

**Huron University College**  
**Department of History**  
**2020-21**  
**HISTORY 2701E**  
**Patterns and Perspectives in World History**

**Class Meets via Zoom:**

Drop-in Hour: Mondays 11:30-12:20  
Discussion Group 1: Wednesdays 11:30-12:20  
Discussion Group 2: Wednesdays 12:30-1:30

**Instructor:** Dr. Tim Compeau      Office: A15  
Email: [tcompea@uwo.ca](mailto:tcompea@uwo.ca)      Office Hours: By Appointment Online

**Course Description**

This course explores the idea of Global History and the origins of the global systems of cultural, political, and economic exchange which dominate our world. We will examine the important events from the medieval period to the modern era and analyze the interconnectedness of the world's cultures and religions, global networks of trade and commerce, and explore how war, environmental conditions, and technological developments helped shape the current distribution of wealth and power. Of particular importance to the course is the concept of the "Rise of the West" or "the expansion of Europe" and the establishment of colonial empires. We will test past theories, attempt to deconstruct Eurocentric narratives, and consider the world's history from multiple perspectives.

**Method:** History 2701E will use a combination of recorded video lectures, online discussion, and OWL forums. Students will be divided into two tutorial groups to better facilitate discussion. Students should be prepared to participate, ask questions, and contribute to the learning experience.

**Required Texts:**

Heather Streets-Salter and Trevor R. Getz, *Empires and Colonies in the Modern World: A Global Perspective* (New York: Oxford University Press, 2015).

All other readings can be found on JSTOR, Sakai, on library reserve, or have their stable URLs listed in the course summary below.

## **Learning Objectives:**

- identify and explain the significance of key events, people, and ideas in Global history.
- connect events from the past to current political and social issues.
- apply the historical method to challenge erroneous or chauvinistic assumptions of the past.
- express ideas and arguments clearly and concisely both orally and in writing.
- write and properly format an essay that uses primary and secondary evidence to support a thesis statement.

## **Class Structure:**

Each week students will have a series of tasks to complete. Students should complete them in the following order:

1. Watch the video lectures and take notes.
2. Complete assigned readings and critical assessments. Assessments must be submitted before your discussion group on Thursday.
3. Participate in group discussion and/or forums.
4. Forum posts are due before Friday at 5:00 EST.

## **Assignments:**

Critical Review Essay:	10% <b>Due Oct. 19</b>
Quizzes:	10% (2.5% each) <b>Oct. 26, Nov. 23, Feb. 8, March 22.</b>
Historiography Essay:	15% <b>Dec. 1</b>
Essay Proposal:	5% <b>Due Jan. 18</b>
Research Essay:	20% <b>Due March 1</b>
Final Assignment:	20% <b>Due April 1</b>
Participation:	20%

**Written Assignments:** All written assignments should be typed, double spaced with one-inch margins, 12 pt font. See below for the Huron History Department's regulations on late penalties

**Critical Review Essay (Due Oct. 19):** Students must write a 5-7-page essay critically evaluating historical arguments for the rise of Western Europe (and "the West" more broadly) to global pre-eminence. Articles and book excerpts will be provided by the instructor. More details will be provided in a separate handout.

### **Quizzes (Oct. 26, Nov. 23, Feb. 8, March 22)**

There will be four short quizzes based on course content. These will be timed and completed on OWL. Quizzes must be completed on the specific date.

**Historiographical Essay (Due Dec. 1):** Students must write an 8-10-page essay exploring the historiography of their intended major essay topic. The essay must identify the major scholarly works that have shaped the study of the topic and the key questions historians have attempted to answer. Students are encouraged to include their own arguments that will help them place their final paper within the historiography. More information and guidance will be provided

**Essay Proposal (Due January 18)**

Try to develop a research question on your own. If you are having difficulty, or would like to change your topic, please ask the instructor for some guidance. Your proposal must contain a succinct description of your topic, a paragraph outlining your working hypothesis (200-250 words), and a bibliography of at least 5 scholarly sources (books and articles).

**Research Essay (Due March 1)**

Using the scholarly books and articles contained in the working bibliography provided in your essay proposal, write a 10-12-page, double-spaced paper answering the question you formulated. You must develop a coherent thesis, use footnotes, and include a bibliography, page numbers, and a title page.

**Participation:** Students will be evaluated on the quality of their contributions to class discussions and/or forums which show engagement with the course readings, lectures, and wider themes of the course.

For 2020-21 there are two methods for participation.

