



Huron

English and Cultural Studies 3265G, Section 550: Advanced Theory
An Introduction to Ecocriticism and Environmental Humanities
Winter 2021

Instructor: Dr. Laura Pearson, she, her, hers
This semester, email is the best way to contact me

Email: laura.pearson@huron.uwo.ca

Office hours: Zoom by appointment

Official class hours: Friday 10:30am-1:30pm

Online meetings: Fridays 10:30am-11:50am (London, Ontario time) *Most activities will be offered asynchronously. Follow the course content weekly instructions on our OWL site*

Course Prerequisite: At least 60% in 1.0 of English 1020-1999 or permission of the Department.



Banaue Rice Terraces, Philippines
From *Journal of Ecocriticism*, vol. 8, no. 1, 2018

“Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.” This is UWO policy; see the Appendix (below).

Land Acknowledgement

Situated in the region of southwestern Ontario and the London area, Huron University (and the institution of Western) is located on the traditional lands of the Anishinaabek, Attawandaron, Haudenosaunee, and Lūnaapéewak peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum since time immemorial. Huron University College acknowledges its past role in perpetuating colonial and exclusionary relations, and from my perspective, as a researcher, a university instructor, and a white settler dual citizen, I remain committed to working towards a just future—locally and globally—in which both truth and reconciliation can be fully actualized (This statement was adapted in part from [Western's More than Words Land Acknowledgement](#)).

This class will strive to create a setting—whether in person or virtually—in which everyone feels that their dignity, identity, privacy, personal space, and autonomy are respected. Sensitive topics such as oppression, discrimination, and violence will come up in this class. We will not skirt difficult issues. This course contract details some of these topics. Talk to me, your instructor, if you have any concerns about course material. I want you to succeed in this course.

Course Description

What is ecocriticism? What and where is nature? What do we mean when we talk about “the environment” or “the global ecosystem”? Anchored in methods of Cultural Studies (CS) and Environmental Humanities (EH) this course is designed to engage you in the study of critical perspectives on the environment and our individual and collective relationships to it. We will explore a range of advanced literary and cultural theories and how they lead us to consider—sometimes contradictory—relations of power, place, agency, and responsibility to so-called human and nonhuman environments.

In addition to the questions above, our coursework will prompt us to consider a wide variety of debates in the field. These revolve around questions including the following: Why does the issue of activism arise when discussing ecocriticism? Should ecofeminism (or feminist ecocriticism) be considered as a separate approach? How does ecocriticism intersect with antiracism, colonialism, decolonial, and postcolonial studies? Can ecocriticism provide a critique of capitalism? What do we mean by terms such as “green cultural studies,” “blue cultural studies,” and “environmental justice”?

Course Learning Objectives

Upon completion of all the coursework, by the end of this course, you should be able to

- identify similarities and differences between different ecocritical and environmental humanities perspectives and movements, primarily since the 1990s, but also from earlier time periods.
- recognize different ideological dimensions and shifting meanings underpinning key terms in the field, such as, “nature,” “apocalypse,” and “more-than-human,” for example.
- apply theory in ways that critically reflect upon assumptions and draw connections between them and their broader cultural and historical contexts.
- source and analyze relevant evidence (i.e. scholarly research) in support of original ideas.
- construct concise, persuasive arguments both in written assignments and group work, including oral presentations.
- display your skills by producing a portfolio of coursework.

Course Methods

Our 3265G OWL site is our main classroom for the semester. We will regularly gather over Zoom for scheduled class meetings including course discussion and collaborations. You will be expected to complete all the required readings, viewings, and weekly material by the set deadline for each week, participate in online discussions and activities, and submit all your assignments for assessment in a timely manner.

I will take attendance at Zoom meetings, and you should attend, unless you have time zone constraints; in such case, please let me know. Alternatively, your participation will be graded based on you completing the online discussion activities set out each week under our weekly course content on OWL.

Required Novel

Wright, Alexis. *Carpentaria* (2006), 2010.

Required Readings

You will find all required articles, podcasts, texts, and videos, including those on the schedule below on OWL. Each Monday, our 3265G weekly course content will be posted and the activities will be available until the following Monday, when new weekly content will be posted. Especially in an online academic environment, it is your responsibility to check for any updated materials and complete the weekly activities. If you cannot access the materials, please let me know.

