

**Huron University College  
London, Canada  
Centre for Global Studies  
Winter 2021**

**CGS 3519G: Global Inequalities Based on Sexual Differences**

Instructor: Crystal Gaudet

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Day and time of lectures: Recorded lectures will be released in OWL on Wednesdays at 3:30pm EST

Office hours: By appointment (phone)

Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

Course Description:

Social reproduction, including care/domestic work, is central to issues of global inequality, poverty and economic development. And yet, the tremendous amount of paid and unpaid work (typically undertaken by women and girls) involved in sustaining and replenishing people and communities on a daily and generational basis, remains largely invisible within mainstream development discourse and practice. This course encourages students to think critically and creatively about what “development practice [might] look like if it took care seriously from a women’s rights and gender equality perspective” (Chopra and Sweetman 2014). In the opening weeks of the course students will be introduced to various theoretical perspectives on gender within the field of development, paying particular attention to the relationship between women’s paid, unpaid and informal work for understanding gender (in)equality. We will then explore how these theoretical perspectives have been applied to particular debates and issues in development studies including the feminization of poverty, transnational care migration, and climate change.

Learning Outcomes:

- Recognize sex/gender, sexuality, race, ethnicity and class as intersecting and mutually constituted social categories that shape people’s identities and material realities
- Compare and contrast different theoretical perspectives on gender within development thought, including key contributions and limitations of each theory
- Discuss the relationship between productive and reproductive labour and its significance in feminist theorizing on gender inequality

- Apply the concepts of gender, social (re)production and care to analyze contemporary issues/debates within the field of global development

## Lectures

Content for this course will be delivered via recorded lectures using PowerPoint slides with voiceover. A link to recorded lectures, along with discussion questions, will be posted to OWL under the “Course Content” tab every Wednesday at 3:30pm EST (recorded lectures can also be accessed directly in OWL under the ‘VoiceThread’ tab). Required readings should be completed prior to viewing lecture each week. Ideally, students should aim to view the lectures and participate in our weekly discussions within 48 hours from the time they are posted.

## Required Texts

Required readings for this course will be made available through OWL in the “Readings” folder under the “Resources” tab. The reading and lecture schedule can be found on page 5 of this document.

## Email Policy

Please email me using my UWO email ([cgaudet5@uwo.ca](mailto:cgaudet5@uwo.ca)). I will try to respond to emails within 24 hours (except on weekends). If you do not receive a response within 24 hours, it is okay to send a follow-up email. Please use your UWO account to avoid your emails being caught in the spamtrap and be sure to list the course code in the subject heading.

## Assignments and Grade Breakdown

Detailed instructions for each assignment will be provided in lecture and in OWL in the “Assignments” folder under the “Resources” tab.

*Weekly Lecture Participation* 20% (Ongoing)

*Reading Reflection* (3-4 pages) 30% (TBD - Sign Up in OWL)

*Writing Workshops* (2 X 2.5 %) 5% (Jan 27<sup>th</sup> and Feb 24<sup>th</sup>)

*Essay Proposal* (300-500 words) 5% (March 17<sup>th</sup>)

*Thematic Essay* (7-8 pages) 40% (TBD – Spring Exam Period)

### **Weekly Lecture Participation 20%**

Each lecture will include discussion questions related to that week’s readings and lecture topic. Weekly discussion questions will be posted along with the lecture slides every Wednesday at 3:30pm in the “Course Content” tab in OWL.

Please note that student participation in lecture discussions is mandatory and will be graded based on the overall consistency and quality of student contributions to class discussions

throughout the term. Students should aim to respond to discussion questions within 48 hours from the time lectures are posted (Wednesday at 3:30pm EST). Responses posted more than 7 days after the lecture has been released will not count toward your participation grade.

