

# FS3350B/FN4480G/ SOC3386G

Special Topics in Cuba  
Syllabus 1.0

## Overview

This is a half-credit course that consists of orientation classes in January and early February in London, an intensive week-long study tour in Cuba in Reading Week (*to be precise: February 16 to 27*), and time for the completion of the research paper and other academic requirements of the course upon returning from Cuba.

Through seminars, lectures, site visits and other activities in Cuba, students will be introduced to Cuban society and culture and to the Cuban model of development, especially — but not exclusively — in the field of family studies as well as food and nutrition. Daily lectures (translated into English) in the mornings at the University of Havana by faculty of the Latin American Faculty of Social Sciences (FLACSO) will be complemented by field visits to sites in and around Havana in the afternoons. We share accommodations and meals at a modest hotel in the Vedado district of Havana.

Special Topics in Cuba  
Syllabus 1.0

Winter 2017 BR-14  
Tuesdays 1830H – 2120H

Instructor: M.A. Ramsay  
E-Mail: [mrmsay3@uwo.ca](mailto:mrmsay3@uwo.ca)  
Office: Room 216 Ursuline Hall  
Office Hours: Mondays 1530H – 1620H, Tuesdays 1130H – 1220H; Thursdays 1430H–1530H **OR BY APPOINTMENT**

**Please do not use OWL to e-mail me. OWL is reserved for my use to address the entire class. Messages sent by OWL will not be answered.**

## Materials

Louis A. Pérez, Jr. Cuba: *Between Reform and Revolution*, **Fifth Edition**, Oxford University Press, ISBN-10: 0199301441 / ISBN-13: 9780199301447. 2015.

**Recommended Reading:** [Insight Guide Cuba](#). New York: APA Publications, 2014. *Lonely Planet* and *Time Out* guides are also very good.

Other reading assignments, as identified and assigned during the course, will be provided online. (Available in January)

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## Milestones

January 16, 2017

Last day to add a second-term half course

March 7, 2017

Last day to drop a second-term half course, or a second-term full course without academic penalty

## Goals

Upon successful completion of this course, students will be able to:

1. Demonstrate the Communication competency by articulating ideas and developing informative and persuasive arguments that are appropriate for the context. Students will also develop interpersonal communication skills while working with others in class and in Cuba.
2. Demonstrate effective Problem-Solving by creating a research proposal. Students will also incorporate their Cuban experience into their Brescia-based research.
3. Demonstrate Self Awareness and Developing through a self-reflection assignment that incorporates or addresses: feedback and/or criticism from others; an articulation of their own habitual responses and values; and an assessment of their contribution to their own goals and impact on others.

## Requirements

Classes will be held as scheduled unless I, or the university, notify you directly. Classroom attendance and participation are essential for success in the course. Students are expected to read assigned material before class and to come prepared to participate in classroom activities. The course texts should be brought to every class.

All assignments must be submitted on time during scheduled class hours. It is essential to communicate directly with your professor if you experience

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## Notice

If necessary, this syllabus may be amended at the instructor's discretion after appropriate notice and discussion.

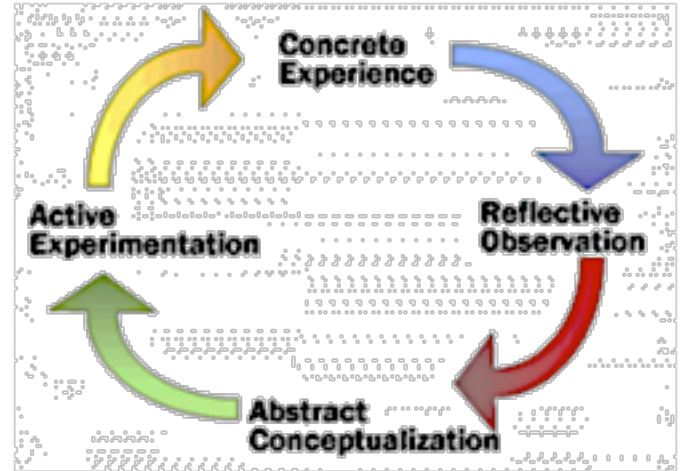
Any extension of assignment deadlines, provision for make-up assignments or any other exception to the policies described in this syllabus requested for reasons not explicitly addressed by university policy will be made only at the instructor's discretion.

