



HISTORY 2205E: CANADA FROM CONFEDERATION TO THE PRESENT

Course Outline (2017-18)

Dr. George Warecki gwarecki@uwo.ca ; 432-8353, X. 28239
Office #3 in the Faculty Portable (NW corner of Brescia campus)

Office Hours TBA

Class Meets Mondays 11:30 AM-12:20 PM **and** Wednesdays 11:30 AM-1:20 PM
 in Room 202

INTRODUCTION

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

PREREQUISITES

There are no prerequisites for this course.

The UWO Senate has provided the following statement: “Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

ANTIREQUISITES

The following courses are antirequisites for History 2205E: History 2201E, 2202, 2127F/G, 2121, 2122A/B, and the former 2207F/G and 2217F/G.

INSTRUCTIONAL OBJECTIVES AND ASSIGNMENTS

This course will provide opportunities for students to develop skills leading to the attainment of Brescia’s Seven Competencies (<http://brescia.uwo.ca/academics/brescia-competencies/>): Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Self Awareness and Development; Social Awareness and Engagement; and Valuing. A variety of methods are employed to teach the course, including lectures, assigned readings, class discussions, videos or other visual presentations, oral presentations, and written work. Each method provides an opportunity to develop certain skills in a particular setting.

The following is a list of learning objectives or outcomes of the course. Students will:

- think historically – understand how things change over time and recognize that the past may be interpreted from different perspectives
- learn basic content and themes in Canadian History since the 1860s
- master techniques of scholarly research
- critically read primary sources and explain their significance
- connect current issues in Canadian society with their historical roots
- critically read, summarize and analyse secondary sources
- understand that historians have biases or perspectives – a product of their life experiences and the times in which they wrote
- organize historical evidence for effective argument in various forms
- compose narratives by synthesizing information from diverse scholarly sources
- communicate effectively using oral expression, in small and large groups
- develop skills of co-operation and teamwork by working in small groups
- master techniques of scholarly referencing
- understand plagiarism and its forms
- demonstrate skills of reading comprehension, conceptualization, synthesis, and clear writing in a scholarly essay based on secondary sources.

COURSE READINGS:

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

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

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

Raymond Blake, Jeffrey Keshen, Norman Knowles, and Barbara Messamore, *Conflict and Compromise: Post-Confederation Canada* (University of Toronto Press, 2017).

There are different types of literature in this course. Rampolla, *A Pocket Guide to Writing in History* provides assistance in the process of research and writing essays. For tutorial discussions (usually on Mondays), students will read selections from the other two texts. *Visions* contains primary and secondary material organized into thematic modules. *Conflict and Compromise* is a survey text – providing an overview of many diverse topics.

EVALUATION

Oral Presentation (dates TBA).....	.5%
Essay Topic with Bibliography (due 25 October).....	.5%
Annotated Bibliography (due 6 December).....	10%
Research Essay (2,500 words; due 21 March).....	15%
Tutorial Attendance and Participation.....	10%
Reading Responses.....	10%
First Test (8 November).....	10%
Second Test (14 February).....	10%
Final Exam (in April; date TBA).....	<u>.25%</u>
	100%

ORAL PRESENTATIONS

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

STAGES FOR WRITTEN ASSIGNMENTS

The process for the **Essay Topic with Bibliography** includes the following steps:

1. **Interview with the Professor.** In the **first three weeks of the course**, each student must meet with the instructor to discuss ideas for her or his essay. **Students are expected to meet during office hours or at another mutually agreeable time.** A sign-up sheet will be circulated in class to facilitate these meetings. Students should begin the process by skimming through *Conflict and Compromise* (2017) and *Visions* (2015) to think about a general area of interest. Eventually, students will need to identify a particular topic, time period, region, and people as the focus for research. The instructor will help to narrow the focus to a specific topic. The interview with the professor **must be completed by 30 September.**
2. **Begin to Search for Secondary Sources.** This task involves identifying and evaluating at least six scholarly secondary sources (not general textbooks) – including two scholarly **articles** – that will be useful in researching your topic. The list of sources will form the bibliography for your research essay in the spring. More detailed instructions for this step will be given in a workshop at the Beryl Ivey Library during class time in October.
3. **Essay Topic with Bibliography.** Students will submit to the professor the results of their bibliography search on 25 October. The document will include a 1-paragraph description of the proposed essay topic, and a list of the sources in proper bibliographic format. The instructor will evaluate this document, and return it with comments for further research as soon as possible.

