



## **Law and Social Inequality School of Leadership & Social Change**

### **General Information**

Course #: Sociology 3360G

Section #: 530

Term: Winter

Year: 2021

Course Day and Time: Mondays, 11:30 am-2:20 pm

Course Location: Online

**Optional** Weekly Meetings on Zoom: Mondays 12:00 pm-1:00 pm

**Zoom Link: Meeting ID: 978 8314 6219**

**Passcode: 7c973e**

### **Instructor Information**

Name: Dr. Lisa Jakubowski

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Phone: 519-432-8353 x28238

Office hours: On Zoom, by appointment

### **Important Course Information**

This is an online course with an **optional** virtual meeting time as noted above. I recognize that not everyone will be able to meet during the scheduled time. Please note there will not be a participation assessment attached to this meeting time. This is simply an opportunity to check in with one another for an hour each week, for those who are able and interested in doing so, to have a short discussion about the week's course material. For those who are unable to participate during this time, there will be other opportunities to check in, such as the Forums and/or one on one with me via Zoom. Weekly course materials- key themes for the week, PowerPoint slides and/or videos, and reflection activities will be posted no later than 48 hours before class time. You'll determine your own schedule for working through course activities and materials each week so that you can meet the course assignment deadlines.

## Course Description

What social forces are influential in designing the law? To what extent does the law reflect and reinforce inequalities of “race”, gender, class, sexuality, age and ability? To what extent can the law be utilized to bring about social change? How are law and politics related?

This course is a critical investigation of the law-society relationship. Specifically, in relation to social inequality, law is analyzed in a way that highlights its dual, contradictory nature. That is, in theory, law offers the promise of equality. However, in practice, law often reinforces and perpetuates social inequality. More concretely, this course explores the origins and the operation of law, as well as the possibility for change and reform through law by investigating the following kinds of topics: the history of eugenics in Canada, First Nations people and the law, immigration law, law and policing, gender bias and the law, homophobia and hate crimes, and green criminology.

### Prerequisites

Sociology 1020 or 1021E and enrolment in 3<sup>rd</sup> or 4<sup>th</sup> year Sociology.

### Policy Statement Regarding Essay Courses

Sociology 3360F is designated as an essay course. According to Western University’s regulations for essay courses, all half courses, designated at the 100 level or above, must include written assignments (excluding examinations) totalling at least 2500 words. Additionally, according to this regulation, students are required to demonstrate competence in essay writing in order to pass the course.

## Required Course Materials

Antony, Wayne, et al. (Eds.) *Gender, Race & Canadian Law* Halifax: Fernwood Publishing, 2016.

## Recommended Reading

Perry, Barbara. (Ed.) *Diversity, Crime and Justice in Canada. (2<sup>nd</sup> Ed.)* Don Mills ON: Oxford University Press, 2016 (please note this book can be “rented”- in e-book form, here:

<https://www.redshelf.com/book/526822/diversity-crime-and-justice-in-canada-526822-9780199018666-barbara-perry>)

## Learning Outcomes

Upon completion of this course students will be able to:

1. **Demonstrate** understanding of theories related to law and social inequality.

2. **Analyze** the ways in which law reflects and reinforces inequalities of race, gender, class, age, sexuality and ability.
3. **Illustrate** ways in which the law may be utilized to bring about social change
4. **Collaborate** with classmates to design and submit a project that bridges classroom content with an “out of classroom” experience.

## Brescia Competencies

The Brescia Competencies are the building blocks of your Brescia experience. They help you to think critically and participate actively in society – attributes you will apply throughout your entire life. Regardless of what degree you choose, these skills, values, and abilities prepare you to lead with wisdom, justice, and compassion in a changing world. Throughout this course, students will work towards developing the following Brescia Competencies:

**Communication:** includes the articulation of one’s ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours.

**Critical Thinking:** the ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

**Inquiry and Analysis:** the ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

**Problem Solving:** the ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

**Self-Awareness and Development:** the ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on other and make a commitment to personal growth.

**Social Awareness and Engagement:** the ability “to understand and respond to the needs of others” (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people,

social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change.

**Valuing:** the ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.

## How the Course Works

This course has learning modules that correspond to the weeks of the term. To help keep you on track, these modules have been connected to the regular weeks of the second semester. We will strive to build community together online in different ways. You will be asked to upload videos, collaborate with peers, and reflect on course materials. Opportunities for synchronous meetings via Zoom will also be provided. Your task is to work through these modules **in order**.

