

The University of Western Ontario
Department of History
Fall 2013

**HIST 9274A
OH GENDERED CANADA:
GENDER IN CANADIAN HISTORY**

Professor Monda Halpern

Tuesday, 9:30pm-11:30pm, Lawson Hall 1227

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**Office Hours: Monday, 3:00pm-4:30pm,
and by appointment**

COURSE DESCRIPTION:

Gender History, since its birth in the 1990s, has contributed to the emergence of some lively debates in Canadian History. This graduate half-course will explore the ways in which gender (largely the social construction of masculinity and femininity) has played a role in selected trends and time periods, and will examine some of the major historiographical questions that have surrounded this complex role. These questions have often addressed the related issues of race, class, and sexuality. This investigation will challenge students to utilize gender as an integral tool of historical analysis, and to reconsider conventional narratives in Canadian History.

REQUIRED READINGS:

(available for purchase in the university bookstore; also available on two-hour reserve in Weldon Library)

Dummit, Christopher. *The Manly Modern: Masculinity in Postwar Canada*. Vancouver: UBC Press, 2007. (Available for purchase in the bookstore)

Sangster, Joan. *Through Feminist Eyes: Essays on Canadian Women's History*, Edmonton: Athabasca University Press, 2011. (Available for purchase in the bookstore)

The online articles cited below.

COURSE REQUIREMENTS:

Research essay (18-20): TBA	45%
Critiques (3): TBA	30%
Seminar presentation: TBA	15%

Participation:

10%

LEARNING OUTCOMES:

Students should be able to:

understand the ways in which gender shaped various historical trends and movements.

understand the ways in which gender intersects with issues of race, class, and sexuality.

identify past and contemporary historiographical debates in Canadian gender history, and the ways that they have challenged conventional historical assumptions.

PLEASE NOTE:

During all lectures, videos, student presentations, and class breaks, the recreational use of lap-tops (web browsing, emailing, etc.), as well as the use of all wireless handheld devices (cell phones, etc.), is not permitted in the classroom. Failure to comply will adversely affect your attendance/participation mark.

REMINDER:

Students are reminded that academic accommodation on medical grounds can in most instances **only** be granted if supported by a **University of Western Ontario Student Medical Certificate**. This form can be accessed at the following website: https://studentservices.uwo.ca/secure/medical_document.pdf or be picked up at the Academic Counselling Office in the student's home faculty (For Social Science students 2105 SSC). Further details on this policy can be found at the following website: <http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

A copy of the Faculty of Social Science policy on plagiarism has been attached to this syllabus. Students who violate these guidelines can expect to incur the full weight of the penalties outlined therein. The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.

SCHEDULE:

You will sign up for a presentation date beginning in Week 6. On your selected date, you will present at least two of the scheduled articles. In your presentation, address, critique, and compare/contrast your articles' theses, main arguments, biases, and sources, and situate your articles in the larger historiography. Stimulate class discussion by asking questions and fielding comments. Feel free to incorporate audio-visual aids.

You will be graded on the content of your presentation, and on your facilitation of the seminar discussion.

The subject of your research essay will coincide with the general seminar topic of your selected date. Your essay **(in both electronic and hard copy format) will be due in class on that same day.**

Those students not presenting an article and submitting an essay on a given week will be required to do the assigned readings, participate in the seminar discussion, and write an essay critique. Select three student essays (which will be accessible on Sakai) on which you would like to write a critique. Your critique must be submitted (in hard copy) no later than one week following the submission of the essay about which it is written. Submitted critiques will not be seen by anyone other than me; they will be returned with a mark as soon as possible. Critiques should be two typed pages, be double-spaced, include a thesis statement, and assess the strengths and weaknesses of the papers.

SEPTEMBER:

10 – INTRODUCTION

17 – WOMEN’S HISTORY: Has the move from “universal sisterhood,” to diversity, to contested identities been good for the field?

Through Feminist Eyes, “Reflections on Thirty Years of Women’s History,” pp. 1-48.

Gail Cuthbert Brandt, “Postmodern Patchwork: Some Recent Trends in the Writing of Women's History in Canada,” *Canadian Historical Review*, 72 (1991): 441-70.

<http://utpjournals.metapress.com/content/f32608265q217q75/>

Julie Dinh, “Ethnic, Immigrant, and Racialized Women in Canada: A Historiography,” *Constellations*, 3 (2012): 175-85.

<https://ejournals.library.ualberta.ca/index.php/constellations/article/viewFile/17205/13703>

24 – GENDER HISTORY: Is it the “new” Women’s History?

Through Feminist Eyes, “Telling Our Stories: Feminist Debates and the Use of Oral History,” pp. 213-242.

