

FOODNUTR 3460G/ HISTORY 2156G Food and Conflict

The Hunger Games
Syllabus 1.0

Overview

This course will introduce students to the principles and techniques of successful research as well as professional writing and will provide a historical perspective on many issues surrounding food and conflict. We shall study how food, access to food and the consequences of controversial food policies have affected the world.

One focus throughout will be on the types of writing skills that are central to academic success, through consultation with the instructor and through a great deal of [practice](#), students will develop various writing techniques.

A critical issue making writing effective is the skilful use of information. Successful research is not merely collecting facts; it is much more the skilful design of research project, a discriminating and knowledgeable evaluation of available information and the self-aware linkage of research findings into larger theories of explanation. We will incorporate each of these skills into a final research essay. We will discuss the strategies of effective writers and learn to recognize the elements of clear, focused, and organized writing. To be clear, these will also serve as the foundation for successful writing and argumentation after graduation.

The Hunger Games
Syllabus 1.0

Winter 2017 BR-202
Thursdays 1130–1420H
Instructor: M.A. Ramsay
E-Mail: mr Ramsay3@uwo.ca
Office: Room 216 Ursuline Hall
Office Hours: Mondays 1530H – 1620H, Tuesdays 1130H – 1220H; Thursdays 1430H–1530H

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

The following texts are mandatory.

[Lizzie Collingham](#), *Taste of War: World War II and the Battle for Food*. ISBN-10: 0143123017, ISBN-13: 978-0143123019

[Ian Mosby](#), *Food Will Win the War: The Politics, Culture and Science of Food on Canada's Home Front*. ISBN: 9780774827621

A guide to writing and history — such as: William Kelleher Storey and Towser Jones, *Writing History: A Guide for Canadian Students*, 3rd edition — is very strongly recommended.

Other reading assignments, as identified and assigned during the course, will be provided on-line.

Goals

By the end of the course, you will be expected to:

- Analyse the role played by food in conflict, both as a source of conflict as well as a determinant of a conflict's outcome.
- Recognize the role of contingency and context when studying the role played by food in human conflict
- Demonstrate the ability to analyze historical actors' choices through your own research

- Use various research resources in pursuit of answering specific research questions
- Present your research findings in a professional, persuasive manner

Computers will not be permitted in this class without a medical reason. I am not being arbitrary. [Research has proven that students using computers in class hinder their own learning.](#)

[More importantly, they also affect the ability of students around them to learn.](#)

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

Requirements

Classes will be held as scheduled unless I — or the college — 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. A copy of the assigned readings 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 any challenges attending class or completing work.

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. **Conditions regarding acceptable submissions of written work are not negotiable. Failure to meet the requirements laid out in this syllabus will result in a zero for the exercise.**

Evaluation

Course Component	Weight	Due Date	Length
RESEARCH DESIGN (40%)			
Literature Review	10%	January 26	1000 ($\pm 10\%$) words (see form)
Annotated Bibliography	15%	February 9	1000 ($\pm 10\%$) words (see form)
Research Proposal	15%	March 2	1000 ($\pm 10\%$) words (see form)
IN-CLASS WORK (18%)			
Responses to Readings; Contribution to Class Discussion	18%	Throughout the course	Notes on each week's readings submitted the first day of each topic (see form); contribution to class discussion
RESEARCH PAPER (42%)			
Research Paper	42%	April 6	2700 to 3000 words (see rubric)

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. Assignment schedules can be altered **ONLY** when a student has met with an academic advisor and can provide the appropriate documentation for academic accommodation.

Topic Selection

Your opportunity to be creative starts here. Your first job is to choose a general topic and begin to narrow it down. You may choose any topic of interest to you, subject to my approval for viability and resources. In order to lessen any difficulties you may face in your project, you must have your topic approved by the professor after a face-to-face discussion during an office hour. **Any written work on a topic that was not approved in such a manner will NOT be accepted.**

In the not uncommon event of a student wishing to change topics, a similar process must be followed.

Students are encouraged to change topics if they are encountering insuperable difficulties. Please keep an electronic copy of all written work in your drop box in the course OWL site.