Each module has the same format:

1. A short, introductory overview.
2. PowerPoint slides, or a mini lecture or video to highlight some of the key themes in the module
3. Learning content that you work through on your own (e.g., videos to watch, readings, reflection exercises, and/or forum discussions)
4. A homework activity to complete—that is, readings for the next module and/or a course assignment
5. In some modules, I will include supplementary material if you would like to learn more.

## Copyright and Intellectual Property

The content of each module—i.e., PowerPoint lecture slides and notes, mini lectures on video, 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, videorecording, 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.

## Assignments & Grading Structure:

ASSIGNMENT	ASSIGNMENT VALUE	RELEVANT LEARNING OUTCOMES	BRESCIA COMPETENCIES
Critical Essay	30%	1,2,3	<ul style="list-style-type: none"> <li>✓ Communication</li> <li>✓ Critical Thinking</li> <li>✓ Inquiry&amp; Analysis</li> <li>✓ Problem Solving</li> </ul>
Group Project	25%	2, 3, 4	<ul style="list-style-type: none"> <li>✓ Communication</li> <li>✓ Critical Thinking</li> <li>✓ Inquiry&amp; Analysis</li> <li>✓ Problem Solving</li> <li>✓ Self-Awareness &amp; Development</li> <li>✓ Social Awareness&amp; Engagement</li> </ul>
Group Contract / Project Overview	10%	2, 3, 4	<ul style="list-style-type: none"> <li>✓ Communication</li> <li>✓ Critical Thinking</li> <li>✓ Inquiry&amp; Analysis</li> </ul>
Final Exam	35%	1, 2, 3	<ul style="list-style-type: none"> <li>✓ Communication</li> <li>✓ Critical Thinking</li> <li>✓ Problem Solving</li> <li>✓ Inquiry&amp; Analysis</li> </ul>

## 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.

For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

## Detailed Course Outline

WEEK/MODULE	WEEKLY TOPICS & IMPORTANT DATES	REQUIRED READINGS
January 11- Module 1	Course Introduction- “The Official Version of the Law”	<i>Gender, Race &amp; Canadian Law (GRCL)</i> : Chapter 1
January 18-Module 2	Theoretical Approaches to the Sociology of Law	GRCL: Chapter 2
January 25-Module 3	Theoretical Approaches continued...  <i>The story of Christine Jessop &amp; Guy Paul Morin: One Murder, Two Tragedies</i>  <a href="https://www.youtube.com/watch?v=QHHWfQ2TKew">https://www.youtube.com/watch?v=QHHWfQ2TKew</a>	GRCL: Chapter 12  “Christine Jessop’s Killer Identified” ...  <a href="https://theconversation.com/christine-jessops-killer-identified-solved-cold-case-raises-questions-about-genetic-privacy-148266">https://theconversation.com/christine-jessops-killer-identified-solved-cold-case-raises-questions-about-genetic-privacy-148266</a>
February 1- Module 4	The Origins of Law:  <i>The Case of Leilani Muir</i>  <a href="https://www.nfb.ca/film/sterilization_of_leilani_muir/">https://www.nfb.ca/film/sterilization_of_leilani_muir/</a>	Eugenics in Alberta:  <a href="https://davebeninger.tumblr.com/post/141123580373/eugenics-in-alberta">https://davebeninger.tumblr.com/post/141123580373/eugenics-in-alberta</a>  Follow up on the case:  <a href="https://globalnews.ca/news/2580660/alberta-woman-who-successfully-sued-province-for-wrongful">https://globalnews.ca/news/2580660/alberta-woman-who-successfully-sued-province-for-wrongful</a>

