

St. Jerome's University in the University of Waterloo
Department of History

For Better or For Worse?: Pierre Elliott Trudeau's Canada

History 422 Winter 2019

Instructor: Dr. Thirstan Falconer
Lectures: Tuesdays 12:30-2:20 in SJ1 3020
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HIST 422 is a seminar course focusing on Pierre Elliott Trudeau and Canada. PET served as prime minister nearly uninterrupted from 1968 through to 1984. This seminar unpacks themes in the Trudeau historiography to encourage a clearer picture of the man and his legacy. Was PET Canada's greatest prime minister or one of the most controversial? What were his greatest successes and his most significant failures? The idea of Trudeaumania, reintroduced into Canadian politics with Justin Trudeau's victory in the 2015 federal election, has blurred the boundaries of how we consider the legacy of PET. This seminar will help students probe one of the most interesting and complex periods in all of Canadian history by examining Trudeau through the prisms of political, intellectual, military, diplomatic, social, economic and constitutional history.

Forty percent of the mark will be based on participation and it is imperative that students take proactive measures to keep up with the readings. Students are expected to come to each class every week, fully prepared, and ready to engage in group discussions with their peers. These discussions will be facilitated by the Professor. In addition to seminar participation, each student will write a 20-23-page historiographical paper on a topic of the student's choice. The topic does not necessarily have to be about PET, but it does have to be situated within his period as prime minister, 1968 to 1984. The paper may also consider topics loosely affiliated with Trudeau and his legacy. Students are encouraged to meet with the Professor to discuss their essay topic before submitting their proposal.

Learning Objectives

Through the readings, documentary films, and seminar discussions, students are expected to develop a thorough and critical understanding of Pierre Elliott Trudeau's Canada. The seminar will expose students to various historiographical debates in Canada between the 1960s and 1980s. Through the readings and discussions, they should also be able to accurately identify the main argument and thesis in a scholarly article or book chapter. Moreover, they should also be able to apply historical methodology in an evaluation of scholarly work and in their own writing. Finally, they should be able to comprehend and explain the historical events depicted in the readings.

The course requirements should demonstrate that there are a variety of approaches and debates to how Canadian history can be written and understood.

The annotated bibliography assignment is intended to sharpen how students approach secondary sources, as well as instill an understanding that all sources must be scrutinized rather than accepted at face value.

The first draft of the historiographical essays should help students develop the ability to write thoughtfully and persuasively, as well as understand the nuance of historical arguments or historiography. It should also help students develop their ability to consider historical evidence and analyze research questions. The final draft of the historiographical essay should foster in students the ability to refine their ideas, writing, and style as well as build on feedback provided by the Professor in the reassessment and re-writing of their work.

Expectations

Students will come to each and every seminar fully prepared to discuss the assigned readings. The basic requirement for participation is attendance, and in HIST 422, attendance is mandatory. The Professor takes attendance each class. Participation scores reflect from evidence of active student engagement.

Students who do not attend 80% of the classes have not adequately participated in the course and may, consequently, be denied the credit.

Students must fulfill all the course requirements in order to receive credit for HIST 422. This not only includes attendance and participation but also the historiographical essay proposal, as well as the first and final draft of the historiographical essay.

HIST 422 is not a survey course and it presupposes a basic familiarity with the major themes, dates, and events in Canadian history. While there is no prerequisite for the course, students may find it advantageous to first take HIST 254 or HIST 388. Students who have not previously studied Canadian history may find it useful to familiarize themselves with Canada since 1867. The best reference for this might be *Destinies: Canadian History Since Confederation*, eighth edition (Toronto: Nelson College Indigenous, 2016) by Robert Wardhaugh, Alan MacEachern, R. Francis, Richard Jones, and Donald Smith. For anyone interested in additional reading on Pierre Elliott Trudeau I recommend reading John English's two volume biography, *Citizen of the World* and *Just Watch Me*.