Joan Sangster, “Beyond Dichotomies: Re-Assessing Gender History and Women's History in Canada,” *Left History*, 3 (Spring/Summer 1995): 109-121.

<http://pi.library.yorku.ca/ojs/index.php/lh/article/viewFile/5312/4507>

Karen Dubinsky and Lynn Marks, “Beyond Purity: A Response to Sangster,” *Left History* (1996)

<http://pi.library.yorku.ca/ojs/index.php/lh/article/viewFile/6967/6151>

Franca Iacovetta & Linda Kealey, "Women's History, Gender History and Debating Dichotomies," *Left History* (1996): 1-17.

[PDF] [Women's History, Gender History and Debating Dichotomies](#)

OCTOBER:

1 – PRE-INDUSTRIAL/COLONIAL ABORIGINAL SOCIETIES: To what extent did notions of race and gender influence cultural imposition/resistance/assimilation?

Sylvia Van Kirk, "The Role of Native Women in the Fur Trade Society of Western Canada, 1670-1830," *Frontiers: A Journal of Women Studies*, 7 (1984): 9-13.

<http://www.jstor.org.proxy2.lib.uwo.ca/stable/3346234>

Carol Devens, "Separate Confrontations: Gender as a Factor in Indian Adaptation to European Colonization in New France," *American Quarterly*, 38 (1986): 461-480.

<http://www.jstor.org/stable/2712677>

Robert Carney, "Aboriginal Residential Schools Before Confederation: The Early Experience," CCHA, *Historical Studies*, 61 (1995): 13-40.

<http://www.cchahistory.ca/journal/CCHA1995/Carney.pdf>

Sylvia Van Kirk, "From "Marrying-In" to "Marrying-Out": Changing Patterns of Aboriginal/Non-Aboriginal Marriage in Colonial Canada," *Frontiers: A Journal of Women Studies*, 23 (2002): 1-11.

<http://www.jstor.org.proxy2.lib.uwo.ca/stable/3347329>

Saliha Belmessous, "Assimilation and Racism in Seventeenth and Eighteenth-Century French Colonial Policy," *The American Historical Review*, 110 (April 2005): 322-349.

<http://www.jstor.org/stable/10.1086/531317>

8 – CLASS: How did gender inform class formation/consciousness/identity?

Through Feminist Eyes, "The 1907 Bell Telephone Strike: Organizing Women Workers," pp. 53-80; "The Softball Solution: Female Workers, Male Managers, and the Operation of Paternalism at Westclox, 1923-1960," pp. 135-172; "Making a Fur Coat: Women, the Labouring Body, and Working-Class History," pp. 391-424.

Steven Maynard, "Rough Work and Rugged Men: The Social Construction of Masculinity in Working-Class History," *Labour / Le Travail*, 23 (Spring 1989): 159-169.

<http://www.jstor.org/stable/25143139>

Elise Chenier, "Rethinking Class in Lesbian Bar Culture: Living 'The Gay Life' in Toronto, 1955-1965," *Left History*, 9 (Spring/Summer 2004): 85-115.

<http://pi.library.yorku.ca/ojs/index.php/lh/article/viewFile/5608/4801>

15 – SAME-SEX FRIENDSHIPS: Were they sexual?

Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations Between Women in Nineteenth-Century America," *Signs*, 1 (Autumn 1975): 1-29.

<http://links.jstor.org/sici?sici=0097-9740%28197523%291%3A1%3C1%3ATFWOLA%3E2.0.CO%3B2-H>

Karen Duder, "The Spreading Depths: Lesbian and Bisexual Women in English Canada, 1910-1965," PhD Dissertation, Department of History, University of Victoria, 2001. Chapter 3, "Questions of Sex: Female-Female Relationships and Physical Sexuality," pp. 177-270.

[View/Open](#)

Steven Maynard, "Hell Witches in Toronto: Notes on Lesbian Visibility in Early-Twentieth-Century Canada," *Left History*, 9 (Spring/Summer 2004):191-205.

<http://pi.library.yorku.ca/ojs/index.php/lh/article/viewFile/5612/4805>

22 – THE FIRST-WAVE WOMEN'S MOVEMENT: Was it classist/racist?

Karen Leroux, "Making a Claim on the Public Sphere: Toronto Women's Anti-Slavery Activism, 1851-1854," MA Thesis, Department of History, University of British Columbia, 1996, pp. 1-26.

https://circle.ubc.ca/bitstream/handle/2429/4570/ubc_1996-0382.pdf?sequence=1

Linda M. Ambrose and Margaret Kechnie, "Social Control or Social Feminism?: Two Views of the Ontario Women's Institutes," *Agricultural History*, 73 (Spring 1999): 222-237.