**Participation will be assessed according to the following criteria:**

5 points: Student always participates in weekly lecture discussions in a timely manner and demonstrates an excellent understanding of course readings and lecture content

4 points: Student almost always participates in weekly lecture discussions in a timely manner and demonstrates a strong understanding of course readings and lecture content

3 points: Student regularly participates in weekly lecture discussions in a timely manner and demonstrates a sufficient understanding of course readings and lecture content

2 points: Student occasionally participates in weekly lecture discussions in a timely manner and demonstrates some understanding of course readings and lecture content

1 point: Student rarely participates in weekly lecture discussions in a timely manner and demonstrates a limited understanding of the readings/lecture content

0 points: Student never participates in weekly lecture discussion.

**Reading Reflection 30%**

Students will be asked to write a short paper that reflects on the course readings assigned for one of the weekly course topics (Starting in Week 4 – Feb 3<sup>rd</sup>). Students will be asked to sign up in advance for the week in which they plan to write the reflection paper. Reflection papers should respond to the readings assigned for that particular week.

The purpose of this assignment is to encourage thoughtful and critical engagement with the readings by documenting your reflections on unit materials. In addition to summarizing relevant material from the readings, you should describe your thoughts and reactions to the arguments, concepts, and ideas presented in the texts and consider what you learned or took away from the readings as a whole. Students are encouraged to make connections to their experiences and prior knowledge on the topic (for example, by considering how your prior assumptions and opinions may be challenged (or reinforced) by the texts).

Reflection papers should be between 3-4 pages double spaced and written in 12-point Times New Roman font. Completed reflection papers must be submitted to OWL before lecture (3:30pm) on the day the readings will be taken up. (For example, if you are writing a reflection paper on the readings assigned in Week 4, your reflection paper must be submitted to OWL by 3:30pm on Feb 3<sup>rd</sup>). Students will have the opportunity to participate in a workshop on reflective writing in preparation for this assignment.

**Writing Workshops 2 X 2.5% (5%)**

Students will have the opportunity to participate in two writing workshops throughout the term. These workshops will be run by Mandy Penney from Writing Services and are intended to assist students with the written assignments for this course. The first workshop will focus on reflective writing and will take place on Jan 27<sup>th</sup> 2021. The second writing workshop will focus on thematic essays and will take place on Feb 24<sup>th</sup> 2021. Workshops will be run asynchronously in the 'VoiceThread' tab in OWL. Students are expected to participate in a discussion in VoiceThread. There will be no lecture or readings for these weeks to give you time to participate. Grades for participation in the writing workshops will be pass/fail.

### **Essay Proposal 5%**

In preparation for the final essay, students will be asked to write a proposal outlining two course themes they plan to discuss in the paper. The purpose of this assignment is to give students a chance to brainstorm course themes and get feedback prior to submitting the final paper. Proposals should be between 300-500 words (double spaced) and written in proper paragraph form, using 12-point Times New Roman font. Proposals should be submitted to OWL by 3:30pm EST on March 17<sup>th</sup>.

### **Thematic Essay 40%**

Students will write a final essay that identifies and reflects on 2-3 themes from the course that they found most interesting. The final essay can build upon themes/issues discussed in the reflective paper and/or they can reflect on other themes/issues covered in the course. The purpose of this assignments is to give students an opportunity to document their learning as it evolves over the term and reflect on what they took away from the course. Papers should be organized around 2-3 course themes and should include your reflections on those themes, considering the knowledge you brought into the course regarding that particular theme/issue and how that may have evolved, changed, and/or shifted (or not).

Essays should be between 7-8 pages double spaced and written in 12-point Times New Roman font. The due date for the final essay will be scheduled during the Spring exam period.

In Week 6 (Feb 24<sup>th</sup>), students will have the opportunity to participate in a writing workshop that focuses specifically on writing a thematic essay.

*\*\*\*All written assignments must be submitted to OWL under the Assignments tab. Please ensure that your assignments are submitted as a Word Document in OWL and not as a PDF.*

### **Policy on Missed and Late Assignments**

Students will not receive feedback on late assignments submitted without prior approval from the instructor or your academic counselor.