There are also expectations on me, the Professor. Like you, I will finish the readings each and every week in advance of the seminar. I will also offer considerate and detailed feedback on your assignments. I may ask a lot from the students in my courses, but I assure you, I hold myself to the same standard as your Professor.

Evaluation

Seminar Discussion Participation	40%
Historiographical Essay Proposal (Due 25 January 2018 by 5:00PM on LEARN)	5%
Historiographical Essay Draft (Due 25 February 2018 by 5:00PM on LEARN)	25%
Historiographical Essay Final (Due 5 April 2018 by 5:00PM on LEARN)	30%

Seminar Discussions (40%)

During our seminars, we will share ideas, views and raise questions for the group to consider. Students are fully expected to have completed all the readings (and watched the films) in advance of the meeting. They are also expected to have a grasp of the historical events articulated within them as well as the thoughts/opinions/arguments of the authors. Through our seminar discussions, students will consider how authors examine subjects differently using a variety of sources,

approaches and questions to inform their research. Marks are based solely on participation. In other words, you are required to attend in order to participate, but you will not receive marks solely for attending. If you attend and do not participate, you will receive zero marks for the week. **Please note:** I do not call on students who do not raise their hands. In other words, it is up to you to earn your marks by raising your hand and actively participating in our discussions.

Students must: actively participate in the discussions and demonstrate a thorough understanding of the readings. Please do not text during seminars, and out of courtesy to your colleagues and myself, please be punctual.

****READINGS ARE AVAILABLE THROUGH SJU LIBRARY ONLINE COURSE RESERVES AND AT THE SJU LIBRARY.**

For missed seminars—due to medical illness or another significant reason—students must submit a 6-page written summary and analysis of the readings that consider the questions/approaches/historiographical debate found therein. The student is responsible for making this arrangement with the Professor (including the submission of medical notes) and submit the makeup assignment at the subsequent seminar. Unless there are extraordinary circumstances, makeup assignments will not be accepted after the conclusion of the next lecture. The assignment must use 12-point Times New Roman font, standard margins, numbered pages, proper citations (footnotes using the most recent version of the *Chicago Manual of Style*), and be double-spaced.

What is “Historiography”?

“Historiography” is the study of how other historians/authors have written about a particular topic, event, theme, person, or idea in history. The purpose of historiography is to demonstrate that the author understands the literature they are making a scholarly contribution to. For example, when you read a scholarly book or article it will have a section that discusses the historiographical literature of the topic the author[s] is writing about. Historians demonstrate their own understanding of the historiography by summarizing the literature and situating their own work within it. Understanding the historiography is a fundamental aspect of being an historian.

In this class students will learn to examine historiography through the writing of historiographical essays. That is, they will write an historiographical assessment of a particular topic or theme within Canadian history between 1968 and 1984. The idea is not to simply regurgitate what each writer has written about, but to delve deep into what these historians/authors have done in their work on a topic. This means that if you are considering the 1980 Referendum in your paper, you are not just studying works on the referendum itself. What about others studies that *include* discussions on the referendum as evidence for their primary arguments on other topics or questions? For example – are authors looking at polling data or are they studying Quebec culture? Are they looking at the role of political parties in the campaign or are they investigating the impact of housewives on the final results? The topics could vary significantly and a *proper* historiography captures the nuances of the field. You will also make an argument in your essay, which should focus on what the literature does, does not do, or really anything else that you see or find in your examination. You have flexibility on however you want to do this. You must cast a wide net and please do not hesitate to use me as a resource. There are also examples of historiographical essays in scholarly journals that you can find to help you. Also, our wonderful librarians at SJU, Lorna

Rourke and Zack MacDonald, are invaluable resources that I encourage you to make the most of. Go see them and let them know you're in my class! They are here to help you.