Literature Review

The “literature” of a literature review refers to any collection of materials on a topic, not necessarily the great literary texts of the world. “Literature” could be anything from a set of government pamphlets on British colonial methods in Africa to scholarly articles on the treatment of extreme malnutrition. And a review does not necessarily mean that your reader wants you to give your personal opinion on whether or not you liked these sources.

A literature review, like a term paper, is usually organized around ideas, not the sources themselves as an annotated bibliography would be organized. This means that you will not just simply list your sources and go into detail about each one of them, one at a time. No. As you read widely but selectively in your topic area, consider instead what themes or issues connect your sources together. Do they present one or different solutions? Is there an aspect of the field that is missing? How well do they present the material and do they portray it according to an appropriate theory? Do they reveal a trend in the field? A raging debate? Pick one of these themes to focus the organization of your review. ***There must be a word count at the end of the paper.***

The Annotated Bibliography

The annotated bibliography assignment is in support of your final research paper. As such, you are looking for two scholarly books and three 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 Chicago (Turabian) 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 bibliographic entries properly. There must be a word count at the end of the paper.*** 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>

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. It does involve some research (essay proposals typically cite at least one secondary source, sometimes two). A template will be provided to help you complete this assignment. ***There must be a word count at the end of the paper.***

Research Paper

Your research paper must be 2700–3000 words in length, not including the works cited, references and title page. ***There must be a word count at the end of the paper.*** Much of the work that you will do in this course will be related to this essay, so be sure to choose a topic that holds your interest. No paper will be accepted unless all previous

steps have been completed and graded one week before the paper is submitted. Late penalties will be calculated accordingly.

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

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

Your research essay must include a complete bibliography that complies with the citation style that is in accordance with Story and Jones.

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 each draft of your essay until you have received your final grade.

Responses to Readings

In order to facilitate class discussion, on the first day of a new topic, each student will deposit on the podium a summary of the readings for the topic. Such summaries must include: the author's thesis, their methodology and their conclusions. An electronic copy must be left in the drop box some time that week. *Each failure to do so will result in the loss of 1/3 of the class contribution grade.*

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 we may eat and drink during class. Above all, we agree to treat each other with respect.

Office Hours

I have scheduled two 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

* From [Wikipedia](#): "Unlike a textbook, which surveys the state of knowledge in a field, the main purpose of a monograph is to present primary research and original scholarship. This research is presented at length, distinguishing a monograph from an article. For these reasons, publication of a monograph is commonly regarded as vital for career progression in many academic disciplines. Intended for other researchers and bought primarily by libraries, monographs are generally published as individual volumes in a short print run."

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

Date	Topic	Please Read	Event
Week One January 5	Course overview; Assignments, topics, and resources	Course outline	
	Food and Empire: Ancient Greece.		
	Hanson's thesis was that the Greeks fought as they did (phalanx, decisive battle) because of the labour-intensive nature of their agriculture.	Victor Davis Hanson, <i>The Western Way of War</i> . Chapter 4, "The Hoplite and His Phalanx: War in an Agricultural Society" (OWL)	
Week Two January 12	Food and Power: Rome, Republic to Empire.	Keith Hopkins, <i>Conquerors and Slaves: Sociological Studies in Roman History</i> , Volume 1. Chapter 1, "Conquerors and Slaves, The Impact of Conquering an Empire on the Political Economy of Italy." (OWL)	
	Hopkins discussed the impact on the Roman Empire need to feed the capital city had on the institution of slavery.		
	The Fall of Rome and the End of Mediterranean Hegemony	Karl Gunnar Persson, <i>An Economic History of Europe</i> . Chapter 2, "Europe from Obscurity to Economic Recovery," AND Chapter 3, "Population, Economic Growth and Resource Constraints." (OWL)	
	Feudal Europe		
Week Three January 19	Here we study the political economy of trade and of food production, how trade declined with Roman stability and revived as the Carolingian Empire re-established the profitability of specialization and therefore, trade. The "conflict" here is the need to establish "law and order" for food production to be optimized.	Eileen Power, <i>Medieval People</i> , Chapter I, Bodo, a Frankish Peasant in the Time of Charlemagne." AND Chapter V, "The Ménagier's Wife, a Paris housewife in the Fourteenth Century." (OWL)	
		Jean Gimpel, <i>The Medieval Machine: The Industrial Revolution of the Middle Ages</i> , Chapter Two, "The Agricultural Revolution." (OWL)	
Week Four January 26	The Americas Crosby's <i>Columbian Exchange</i> is one of the seminal works on the consequences of 1492. The European search for trade routes outside Muslim control led to contact with	Alfred W. Crosby Jr. <i>The Columbian Exchange, Biological and Cultural Consequence of 1492</i> , Chapter 3, "Old World Plants and Animals in the New World" AND Chapter 5, "New World Foods and Old World Demography" (OWL) John Komlos, "Access to Food and the Bio-	Literature Search Due

