



GLE 3003F
Special Topics in Leadership: Historical Leaders
Fall 2020

Course Information:

Pre-or Corequisite(s): Governance, Leadership and Ethics 2003F/G

Instructor: Dr. David Blocker

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Scheduled Class Times:

Tuesday 1:30-2:30 PM

Thursday 12:30-2:30 PM

Online Office Hours:

Tuesday 12:30-3:30 PM

Course Description:

This course provides an in-depth exploration of principled leadership as an ethical foundation for governance from a historical perspective. Through a series of case studies profiling historical leaders in politics, government, business, non-governmental organizations, and social movements, we will consider questions of ethical leadership and governance, innovative forms of leadership, the tension between principles and power, and the role of leaders, followers and constituents within a variety of organizations.

Course Learning Objectives:

This course aims to help students to analyze the criteria for successful leadership and evaluate the basis for ethical leadership in history. By the end of this course, students should be able to distinguish between different approaches to leadership in history and assess the role of historical context on leadership styles and outcomes. In addition, this course will foster students' ability to read and think critically, to organize and communicate ideas in both written and oral forms, and to conduct historical research.

Description of Course Methods:

This course is structured into two halves. In the first half of the course we will consider four case studies focusing on political leadership and highlighting major political leaders in modern history. Students will analyze innovative and ethical approaches to political leadership within their historical context and consider what role historians have played in defining leaders and their legacies. The second half of the course focuses on four case studies which explore historical examples of leadership in business, government, the law and non-governmental organizations.

Students will examine questions of ethical leadership, the tension between principles and power, and the dynamics of leaders and followers.

This course is a seminar, which emphasizes informed participation and discussion. The weekly lectures are a secondary feature, intended to supplement the weekly readings and discussions by providing necessary background and historical context. Lectures will be recorded and uploaded to the course website on OWL by Monday @ 9:00 AM. Students are expected to watch the lectures in preparation for the weekly readings and group discussions. In lieu of the regularly scheduled class on Tuesday (1:30-2:30 PM) the instructor will be available on Zoom for online office hours to answer any questions about the course.

Weekly group discussions in seminar (Thursday 12:30-2:30) form the basis of this course. Regular attendance is required and participation in the seminar is essential. Students are expected to have completed and considered the assigned readings prior to seminar and to attend class every week prepared to discuss the readings. *If synchronous weekly discussions are not possible, the seminar will occur through an asynchronous discussion forum on the course website.*

Textbooks and Other Required Resources:

All required readings are available on the course site on OWL or online through the links provided in the syllabus.

Methods of Evaluation:

Response Papers – 15%

- Response Paper #1 – 5% (17 September 2020)
- Response Paper #2 – 5% (1 October 2020)
- Response Paper #3 – 5% (15 October 2020)

Participation – 30%

- Contributions to seminar – 20% (every week)
- In-class discussion leader – 10% (in consultation with instructor)

Historiography Paper – 35%

- Paper Proposal – 5% (29 October 2020)
- Annotated Bibliography – 5% (12 November 2020)
- Final Paper – 25% (8 December 2020)

Final Examination – 20%

Course Requirements:

Participation:

Students are expected to *attend class every week prepared to discuss the readings*. Attendance in class alone is insufficient to earn a passing participation grade. Effective participation demonstrates that students have completed and considered the weekly readings and are prepared to engage critically with the concepts and arguments. Effective participation also constitutes

listening and responding to other students' contributions and ideas and respecting the views of others even when disagreeing with their opinion.

The instructor will survey the class to determine whether synchronous online seminars are possible. If so, group discussions will take place on Zoom during regularly scheduled class times (Thursday 12:30-2:30 PM EST). My preference is to hold synchronous online group discussions each week using Zoom as our seminar room. If this proves painfully awkward or outright impossible, our weekly group discussions will take place through an asynchronous text-based discussion forum on the course website on OWL.

Sample discussion questions will be posted to the course website on OWL before each class to assist students in reflecting on the readings and preparing for discussion. Students will be evaluated on a 10-point scale following each seminar. Non-attendance will result in a "0" for that class and attendance without participation will result in a "2" for that class. Participation grades will be assessed based on the quality of the students' contribution to discussion.

In instances when absence from seminar is unavoidable the student is expected to inform the instructor in advance and to arrange with the instructor for additional written work to make up for the missed discussion.

In addition, students are required to **lead the group discussion** in one (1) seminar per term. Students should choose their top three (3) topics from weeks four to eleven (4-11) and email the instructor with their topic preferences by 12 September 2020. The instructor will then assign discussion leaders for each week. The student facilitator(s) at each session will be expected to circulate five (5) discussion questions, in consultation with the instructor, prior to the seminar. Further instructions about how to lead a class discussion and the expectations for discussion leaders will be posted on the course website on OWL.

Response Papers:

Students are responsible for submitting **three (3) brief commentary/critical engagement/reaction papers to the readings** (2 typewritten pages). The response papers should not be a summary of the readings but a response to the issues and questions they raise. Considering connections across readings and to other courses is strongly encouraged. No further research is required. Further instructions about writing response papers will be posted on the course website on OWL.