**Please note:** late assignments will be penalized 3% *per day*. Hard copies of the assignments are due at the end of class. Assignments handed in after class will be considered late. You can, however, post your assignment to OWL after class, provided you do so the same day that it is due. Assignments that are handed in more than one week after the due date **will not be accepted** without documentation from an academic advisor.

any challenges attending class or completing work.

## Experiential Learning

To some extent, experiential learning is self-explanatory: it's learning that is based on students being directly involved in a learning experience rather than their being recipients of ready-made content in the form of lectures. This kind of experiential learning is probably what Benjamin Franklin had in mind in the eighteenth century when he wrote, "Tell me and I forget, teach me and I remember, involve me and I will learn."



Researchers such as [David Kolb](#) have studied the distinction between the classroom and experiential learning. Kolb asserted that "Learning is the process whereby knowledge is created through the transformation of experience," and he proposed a "learning cycle" that comprises these four phases:

| Stage  | Example  |
|--|--|
| The learner has a "concrete experience."   | In a mechanical engineering course, students are asked to use 20 popsicle sticks to build a small bridge that will support 500 grams.          |
| The learner makes observations and reflections based upon that experience.   | Students note which popsicle sticks failed first, whether the sticks supported more when they were laid flat versus on their edges, and so on. |
| The observations and reflections are synthesized into a new conceptual understanding and interpretation of the experience. | Students develop a list of construction "principles" or best practices.  |
| This conceptual understanding is applied and is used to guide new and purposeful experiences.                              | Students build another iteration of the bridge with the list of construction principles in mind.   |

This course will begin by holding several seminar-style meetings to prepare for the week in Cuba. While in Cuba, each student will fill out a journal reflecting on their expectations, experience and observations on Cuba. The major project of a research paper will begin in London; each student will complete a research paper on a topic of their choosing (subject to the professor's approval) and submit it in the last class. We will, therefore, read and write a great deal in order to help clarify our experiences.

## Evaluation

| Course Component                           | Weight | Due Date    | Purpose  |
|--|--------|-------------|--|
| Mid-term exam                              | 15%    | February 14 | Assessing comprehension of material used <b>in the course</b>  |
| Post Trip Quiz                             | 10%    | March 28    | Assessing application of material used in the course <b>to analyzing experience in Cuba</b>  |
| Responses to readings (Class contribution) | 10%    | ongoing     | Informal notes, observations, and questions reflecting your engagement with the ideas presented in the readings and other classroom material |
| Research proposal                          | 10%    | January 31  | Guidelines to be provided  |
| Research journal                           | 15%    | February 28 | Guidelines to be provided  |
| Thesis in Five Minutes                     | 10%    | April 4     | Guidelines to be provided  |
| Research paper                             | 30%    | April 11    | Guidelines to be provided  |

**\* Late proposals will not be accepted for evaluation — a grade of zero will be recorded for this component if the deadline is missed. Your project must, nevertheless, still be approved before the paper will be accepted.**

### General criteria for writing

There are several factors by which any research or analytical work is assessed by a reader. These are:

|  |                                    |
|--|------------------------------------|
| Essay Structure (thesis, paragraph usage etc.) | Frequent Reference to the Question |
| Essay Mechanics (word usage, grammar, etc.)    | Proper Citations                   |
| Recognizes Complexities and Contradictions     | Combines/Juxtaposes Evidence       |
| Recognizes Bias and Viewpoint                  | Chronology and Context             |

### Techniques to use in each assignment

#### Expectations

Success in this course requires a great deal of thoughtful dedication. Good writing rarely emerges from the author's thoughts without patience and tremendous effort. In order to develop your skills, you will

be expected to draft and to redraft your work. You must plan to attend **ALL** of our classes. Tests and assignment schedules can be altered **ONLY** when a student has met with an academic advisor and can provide the appropriate documentation for academic accommodation.

