tutorial readings can be found on (JSTOR) and in Brescia's Library.

1 • Cellini's Italy [23 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 [7 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 [23 October]

M. Wiesner Hanks, Women and Gender in Early Modern Europe, Cambridge: CUP, 2000, pp. 264-83.
 C. Holmes, 'Women: Witnesses and Witches', Past and Present 140 (1993), pp. 45-78. (All JSTOR)
 W. Monter, "Toads and Eucharists: The Male Witches of Normandy: 1564- 1660" French Historical Studies 20, 4 (1997), pp. 563-595.

- 4 · Gender Roles, Women & Identity [25 November]**
 N.Z Davis. The Return of Martin Guerre, Cambridge: CUP, 1983.
- 5 · England vs. Spain [13 January]**
 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 [27 January]**
 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 [9 March]**
What is the Military Revolution?
 Geoffrey Parker, "The Military Revolution: A myth?" Journal of Modern History, 48 (2), 1976, pp.195-214.
 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. (All JSTOR) EME, pp. 289.
- 8 · Seventeenth Century Europe [30 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.

ASSESSMENT DETAILS

Journal (20%)

Entries due: 2 October, 18 November 2019, 24 February & 16 March 2020
(Paper Copy in class; electronic on OWL SAKAI.) This reflection journal does not require extra research. It can be based on class discussions, readings or tutorials. Wide choice of themes from the course and if uncertain ask Dr. Morrison

Mid-Term Exam 1: 20% 30 October 2019 (In class)

Mid-Term Exam 2: 20% 12 February 2020 (In class)

Essay questions and short identifications will be based on the lectures, tutorials and assigned readings.

Final Exam: 30% in Final Exam period, 3 hours.

The final exam will consist of essay questions drawn from 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 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**

Tutorials, discussions and class participation are worth **10%**.

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 1 page minimum), most will be earned by participation in tutorials and class. 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.

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 and journal entries.**

Submit entries to turnitin.com. Marks will not be recorded unless the professor also has an electronic and hard copy of your paper.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

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

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

31 July 2019

2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services

(http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form** to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](#) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](#), <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

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.*

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 and warranted.

It is important to note that the Academic 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/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

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

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 (<http://www.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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.