Historiographical Essay Proposal (5%)

A three-page research essay proposal with four- or five-page annotated bibliography is **DUE 25 JANUARY 2018 ON LEARN'S DROPBOX FUNCTION BEFORE 5:00PM**. Please submit the file in .doc (Microsoft word) format. Through consultation with the Professor – pick a topic for your historiographical paper that interests you. This topic can be on any aspect of the Pierre Elliott Trudeau era. Introduce a (very) tentative thesis and paper structure that will give the Professor a good idea of how you are planning to write your paper. Your annotated bibliography must include at least eight monographs and four journal articles. At least eight of these sources (combined) must be scholarly sources (peer-reviewed). For each source, provide a citation for it and write one paragraph describing what the source is and why it matters for your paper. Websites such as Wikipedia are not to be used. Note: Remember, PET is an extremely popular historical subject and you must be mindful of the availability of library books, both in the context of your fellow classmates as well as the Tri-University library system as a whole.

Historiographical Essay (25% AND 30%)

A draft version of your historiographical essay is **DUE 25 FEBRUARY 2018 ON LEARN'S DROPBOX FUNCTION BEFORE 5:00PM**. Please submit the file in .doc (Microsoft word) format. This essay must be fully developed and edited as if this was the final essay. I will offer extensive and detailed feedback on everything from structure, sources, ideas, arguments, spelling, grammar, mechanics, and style. The turnaround time on my end will be as fast as possible for those who submit on time. The final version of your historiographical essay is due **5 APRIL 2018 ON LEARN'S DROPBOX FUNCTION BEFORE 5:00PM**. Please submit the file in .doc (Microsoft word) format. The grading of your final submission will consider how you addressed all of the recommendations I made on your first draft.

Important Note: the submission of written assignments is equally important as course readings and weekly discussions – therefore it is unacceptable to miss a seminar because you are late submitting a paper. Plan in advance to finish all of your course work on time.

This main assignment will be a 20-23-page research paper on a topic of the student's choice within the parameters of PET's Canada. Papers that do not meet the page expectation due to excessive font, spacing, or simply a clear lack of effort will be subject to a penalty.

Students must use at least 16 scholarly peer-reviewed secondary sources (10 monographs and six journal articles). It is imperative that students use a variety of sources throughout the paper.

The assignment must use 12-point Times New Roman font, standard margins, numbered pages, proper citations (footnotes using the most recent version of the *Chicago Manual of Style*), a title, your name and student number, my name, and be double-spaced. You must also include a properly formatted bibliography (see the *Chicago Manual of Style*).

Office Hours and E-mail Correspondence

I encourage all students to visit me during office hours (or make an appointment for other times) to discuss their research essays or to find answers to any other questions they may have about the

course or the readings. Please e-mail me at thirstan.falconer@uwaterloo.ca and I will do my best to respond within 24 hours. Please maintain a proper and professional etiquette through e-mail correspondence.

Professor's Policy on Late Assignments/Essays and Make-Up Tests

A late mark of 5% per day will be deducted for assignments. Assignments must be submitted during seminar otherwise, they will be considered late. For example, an assignment that is one week late will be docked 30% and so on.

Students who miss reading seminars with an appropriate reason and can corroborate that reason with the Professor, **must** submit a 6-page written summary and analysis of the readings. Submissions must be made via e-mail prior to the next seminar and must include a copy of appropriate medical documentation. More details on these submissions can be found above.

Seminar Schedule

Week 1

8 Jan. **Course Introduction**

Week 2

15 Jan. **Trudeau, the Quiet Revolution, and Cité Libre**

Michael Behiels, *Prelude to Quebec's Quiet Revolution: Liberalism versus Neo-Nationalism, 1945-1960*, (Montreal & Kingston: McGill-Queen's University Press, 1985), **chapter 1** ("Quebec in Transition")

John English, *Citizen of the World: The Life of Pierre Elliott Trudeau, volume one 1919-1968*, (Toronto: Alfred A. Knopf, 2006), **chapters 7** ("Eve of the Revolution") and **8** ("A Different Turn")

Max and Monique Nemni, *Trudeau Transformed: The Shaping of a Statesman, 1944-1965*, translated by George Toombs, (Toronto: McClelland & Stewart, 2011), **chapter 8** ("The Birth of Cité Libre")

Donald Cuccioletta and Martin Lubin, "The Quebec Quiet Revolution: A Noisy Evolution," in *Contemporary Quebec: Selected Readings and Commentaries*, edited by Michael Behiels and Matthew Hayday, (Montreal & Kingston: McGill-Queen's University Press, 2011).

