

**Huron University College**  
English 2705G  
Winter 2020

**Global Voices: Issues that Cross Borders in Feminist Writing and Film**

- Instructor:** Dr. Teresa Hubel — e-mail: [tdhubel@uwo.ca](mailto:tdhubel@uwo.ca); phone: 438-7224, ext. 219
- Office Hours:** Mondays, 2:30 – 3:30 pm and by appointment (A306)
- Classes:** Mondays, 12:30 – 2:30 pm and Wednesdays, 1:30 – 2:30 pm in HC W112
- Prerequisites:** At least 60% in 1.0 of English 1000-1999, or permission of the Department.

**Course Description**

This is a course that sees women's issues and feminism within a global framework and seeks to understand them in terms of their representations in creative texts: in writing mostly by women and in films about them or created by them. We will explore various subjects, the consequences of which have reached across national borders and which also have had a gendered significance. In past iterations of this course, we have explored the complex politics of the veil, the connections between tourism and colonialism in the Caribbean, the Air India Tragedy of 1985, the consequences of Western neo-colonialism in Africa, the global suppression of girls, Indigenous responses to imperialist gendering, and the effects on women of international marriage. Our creative texts will likely include novels, poems, essays, graphic fiction, and both documentary and narrative films by writers and directors from such places as Jamaica, Zimbabwe, Canada, India, New Zealand, Antigua, England, and Trinidad.

**Course Learning Objectives**

By the end of the course students should be able to

- demonstrate an enhanced ability to engage critically with feminist literature and film, using feminist as well as other kinds of contemporary theories
- formulate spoken and written interpretations of creative texts from feminist perspectives
- determine a research topic in relation to a creative text
- develop historically and culturally contextual interpretations of these texts;
- conduct online as well as library research for the purposes of pursuing a critical analysis of that topic
- construct a coherent argument (i.e. a thesis) about texts they have read or watched
- write logically and persuasively in fluent, standard English
- use the most recent MLA conventions for scholarly-critical writing
- demonstrate the ability to locate and engage with secondary critical readings and to balance and integrate those readings with their own analysis of the primary texts

**Description of Class Methods**

This is a course that relies heavily on class discussion. For this reason, students should read (and, whenever at all possible re-read) the assigned material *prior* to coming to class. Students will be graded on their individual contributions to our discussions, on their individual assignments as well as on the collaborative work that they will do with others in the class.

**Required Texts:**

Badami, Anita Rau. *Can you hear the nightbird call?*  
Dangarembga, Tsitsi. *Nervous Conditions*.  
Rhys, Jean. *Wide Sargasso Sea*.  
Kincaid, Jamaica. *A Small Place*.

(Other required readings – poems, stories, youtube videos, and essays – are available on the course website, which is on OWL.)

**Films:**

*Air India 182*, director: Sturla Gunnarsson  
*Rhymes for Young Ghouls*, director: Jeff Barnaby  
*Wide Sargasso Sea: Real and Imaginary Islands*, BBC, the Open University  
*Bride and Prejudice*, director: Gurinder Chadha

**Method of Evaluation**

Research Essay (individual or group) .....	30%
Attendance and Participation .....	20%
Group Presentation.....	20%
Final Examination.....	30%

**Course Schedule and List of Readings**

Please finish the reading for each week **before** you arrive at class, including the reading for each group presentation, which will be made available on the course website. The participation portion of your attendance and participation mark will be determined on the basis of your ability to contribute to classroom discussions about the texts. (The term “OWL” below refers to the course website.)

	Dates	Topic	Readings
1	6 January  8 January	Introduction  <b>The Air India Tragedy</b> • Film — <i>Air India 182</i> Film Discussion	➤ Sherrie Silman’s essay, “Feminists Are NOT Humanists – And We Should Not Be Renamed” (OWL)
2	13 January	Badami’s novel	➤ Anita Rau Badami’s novel <i>Can You Hear the Nightbird Call?</i>
3	20 January  22 January	Group Presentation #1 on Saklikar’s “Exhibit: mother of the after-time”	➤ Bharati Mukherjee’s “The Management of Grief” (OWL) ➤ Deborah Bowen’s essay “Spaces of Translation” (OWL) ➤ Selected poems from Renée Sarojini Saklikar’s <i>children of air india</i> , including “Exhibit: mother of the after-time” (OWL)
4	27 January	<b>Tourism in the Caribbean</b>	➤ Jamaica Kincaid’s <i>A Small Place</i> ➤ Olive Senior’s “Seeing the Light” from her poetry