### The Research Journal

Students are expected to maintain a research journal containing reflections on the lectures and site visits as well as their daily experiences and impressions of Cuba. Students are strongly encouraged to set aside 30-60 minutes each day as journal time. You should begin your journal before you leave, but it must be completed the day we leave Cuba. In order to get the most out of the course you should concentrate on connecting the various elements of the readings, lectures and site visits. Some of the connections may not be immediately obvious to you at the time but only emerge as you see more of Cuba and acquire more information about Cuban society. You may, therefore, find it useful on occasion to go over your journal to see if your perception of issues has changed over time.

Since most of our time in Cuba is spent in a group, at least ONE journal entry should be based on a personal engagement with Cuba. This could entail, for instance, a ‘solo walking tour’ in the neighbourhood around the hotel or a lunch hour by yourself on campus. The purpose of this activity is to enable you to carry out “field work” for your research that would not be possible if you were not in Cuba.

Depending on the topic the journal may include some creative contributions (for example, poetry and drawing). Students should keep in mind, however, that the academic purpose of the journal is to reflect critically on their experiences in Cuba and to tie their experiences to their research into the reality of Cuba today. The following questions will help guide journal entries:

- What assumptions have I brought with me to this experience?
- How has [event/person/place] challenged assumptions I had about Cuba?
- Is this experience changing my perceptions of Canada? How?
- How is my time in Cuba changing my understanding of social/international development?
- How do the course readings intersect with my experiences in Cuba?

Another approach to journal entries is to systematize your thoughts through a ‘reflection wheel.’ This wheel has four components:

- EXPERIENCE (describe only)
- REFLECTION (initial reflection)
- ANALYSIS (bring in new information from reading package or other sources)
- OUTCOME (new understanding of experience)

***The journals must be handed in before leaving the hotel on the return trip to London. Please don't forget to write your name on your journal!***

### Responses to Readings

We will be reading an extensive selection of academic material for this course, at least 50 pages each week. I ask that you make a few informal notes and observations as you work through these. The point of these responses is to develop active reading skills and to ensure that you are getting the most out of the readings. When we meet in class I am looking for clear signs of engagement and some indication that you have read the material carefully. Think of this as an evaluation of your contribution to the success of the class, not merely that you participated. **Missing more than one class without a validated medical or personal reason will result in a zero for this portion of your mark.**

### The Research Proposal

An effective essay proposal lays the groundwork for your research and your writing. This document identifies the subject of your paper, provides some sense of what is already known about the topic, and establishes a preliminary argument that you can later refine. A template will be provided to help you complete this assignment.

Students will submit a **research paper proposal** prior to departure for Cuba (see deadline above). The first page will include the title of the paper, the thesis or question(s) to be examined, and an outline (in paragraph form) of the paper itself. The second page will consist of an annotated bibliography of at least five sources that will be used in the paper. Do not rely exclusively on websites for your research—rather, consult a variety of academic sources (books, journal articles, web content).

The annotated bibliography assignment is in support of your final research paper. As such, you are looking for two scholarly books and articles that address your topic, either directly or indirectly. You do not need to provide an introductory or concluding paragraph for this assignment. It will consist instead of four brief paragraphs that describe and evaluate the source in question. Each paragraph is preceded by a works cited entry in either APA or MLA format. The entries that address your books may be slightly

longer than those that address your articles, but approximately 150 words for each paragraph should be sufficient. There are no extra marks for writing more than this; in fact, brevity is a part of the challenge. It is essential that you format the APA or MLA entries properly. Feel free to consult these websites for more information:

<http://www.lib.uwo.ca/tutorials/annotatedbibliographies>

<http://olinuris.library.cornell.edu/ref/research/skill28.htm>

Missing more than one class without a validated medical or personal reason will result in a zero for this portion of your mark.

