



HIST 1817G
History in the Headlines
Winter 2021

Course Information:

Pre- or Anti-requisites: None

Instructor: Dr. David Blocker

Email: dblocker@uwo.ca

Office and Telephone: V129; 519-438-7224 ext. 277

Scheduled Class Times:

Tuesday 10:30-11:30 AM (replaced by recorded lecture)

Thursday: 9:30-11:30 AM

Online Office Hours:

Tuesday 10:30-11:30 AM

Wednesday 1:00-3:00 PM

Course Description:

Knowledge of the past is necessary to understand the political crises of our present. This class will teach students how to curate knowledgeably the flood of news in the modern global media, by asking them to research and assess six historical claims in contemporary headlines. This term we will examine:

- Monuments, Memory and History
- Pandemics in Canadian history
- The roots of Trumpism
- The history behind the Black Lives Matter Movement
- The history behind the WE charity scandal
- Petroleum, Pipelines and Protest in Canadian history

Course Learning Objectives:

This course aims to help students to analyze sources of historical knowledge and explain the role of history in understanding our present circumstances. 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:

Lectures will be recorded and uploaded as videos to the course website on OWL on Tuesday each week. Students are expected to watch the lectures prior to completing the weekly readings in preparation for tutorial.

In lieu of the regularly scheduled class on Tuesday (10:30-11:30 AM) the instructor will be available on Zoom for online office hours to answer any questions about the course.

Regular group discussions in tutorial form an important basis of this course. Regular attendance is required and participation in tutorial is essential. Students are expected to have completed and considered the assigned readings prior to tutorial and to attend each class prepared to ask questions and discuss the readings.

Tutorials can be completed either synchronously through group discussions on Zoom or asynchronously on the Forum. Students must indicate to the instructor which delivery method they will be using – synchronous tutorials on Zoom or asynchronous tutorials on the Forum – at the beginning of the course. Students will be assigned to either Tutorial Group A (Thursday 9:30-10:30 AM on Zoom), Tutorial Group B (Thursday 10:30-11:30 AM on Zoom), or Tutorial Group C (asynchronous on the Forum).

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:

Participation:	20%	
Response Paper #1:	10%	4 February 2021
Response Paper #2:	10%	25 February 2021
Review Essay:	25%	11 March 2021
Research Essay Proposal:	5%	18 March 2021
Research Essay:	30%	8 April 2021

Course Requirements:

Participation:

Students are expected to *attend every tutorial 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.

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 tutorial. 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.

Participation in the asynchronous forum will be assessed on the same criteria as the synchronous tutorials. Ideally, students should answer one discussion question with a paragraph of 4-5 sentences and respond to at least two of your colleagues with a sentence or two each.

In instances when absence from tutorial 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.

Response Paper #1:

Students are responsible for submitting a *brief commentary/critical engagement/reaction paper* (600-800 words) *to the Pandemics in Canadian history unit*. The response paper should not be a summary of the readings but a response to the issues and questions they raise. Considering connections across readings is strongly encouraged. No further research is required. Further instructions about writing response papers will be posted on the course website on OWL.

Response Paper #2:

Students are responsible for submitting a *brief commentary/critical engagement/reaction paper* (600-800 words) *to the roots of Trumpism unit*. The response paper should not be a summary of the readings but a response to the issues and questions they raise. Considering connections across readings is strongly encouraged. No further research is required. Further instructions about writing response papers will be posted on the course website on OWL.

Review Essay:

Each student will write a critical *review essay* (1500-2000 words) of the film *Do the Right Thing* and Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New Press, 2020), due **11 March 2021**. Further instructions will be posted on the course website on OWL.

Research Essay:

Each student will write a *research essay* (2000-2500 words) on a historical topic of their choice based on a headline chosen from the *Globe and Mail* from 1936-1996, due **8 April 2021**.

Each student must submit a formal and brief *essay proposal* (1-2 typewritten pages) identifying the newspaper headline, historical topic chosen for study, and a list of at least five scholarly sources for initial research, due **18 March 2021**.

Further instructions will be posted on the course website on OWL.

Week 1 – 12-14 January 2021: Course Introduction

12 January 2021 – Lecture: Introduction

14 January 2021 – Tutorial: Introduction

Week 2 – 19-21 January 2021: Monuments, Memory and History

19 January 2021 – Lecture: Monuments, Memory and History

21 January 2021 – Tutorial: Monuments, Memory and History

Charlotte Lydia Riley, “Don’t worry about ‘rewriting history’: it’s literally what we historians do,” *The Guardian* (10 June 2020).

<https://www.theguardian.com/commentisfree/2020/jun/10/rewriting-history-historians-statue-past>

Chase Quinn, “Why the ‘romance’ of plantation estates is more dangerous than Confederate statues,” *The Guardian* (24 June 2020).