Date	Topic	Please Read	Event
	the Americas and conquest of the Western Hemisphere. The two chapters discuss the profound consequences for both hemispheres in terms of food variety and demography.	logical Standard of Living: Perspectives on the Nutritional Status of Native Americans,” <i>The American Economic Review</i> , Vol. 93, No. 1 (Mar., 2003), pp. 252-255. Stable URL: http://www.jstor.org.proxy1.lib.uwo.ca/stable/3132171	
Week Five February 2	<p>Food and Conflict in East Asia</p> <p>Here we can observe how food production and access were central to political stability, and in Japan's case, the beginning of an imperial project to secure a better food supply, first in Korea, then in China; which eventually led to WWII.</p>	<p>Lillian M. Li, “Introduction: Food, Famine, and the Chinese State,” <i>The Journal of Asian Studies</i>, Vol. 41, No. 4 (Aug., 1982), pp. 687-707. Stable URL: http://www.jstor.org.proxy1.lib.uwo.ca/stable/2055445</p> <p>Karl Moskowitz, “The Creation of the Oriental Development Company: Japanese Illusions Meet Korean Reality,” <i>Occasional Papers on Korea</i>, No. 2 (March 1974), pp. 73-121. Stable URL: http://www.jstor.org.proxy1.lib.uwo.ca/stable/41490392</p> <p>R. Bin Wong, “Food Riots in the Qing Dynasty,” <i>The Journal of Asian Studies</i>, Vol. 41, No. 4 (Aug., 1982), pp. 767-788. Stable URL: http://www.jstor.org.proxy1.lib.uwo.ca/stable/2055449</p>	
Week Six February 9	<p>Feeding the Industrial Revolution(s)</p> <p>Here we see the combination of access to food and of nutrition combining to influence domestic political conflict. Great Britain is a useful focus as the first country to industrialize and because it lacked the formal state structure to enhance nutrition that Canadians take for granted. There are many excellent contemporary surveys of poverty and nutrition in the late 19th century United Kingdom (B. Sebohm Rowntree and Henry Mayhew) for students to use.</p>	<p><i>Karl Gunnar Persson, An Economic History of Europe.</i> Chapter 4, “The Nature and Extent of Economic Growth in the Pre-Industrial Epoch.”</p> <p>AND</p> <p>George Grantham, “Agricultural Supply During the Industrial Revolution: French Evidence and European Implications,” <i>The Journal of Economic History</i>, Vol. 49, No. 1 (Mar., 1989), pp. 43-72. Stable URL: http://www.jstor.org.proxy1.lib.uwo.ca/stable/2121417</p>	Annotated Bibliography Due