### The Research Paper

The research paper is the main academic component of the course. The paper is based on secondary research (books and articles), not the lectures and site visits in Cuba, although the latter will also inform the paper. Students will select a topic of professional interest to them, based on social development in Cuba, in consultation with me. The paper must have a title page and a bibliography. The paper should include an introduction in which the thesis or research question is clearly stated; the body of the paper in which the research question is explored, analyzed and argued with reference to the literature consulted on the topic; and a conclusion in which the arguments of the paper are summarized. The required length is **2000 words** (+/- 200 words), **double-spaced** using 12-point font such as Times New Roman. Style and format should follow the usual style of your discipline (e.g. APA, MLA). There are brief style guides available in *A Canadian Writer's Reference*. **Failure to obtain my approval for the topic before we leave for Cuba will result in a zero for the exercise.**

You **MUST** include the following sources as part of your research:

- At least three book-length monographs
- At least three articles from academic journals/ periodicals

Each draft of your research essay must include a complete bibliography that complies with the citation style that is acceptable to your home department, which may be either MLA or APA.

Refer to the rubric at the back of the syllabus to see how your research essays will be evaluated.

**Please keep an electronic copy of your essay until you have received your final grade.**

### Thesis in Five Minutes

In order to help polish oral presentation skills, share our findings one last time and to receive some helpful feedback before the research papers are submitted, each student will have five minutes to present

their findings to the class and will enjoy a Q&A immediately afterwards. Non-presenters will be expected to listen closely and offer any insights or suggestions that occur to them. Class participation will be assessed very seriously.

### Class Contribution

The course involves, as the title suggests, an intensive week-long trip to Cuba. Students will be absorbing a significant amount of information on a daily basis, sometimes in less than ideal conditions. Programme participants will be living in close quarters and adjusting to the heat, noise, food and language. In short, the experiential component is challenging. Every effort will be made to support students during the week in Cuba, especially with respect to any difficulties encountered in a cross-cultural learning environment.

At the same time, it is the responsibility of each student to fully commit to both the academic and experiential aspects of the programme. The latter includes a commitment to living in a group situation and being open to schedule changes and other ways in which things might not go according to plan. Please pack patience and a positive attitude along with your toothbrush and reading package!

All of the above will be taken into consideration in the evaluation of students' participation. In addition, participation will be evaluated based on the following:

- Active interest and participation in all components of programme
- Attendance of all lectures and other compulsory activities in Cuba
- Punctuality and proper etiquette at all lectures, site visits and other group events

### Civility Statement

Together as a class, we agree to encourage each other to participate during discussion by listening to all contributions without judgement and without interruption. **Any cell phones in the class should always be turned off.** We agree that students may use computers to work on course assignment only (as long as they do so quietly and respectfully) and that we may eat and drink during class. Above all, we agree to treat each other with respect.

### Office Hours

I have scheduled almost three office hours per week, and I welcome you to stop by. Office hours can be a great place to discuss various aspects of the course: if you find you are particularly excited about a certain assignment, I can recommend directions for further reading, and if you are frustrated with a particular topic, I can listen and offer assistance. If my scheduled hours do not work for you, you are welcome



to make an appointment. *If you are in trouble in the course, come and see me about it. Little problems that are readily resolved at first soon grow to be insurmountable difficulties.*

#### Email Policy

I am happy to communicate with students through email. I respond to emails that I receive during the week within 24 hours; emails received on weekends will not receive a response until the following Monday. I ask that email be used to address specific concerns. For questions that require a detailed response, please come to my office hours. Please note: *I do not release grades over email.*



Schedule (Topics are tentative and very likely to change.)

