

**Huron University College**  
**Department of History**  
**History 1800F The People's Histories**  
**F2020**

**Dr. Nina Reid-Maroney**

**Email [nreidmar@huron.uwo.ca](mailto:nreidmar@huron.uwo.ca)**

**Class Meetings: Tuesdays 3:30-4:20**

**Virtual office hours: Thursdays 2:30-3:30 or by appointment**

## **COURSE OVERVIEW**

### **In search of the people's history**

This course offers a hands-on introduction to the study and the practice of History, using histories from below as our unifying theme. Taking in a range of selected topics across time and place, we find “the People’s History” where ordinary people lived and shaped their own History, often as they sought to “make a way out of no way.”

### **Lectures, workshops & readings**

The course covers varied topics, including the people’s history in ancient and classical worlds; medieval lives; histories of slavery; political revolutions, and modern social and cultural histories. Using workshops with archival, print, and digital sources, secondary readings, lectures, and class discussion, the course will introduce you to the practice of historiography—the ways that historians interpret evidence from the past—by exploring recent work on history from below, local histories, indigenous histories, histories of activism and protest, and micro-histories.

Although the course material is arranged chronologically, the course is not a survey that tries to connect the dots, nor does it offer an overarching narrative of cause and effect, of inevitable progress, of decline and fall, or of development. Instead, the course moves from one time and place to another, revealing contours of the rich and varied landscapes of the human past. We approach the study of histories from below in ways that will help you to see patterns and ragged edges, change and continuity, always mindful of the methods, evidence, and interpretive frameworks that historians use to create knowledge about the past.

### **Course Objectives**

The course is designed to help you:

1. Recognize and define major themes in recent historical scholarship;
2. Develop research skills using the library, archives, and digital repositories;
3. Read and analyse primary sources in ways that recognize their value, and their limitations;
4. Understand historiography and recognize debates across a range of topics covered in the course;
5. Voice your own critical views, both in class discussion and in written work;
6. Consider the contemporary relevance and importance of engaging with histories from below.

**Required reading:**

Michael Parenti, *The Assassination of Julius Caesar: A People's History of Ancient Rome*

This book is available through the Western Bookstore

All other required readings are posted on our course OWL site.

**Class Structure****1. Class Meeting**

Each week, we will meet as a class on Zoom for approximately one hour, during our regularly scheduled class time on Tuesdays 3:30-4:20. During this class meeting, we will:

- review key points from the previous week's material,
- elaborate on the themes for the current week,
- respond to any questions you may have about the material or assignments
- spend 30 minutes in a collaborative **History Workshop**
- check back in to look ahead at ideas covered in the week's posted lecture material

The class meeting is not formally assessed, just as attending an in-person lecture during a face-to-face History course with me would not be formally assessed, but your attendance is encouraged. If you are unable to attend the class meeting for any reason, you will still be able to read and listen to the assigned material and complete all assignments including the History Workshop, and you will be welcome to bring specific concerns to virtual office hours (see below). **Please note that the class meetings are live discussions that will not be recorded.**

**2. Weekly reading, reading responses and discussion:**

In four steps...

- a) Complete the reading for each week, ideally before the Class Meeting;
- b) Complete the reading response worksheet and submit it using the assignment link provided;
- c) Post a one-paragraph (4-5 sentences) answer to the discussion question posted on the OWL forum, on Tuesday before 6 pm, and;
- d) post responses (2 sentences) to two of your classmates before Thursday at 6pm.

Your reading response worksheets, discussion posts, and discussion responses will be assessed as a form of class participation and are worth 20% of the final grade in the class. I will comment on the discussion forum each week but will not return the worksheets with comment. Please consult the grading rubric for more about how to do well on this portion of the course.

**IMPORTANT:** Reading response worksheets and the discussion posts are due each week at the specified dates and times, and are meant to be a form of ongoing participation and engagement in the course. For this reason, they will not be accepted once the deadline has passed, unless you are self-reporting a medical absence or have sought academic accommodation through academic advising and have documentation on file as outlined in the accommodations policy. You will have **one "free pass" in the term**—one week of your choosing when you do not have to submit the worksheet or posts. Use the "free pass" wisely!

### 3. Weekly Lectures

Each week, I will post a brief lecture with slides, video, or audio, along with links to assigned podcasts or films. All material will be available asynchronously for you to work through on your own during the week. It is recommended, though not required, that you complete this part of the course after the class meeting.

### 4. History Workshop

These hands-on activities introduce you to the practice of the historian's craft. We will complete these activities in small groups as a collaborative exercise during our weekly class zoom meetings. If you are unable to attend weekly class meetings, you will be assigned to a small working group and will be able to contribute to the history workshop through the course collaborative workspace on OWL. As with the reading assignments, the historian's activities are meant to be a form of ongoing engagement, and will not be accepted once the deadline has passed, unless you are self-reporting a medical absence or have sought academic accommodation through academic advising and have documentation on file as outlined in the accommodations policy.

### 5. Virtual Office Hours

Each week I will have drop-in office hours on Thursdays 2:30-3:30. You are welcome to attend and to bring any questions you may have about the course. If you are not able to meet during this time, let me know and we can arrange an appointment.

### 6. Monday Morning Announcements

Each week, I will post a Monday Morning preview of the week ahead; be sure to keep an eye on the Announcements on OWL.