Allen Mills, *Citizen Trudeau: An Intellectual Biography, 1944-1965*, (Don Mills, ON: Oxford University Press, 2016), **chapter 4** ("Trudeau's Profound Moralism: The Matter of Quebec")

Week 3

22 Jan. **"Trudeaumania"**

John English, *Just Watch Me: The Life of Pierre Elliott Trudeau 1968-2000*, (Toronto: Alfred A. Knopf Canada, 2009), **chapter 1** ("Taking Power")

Robert Wright, *Trudeaumania: The Rise to Power of Pierre Elliott Trudeau*, (Toronto: HarperCollins, 2016), **chapters 8** ("Telling It Like It Is"), **9** ("A Man For Tomorrow") and **10** ("The Calm After the Storm").

Paul Litt, *Trudeaumania*, (Vancouver: University of British Columbia Press,

chapters 9 (“Reel to Real II: The Federal Election Campaign”) and **10** (“Split Electorate: The Political Work of Mod”).

Week 4

- 29 Jan. **Trudeau’s Liberal Party of Canada**
Allen Mills, *Citizen Trudeau: An Intellectual Biography, 1944-1965*, (Don Mills, ON: Oxford University Press, 2016), **chapter 9** (“To the Liberal Station: Trudeau’s Surprising Terminus”)
John English, *Just Watch Me: The Life of Pierre Elliott Trudeau 1968-2000*, (Toronto: Alfred A. Knopf Canada, 2009), **chapters 6** (“The Party Is Over”) and **7** (“The Land Is Not Strong”)
Christina McCall-Newman, *Grits: An Intimate Portrait of the Liberal Party*, Toronto: Macmillan of Canada, 1982), **part 2** (“Pierre Trudeau and the Politics of Passion: The Liberal Party, 1965-1972”)
Keith Davey, *The Rainmaker: A Passion for Politics*, (Toronto: Stoddart, 1986), **chapters 9** (“His Own Man”) and **10** (“Pierre Discovers Politics”)

Week 5

- 5 Feb. **The FLQ and the October Crisis**
William Tetley, *The October Crisis, 1970: An Insider’s View*, (McGill-Queen’s University Press, 2007), **chapters 1** (“The Setting”) and **2** (“The FLQ Defined”)
John English, *Just Watch Me: The Life of Pierre Elliott Trudeau 1968-2000*, (Toronto: Alfred A. Knopf Canada, 2009), **chapter 3** (“The October Crisis”)
Sean Mills, *The Empire Within: Postcolonial Thought and Political Activism in Sixties Montreal*, (Montreal & Kingston: McGill-Queen’s University Press, 2010), **chapter 7** (“The CSN, the FLQ, and the October Crisis”)
Ramsay Cook, *The Teeth of Time: Remembering Pierre Elliott Trudeau*, (McGill-Queen’s University Press, 2006), **chapter 4** (“Liberty infringed”)
G rard Pelletier, *The October Crisis*, (Toronto: McClelland and Stewart, 1971), **chapter 5** (“The Political Consequences of the Crisis”).