### **Policy on Reviewing Graded Assignments**

Please note that I have a 24/7 rule in place to help with adjudication of assignments. After a grade is released, I ask that you please wait 24 hours before contacting me with any questions/concerns. This will allow you time to process and reflect on the grade and feedback given.

If upon reviewing the feedback, you feel as though your work may have been graded unfairly you have seven days from the time the grade is released to contact me to request that your assignment be re-evaluated.

Students wishing to have an assignment re-evaluated will be asked to complete the following tasks:

- Write, in paragraph form, what you believe was missed in the grading of your work.
- You must refer specifically to the assignment instructions and the feedback provided, including the grading rubric
- Please also include a brief explanation of why you disagree with the grade assigned

If a re-evaluation of your assignment is warranted, I will provide a response within seven days.

## Lecture and Reading Schedule

### Week 1 (Jan 13<sup>th</sup>): Introduction to Course

*\*Our first class will serve as an introduction to the course. Please review the syllabus, including the course description, learning objectives, assignment/grade breakdown and lecture/reading schedule in advance.*

### Week 2 (Jan 20<sup>th</sup>): Gender and Development

Beneria, L., Berik, G., & Floro, M. (2016) "Chapter 1: Gender and Development: A Historical Overview." In *Gender, Development and Globalization: Economics as if all People Mattered* 2<sup>nd</sup> Edition, 1-36. New York: Routledge.

Caglar, G. (2013). "Gender Mainstreaming." *Politics & Gender* 9, 3: 336-344.

Mukhopadhyay, M. (2014). "Mainstreaming Gender or Reconstituting the Mainstream? Gender Knowledge in Development." *Journal of International Development* 26: 356-367.

### Week 3 (Jan 27<sup>th</sup>): Reflective Writing Workshop

*\*\*\* No readings or lecture. Instead students will participate in an online reflective writing workshop with Mandy Penney from Writing Services in the VoiceThread tab in OWL. The purpose of this workshop is to prepare you for writing the reading reflection paper.*

### Week 4 (Feb 3<sup>rd</sup>): Defining and Measuring 'Women's Empowerment'

Cornwall, A. & Edwards, J. (2014) "Introduction: Negotiating Empowerment." In *Feminisms, Empowerment, and Development: Changing Women's Lives*, 1-31. Eds. A. Cornwall and J. Edwards. London and New York: Zed Books.

Kabeer, N. (2005) "Gender Equality and Women's Empowerment: A Critical Analysis of the Third Millennium Development Goal." *Gender and Development* 13, 3: 13-24.

#### **Week 5 (Feb 10<sup>th</sup>): Post-Colonial and Transnational Feminist Perspectives**

Mohanty, C. T. (2003) "Under Western Eyes: Feminist Scholarship and Colonial Discourses." In *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*, 17-42. Durham & London: Duke University Press.

McEwan, C. (2001) "Postcolonialism, feminism, and development: Intersections and dilemmas." *Signs* 1, 2: 93-111.

Koffman, O. & Gill, R. (2014) "'The revolution will be led by a 12-year-old girl': girl power and global biopolitics." *Feminist Review* 105: 83-102.

#### **FEB 13<sup>th</sup>-21<sup>st</sup> READING WEEK**

#### **Week 6 (Feb 24<sup>th</sup>): Thematic Essay Workshop**

\*\*\*No readings or lecture. Instead students will participate in an online essay workshop with Mandy Penney from Writing Services in the 'VoiceThread' tab in OWL. The purpose of this workshop is to prepare you for writing the final essay.

#### **Week 7 (March 3<sup>rd</sup>): Gendered Implications of Neoliberal Policies**

Harrison, F. V. (1997) "The Gendered Politics and Violence of Structural Adjustment: A View from Jamaica." In *Situated Lives: Gender and Culture in Everyday Life*, 451-468. Eds. L. Lamphere, H. Ragoné and P. Zavella. New York, NY: Routledge.

Razavi, S. (2009) "The Gendered Impacts of Liberalization: Towards 'Embedded Liberalism?'" In *The Gendered Impacts of Liberalization: Towards 'Embedded Liberalism?'* 1-36. New York: Routledge.