| Date              | Topic  | Readings   | Assignment Deadline      |
|-------------------|--|--|--------------------------|
| <b>Week One</b>   | Course overview; Assignments, topics, and resources        | Course outline<br>Blaut: <i>Colonizer's Model of the World</i> (OWL)   |                          |
| <b>Week Two</b>   | Colonial History   | Pérez: Chapters 1–5<br>Cowling: “Cuban Women of Colour 1870” (OWL)   |                          |
| <b>Week Three</b> | History of the Republic                                    | Pérez: Chapters 6–10<br>Martí Selections (OWL)<br>Migration and Culture- A Case Study of Cuba, 1750-1900 (OWL) |                          |
| <b>Week Four</b>  | Revolution and Soviet Support                              | Pérez: Chapter 11<br>Revolution in Cuba (1933) (OWL)<br>Sugar (July 1942) (OWL)                                | <b>Research Proposal</b> |
| <b>Week Five</b>  | Social Policies and Foreign Policies<br>The Special Period | Pérez: Chapter 12<br>(2005) Parental versus Government Guided Policies a Comparison (OWL)                      |                          |
| <b>Week Six</b>   | <i>Logistics for Trip</i>                                  | The “Luxury Smoke” (OWL)   | <b>Mid-term Exam</b>     |
| <b>Week Seven</b> | <b><i>Trip to Cuba</i></b>                                 |  |                          |
| <b>Week Eight</b> | How to Write a Research Paper                              |  | <b>Research Journal</b>  |
| <b>Week Ten</b>   | <b>Mid-term Quiz</b><br>Relations with the U.S.            | The Cuban Crisis (1960) (OWL)<br>Falk: Washington and Havana (OWL)   |                          |

|                      |                        |   |                       |
|----------------------|------------------------|---|-----------------------|
| <b>Week Eleven</b>   | Globalisation          | Pérez: Chapter 13<br>Cuba- An Overview of Foreign Direct Investment (OWL) |                       |
| <b>Week Twelve</b>   | The Recent Thaw        | Farewell, Fidel (OWL)   | <b>Post-trip Quiz</b> |
| <b>Week Thirteen</b> | Thesis in Five Minutes |   |                       |



## Rubric for Research Essays

|                                 | 1   | 3   | 5   | Your mark |
|---------------------------------|---|---|---|-----------|
| <b>Mechanics</b>                | Many errors in grammar and spelling.  | Three errors in grammar and spelling.   | Correct grammar and spelling <b>throughout</b> .  |           |
| <b>Clarity and Organization</b> | Required elements missing from the paper. Writing is unclear. No topic sentences.                   | All elements present in correct order. Ideas are unclear. Writing may be confusing at times. Some topic sentences may be missing. | All elements present in correct order. Topic sentences identify key points. Ideas are <i>clearly</i> stated and easy to follow.                                   |           |
| <b>Methodology</b>              | Disconnected listing of events. Research techniques not described. No discussion of paper's thesis. | Actions are described, but little or no discussion of research techniques. Short, inadequate presentation of paper's thesis.      | The actions and the research techniques used in the paper are clearly identified and justified, and the paper's thesis <b>thoroughly</b> discussed and supported. |           |
| <b>Academic Apparatus</b>       | No bibliography, no references.   | Bibliography and references included, but improperly formatted or citations occasionally not provided when required.              | Complete bibliography and references, <b>properly</b> formatted.  |           |
| <b>Evidence</b>                 | Supporting evidence for the author's argument not offered.  | Supporting evidence identified only generally. Links between argument and supporting evidence not made <b>explicitly</b> .        | Supporting evidence and connections to the argument are <b>complete</b> and related to the thesis as a whole.   |           |
| <b>Analysis (x2)</b>            | Appropriateness of supporting evidence to argument is questionable.                                 | Supporting evidence is correctly identified and used, but some important connections with the argument are omitted.               | Supporting evidence is for the paper's argument used and <i>all</i> of the important connections are noted <b>precisely</b> and <b>explicitly</b> .               |           |
| <b>Total</b>                    |   |   |   | /35       |
|                                 |   |   |   | %         |

## 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

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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:

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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

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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.