Week 6

- 12 Feb. **Trudeau, Indigenous Communities and the 1969 White Paper**
Jean Chr tien, *Statement of the Government of Canada on Indian Policy, 1969* (Ottawa: Queen’s Printer, 1969).
Alan C. Cairns, *Citizens Plus: Aboriginal Peoples and the Canadian State*, (Vancouver: UBC Press, 2000), **chapter 2** (“Assimilation”)
Harold Cardinal, *The Unjust Society: The Tragedy of Canada’s Indians*, (Edmonton, AB: M.G. Hurtig Ltd. Publishers, 1969), **chapters 13** (“Legislative and Constitutional Treachery”), **14** (“Points One, Two and Three”), and **15** (“Points Four, Five and Six”)

Week 7

18 Feb – 22 Feb. **Reading Week (No Class)**

Week 8

26 Feb.

Trudeau's Foreign Policy Part 1

J.L. Granatstein and Robert Bothwell, *Pirouette: Pierre Trudeau and Canadian Foreign Policy*, (Toronto: University of Toronto Press, 1990), **chapter 1** ("Trudeau Takes Over: The Defence and Foreign Policy Reviews") and **9** ("The Trudeau Government and the Armed Forces")

Asa McKercher, "Reason over Passion: Pierre Trudeau, Human Rights, and Canadian foreign Policy," *International Journal* vol. 73 no. 1 (2018): 129-145.

Brendan Kelly, "The politician and the civil servant: Pierre Trudeau, Marcel Cadieux, and the Department of External Affairs, 1968-1970," *International Journal* vol. 72 no. 1 (2017): 5-27.

Paul Meyer, "Pierre Trudeau and the 'Suffocation' of Nuclear Arms Race," *International Journal* vol. 71 no. 3 (2016): 393-408

Francis Mass, "'We must take our allies' views into account': Pierre Trudeau and the Turn back to NATO in the mid-1970s," *International Journal* vol. 71 no. 2 (2016): 266-282.

Week 9

5 Mar.

Trudeau's Foreign Policy Part 2

Allen Mills, *Citizen Trudeau: An Intellectual Biography, 1944-1965*, (Don Mills, ON: Oxford University Press, 2016), **chapter 7** ("Trudeau Abroad")

J.L. Granatstein and Robert Bothwell, *Pirouette: Pierre Trudeau and Canadian Foreign Policy*, (Toronto: University of Toronto Press, 1990), **chapter 10** ("Helpful Fixations: Canada and the Third World")

Greg Donaghy and Mary Halloran, "Viva el puebelo cubana: Pierre Trudeau's Distant Cuba, 1968-78," in *Our Place in the Sun: Canada and Cuba in the Castro Era*, edited by Robert Wright and Lana Wylie, (Toronto: University of Press, 2009).

Robert Wright, *Three Nights in Havana: Pierre Trudeau, Fidel Castro and the Cold War World*, (Toronto: HarperCollins, 2007), **chapters 4** ("*El Diálogo*: Thawing the Cold War") and **7** ("Cayo Largo: The Origins of an Unlikely Friendship")

Ryan Touhey, *Conflicting Visions: Canada and India in the Cold War World, 1946-1976*, (Vancouver: University of British Columbia Press, 2015), **chapters 9** ("Old Hopes and a New Realism? Bilateral Relations, 1968-73") and **10** ("Choices Made: The Descent of Bilateral Relations, 1974-1976")

Week 10

12 Mar.

Trudeau and the Canadian Economy

- Allen Mills, *Citizen Trudeau: An Intellectual Biography, 1944-1965*, (Don Mills, ON: Oxford University Press, 2016), **chapter 6** (“Socialism and Economics”)
- Andrew Coyne, “Social Spending, Taxes, and the Debt,” in *Trudeau’s Shadow: The Life and Legacy of Pierre Elliott Trudeau*, edited by Andrew Cohen and J.L. Granatstein, (Toronto: Random House Canada, 1998)
- Christina McCall and Stephen Clarkson, *Trudeau and Our Times, Volume 2: The Heroic Delusion*, (Toronto: McClelland & Stewart, 1994), **chapter 3** (“The Spectre at the Feast: Economic Decline”)
- Paul Litt, *Elusive Destiny: The Political Vocation of John Napier Turner*, (Vancouver: University of British Columbia Press, 2011), **chapters 11** (“The Price of Gas”) and **12** (“Stalking Stagflation”)
- Christo Aivalis, *The Constant Liberal: Pierre Trudeau, Organized Labour, and the Canadian Social Democratic Left*, (Vancouver: University of British Columbia Press, 2018), **chapters 6** (“FIRA, the NEP, and Economic Democracy”) and **7** (“Inflation and Wage and Price Controls”).