**Online Discussion Groups via Zoom:** These discussions will be held during regular class times noted above. Students will be divided into two groups to facilitate ease of discussion and ensure everyone has a chance to participate. **Students who are unable to participate in online discussions due to differing time zones or other issues should inform the professor at the beginning of the course.**

**Zoom invitations will be provided through OWL. All students must use their UWO registered Zoom account.**

**Forum Participation:** All students are required to participate in forum discussion. Questions are posted at the beginning of each unit will remain open until the Friday afternoon of the assigned week. Quality is preferred over quantity, but at least one substantial paragraph response of 4-5 sentences and two other shorter responses are suggested. Students are also encouraged to pose their own questions. Remember to ask questions and provide answers and comments in a collegial and professional fashion.

**Final Take Home Assignment (Due April 1)**

In lieu of a final exam, students will write a 8-10 page essay based on specific questions released one week prior to the due date. More details will be provided closer to the date.

**History Department Regulations Governing Assignments, Late Penalties, and Extensions**

The History Department has specified that:

1. All written assignments are to be submitted electronically following your professor's instructions. Students are responsible for making sure they are familiar with each professor's policy on electronic submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to OWL Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows:  
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

**Huron Statement on Plagiarism: Plagiarism is an academic offense and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair, or Dean's Office, as well as the Huron University College Statement on Plagiarism, available at the Reference Desk in the Huron University College Library and at <https://huronatwestern.ca/library> . In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources can be found at <https://huronuc.libguides.com/citingsources>.**

### **Lecture Schedule and Reading Assignments**

**Weds Sept. 9: Introduction – Class Meets on Zoom. Slides will be available afterwards.**

**Week 1, Sept. 14-16: Introduction to Empires in Global History**

Lecture 1: Introduction: What is Global History?

Lecture 2: Empires and Imperialism.

Discussion: Sept.16

Readings: Heather Streets-Salter and Trevor R. Getz, *Empires and Colonies in the Modern World: A Global Perspective* (New York: Oxford University Press, 2015) Introduction.

### **Week 2, Sept. 21-23**

Lecture 3: The Global Systems before 1492

Lecture 4: Trade and Religion

Discussion: Sept. 23

Readings: Edmund Burke III, "Islam at the Center: Technological Complexes and the Roots of Modernity," *Journal of World History* 20, 2 (2009): 165-186.

### **Week 3: Sept. 28-30**

Lecture 5: The Silk Road

Lecture 6: The Crusades

Discussion: Sept. 30

Reading: Jerry Brotton, "Exchange: Al-Idrisi, AD 1154," in *A History of the World in Twelve Maps*, (New York: Allen Lane, 2012), 54-81.

### **Week 4: Oct. 5-7**

Lecture 7: Al-Andalus and the Reconquista

Lecture 8: The Black Death

Discussion: Oct. 7 Readings: *Empires and Colonies*, Chapter 1.

### **Week 5, Oct. 12-14**

**No Drop-In on Oct. 12. Thanksgiving.**

Lecture 9: The European Renaissance

Lecture 10: The Age of European Expansion

Discussion Oct. 14: Readings: *Empires and Colonies*, Chapter 2.

### **Week 8, Oct. 19-21**

Lecture 11: The Spanish Conquest of the Aztec and Incan Empires

Lecture 12: Contact in North America

**Critical Review Essay Due Oct. 19**

Discussion Oct. 21: *Empires and Colonies*, Chapter 3.

### **Week 9, Oct. 26-28**

Lecture 13: Slavery I

Lecture 14: Slavery II

**Quiz 1: Oct. 26**

Discussion Oct. 28: *Empires and Colonies*, Chapters 4 and 5.

**Week 10, Nov. 2-6 Reading Week**

**Week 11, Nov. 9-11**

Lecture 15: The Ottomans, Mughals, and Safavids

Lecture 16: Early Modern China

Discussion Nov.11: *Empires and Colonies*, Chapter 6.

**Week 12: Nov. 16-19**

Lecture 17: The Seven Years' War and The Rise of the East India Company.

Lecture 18: The Age of Revolutions

Discussion Nov. 19: *Empires and Colonies*, Chapter 7

**Week 13: Nov. 23-25**

Lecture 19: Industrialization

Lecture 20: Opium Wars and the Taiping Rebellion

**Quiz 2: Nov. 23**

**Discussion Nov. 26:** *Empires and Colonies*, Chapter 8

**Week 13: Nov. 30-Dec.1**

Historiography Assignment Due Dec. 1

**No discussion groups this week.**

**Week 14. Dec. 7-9**

Lecture 21: The Indian Uprising of 1857

Discussion Dec. 9: *Empires and Colonies*, Chapter 9

**Semester 2**

**Week 14: Jan. 4-6**

Lecture 22: The New Imperialism and the Scramble for Africa.