Historiography Paper:

Each student will write a **historiographical essay** (13-15 typewritten pages) on a historical leader of their choice, due **8 December 2020**. Unlike a research paper, a historiography paper is not the study of a historical subject but instead is an analysis of how historians have interpreted a historical subject. A historiography essay identifies the major thinkers and themes on a historical subject and connections between them, considers scholarly debates and assesses changes in scholars' approach to historical leaders.

Each student must submit a formal and brief **paper proposal** (1-2 typewritten pages) identifying the historical leader chosen for study and a list of at least five (5) sources for initial research, including at least one book-length biography, due **29 October 2020**.

Each student must submit an *annotated bibliography* summarizing research findings and scholarly approaches to their historical leader, due **12 November 2020**. Students who do not complete these assignments will not be permitted to submit an essay and will receive a grade of “0” on the assignment.

Further instructions about writing paper proposals, annotated bibliographies and historiography papers will be posted on the course website on OWL.

A *late penalty* of 2% per day (including weekends) will be assessed on all written work submitted after the due date.

Final Examination:

There will be a cumulative take-home exam to be scheduled during the December examination period covering all readings and seminars for the entire course.

Schedule of Classes:

Week 1: 10 September 2020 – Course Introduction

10 September 2020 – Introduction

Geoff Eley, “Jacob Gens and the Vilna ghetto,” *Forging Democracy: The History of the Left in Europe, 1850-2000* (Oxford and New York: Oxford University Press, 2002), 231-2.

Week 2: 15-17 September 2020 – Historians and Leadership

15 September 2020 – Lecture: Historians, Leadership and ‘Great Man’ History

17 September 2020 – Seminar: Historians and Leadership

Response Paper #1 DUE

Martin R. Gutmann, “Consulting the Past: Integrating Historians into History-Based Leadership Studies,” *Journal of Leadership Studies* 12:2 (September 2018): 35-39.

Stephen Azzi and Norman Hillmer, “Ranking Canada’s best and worst prime ministers,” *Macleans*, October 7, 2016.

<http://www.macleans.ca/politics/ottawa/ranking-canadas-best-and-worst-prime-ministers/>

Week 3: 22-24 September 2020 – Theories of Political Leadership in History

22 September 2020 – Lecture: Theories of Political Leadership in History

24 September 2020 – Seminar: Theories of Political Leadership in History

James MacGregor Burns, “Prologue: The Crisis of Leadership,” and “Political Leadership as Practical Influence,” in *Leadership* (New York: Harper and Row, 1978), selections.

Archie Brown, "Introduction," and "What Kind of Leadership is Desirable?" in *The Myth of the Strong Leader: Political Leadership in the Modern Age* (London: Basic Books, 2014), selections.

Week 4: 29 September-1 October 2020 – Abraham Lincoln

29 September 2020 – Lecture: *Slavery and Civil War in America*

**1 October 2020 – Seminar: *Abraham Lincoln*
Response Paper #2 DUE**

Doris Kearns Goodwin, *Leadership in Turbulent Times* (New York: Simon and Schuster, 2018), selections.

Week 5: 6-8 October 2020 – Nelson Mandela

6 October 2020 – Lecture: *Apartheid in South Africa*

8 October 2020 – Seminar: *Nelson Mandela*

Betty Glad and Robert Blanton, "F.W. de Klerk and Nelson Mandela: A Study in Cooperative Transformational Leadership," *Presidential Studies Quarterly* 27:3 (Summer 1997): 565-90.

Raymond Suttner, "(Mis)Understanding Nelson Mandela," *African Historical Review* 39:2 (1997): 107-30.

Francis Lukhele, "Post-Prison Nelson Mandela: A 'Made-in-America Hero'," *Canadian Journal of African Studies* 46:2 (2012): 289-301.

Week 6: 13-15 October 2020 – Martin Luther King Jr. and Malcolm X

13 October 2020 – Lecture: *Black Resistance and the Struggle for Civil Rights in America*

**15 October 2020 – Seminar: *Martin Luther King Jr. and Malcolm X*
Response Paper #3 DUE**

James H. Cone, *Martin and Malcom and America: A Dream of a Nightmare* (Maryknoll, NY: Orbis Books, 1991), selections.

Week 7: 20-22 October 2020 – Lyndon B. Johnson

20 October 2020 – Lecture: *American Politics in the Postwar Era*

22 October 2020 – Seminar: *American Presidents, Civil Rights and the Cold War*

Derek Catsam, "The Civil Rights Movement and the Presidency in the Hot Years of the Cold War: A Historical and Historiographical Assessment," *History Compass* 6:1 (2008): 314-344.

Kent B. Germany, "Historians and the Many Lyndon Johnsons: A Review Essay," *Journal of Southern History* 75:4 (2009): 1001-1028.

Week 8: 27-29 October 2020 – Leadership in Law

27 October 2020 – Lecture: Pipelines, Politics and Northern Canada

**29 October 2020 – Seminar: Thomas Berger and the Mackenzie Valley Pipeline Inquiry
Paper Proposal DUE**

Carolyn Swayze, *Hard Choices: A Life of Tom Berger* (Vancouver and Toronto: Douglas and McIntyre, 1987): 136-161.