<http://www.jstor.org/stable/3744661>

Gerald E. Thomson, "A Baby Show Means Work in the Hardest Sense": The Better Baby Contests of the Vancouver and New Westminster Local Councils of Women, 1913-1929," *BC Studies: The British Columbian Quarterly* (2000): 5-35.

<http://prophet.library.ubc.ca/ojs/index.php/bcstudies/article/viewFile/1546/1589>

Nancy Forestell, Maureen Moynagh, "Mrs. Canada Goes Global: Canadian First Wave Feminism Revisited," *Atlantis*, 30 (2005): 7-20.

<http://journals.msvu.ca/index.php/atlantis/article/viewFile/855/848>

Sara Burke, "Women of Newfangle: Co-Education, Racial Discourse and Women's Rights in Victorian Ontario," *Historical Studies in Education* (Spring 2007): 111-133.

http://historicalstudiesineducation.ca/hse/index.php/edu_hse-rhe/article/view/275/692

29 – WORLD WAR I and II: Does war revolutionize gender roles?

The Manly Modern, pp. 29-52.

Ruth Pierson, "Women's Emancipation and the Recruitment of Women into the Canadian Labour Force in World War II," *Historical Papers / Communications historiques*, 11 (1976): 141-173.

[PDF] [Women's Emancipation and the Recruitment of Women into the Canadian Labour Force in World War II](#)

Kathryn McPherson, "Carving Out a Past: The Canadian Nurses. Association War Memorial," *Social History/Histoire Sociale* (1996): 417-429.

<http://pi.library.yorku.ca/ojs/index.php/hssh/article/viewFile/4762/4037>

Jeff Keshen, "Revisiting Canada's Civilian Women During World War II," *Social History/Histoire Sociale* (1997): 239-266.

<http://pi.library.yorku.ca/ojs/index.php/hssh/article/viewFile/4702/3896>

Tim Cook, "Wet Canteens and Worrying Mothers: Alcohol, Soldiers, and Temperance Groups in the Great War," *Social History/Histoire Sociale* (2002): 311-330.

<http://pi.library.yorku.ca/ojs/index.php/hssh/article/viewFile/4457/3654>

Linda J. Quiney, "Bravely and Loyal They Answered the Call": St. John Ambulance, the Red Cross, and the Patriotic Service of Canadian Women During the Great War," *History of Intellectual Culture*, 5 (2005): 1-19.

<http://www.ucalgary.ca/files/hic/lquiney.pdf>

NOVEMBER:

5 – THE 1950s: Was it a decade of gender/sexual over-conforming?

Through Feminist Eyes, "Girls in Conflict with the Law: Exploring the Construction of Female 'Delinquency' in Ontario, 1940-1960," pp. 251-292.

The Manly Modern, pp. 53-162.

Franca Iacovetta, "Recipes for Democracy? Gender, Family, and Making Female Citizens in Cold War Canada," *Canadian Woman Studies*, 20, 2 (2000): 12-21.

<http://pi.library.yorku.ca/ojs/index.php/cws/article/viewFile/7604/6735>

12 – THE SEXUAL REVOLUTION: Who won and who lost?

Through Feminist Eyes, "Words of Experience/Experiencing Words: Reading Working Women's Letters to Canada's Royal Commission on the Status of Women," pp. 359-390.

Becki Ross, "The House That Jill Built: Lesbian Feminist Organizing in Toronto, 1976-1980," *Feminist Review*, 35 (Summer 1990): 75-91.

<http://www.jstor.org/stable/1395402>

Christabelle Sethna, "The University of Toronto Health Service, Oral Contraception, and Student Demand for Birth Control, 1960-1970," *Historical Studies in Education*, 17 (Fall 2005): 265-292.

http://historicalstudiesineducation.ca/hse/index.php/edu_hse-rhe/article/view/79

Stuart Henderson, "Toronto's Hippie Disease: End Days in the Yorkville Scene, August 1968," *Journal of the Canadian Historical Association*, 17 (2006): 205-234.

<http://www.erudit.org/revue/jcha/2006/v17/n1/016108ar.pdf>

19 – NATIONALISM: To what extent has gender served its interests (and vice versa)?

Cecilia Morgan, "Of Slender Frame and Delicate Appearance": the Placing of Laura Secord in the Narratives of Canadian Loyalist History," *Journal of the Canadian Historical Association*, 5 (1994): 195-212.

<http://www.erudit.org/revue/JCHA/1994/v5/n1/031079ar.pdf>

Christopher Gittings, "Imaging Canada: The Singing Mountie and Other Commodifications of Nation," *Canadian Journal of Communication*, 23, 4 (1998).

<http://cjc-online.ca/index.php/journal/article/viewArticle/1062/968>

Eva Mackay, "Death by Landscape": Race, Nature, and Gender in Canadian Nationalist Mythology," *Canadian Woman Studies*, 20 (2000): 125-130.