Date	Topic	Please Read	Event
		<p>AND</p> <p>John Komlos, “Nutrition, Population Growth, and the Industrial Revolution in England,” <i>Social Science History</i>, Vol. 14, No. 1 (Spring, 1990), pp. 69-91. Stable URL: http://www.jstor.org.proxy1.lib.uwo.ca/stable/1171364</p>	
Week Seven February 16	Food and World War I: The Military Dimension	Avner Offer, <i>The First World War: An Agrarian Interpretation</i> , Part One: “How Was Germany Defeated?” (OWL)	
Week Eight February 23		Reading Week	
Week Nine March 2	Food and World War I: The Domestic Dimension	<p>J.M. Winter, <i>The Great War and the British People</i>, Chapter 1, “The Strategic Demography” Part II, “The Paradox of the Great War” (OWL)</p> <p>Leonard V. Smith et al. <i>France and the Great War, 1914–1918</i>, Chapter 2, “Mobilizing the Nation and the Civilians’ War” (OWL)</p> <p>Ute Daniel, <i>The War from Within: German Working-Class Women in the First World War</i>, Chapter 4, “The Family in the First World War” (OWL)</p>	Research Proposal Due
Week Ten March 9	World War II Around the World, the Axis	Lizzie Collingham, <i>The Taste of War: World War II and the Battle for Food</i> , Introduction, Chapters 2, 3, 8, 9, 11, 13, and 15	
Week Eleven March 16	World War II Around the World, the Allies	Lizzie Collingham, <i>The Taste of War: World War II and the Battle for Food</i> Chapters 4–7, 10, 12, 14–19	
Week Twelve March 23	World War II at Home	Ian Mosby, <i>Food Will Win the War: The Politics, Culture, and Science of Food on</i>	

Date

Topic

Please Read

Event

Canada's Home Front

Week Thirteen
March 30

The importance of water

Hussein A. Amery, "Water Wars in the Middle East: A Looming Threat," *The Geographical Journal*, Vol. 168, No. 4, *Water Wars? Geographical Perspectives*. (Dec., 2002), pp. 313-323. [Stable URL: http://www.jstor.org.proxy1.lib.uwo.ca/stable/3451474](http://www.jstor.org.proxy1.lib.uwo.ca/stable/3451474)

Meredith Giordano, Mark Giordano and Aaron Wolf, "The Geography of Water Conflict and Cooperation: Internal Pressures and International Manifestations," *The Geographical Journal*, Vol. 168, No. 4, *Water Wars? Geographical Perspectives*. (Dec., 2002), pp. 293-312. [Stable URL: http://www.jstor.org.proxy1.lib.uwo.ca/stable/3451473](http://www.jstor.org.proxy1.lib.uwo.ca/stable/3451473)

P. J. Gregory, J. S. I. Ingram and M. Brklacich, "Climate Change and Food Security," *Philosophical Transactions: Biological Sciences*, Vol. 360, No. 1463, *Food Crops in a Changing Climate* (Nov. 29, 2005), pp. 2139-2148. [Stable URL: http://www.jstor.org.proxy1.lib.uwo.ca/stable/30041400](http://www.jstor.org.proxy1.lib.uwo.ca/stable/30041400)

Munther J. Haddadin, "Water in the Middle East Peace Process," *The Geographical Journal*, Vol. 168, No. 4, *Water Wars? Geographical Perspectives*. (Dec., 2002), pp. 324-340. [Stable URL: http://www.jstor.org.proxy1.lib.uwo.ca/stable/3451475](http://www.jstor.org.proxy1.lib.uwo.ca/stable/3451475)

Week Fourteen
April 6

TBA

Research Paper Due

Rubric for Research Essays (One Point Given for Task Completion as Described)

	1	3	5	Your mark
Mechanics	Many errors in grammar and spelling.	Three errors in grammar and spelling.	Correct grammar and spelling throughout .	
Clarity and Organization	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.	
Methodology	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 thoroughly discussed and supported.	
Academic Apparatus	No bibliography, no references.	Bibliography and references included, but improperly formatted or citations occasionally not provided when required.	Complete bibliography and references, properly formatted.	
Evidence	Supporting evidence for the author's argument not offered.	Supporting evidence identified only generally. Links between argument and supporting evidence not made explicitly .	Supporting evidence and connections to the argument are complete and related to the thesis as a whole.	
Analysis (x2)	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 precisely and explicitly .	
Total				/35
				%

Other comments:

2016–17 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html>. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

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

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

3. ABSENCES

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

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

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

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

<http://www.westerncalendar.uwo.ca/2016/pg113.html>

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

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

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

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a pas-

sage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

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

Computer-marked Tests/exams:

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

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

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

(<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

6. PREREQUISITES AND ANTIREQUISITES

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

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

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

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.