WEEK/MODULE	WEEKLY TOPICS & IMPORTANT DATES	REQUIRED READINGS
February 8 -Module 5	<p>Green Criminology</p> <p><i>Water Crisis in Neskantaga First Nation</i></p> <p><b>Outline for Group Project Due</b></p>	<p><i>The Meaning of Green: Contrasting Criminological Perspectives</i> (posted on OWL)</p> <p>Water Crisis in Neskantaga First Nation</p> <p><a href="https://theconversation.com/mining-push-continues-despite-water-crisis-in-neskantaga-first-nation-and-ontarios-ring-of-fire-150522?fbclid=IwAR0ySkfn-OsOa3-WtSsNdIV04DopxuMOO2J1aGJX6Cb-XDQJh2qIYPnKBH4">https://theconversation.com/mining-push-continues-despite-water-crisis-in-neskantaga-first-nation-and-ontarios-ring-of-fire-150522?fbclid=IwAR0ySkfn-OsOa3-WtSsNdIV04DopxuMOO2J1aGJX6Cb-XDQJh2qIYPnKBH4</a></p>
February 15	READING WEEK; NO CLASSES	NO READINGS
February 22 -Module 6	<p>Women, Policing &amp; the Law</p> <p><b>Guest Speaker-Angie (Cea) TBC</b></p> <p><i>The Many Trials of One Jane Doe</i></p> <p><a href="https://www.youtube.com/watch?v=ho-iOS7yqiY">https://www.youtube.com/watch?v=ho-iOS7yqiY</a></p> <p><b>Critical Essays Due</b></p>	GRCL: Chapters 13 & 14

WEEK/MODULE	WEEKLY TOPICS & IMPORTANT DATES	REQUIRED READINGS
March 1-Module 7	<p>“I hate feminists”: from the Montreal Massacre to the Incel Movement</p> <p><i>Inside Incel: The Case of Alex Minassian</i></p> <p><a href="https://www.youtube.com/watch?v=tqWjCHPg9gA">https://www.youtube.com/watch?v=tqWjCHPg9gA</a></p>	GRCL: Chapters 8 & 9
March 8 – Module 8	<p>Criminalizing Race: Policing, Crime and Justice</p> <p><i>The Skin We are In</i></p> <p><a href="https://www.youtube.com/watch?v=MAZ_Xl5fYm4">https://www.youtube.com/watch?v=MAZ_Xl5fYm4</a></p>	GRCL: Chapters 3, 4& 5
March 15- Module 9	<p>Interrelating Race, Gender and Class: A Case Study in Canadian Immigration</p> <p><i>The Case of Mahar Arar</i></p> <p><a href="https://www.youtube.com/watch?v=zjp64Rh7crg">https://www.youtube.com/watch?v=zjp64Rh7crg</a></p>	<p>GRCL: Chapter 18</p> <p>(Recommended NFB video: <i>Who Gets In?</i>)</p> <p><a href="https://www.nfb.ca/film/who_gets_in/">https://www.nfb.ca/film/who_gets_in/</a></p>

WEEK/MODULE	WEEKLY TOPICS & IMPORTANT DATES	REQUIRED READINGS
March 22 – Module 10	<p>From Homophobia, Hate Crimes towards Activism</p> <p><i>The Case of Matthew Shepard: From Tragedy to Activism</i></p> <p><a href="https://www.youtube.com/watch?v=ykwkWF3eutk">https://www.youtube.com/watch?v=ykwkWF3eutk</a></p> <p><b>Group Project Due</b></p>	<p>GRCL: Chapter 7</p> <p>“Matthew Shepard: The Murder that changed America”.</p> <p><a href="https://www.bbc.com/news/world-us-canada-45968606">https://www.bbc.com/news/world-us-canada-45968606</a></p>
March 29- Module 11	<p>Colonialism, First Nations and the Law</p> <p><i>Two Worlds Colliding: The Starlight Tours</i></p> <p><a href="https://www.nfb.ca/film/two_worlds_colliding/">https://www.nfb.ca/film/two_worlds_colliding/</a></p>	<p>GRCL: Chapters 16 &amp;17</p>
April 5-Module 12	<p>Western vs. “Traditional” Law: Aboriginal People and An Alternative Model of Justice</p> <p><b>Guest Speaker: Ron George</b></p>	<p><a href="http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/#sthash.MOWW29Wy.jFPcLx3m.dpbs">http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/#sthash.MOWW29Wy.jFPcLx3m.dpbs</a></p>
April 12	<p><b>Comprehensive Take-Home Exam Due</b></p>	<p>No New Reading or Content</p>

## Detailed Assignment Instructions:

### 1) “Make a Difference” Group Project (35%)

**10%- Group Values Contract and Detailed Overview of Project**

**Due: Monday February 8, 2021**

**25%– Project**

**Project Format—Anything but an essay!**

**Due: Tuesday March 22, 2021**

As Barbara Perry (2016) notes: “the first step towards actively engaging in an issue in order to create change is educating yourself on the nature of the problem” (p.15). We know that educating ourselves can happen both in and outside of the classroom. In this spirit, this assignment challenges you to step outside of your comfort zone, leave the classroom, enter the community (virtually or in person) and do something- **make a difference!**

To begin, choose some aspect of law and social inequality that sparks your interest from the weekly themes or readings, about which you would like to become better informed. Decide in your groups how you are going to do this. The goal of project will be twofold:

- To highlight how the experience has enhanced your understanding of some aspect of the material we are studying in class; and
- To illustrate how you have attempted, in some small way, to challenge an injustice or create positive change.