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

4. **Another Meeting with Professor.** In November students may wish to consult with the professor as their essay research develops. These sessions can be valuable for exchanging views or discussing difficulties with the historical content or the research process.
5. **Annotated Bibliography.** This assignment is due on 6 December. The annotated bibliography is a formal list of scholarly sources that you will use to research and write your essay and some “annotations”. The latter are point-form comments after each bibliographic entry, identifying the strengths and weaknesses of the work, and summarizing how you will use each source in your research. The instructor will discuss this assignment in further detail on 15 November.
6. **Research Essay.** Graded annotated bibliographies will be returned in class on 10 January 2018. Thereafter, students are expected to conduct **intensive research**, and to organize their material for the essay. The written paper will be graded by its organizational

structure, sophistication of arguments, clarity of prose, and effective use of historical evidence. Essays must be typed in a reasonably large font (at least 12-point), double-spaced, with generous blank margins for the instructor's comments. The **length of the essay should be about 2,500 words**. Papers that violate this guideline (i.e., shorter or longer by 10% or more) will be **penalized**. Essays **must have at least 20 scholarly references** (end notes or footnotes) and a bibliography **or they will not be accepted**. The bibliography must list **at least six scholarly sources** (not general textbooks) – including two scholarly **articles** – **which have been used** in researching the essay (the instructor will look for evidence of this in the footnotes). The essay is **due on 21 March 2018**.

OWL AND STUDENT OBLIGATIONS*

The instructor will be maintaining a course website using UWO's on-line learning network, "OWL". **Students will be required to engage the course material in a variety of ways using this website**. Further detailed instructions about the site, and students' obligations, will be given during the first few days of class. For now, students must recognize that they will have to **submit their assignments to the instructor in hard copy, and electronically to the course website**, where they will be checked for plagiarism using **Turnitin.com**. **A failure to submit your written work to turnitin.com will result in a 0 grade, even if you submit a paper copy.**

POLICY REGARDING LATE ASSIGNMENTS

- (a) A penalty of five (5) marks will be deducted for assignments submitted the first day after the deadline.
- (b) A penalty of one (1) mark will be assessed for each subsequent day including weekends.
- (c) No assignments will be accepted after the 14th day unless on:
 - (i) humanitarian grounds, or
 - (ii) medical grounds, for which documentation must be provided.
- (d) A student who fails to submit all of the required written work, as specified in the course outline, **will not receive credit for the course.**

COURTESY AND USE OF ELECTRONIC DEVICES

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

LECTURES, WORKSHOPS, AND CLASS DISCUSSIONS

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

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

Additional Notes for Tutorial sessions:

- Students who **miss four (4) or more class discussions** during either term will receive **zero (0%)** for that term’s participation grade.
- Most tutorial topics are spread over two consecutive Mondays (except for “Sporting Identities” on 15 January). For the **second week** of each tutorial topic, students must submit a **Reading Response** in sentences and paragraphs (typed, double-spaced, 11-point font; 2 pages maximum) to interpret the assigned Module. The instructor will collect these Reading Responses at the beginning of the second tutorial for each topic. There are nine tutorial topics – five in the first term and four in the second term. Students **may skip one** reading response (during the entire course) without penalty.

CLASS SCHEDULE (2017-8)

Readings are from *Visions* and/or *Conflict and Compromise (C and C)*.

Monday 11 SEPT. Course Introduction

Wednesday 13 SEPT. Confederation: A Review / Instructions for Oral Presentation /
Draw for oral presentation dates.
Read *C and C*, vii-xi, 1-18.

Monday 18 SEPT. **TUT:** Treaties: *Visions*, 4-15; *C and C*, 24-5, 42-7.

Wednesday 20 SEPT. lecture: Atlantic Canada and Confederation / Oral Presentation #1/
Read *C and C*, 19-20.

Monday 25 SEPT. **TUT:** Treaties cont’d: *Visions*, 16-47.

Wednesday 27 SEPT. **Workshop:** Louis Riel
Read *C and C*, 20-4; 47-52.

Monday 2 OCT. lecture: BC Enters Confederation
Read *C and C*, 25-8.

Wednesday 4 OCT. lecture: The National Policy / Oral Presentation #2 /
VIDEO: excerpts of *CPH: Episode 10: Taking the West: Fancy Paper City*
Read *C and C*, 29-41.

[9 OCT. – 13 OCT. - NO CLASSES – THANKSGIVING, and FALL READING WEEK]

Monday 16 OCT. **TUT:** Women's Work: *Visions*, 50-69; *C and C*, 41-2.

Wednesday 18 OCT. lecture: The Working Class in Canada, 1850-1880 /
Workshop in Beryl Ivey Library*: Searching for Secondary Sources

Monday 23 OCT. **TUT:** Women's Work cont'd: *Visions*, 70-95.

Wednesday 25 OCT. **Essay Topic with Bibliography Due***
lecture: French-English Conflicts /
begin lecture: Resurgence of French-English Tension, 1880s-90s

Monday 30 OCT. finish lecture: Resurgence of French-English Tension, 1880s-90s /
Oral Presentation #3
Read *C and C*, 52-7.

Wednesday 1 NOV. **TUT:** Residential Schools: *Visions*, 377-95. /
Workshop: Historical Significance Questions / Test Hints

Monday 6 NOV. **TUT:** Residential Schools cont'd: *Visions*, 396-420.

Wednesday 8 NOV. **FIRST TEST***

Monday 13 NOV. **TUT:** Women's Movement and Suffrage: *Visions*, 99-128; *C and C*, 80-1.

Wednesday 15 NOV. Laurier / **Workshop:** Preparing the Annotated Bibliography /
Oral Presentation #4
Read *C and C*, 61-72, 81-5.