	29 January	Group Presentation #2 on "Seeing the Light"	collection <i>Gardening in the Tropics</i> (OWL)
5	3 February 5 February	Group Presentation #3 on "The Immovable Tenant"	<ul style="list-style-type: none"> <li>➤ Marlene Nourbese Philip's essay (OWL)</li> <li>➤ Selected poems from Olive Senior's <i>Gardening in the Tropics</i> — "Meditation on Yellow" and "The Immovable Tenant" (OWL)</li> </ul>
6	10 February 12 February	<b>Feminism and Indigeneity</b> Film -- <i>Rhymes for Young Ghouls</i> , director Jeff Barnaby  Film Discussion	<ul style="list-style-type: none"> <li>➤ Essay on <i>Rhymes for Young Ghouls</i> (OWL)</li> </ul>
7	15-23 February	Reading Week	
8	24 February 26 February	Group Presentation #4 on Bill-Ray Belcourt's "The Cree Word for a Body like Mine is Weesageechak"  <i>short film — Wide Sargasso Sea</i>	<ul style="list-style-type: none"> <li>➤ Gwen Benaway's "Transitions" (OWL)</li> <li>➤ Selected poems by Billy-Ray Belcourt's collection <i>This Wound is a World</i>, including "The Cree Word for a Body like Mine is Weesageechak" (OWL)</li> <li>➤ Selected poems by Selena Tusitala Marsh (OWL)</li> </ul>
9	2 March 4 March	<b>Marriage across Borders</b>  Group Presentation #5 on "Meditation on Red"	<ul style="list-style-type: none"> <li>➤ Jean Rhys's novel <i>Wide Sargasso Sea</i></li> <li>➤ Olive Senior's "Meditation on Red" (OWL)</li> </ul>
10	9 March 11 March	Group Presentation #6 on "The Secret of Crusoe's Parrot"  Group Presentation #7 on selections from <i>Looking for Livingstone</i>	<ul style="list-style-type: none"> <li>➤ Olive Senior's "The Secret of Crusoe's Parrot" (OWL)</li> <li>➤ Selections from Marlene Nourbese Philip's <i>Looking for Livingstone: An Odyssey of Silence</i> — "The First and Last Day of the Month of New Moons...," "Somewhere in the Dark Continent," "Journal Entry Written on the Back of a Camel...," and "Somewhere, Africa" and from <i>She Tries Her Tongue</i> (OWL)</li> </ul>
11	16 March 18 March	<ul style="list-style-type: none"> <li>➤ Film — <i>Bride and Prejudice</i></li> </ul> Film Discussion <b><u>First Deadline for Essay</u></b>	<ul style="list-style-type: none"> <li>➤ Cheryl A. Wilson's essay "Bride and Prejudice: A Bollywood Comedy of Errors" (OWL)</li> </ul>
12	23 March 25 March	<b>The Consequences of European Colonialism in Africa</b>  <b><u>Final Deadline for Essay</u></b>	<ul style="list-style-type: none"> <li>➤ Tsitsi Dangarembga's novel <i>Nervous Conditions</i></li> </ul>
13	30 March 1 April	<b>Review for Exam and leftovers</b>	<ul style="list-style-type: none"> <li>➤ Pauline Ada Uwakweh's essay "Debunking patriarchy: The liberational quality of voicing in Tsitsi Dangarembga's <i>Nervous Conditions</i>" (OWL)</li> </ul>

	6-26 April		Examination period
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**REQUIREMENTS:**

1) **Attendance and Participation** — Although reading the texts on this course is hugely important, it's not enough. This course also requires the regular participation of all its members if it is to be successful and if you are to learn what it has to offer you. For this reason, 20% of every student's final grade will be based on their record of attendance and their contribution to discussions: 15% on attendance alone and 5% on participation.

**If you are absent for 21 hours of class meetings (the equivalent of 7 weeks of class meetings) in the entire course, you will forfeit this grade entirely.**

Furthermore, in order for you to be able to offer significant contributions, it's important that you arrive at each class having already done the reading and the thinking that is necessary for you to come up with appropriately thoughtful comments and interpretations. Your attendance mark will take into account how many classes you attend, while your participation mark will measure how well your comments demonstrate knowledge of the readings and active engagement with other class members.

*If students miss class, they are not normally entitled to Academic Accommodation regarding the Attendance and Participation grade. This particular grade registers only students' presence in class and their participation. If you are absent from class, your attendance and participation grade will very likely decline.*

Please obtain notes from a classmate if you miss one or more classes and notify me as soon as possible if a serious illness or other concern is affecting your ability to keep up with the course.

2) **Group Presentation** — There will be a number of group presentations in this course (6 or 7, depending on course enrolment). This assignment will be worth 20% of your mark. Your group should plan to take control of the discussion for at least 20 minutes and certainly not more than 30 minutes. Each group should structure its presentation around the topic for that class (according to the date of the presentation) and should attempt to interpret the creative text or texts assigned for that presentation. Keep in mind too that this is a feminist course and so you are expected to engage in some form of feminist theorizing. While it's important that you present your ideas clearly, it's just as important to elicit meaningful discussion on the topic from your listeners. There are many ways to accomplish this; your group might, for instance, consider posing questions at the end of your presentation in an effort to get your listeners to think beyond the bounds of what you've already presented. (But keep in mind that only a carefully constructed question can initiate good discussion.) Or you might prefer to get students talking throughout the presentation. You might deliver a quiz in order to ascertain students' assumptions about a subject, or, in an attempt to demonstrate the possible stances on an issue, you could stage a debate. What you must keep in mind is that you are responsible for facilitating the discussion. (If the discussion gets away from you, and you find that you've run out of time, this is your problem, and it will negatively affect your overall grade for the presentation.)