[PDF] ["Death by Landscape": Race, Nature, and Gender in Canadian Nationalist Mythology](#)

Michael A. Robidoux, "Imagining a Canadian Identity through Sport: A Historical Interpretation of Lacrosse and Hockey," *The Journal of American Folklore*, 115 (Spring 2002): 209-225.

<http://www.jstor.org/stable/4129220>

Yasmin Jiwani, "The Great White North Encounters September 11: Race, Gender, and Nation in Canada's National Daily, 'The Globe and Mail,'" *Social Justice*, 32 (2005): 50-68.

<http://www.jstor.org/stable/29768336>

26 – REGIONALISM: To what extent has gender served its interests (and vice versa)?

Through Feminist Eyes, "Constructing the 'Eskimo Wife': White Women's Travel Writing, Colonialism, and the Canadian North, 1940-1960," pp. 327-354.

Gail Cuthbert Brandt, "Weaving It Together": Life Cycle and the Industrial Experience of Female Cotton Workers in Quebec, 1910-1950," *Labour/le travail*, 7 (Spring 1981): 113-125.

<http://lltjournal.ca/index.php/llt/article/viewFile/2661/3064>

Gail G. Campbell, "Canadian Women's History: A View From Atlantic Canada," *Acadiensis*, 20 (Autumn 1990): 184-199.

<http://www.jstor.org/stable/30303364>

Deborah Gorham, "From Bonavista to Vancouver Island: Canadian Women's History as Regional History in the 1990s," *Acadiensis*, 28 (Spring 1999): 119-125.

<http://www.jstor.org/stable/30302821>

DECEMBER:

3 - TRANSNATIONALISM: Is there still a Canadian (gender) history?

Ann Curthoys, "Does Australian History Have a Future?," *Australian Historical Studies*, 118 (2002): 140-152.

<http://www.kooriweb.org/foley/resources/pdfs/22.pdf>

Franca Iacovetta, "Gendering Transnational Historiographies: Feminists Rewriting Canadian History," *Journal of Women's History* 19 (2007): 206-213.
(posted)

Michael S. Neiberg, "Toward a Transnational History of World War I," *Canadian Military History*, 17 (2008): 31-37.

<http://scholars.wlu.ca/cgi/viewcontent.cgi?article=1502&context=cmh>

Veronica Strong-Boag, "Experts on Our Own Lives: Commemorating Canada at the Beginning of the 21st Century," *The Public Historian*, 31, 1 (Winter 2009): 46-68.

<http://www.jstor.org.proxy2.lib.uwo.ca/stable/10.1525/tph.2009.31.1.46>

Joan Sangster, "Gendering Labour History Across Borders," *Labour History Review*, 75 (2010): 143-61.

<http://liverpool.metapress.com/content/032n170777x72783/>

Merry E. Wiesner-Hanks, "Crossing Borders in Transnational Gender History," *Journal of Global History*, 6 (2011): 357-379.

http://docenti2.unior.it/doc_db/doc_obj_19781_28-04-2012_4f9c1a7c1c144.pdf

PLAGIARISM RULES AND REGULATIONS

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 offense (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 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>).

THE UNIVERSITY OF WESTERN ONTARIO

FACULTY OF SOCIAL SCIENCE

PLAGIARISM

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential

references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has

expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

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Adopted by the Council of the Faculty of Social Science, October, 1970. Revised after consultation with Department of History, August 13, 1991

General Information

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

TERM TESTS and MID-TERM EXAMS

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.

2. Be prepared, if requested by the instructor, to provide supporting documentation (see below for information on acceptable forms or documentation). Submit your documentation to the Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.
4. The Academic Counselling Office will contact your instructor to confirm your documentation.

FINAL EXAMINATIONS

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see below for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval without delay.

LATE ASSIGNMENTS

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

SHORT ABSENCES

If you miss a class due to a minor illness or other problems, check your course outlines 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.

EXTENDED ABSENCES

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the

appropriate deadlines. (Refer to the Registrar's website for official dates.) The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

DOCUMENTATION

Personal Illness: If you consulted Student Health Services regarding your illness or personal problem, you should complete a Records Release Form allowing them to notify Academic Counselling (the form is available in the Academic Counselling Office, 2105). Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.

- If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used.
<http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.
- **In Case of Serious Illness of a Family Member:** Obtain a medical certificate from the family member's physician.
- **In Case of a Death:** Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.
- **For Other Extenuating Circumstances:** If you are not sure what documentation to provide, ask an Academic Counsellor.

Note: Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense (see below) and you will be subject to academic sanctions.

ACADEMIC CONCERNS

- You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.
- You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.
- If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.
- If you are registered in Social Science courses but registered in another faculty (e.g., Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.