### To recap, here's a your ideal weekly schedule for History 1800F:

|                  |  |
|------------------|--|
| Monday           | Complete reading and check for a Monday morning announcement from me about what's coming up in the week ahead  |
| Tuesday          | Attend class meeting, 3:30-4:20. Participate in History workshop during class meeting time. Submit reading response sheet and discussion post by 6 pm. |
| Wednesday-Friday | Review slides/videos/course material   |
| Thursday         | Office hour as needed; respond to two discussion posts.  |
| Ongoing          | Complete written assignments as scheduled below.   |

### **Class Research Project**

Everyone in class will work on an individual research project, which we will combine at the end of the course to create “The People’s History Museum and Archives.” The class project is a virtual museum dedicated to examining and interpreting the People’s History. To complete your part in the project, you will choose a primary source from a selected pool of sources (print, manuscript, object, photograph, or recording) and provide contextual research that relates the chosen text/image/object to the theme of the People’s history. During the last week of class, we will showcase the project at the virtual conference hosted by Huron’s Centre for Undergraduate Research Learning.

All of the components for the research project (Primary Source Analysis, Research Packet, Research Blog Post and Reflection paper) are described in detail on the course website.

### **Final Exam**

This will be a “take-home” open-book exam to be completed as scheduled by the Office of the Registrar during the December exam period. Details to follow.

### **Assessment:**

| <b>Assignment</b>   | <b>Weight</b> | <b>Due dates</b>   |
|---|---------------|--|
| Reading responses and discussion posts (10)   | 20%           | Due each week (described above)  |
| History Workshops (10)  | 10%           | Completed In class, or due on the day of the class meeting if completed remotely |
| Primary source analysis   | 10%           | Due October 2  |
| Research packet   | 20%           | Due October 30   |
| Research blog post and reflection, OR other research outcome (podcast, video, other creative work) and reflection | 20%           | Due November 26  |
| Final assessment  | 20%           | As scheduled by the Office of the Registrar during the December exam period      |

### **Class schedule**

Sept. 10 Introduction to History at Huron

Read: No assigned reading for discussion, but you can get a head start on *The Assassination of Julius Caesar*

- Sept. 15-17                    Historiography and Evidence  
Read: “History from Below” in John Tosh, *Historians on History*;
- Sept. 22- 24                    A People’s History of Ancient Rome  
Read: Michael Parenti, *The Assassination of Julius Caesar: A People’s History of Ancient Rome*
- Sept. 29-Oct.1                Indigenous histories  
Read: Open History Seminar, “Thinking Through Canada’s Early History”  
Primary source analysis due this week
- Oct.6-8                         Medieval Women’s History  
Read: Judith Bennett, *History Matters*, Introduction and chapter 6
- Oct.13-15                      Microhistory Case study: Salem 1692  
Read: Baker, *Storm of Witches*, Introduction and chapter 5
- Oct.20-22                      Slavery & the Atlantic World  
Read: Marcus Rediker, *The Slave Ship: A Human History* Introduction and ch. 1
- Oct.27-29                      Revolution  
Read: Gary Nash, *Unknown American Revolution* (selected)  
Research Packet due this week
- Nov.10-12                      A People’s History of Antislavery  
Read, Richard Newman, “Black Founders”
- Nov. 17-19                      20thc case study: Women and the Vote  
Read: Lori Ginzburg, “Radical Imaginings: The View from Atop a Slippery Slope”
- Nov. 24-26                      20thc case study: Civil Rights  
Read: Jeanne Theoharis, *The Rebellious Life of Mrs. Rosa Parks* (selected)  
Research project due this week
- Dec. 1-3                         Review & wrap-up; CURL Conference online
- Dec. 8                            Office hour as usual

Take-home final assignment due in exam period, December 15—details to follow.

## RULES AND REGULATIONS

The History Department has specified that:

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

### Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.<sup>1</sup>

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title

---

<sup>1</sup> They should be in Arabic, not Roman numerals or letters.

- The title of a book is underlined or written in *italics*.
- The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*

3..Place and date of publication in parentheses ( ),

- A fuller reference will include the publisher after the place of publication.
- Article citations do not include the place of publication and publisher.

4. Page number (including volume number if necessary)

For example:

<sup>1</sup>J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

<sup>2</sup>Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

<sup>3</sup>Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

## Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and page numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



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

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

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

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

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

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

### **Technology**

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

### **Adding / Dropping Courses**

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

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

### **Class Cancellations**

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

### **Attendance Regulations for Examinations**

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

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

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

### **Academic Student Support Services**

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

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

### **Copyright Regarding Course Material**

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

### **Statement on Academic Integrity**

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

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

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

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

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

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

and may constitute an infringement of legal copyright.

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

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

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

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

#### **Statement on Academic Offences**

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

#### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

#### **Computer-Marked Tests/Exams**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

#### **Clickers**

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

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

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

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

Please review the full policy at,

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

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

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

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

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

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

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

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

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

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

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their

Faculty of registration no later than two business days after the date specified for resuming responsibilities.

- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

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

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

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

University Senate policy, which can be found at,

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

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

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

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

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

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

documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

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

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

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

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

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

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

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

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

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

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

**Important Dates & Directory**

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

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