<https://www.theguardian.com/commentisfree/2020/jun/24/romance-plantation-estates-dangerous-confederate-statues>

Alan Gordon, “Monuments and Memory,” Chapter 12.12 in John Douglas Belshaw, *Canadian History: Post-Confederation* (Open Campus BC: 2016) – includes videos of historians Cecilia Morgan and Ian Radforth

<https://opentextbc.ca/postconfederation/chapter/12-12-monuments-and-memory/>

Week 3 – 26-28 January 2021: Pandemics in Canadian History Part I

26 January 2021 – Lecture: Smallpox in Montreal

28 January 2021 – Tutorial: Smallpox in Montreal

Michael Bliss, “Epilogue,” in *Plague: A Story of Smallpox in Montreal* (Toronto: HarperCollins, 1991)

Week 4 – 2-4 February 2021: Pandemics in Canadian History Part II

2 February 2021 – Lecture: Disease and Dislocation on the Plains

4 February 2021 – Tutorial: Disease and Dislocation on the Plains

Response Paper #1 DUE

James Daschuk, “Treaties, Famine, and Epidemic Transition on the Plains,” in *Clearing the Plains: Disease, Politics of Starvation and the loss of Indigenous Life* (Regina: University of Regina Press, 2013), 99-126.

Week 5 – 9-11 February 2021: The Roots of Trumpism Part I

9 February 2021 – Lecture: From Barry Goldwater to Donald Trump

Ed Pilkington, “Riots helped elected Nixon in 1968. Can Trump benefit from fear and loathing too?” *The Guardian* (16 June 2020)

<https://www.theguardian.com/us-news/2020/jun/16/trump-nixon-1968-law-and-order-america>

11 February 2021 – No Class

Reading Week: 15-19 February 2021

Week 6: 23-25 February 2021 – The Roots of Trumpism Part II

23 February – Lecture: The New Right in American Politics

25 February – Tutorial: The New Right in American Politics

Response Paper #2 DUE

Catherine E. Rymph, “Phyllis Schlafly’s Crusade,” *Reviews in American History* 34:4 (December 2006): 565-572.

George Packer, “The Fall of Conservatism,” *The New Yorker* (26 May 2008)

Nicholas Lemann, “The After-Party: What will happen to the Republicans post-Trump?” *The New Yorker* (2 November 2020)

Ngofeen Mputubwele, “Rick Perlstein on Goldwater, Reagan, and Trump,” *The New Yorker Radio Hour* (28 August 2020)

<https://www.wnycstudios.org/podcasts/tnyradiohour/segments/rick-perlstein-goldwater-reagan-and-trump-seg>

- also available as a recording on the library’s course readings website:
<https://coursereadings.lib.uwo.ca>

Week 7: 2-4 March 2021 – Black Lives Matter Part I

2 March 2021 – Lecture: Police Brutality and Black Resistance in the United States, 1965-1991

4 March 2021 – No Class

Watch *Do the Right Thing* (1989), available online through the library:

<https://streaming-acf-film-com.proxy1.lib.uwo.ca/audiocine/grid>

Read Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New Press, 2020), available online through the library:

https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/v6pq4a/alma991044447966605163

Week 8: 9-11 March 2021 – Black Lives Matter Part II

9 March 2021 – Lecture: Police Brutality and the #BLM Movement, 1991-2021

11 March 2021 – Tutorial: Police Brutality and Black Resistance in the United States
Review Essay DUE

Jill Lepore, “The Long Blue Line: Inventing the Police,” *New Yorker* (20 July 2020)

Week 9: 16-18 March 2021 – WE Charity Scandal Part I

16 March 2021 – Lecture: The Sixties, the New Left and the Company of Young Canadians
Kevin Brushett, “From ME to WE to the CYC – Liberals and the Controversial History of Youth Volunteerism,” *Active History* (15 July 2020)

<https://activehistory.ca/2020/07/from-me-to-we-to-the-cyc-liberals-and-the-controversial-history-of-youth-volunteerism/>

18 March 2021 –No Class
Research Essay Proposal DUE

Week 10: 23-25 March 2021 – WE Charity Scandal Part II

23 March 2021 – Lecture: Does the world need more Canada? The History of Canadian Foreign Aid

25 March 2021 – Tutorial: Does the world need more Canada? The History of Canadian Foreign Aid

Stephen Brown, “A Samaritan State? Canadian Foreign Aid, and the Challenges of Policy Coherence for Development,” in Greg Donaghy and David Webster, editors, *A Samaritan State Revisited: Historical Perspectives on Canadian Foreign Aid* (Calgary: University of Calgary Press, 2019): 311-319.

Ruth Compton Brouwer, “Ironic Interventions: CUSO Volunteers in India’s Family Planning Campaign, 1960s-1970s,” *Histoire sociale/Social History* 43:86 (November 2010): 279-313.

Week 11: 30 March-1 April 2021 – Petroleum, Pipelines and Protest

30 March 2021 – Lecture: Petroleum, Pipelines and Protest in Canadian History

1 April 2021 – Tutorial: Pipelines in Canadian History

Sean Kheraj, “The Biggest Oil Pipeline Spills in Canadian History,” *Active History* (23 July 2015)

<https://activehistory.ca/2015/07/the-biggest-oil-pipeline-spills-in-canadian-history/>

Sean Kheraj, “A History of Oil Spills on Long-Distance Pipelines in Canada,” *Canadian Historical Review* 101:2 (June 2020): 161-191.

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

Week 12: 6-8 April 2021– Conclusion

6 April 2021 – Lecture: History in the Headlines

8 April 2021 – Tutorial: Conclusion
Research Essay DUE

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.¹

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
 - 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:

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

²Basil 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:

³Careless, *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.

¹ They should be in Arabic, not Roman numerals or letters.

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 pages 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>. 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.

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 hurousss@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>