Week 11

- 19 Mar. **Trudeau, Québec Separatism and the 1980 Referendum**
- Graham Fraser and Ivon Owen, *René Levesque & the Parti Québécois in Power*, 2nd edition, (Montreal: McGill-Queen’s University Press, 2001), **chapter 12** (“The Question”).
- Stephen Clarkson and Christina McCall, *Trudeau and Our Times, Volume 1: The Magnificent Obsession*, (Toronto: McClelland & Stewart, 1990), **chapters 10** (“The Referendum I: The Generals Mobilize”) and **11** (The Referendum II: The Bloody Great Fight”)
- Jean Chrétien, *Straight from the Heart*, (Toronto: Key Porter Books, 2007), **chapter 6** (“Fighting for Canada”)
- Guy LaForest, *Trudeau and the End of a Canadian Dream*, (Montreal & Kingston: McGill-Queen’s University Press, 1995), **chapter 1** (“Trudeau and the Referendum”)
- John English, *Just Watch Me: The Life of Pierre Elliott Trudeau 1968-2000*, (Toronto: Alfred A. Knopf Canada, 2009), **443-460**.

Week 12

- 26 Mar. **Trudeau, the Patriation of the Constitution, and the Charter of Rights and Freedoms**
- Peter Strayer, *Canada’s Constitutional Revolution*, Edmonton, AB: University of Alberta Press, 2014, **chapter 5** (“Constitutional Dialogue Before the Quebec Referendum”)
- Stephen Clarkson and Christina McCall, *Trudeau and Our Times, Volume 1: The Magnificent Obsession*, (Toronto: McClelland & Stewart, 1990), **chapters 13** (“Trudeau Takes on the Premiers”) and **14** (“The Premiers Take on Trudeau”)
- Jean Chrétien, *Straight from the Heart*, (Toronto: Key Porter Books, 2007), **Chapters 7** (“A Promise to the Country”) and **8** (“A New Constitution”)

Guy LaForest, *Trudeau and the End of a Canadian Dream*, (Montreal & Kingston: McGill-Queen's University Press, 1995), **chapters 2** ("John Locke and the Constitutional Deadlock between Canada and Quebec") and **6** ("Canadian Political Culture and the Charter of Rights and Freedoms")

P.E. Bryden, *'A Justifiable Obsession': Conservative Ontario's Relations with Ottawa, 1943-1985*, (Toronto: University of Toronto Press, 2013), **chapter 9** ("The Hot Gospel of Confederation': Securing a New Constitution")

Week 13

2 Apr.

Conclusions: The Trudeau Constitutional Legacy

Charles R. Epp, "Canada: A Great Constitutional Experiment in Constitutional Engineering," in Charles R. Epp, *The Rights Revolution: Lawyers, Activists, and Supreme Courts in Comparative Perspective* (Chicago: University of Chicago Press, 1998), chapter 9.

Lois Harder and Steve Patten, "Looking Back on Patriation and its Consequences," in Harder and Patten, eds, *Patriation and Its Consequences: Constitution Making in Canada*, (Vancouver: University of British Columbia Press, 2015), chapter 1.

Peter H. Russell, *Constitutional Odyssey: Canadian Canadians be a sovereign people?* 3rd ed., (Toronto: University of Toronto Press, 2004), 53-106.

Michael Behiels, "Canada's Supreme Court, Constitutional Principles, Federalism, and the 1998 Quebec Secession Reference Case: Toxic Wine in a Very Old Bottle?" in *National Journal of Constitutional Law* vol. 31 no. 2 (2013): 129-159.

Writing and Communication Centre: The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.