Stephen Goudge, "The Berger Inquiry in Retrospect: Its Legacy," *Canadian Journal of Women and the Law* 28:2 (August 2016): 393-407.

Frances Abele, "The Immediate and Lasting Impact of the Inquiry into the Mackenzie Valley Pipeline," in Greg Inwood and Carolyn Johns, eds. *Commissions of Inquiry and Policy Change: A Comparative Analysis* (Toronto: University of Toronto Press, 2014), 103-27.

Stephen Bocking, "Thomas Berger's Unfinished Revolution" *Alternatives Journal* (April 2007)
<https://www.alternativesjournal.ca/energy-and-resources/thomas-bergers-unfinished-revolution>

Fall Reading Week: 2-6 November 2020

No Class

Week 9: 10-12 November 2020 – Leadership in Business

10 November 2020 – Lecture: Business Management and Labour Unions

**12 November 2020 – Seminar: Management Strategies in History
Annotated Bibliography DUE**

Alfred D. Chandler, Jr., "The Emergence of Managerial Capitalism," *Business History Review* 58:4 (Winter 1984): 473-503.

Hannah Mormann, "Mary van Kleeck and the International Industrial Relations Institute: Resolving Conflicts Between Labor and Capital Through the Power of Knowledge," in Martin Gutmann, ed., *Historians on Leadership and Strategy: Case Studies from Antiquity to Modernity* (Springer, 2020): 109-122.

Jason Russell, "'Just Business': 1970s Management Paternalism and Failed Service Sector Unionization," *Labour/Le Travail* 72 (Fall 2013): 129-148.

Week 10: 17-19 November 2020 – Leadership in Government

17 November 2020 – No Lecture:

Listen to the Secret Life of Canada Podcast, “Kanesatake: Let’s talk about what happened long before the ‘Oka Crisis,’” (June 24, 2020).

<https://www.cbc.ca/radio/secretlifeofcanada/kanesatake-let-s-talk-about-what-happened-long-before-the-oka-crisis-1.5625204>

Anna Lazowski, “One photograph shaped how everyone saw the Oka Crisis,” *Unreserved*, CBC Radio (September 20, 2015).

<https://www.cbc.ca/radio/unreserved/reflections-of-oka-stories-of-the-mohawk-standoff-25-years-later-1.3232368/one-photograph-shaped-how-everyone-saw-the-oka-crisis-1.3232786>

19 November 2020 – Seminar: *The ‘Oka Crisis’*

Pertusati, Linda, “Nations at War: Voice, Peaceful Resistance, and Mobilization.” In *Contemporary Quebec: Selected Readings and Commentaries*, edited by Michael D. Behiels and Matthew Hayday. Montreal and Kingston: McGill-Queen’s University Press, 2011: 564-77.

P. Whitney Lackenbauer, “A Bridge Too Far? The Oka Crisis,” in *Blockades or Breakthroughs? Aboriginal People Confront the Canadian State*, eds. Yale D. Belanger and P. Whitney Lackenbauer (Montreal and Kingston: McGill-Queen’s University Press, 2015): 166-221.
READ ONLY 166-181

Harry Swain, *A Political Crisis and Its Legacy* (Vancouver: Douglas & McIntyre, 2010), selections.

John Ciaccia, *Oka Crisis: A Mirror of the Soul* (Dorval: Maren Publications, 2000), selections.

Sean Carleton with Ellen Gabriel, “The legacy of Oka and the future of Indigenous resistance,” *Canadian Dimension* (9 July 2018)

Week 11: 24-26 November 2020 – Leadership in NGOs

24 November 2020 – Lecture: *A Brief History of NGOs and Aid*

26 November 2020 – Seminar: *Dian Fossey and Renée Bach*

Farley Mowat, *Woman in the Mists: The Story of Dian Fossey and the Mountain Gorillas of Africa* (New York: Warner Books, 1987), selections.

Alex Shoumatoff, “The Fatal Obsession of Dian Fossey,” *Vanity Fair* (September 1986)
<https://archive.vanityfair.com/article/1986/9/the-fatal-obsession-of-dian-fossey>

Ariel Levy, “A Missionary on Trial,” *New Yorker* (13 April 2020)
<https://www.newyorker.com/magazine/2020/04/13/a-missionary-on-trial>

No White Saviors, “Protecting Whiteness by any Means: An Open Letter to Ariel Levy and the New Yorker,” (8 April 2020)

<https://medium.com/@nowhitesaviors/protecting-whiteness-by-any-means-an-open-letter-to-ariel-levy-and-the-new-yorker-6b3624e7be27>

Week 12: 1-3 December 2020 – Historical Writing

1 December 2020 – Lecture: Tips for Historical Writing

3 December 2020 – Seminar: No Formal Class

Drop-in Online Session: optional introductory paragraph review

Week 13: 8 December 2020

8 December 2020 – Lecture: Conclusion

Historiography Paper DUE



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>