Monday 20 NOV. **TUT:** Women's Movement and Suffrage cont'd: *Visions*, 129-143.

Wednesday 22 NOV. lecture: Immigration / Oral Presentation # 5 /
Return graded tests /
Read *C and C*, 76-79.

Monday 27 NOV. **TUT:** The Great War: *Visions*, 188-206; *C and C*, 87-90, 94-5, 106-108.

Wednesday 29 NOV. WWI and Social Reform / Oral Presentation #6
Read *C and C*, 97-9, 105-6.

Monday 4 DEC. **TUT:** The Great War cont'd: *Visions*, 206-233.

Wednesday 6 DEC. – **LAST CLASS** in 2017:

VIDEO: *John McCrae's War* (1998) / Oral Presentation #7
Annotated Bibliographies Due*

2018:

Monday 8 JAN. **Workshop:** Winnipeg General Strike
Read *C and C*, 73-6, 111-112.

Wednesday 10 JAN. lecture: The Maritime Rights Movement / Oral Presentation #8
Return Graded Annotated Bibliographies
Read *C and C*, 114-116, 118, 135.

Monday 15 JAN. **TUT:** "Sporting Identities": *Visions*, 146-185.

Wednesday 17 JAN. lecture: Mackenzie King and the Progressives /
VIDEO: *CPH*, Episode 12: *Ordeal By Fire*; excerpt: *We'll Hoe Our Own Row*
Read *C and C*, 112-113, 116-117, 129-130.

Monday 22 JAN. **TUT:** Canada in the 1930s: *Visions*, 236-54; *C and C*, 134, 139-145.

Wednesday 24 JAN. lecture: Origins of the CCF /
VIDEO: *Man of the Hour: Bible Bill Aberhart* (1998)
Read *C and C*, 146-155.

Monday 29 JAN. **TUT:** Canada in the 1930s cont'd: *Visions*, 255-81.

Wednesday 31 JAN. lecture: WWII – Overview / Oral Presentation #9 /
Test Hints
Read *C and C*, 163-172, 175-180, 184-5.

Monday 5 FEB. **TUT:** World War II: *Visions*, 331-344; *C and C*, 172-4, 187.

Wednesday 7 FEB. **Workshop:** WWII / Oral Presentation #10
VIDEO: excerpt from *CPH*: Episode 14: *The Crucible*
Read *C and C*, 183-4, 186-9.

Monday 12 FEB. **TUT:** World War II cont'd: *Visions*, 345-74.

Wednesday 14 FEB. **SECOND TEST***

[19 FEB. -23 FEB: NO CLASSES – SPRING READING WEEK]

Monday 26 FEB. lecture: Canadian Women in the Second World War
Read *C and C*, 180-2, 186.

Wednesday 28 FEB. lecture: Anticommunism / Oral Presentation #11
Read *C and C*, 190-4, 196-8, 210. /
Workshop: Building the Research Essay

Monday 5 MARCH **TUT:** Peacekeeping: *Visions*, 423-440; *C and C*, 211, 289-90.

Wednesday 7 MARCH lecture: Immigration After World War II / Oral Presentation #12/
Read *C and C*, 204-5, 227-8, 321-3.

Monday 12 MARCH **TUT:** Peacekeeping cont'd: *Visions*, 441-466.

Wednesday 14 MARCH lecture: The Quiet Revolution / Oral Presentation #13
VIDEO: excerpt from CPH #16: *Hope and Anger: Maitres Chex Nous*
Read *C and C*, 157, 202-3, 230-4.

Monday 19 MARCH The Environmental Movement
[*C and C*, 243.]

Wednesday 21 MARCH **ESSAYS DUE*** / lecture: Diefenbaker
[*C and C*, 209, 212, 214-224, 228.]

Monday 26 MARCH lecture: Pearson / Oral Presentation #14
Read *C and C*, 228-30, 234-242, 244.

Wednesday 28 MARCH lecture: Trudeau / Oral Presentation #15
[*C and C*, 245-267; 268-9; 273.]

Monday 2 APRIL **Workshop:** The Royal Commission on the Status of Women (1967-70)
Read *C and C*, 238-41, 246-8, 279-81, 305-6, 326.

Wednesday 4 APRIL lecture: Constitutional Battles
[*C and C*, 267-8, 269-73; 274-5, 290-4.]

Monday 9 APRIL **Workshop**: Decolonizing Canada? Indigenous Peoples and Reconciliation
Read *C and C*, 205, 225-7, 253-5, 294-6, 313-7, 327-9.

Wednesday 11 APRIL - **LAST CLASS**: Leftovers / Review / Final Exam Hints

FINAL EXAM – date TBA

2017-18 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.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. 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://westerncalendar.uwo.ca/2017/pg117.html>

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, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). 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://westerncalendar.uwo.ca/2017/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.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

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

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

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

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or

citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<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 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://westerncalendar.uwo.ca/2017/pg112.html>).

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 (http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

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).

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/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

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 learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress

should refer to Mental_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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/>.

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.