Be advised: **course lectures and materials are copyright protected works.** The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, including lectures by University instructors. This means you may not copy or distribute any course material beyond our class use. Please see the Appendix below for more copyright information.

Course Assignments and Methods of Evaluation

Critical thinking skills develop from questioning and interpreting assumptions and creative skills develop from the synthesis and collaboration of ideas. Course assignments are designed to flex these skills. In addition to the learning objectives outlined above, please keep in mind that our goal as curious, creative, and critical learners of arts and culture is to better the theoretical and research-based foundations of our work and to strengthen our communication skills that can be applied across various academic and employment scenarios and life in general. Your course grade will be determined by completing the following requirements:

Participation: 15%

Annotation Assignment: 15%

Research Proposal in formal MLA style, including bibliography: 15%

Final Research Project (building from your proposal): 25%

Final Essay Exam: summative final assignment due during the final exam period: 30%

Please note:

- Specific assignment details will be posted to our 3265G OWL site. Follow the weekly course content under the course content tab (on the left-hand side of the OWL site). Students are

required to consult and follow those requirements. All assignments are due by midnight (i.e. 11:55pm) on the due date. Assignments must be submitted to our course website for plagiarism checking.

- **Plagiarism**—taking the ideas or words of another author from anywhere, including the internet—is a major academic offence. If you use your own words and acknowledge where you have borrowed ideas and words from others—i.e. using quotations and proper MLA referencing for citations and paraphrasing—you should not have a problem with this. If you are in doubt, please ask me, your instructor. More information is included in the Huron FASS Appendix below.
- The English and Cultural Studies Departmental policy is that late assignments will incur a penalty of two (2) marks per calendar day, up to a maximum of one week. After seven (7) days, the assignment will not be accepted and receive a mark of zero (0). Late assignments will not be appended with comments. Assignments are never accepted via email. And extensions are never granted the day an assignment is due i.e. please speak to me beforehand if you have a conflict. Extenuating circumstances will be considered provided students seek academic accommodation if/when necessary; see the Appendix (below).
- We will be using VoiceThread this term for some of our course assignments. I will give specific instructions under weekly course content on OWL.
- All assessments in 3265G, including the final assignments, have been created using the principles of Universal Instruction Design (UID). This means that students will have more than enough time to complete them. Consequently, if you typically require extra time accommodation you will not need any special arrangement for any assignments in this course.
- As in every one of your courses, however, time management is crucial. And as a university student you are responsible for your own academic integrity, including this facet of it. Please be clear on the assignment deadlines noted on the reading schedule below.
- Any live Zoom sessions will not be recorded to preserve student privacy. Please be advised that all course lectures and material are copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, including lectures by University instructors. This means you may not copy or distribute copyrighted works beyond our class use.
- Outside of class time, I'm available for virtual office hours to discuss course-related matters. Please email me to set up a meeting time, and/or feel free to email me with short questions (longer questions are better suited to office hours). I'll respond to your emails as soon as possible, usually within 24 hours or 48 hours if it's over the weekend.