Every chapter of the Perry text (listed as a recommended reading) has a “Making a Difference” section to give you some ideas of what you might do. Here are just a few examples:

- For one week, every day, challenge those around you who make racist, sexist, homophobic jokes (p.39).
- Spend a week carefully examining representations of a marginalized community by a specific media source. Consider writing a letter to the editor summarizing your findings (p.58).
- Spend a few days in court following a specific case- what did this experience teach you?
- Spend some time reading through the “Missing & Murdered Aboriginal Women in Canada” Facebook Page. Reflect on the stories. Comment positively on the page. Send a letter to your MP or the PM expressing your concern with the PM’s indifference to the missing and murdered indigenous women and their families and communities. (p. 95).
- Explore the city of London and take photos (not of people) that reflect some aspect of law and social inequality (e.g., used needles in parks/downtown, substandard housing, graffiti, things symbolic of

- HIV/AIDS, violence against women, actions negatively impacting the environment). What did your travels around the city teach you? How can these photographs be used to raise awareness about the issue in question?
- Begin to build bridges between communities. Identify a public event led by a community group you do not regularly interact with. Invite 2 or 3 friends to attend the event with you. What did you learn about justice and social inclusion through your experience and interactions with people from diverse communities (p.206).
  - Visit a community agency that serves a marginalized population in the city. What did you learn about oppression from this visit? How is the agency striving to support the population in question? Go a step further- **make a difference!** Volunteer your time to support an event associated with the agency. Or, volunteer your time at the agency for 5-10 hours, perhaps to assist with a particular project. What did you learn? Share your experience with the class. (p.230).

These are just a few examples of ways that you might **make a difference!**

Again, just to reiterate- this assignment is a collaborative one, done in groups of approximately 4. It involves two parts: the submission of a group values contract and detailed outline of the project, followed by the project itself. With an “anything but an essay format”, I encourage you to be as creative as you wish in bringing the topic “to life” for me!

You will be placed in groups randomly and will be able to make introductions in Forums created expressly for this purpose. All members of each group will receive the same grade on this project.

## **2. Critical Essays (30%):**

**Due: Monday February 22, 2021**

**7 double-spaced, TYPED pages and properly referenced.**

Your essay should include at least 2 sources from the required class readings and 5 additional scholarly references, beyond the required course texts.

Consistent with the theme of this course, your essay should explore some dimension of inequality in relation to law. You have a great deal of latitude to pursue a topic that is of interest to you. For those of you who are less certain about a topic, you might use the following suggestions as a guide.

Select a particular case study in relation to one of the areas listed below:

- Policing (e.g., here you might like look at a specific case of racialized violence)

- Immigration (e.g., how have the events of September 11<sup>th</sup> shaped Canadian immigration? E.g., the Mahar Arar Case)
- First Nations People (e.g., Missing and Murdered Indigenous Women, Donald Marshall, Helen Betty Osborne)
- Miscarriages of justice– e.g., the case of Steven Truscott
- Violence against women
- Homophobia and hate crimes
- Treatment of offenders within prison (e.g., Ashley Smith Inquest)
- The challenges associated with criminal insanity as a defence (e.g., the case of Luka Magnotta)
- Cyber-bullying (e.g., Rehtaeh Parsons, Amanda Todd)
- Crimes Against the Elderly- (e.g., Elizabeth Wettlaufer case)
- Environmental Crimes/Green Criminology

Through an analysis of the case study, critically investigate the effectiveness of the law in relation to your chosen issue. Does the case study suggest that the law promotes justice and fairness for all? Or alternatively, does the case study provide evidence of how the law, in practice, perpetuates social inequality?

### 3. Final Exam (35%)

Your exam is a final, comprehensive **take-home** exam. It will be two essay questions. These questions will be posted at least two prior to the due date- April 12, 2021.

## 2020-21 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](#) can be found at

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](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](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](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](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be viewed at:  
[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](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/), <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.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

**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](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](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](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](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/>.

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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.

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