How you apportion the work in your group presentation is up to you; a group member who might not be as comfortable speaking in public could, for instance, be assigned research or the making of a PowerPoint slideshow.

**Each presentation must be accompanied by a typed, single-spaced, point-by-point outline of the content plus a brief bibliography** of the books you've used. You should ensure that you have photocopied enough outlines (with the bibliography) to distribute to all the members of the class.

All group members will receive the same grade for their presentation.

***Each group should consult with me at some point well before its presentation so that I can help the group members narrow and focus their topic and ensure that they do not repeat points that have already been offered in the lectures.***

**\*\*\*Any student who has a good reason for not doing in group work should feel free to discuss his or her situation with me. Students who cannot do group work will be assigned a literature review of a feminist theory text (s).**

3) **Essay** — A single 8 - 12 page essay is required for this course. You have **two** options:

- a. The members of your group can choose to write a collaborative essay, using the insights you garnered during your presentation, as well as my comments, and developing an extended interpretation and analysis of the poem on which your group focused for the purposes of their presentation. All group members *must agree* to this collaboration, and all will receive the same grade for their essay.
- b. You can write an individual essay, the subject of which you yourself have invented, or I have assigned (essay topics will be available at least three weeks before the first essay deadline).

You should use standard MLA documentation style (8<sup>th</sup> edition) in your essay, and you should endeavour to get this style right. (See the OWL website for this course for a link to the Purdue University MLA website.) In marking your essay, I will take into consideration the calibre of your arguments and analysis as well as the correctness of your grammar and the aptness of your writing. You will lose marks if your use of MLA documentation style is sloppy.

The deadline for the final research essay is a flexible one; you can submit your essay to me either on Wednesday, March 18<sup>th</sup> or on Wednesday, March 25<sup>th</sup>. If you meet either of these two deadlines, you will not be penalized. **Your essay due date will depend upon the kind of feedback you wish to receive.** Essays received by **March 11<sup>th</sup>** will receive more detailed comments addressing both the form and the content of the essay; in addition, the first few pages of the essay will be closely corrected for matters of style, punctuation, mechanics, and so on. Essays received by **March 25<sup>th</sup>** will receive an explanation of the grade but not as much written commentary as essays submitted earlier. It is, of course, in your interest to submit your paper early enough to allow me time to respond to it in as detailed manner as possible.

### **Concerning Essays and Other Assignments**

**Essays and assignments must be submitted via the course website. Always keep an electronic copy of any work you submit, and PLEASE DO NOT SLIDE ESSAYS UNDER MY OFFICE DOOR.**

**Extensions** will be granted **for medical or compassionate reasons only.** Essays may not be accepted after the last class in April unless provision has been made through the Dean's office for a grade of "Incomplete."

The **English Department's policy** is that late assignments will be **penalized at the rate of 2 marks per calendar day to a maximum of seven days.** After seven days the assignment will not be

accepted and a **mark of 0%** will be awarded. Essays will be marked and returned to you usually within three weeks of my receiving them; however, any essays or other assignments submitted after the final deadline will in most cases be returned late with no detailed commentary – so it is in your interest to get your work in on time.



## **Appendix to Course Outlines: Academic Policies & Regulations 2019/2020**

### **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.

In the 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 to be seated 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: sit in an aisle seat and 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 is 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.

## **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).

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

## **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 at: <https://owl.uwo.ca/portal>, and on the Huron website at [www.huronuc.on.ca/about/accessibility](http://www.huronuc.on.ca/about/accessibility)

## **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. Their contact information can be found on the Huron website at: <https://huronatwestern.ca/student-life-campus/art-social-science> and at <https://huronatwestern.ca/student-life-campus/management-and-organizational-studies>.

## **Adding / Dropping Courses**

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider 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.

### **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 and 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 a 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 Western University and 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.

### **Policy on "Special" Accommodation**

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://www.sdc.uwo.ca/ssd/index.html> .

### **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.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. 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. Please see section 4 below for more details.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;

f. 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;

g. 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.

h. 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.

**Policy on “Academic” Accommodation - Medical / Non-Medical Grounds (if absence is not self-reported)**

**(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 your Instructor directly.**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

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 at Western**

Students who are stressed, emotionally distressed or in mental health crisis, please refer to: <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for a complete list of options about how to obtain help, or email [Huronwellness@huron.uwo.ca](mailto:Huronwellness@huron.uwo.ca) to access your wellness staff directly.

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

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: [sert.uwo.ca/about-sert/about-sert/](http://sert.uwo.ca/about-sert/about-sert/).

**Important Dates and Directory at Huron and Western**

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>
- **Western – 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>