Tentative 3265G Schedule: Zoom Class Meetings Fridays 10:30-11:50am

Week	Class Meetings	Topic	Assigned readings, viewing, or listening to be completed <u>ahead</u> of our weekly class meetings and online discussion <u>*Follow the course content weekly instructions on OWL*</u>
1	Jan. 15 th	Introduction; Ecocriticism and the Environmental Humanities Overview; Research and Analysis Review	Syllabus Review & Course Orientation; On January 15 th our Zoom class will consist of a course Q&A. Your weekly instructions are under the <u>course content tab</u> on OWL.
2	Jan. 22 nd	Conversations with Agency, Land, Colonialism, Activism	Read Leanne Betasamosake Simpson, “ Land as Pedagogy ” (30 pages); Dina Gilio-Whitaker, from <i>As Long as Grass Grows : the Indigenous Fight for Environmental Justice, from Colonization to Standing Rock</i> . Beacon Press, 2019, Intro, Ch.1 & 2; Ursula K. Heise, “The Hitchhiker’s Guide to Ecocriticism” (13 pages), <i>PMLA</i> , vol. 121.2, 2006, pp. 503–516.
3	Jan. 29 th	Disasters, Stories, Anthropocene Arts and Politics	Amitav Ghosh, “Part I: Stories” in <i>The Great Derangement</i> , 2016, pp. 2–84. Donna Jeanne Haraway, “Anthropocene, Capitalocene, Plantationocene, Chthulucene: Making Kin.” <i>Environmental Humanities</i> , vol. 6, 2015, pp. 159–65. <i>Carpentaria</i> Ch. 1
4	Feb. 5 th	Global Ecologies and EH	DeLoughrey et. al., “Forward” (Dipesh Chakrabarty, xv–xvii) and “Introduction: A Postcolonial Environmental Humanities” pp. 1–32. <i>Carpentaria</i> Ch. 2 & 3 Annotation Assignment, Feb. 5th: 15%
5	Feb. 12 th	Postcolonial Ecocriticism	Graham Huggan, “From Arctic Dreams to Nightmares (and back again): Apocalyptic Thought and Planetary Consciousness in Three Contemporary American Environmentalist Texts” <i>ISLE</i> 23.1, 2016, pp. 71–91. <i>Carpentaria</i> Ch. 4 & 5
6	Feb. 19 th	Reading Week	Spring Reading Week – Enjoy!
7	Feb. 26 th	Material Ecocriticism	Stacy Alaimo, “States of Suspension: Trans-corporeality at Sea” <i>ISLE</i> 19.3, 2012, pp. 476–493. <i>Carpentaria</i> Ch. 6 & 7

			Research Proposal written in formal MLA style, including bibliography: 15% Due date #1 for grade plus comments: Feb. 26th
8	Mar. 5 th	More-than-human and Human-fish Relations	Zoe Todd, "Refracting the State Through Human-Fish Relations," <i>Decolonization: Indigeneity, Education & Society</i> 7.1, 2018, pp. 60–75. Muñoz, José Esteban, et. al. "Theorizing Queer Inhumanisms." <i>GLQ: A Journal of Lesbian and Gay Studies</i> , vol. 21, no. 2, 2015, pp. 209–48. <i>Carpentaria</i> Ch. 8 & 9 Research Proposal written in formal MLA style, including bibliography: 15% Due date #2 for grade only: Mar. 5th
9	Mar. 12 th	Ecofeminism: Feminist Intersections with Other Animals and the Earth	Astrida Neimanis, Review of "Ecofeminism: Feminist Intersections with Other Animals and the Earth edited by Carol J. Adams and Lori Gruen." <i>The Goose</i> 14. 1, 2015, pp.1–4. Joni Seager, "Rachel Carson Died of Breast Cancer: The Coming of Age of Feminist Environmentalism." <i>Signs</i> , vol. 28, no. 3, 2003, pp. 945–72. <i>Carpentaria</i> Ch. 10 & 11
10	Mar. 19 th	Ecological Racism	"Racism, and Environmental Thought: Recognizing and Recovering a Long Overlooked Legacy" Fred MacVaugh. Review of Smith, Kimberly K., <i>African American Environmental Thought: Foundations</i> . H-Net Reviews. December, 2007. Susie O'Brien, "Canadian Literary Environments" <i>Canadian Literature</i> , 204, 2010. <i>Carpentaria</i> Ch. 12 & 13 Final Projects Due Date #1: Mar. 19th
11	Mar. 26 th	Ecophobia and Decolonising the Anthropocene	Simon C. Estok, "Introduction: Theorizing Ecophobia, Ten Years In" <i>ISLE</i> 26.2, 2019, pp. 379–387. Eleanor Hayman, "Future rivers of the Anthropocene or whose Anthropocene is it?" <i>Decolonization: Indigeneity, Education & Society</i> 6.2, 2018, pp. 77–92. <i>Carpentaria</i> Ch. 14 Final Projects Due Date #2: Mar 26th
12	Apr. 2 nd	Good Friday (no class)	Good Friday
13	Apr. 9 th	Final Wrap-Up and Questionnaire	Final Essay Assignment due TBD (during the April exam period)

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.

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.

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. 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 .

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.

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 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.

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 .

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 .**

University Senate policy, which can be found at,

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 .

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

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, 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>