Perrons, D. (2015) "Gendering the inequality debate." *Gender and Development* 23, 2: 207-222.

#### **Week 8 (March 10<sup>th</sup>): Gender, Poverty and (Women's) Unpaid Care Work**

Carmona, M. S. & Donald, K. (2014) "What does care have to do with human rights? Analyzing the impact on women's rights and gender equality." *Gender & Development* 22, 3: 441-457.

Esquivel, V. (2014) "What is a transformative approach to care, and why do we need it?" *Gender & Development* 22, 3: 423-439.

Reid, E., Waring, M. Enriquez, C., & Shivdas, M. (2012) “Embracing Disruptions, Responding to Uncertainties, Valuing Agency: Situating a Feminist Approach to Social Protection.” *Society for International Development* 55, 3: 291-298.

### **Week 9 (March 17<sup>th</sup>): Neo-liberal Globalization and Transnational Care Migration**

\*\*\*Essay Proposal due at 3:30pm EST

Yeoh, B.S.A., Huang, S., & Cheng, Y. (2015). “Transnational Domestic Work and the Politics of Development.” In *The Routledge Handbook of Gender and Development*, 298-308. Eds. A. Coles, L. Gray, and J. Momsen. New York: Routledge.

Arat-Koc, S. (2006). “Whose Social Reproduction? Transnational Motherhood and Challenges to Feminist Political Economy.” In *Social Reproduction: Feminist Political Economy Challenges Neo-Liberalism*, 75-92. Eds. K. Bezanson and M. Luxton. Montreal: McGill-Queen’s University Press.

Pande, Amrita (2012). “From “Balcony Talk” and “Practical Prayers” to Illegal Collectives: Migrant Domestic Workers and Meso-Level Resistances in Lebanon.” *Gender & Society* 26, (3): 382-405.

### **Week 10 (March 24<sup>th</sup>): Gendered Labour in the Global Economy**

Enloe, C. (2014) “Women’s Labor is Never Cheap: Gendering Global Blue Jeans and Bankers.” In *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, 2<sup>nd</sup> Edition, 250-304. Los Angeles: University of California Press.

Siddiqi, D.M. (2009). “Do Bangladeshi garment workers need saving? Sisterhood in the Post-sweatshop Era.” *Feminist Review* 91: 154-174.

Akter, K. (2016). “On organizing for economic justice in Bangladesh.” In *Women and Girls Rising: Progress and Resistance Around the World*, 275-282. Eds. E. Chesler and T. McGovern. London and New York: Routledge.

### **Week 11 (March 31<sup>st</sup>): Feminization of Microcredit**

Khan, S. R. (2016). “Microcredit in South Asia: Privileging Women’s Perceptions and Voices.” *Progress in Development Studies* 16, 1: 65-80.

Kabeer, N. (2017). “Economic Pathways to Women’s Empowerment and Active Citizenship: What Does the Evidence from Bangladesh Tell Us?” *Journal of Development Studies* 53, 5: 649-663.

Maclean, K. (2012). “Banking on Women’s Labour: Responsibility, Risk and Control in Village Banking in Bolivia.” *Journal of International Development* 24: S100-S111.

## Week 12 (April 7<sup>th</sup>): Climate Justice

Elmhirst, R. (2015). "Feminist Political Ecology." *The Routledge Handbook of Gender and Development*, 58-66. Eds. A. Coles, L. Gray, and J. Momsen. New York: Routledge.

Alston, M. (2013). "Introducing Gender and Climate Change: Research, Policy and Action." In *Research Action and Policy: Addressing the Gendered Impacts of Climate Change*, 3-14. Eds. M. Alston and K. Whittenbury. New York: Springer.

Women's Environment and Development Organization. (2011). "Gender, Climate Change and Human Security: Lessons From Senegal." In *The Women, Gender and Development Reader*, 2<sup>nd</sup> Edition, 317-326. Ed. N. Visvanathan. New York: Zed Books.



### 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 fulfill 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>