Lecture 23: Case Study: The Asante

Discussion Jan. 6: *Empires and Colonies*, Chapter 10

**Week 15: Jan. 11-13**

Lecture 24: Case Study: Khartoum

Lecture 25: The Congo Free State

Discussion Jan. 13: *Empires and Colonies*, Chapter 11

**Week 16: Jan. 18-20**

Lecture 26: Case Study: French Indochina

Lecture 27: The American Empire

**Essay Proposals Due Monday Jan. 18**

**Discussion Jan. 20:** *Empires and Colonies*, Chapter 12

**Week 17: Jan. 25-27**

Lecture 28: The Decline of the Ottoman Empire

Lecture 29: The British Raj

**Discussion Jan 27:** *Empires and Colonies*, Chapter 13

**Week 18: Feb. 1-3**

Lecture 30: Colonial Man

Lecture 31: Desert-Loving English: Orientalism in Cinema

Discussion Feb. 3: Joseph Sramek, “‘Face Him Like a Briton’: Tiger Hunting, Imperialism, and British Masculinity in Colonial India, 1800-1875,” *Victorian Studies*, Vol. 48, No. 4 (Summer 2006): 659-680.

**Week 19, Feb. 8-10**

Lecture 30: World War I and its aftermath in Africa

Lecture 31: Rise of Modern Turkey

**Quiz 3 Feb. 8**

Discussion Feb. 3, *Empires and Colonies*, Chapter 14 (415-433); Michelle Moyd, “‘We don’t want to die for nothing’: Askari at War in German East Africa, 1914-1918,” in Santanu Das, ed., *Race, Empire, and First World War Writing* (Cambridge University Press, 2011).

**Week 20, Feb. 15-17 READING WEEK. NO CLASSES.**

**Week 21, Feb. 22-24: Japan**

Lecture 32: Tokugawa and Meiji Japan

Lecture 33: Imperial Japan

Discussion: Tutorial Readings: Brett L. Walker, “Meiji Modernization, Scientific Agriculture, and the Destruction of Japan’s Hokkaido Wolf,” *Environmental History* 9, 2 (April 2004): 248-274. *Empires and Colonies*, Chapter 14 (433-445).

**Week 22, Mar. 1-3: Communist Revolutions**

Lecture 36: Communism and the USSR

Lecture 37: The Chinese Revolution and Communist China

Discussion Mar. 3: *Empires and Colonies*, Chapter 15

### **Week 23, Mar. 8-10: Decolonization**

Lecture 34: The Indian Freedom Movement and the Partition of India

Lecture 35: Case Study: Ghana

#### **Research Essays Due March 1**

Discussion March 3: *Empires and Colonies*, Chapter 16

### **Week 24, Mar. 15-17**

Lecture 38: The Cold War

Lecture 39: Pan-Arabism

Discussion Mar. 17: Adam Ewing, “Africa for the Africans!” in *The Age of Garvey* (Princeton University Press, 2014).

### **Week 24: Mar. 22-24**

Lecture 40: Modernization, Liberal Interventionism, and Failed States

Lecture 41: Conclusion

#### **Quiz 4 March 22**

Discussion: *Empires and Colonies*, Chapter 17

### **Week 25: Mar. 29-31**

Take Home Essay Assignment Week

**Due April 1**



## **Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021**

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such

registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: enter and leave quietly. Please see the Code of Student Conduct at:

[www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf](http://www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf).

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Adding / Dropping Courses**

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

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 and/or Scholarship/Bursary eligibility.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here: [https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Academic Student Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising> .

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/contact-directory> .

### **Copyright Regarding Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the

efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading\\_189](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189) .

### **Turnitin.com**

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 (<https://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.

### **Clickers**

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Accommodation for Students With Disabilities**

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf).

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf) are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

### **Requests for Academic Consideration Using the Self-Reported Absence Form**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.

- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) .

### **Policy on “Academic” Accommodation - Medical / Non-Medical Grounds**

- (a) Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca) .**

University Senate policy, which can be found at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf) , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

- (b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor **may not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/).

**Important Dates & Directory**

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>