

# *In Search of Canada: Postwar to Present*

Thursday ZOOM weekly 10:30 – 12:20 pm  
Instructor: Dr. Peter V. Krats

Location : Virtual  
e-mail: [pkrats@uwo.ca](mailto:pkrats@uwo.ca)

## **Office Hours / Contacting the Instructor:**

Please speak with me at Zoom sessions or email if you have any doubts, concerns, questions or even if you are merely curious!!

## **Course Description :**

**"I am Canadian"** - so bellowed "Joe" in a famous beer commercial, sponsored an American beer firm. What is it to "be Canadian" ? Who is Canadian ? Is there "Canadian content" that we like ? This course examines selected social themes shaping postwar Canada including technological change and modernity; immigration/multiculturalism, rights, regionalism, and the complex search for "Canadian" society and culture. Lectures feature PowerPoint and online "headers". These classroom tools, combined with in class discussion and texts should generate greater awareness of Canada's recent past; bring an interest in Canada, and a willingness to think, and you are well on your way.

## **Course Learning Outcomes :**

- identify key developments in the history of postwar Canada, including issues of identity and the blend of continuity versus change
- recognize both strengths and weaknesses in historical assessment - the utility of "knowing" the past blended with an awareness of subjective and other potential errors
- show an ability to assess written historical work and to summarize and evaluate lectures
- summarize their ideas by synthesizing issues within an essay examination
- begin to recognize the relevance of history in understanding "being Canadian"
- recognize the challenges and benefits of effective communication, both written and verbal
- recognize that most questions do not have "right" answers; instead interpretations prevail

## **Course Text / Readings**

There is no assigned course text given the thematic nature of the lectures. There is an book for the writing assignment (book review) - see below. If you have limited background in Canadian history, it can help to read "overviews" from any general text. Ask me about possibilities. The website also provides very brief "headers" that outline lecture themes.

**Book for Review :** Students are expected to review the following book

Linda Mahood. *Thumbing a Ride: Hitchhikers, Hostels, and Counterculture in Canada*. UBC Press, 2018,  
[paper copy available through UWO bookstore or other sources as ebook]

**Course Requirements :** Students will be evaluated on **FOUR** elements: (details below)

Class participation (Assigned Forum posts)	20%	
"    "    (Ongoing Group posts)	10 %	
Book Review preliminary sheet	5%	Due : <b>Feb. 11, 2021; 12 noon EST</b>
Book Review and Commentary	35%	Due : <b>March 26, 2021; 12 noon EST</b>
Final Exam	30%	

\* papers to be uploaded in WORD to Assignments in OWL

## Class Participation elements:

History is inherently interpretive, so students should think, not just listen to a litany of the "facts." I will break the class into Groups for *three* participation elements that are evaluated as follows:

### Assigned Forum Posts (20 %)

Five (4) Individual Website assignments (randomly assigned) :       **20 %**   [4 % each]

\* postings due Friday noon of the week assigned

\*\*\* IF you miss discussions postings check with me about doing a "makeup" post \*\*\*

### Ongoing Participation: (10%)

Members of each Group will be expected to take part in an ONGOING Adiscussion@ in the *second* FORUM section of OWL. Discussions can be about *anything relevant to Canadian or international "modern" history or even contemporary Canada*.

Your grade will be based on your personal contributions [quality and consistency; for example, for a grade of about "B" - 2-3 *thoughtful* comments, responses, questions per CLASS]. It is up to you to participate: should your Groupmates do well, and you do little, you will not do well. Also, adding numerous posts in one Ablock@ is not the route to a good grade B I=m looking for consistent effort through the term. Ongoing posts begin as the course "starts" and continue to the last week of classes.

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## Writing Assignments:

### Book Review Preliminary Sheet [5 % ] :

**One** page [2 maximum] indicating your general awareness of the book, and highlighting the **main issues** that you intend to pursue in your Review. The single page should be in proper English, which will be given significant attention in grading. Marking of this sheet will, hopefully, help result in a more focussed and precisely written Book Review. **DUE** : see above. Given the brevity of this assignment, no extensions. Graded as quickly as possible. No need to submit **this** paper to Turnitin.

## Book Review with Course Commentary + Turnitin [ 35% ]:

**Eight (8) pages double spaced** - see "FORMAT" below    **Due Date : see above.**

If, for good reason, you find yourself forced to hand in the paper late, consult with me IN ADVANCE. Late papers potentially subject to penalty of **5 %** per day including weekends. Papers will not be accepted if more than two weeks late. The paper remains "late" if you do not submit the paper to TURNITIN by the due date!. **Access** Turnitin via the Course OWL site.

## Writing a Book Review with a Course Commentary

Immediately below, I have included a fairly extensive discussion concerning writing book reviews. For those students who remain in doubt — be sure to email or talk to me.

**Note the COURSE COMMENTARY** feature. Within your review, you should discuss whether you better understand Canada since 1945 after reading the book. How ? This section should be ONE page (or equivalent - one can "blend" the commentary into the review.) The bulk of your paper should be conventional review -- but I am looking for skills in linking a specific work to the broader elements of the course. You **lose 10 marks** if you lack a course commentary.

**Where to Start the Review ?** \*\*\* These suggestions are NOT in a specific "order" - they are elements common to most reviews, but can be blended in many different manners !!

**First and foremost — read thoughtfully !**

- ◆ read with the task in mind; don't just read "as fast as possible"
- ◆ read with a questioning outlook : while reading, note the interesting, the confusing, the original and even the boring — your notations will provide the basis of your review

Once you are ready to start writing : remember — a review is not a summary ! Your introduction can summarize the book, but **not for more than 2/3 of a page.**

- ◆ You do not want merely to outline what the book "says"
- ◆ **Nor** is a review an "essay" on the topic covered in the book
- ◆ a review is critical (positive/negative); issues include thesis, authority and overall effectiveness.

On Thesis :

- ◆ what is the author trying to argue; what is the point?
- ◆ How successful is the author with descriptive questions - who, what, when, where, how - and/or the more analytical issue of "why"? This does NOT mean just "working through" the "5Ws" in your paper - try for a more imaginative take on the book.
- ◆ In short, what were the author's goals? Were they achieved?

On Authority :

- ◆ how many ideas and arguments does the book present?
- ◆ Of what quality?
- ◆ Are the ideas/arguments consistent?
- ◆ Does the research in support of these ideas seem credible?

- ◆ Is there enough? Are the ideas and information presented clearly?

On Perspective / bias :

- ◆ is the work tainted by a clear bias that ignores or understates evidence, thus favouring one perspective; or presents statements without sufficient evidentiary support?
- ◆ Does this perspective / bias perhaps make the book better (eg. more original or questioning ?)

On Originality :

- ◆ does the book contribute something quite new to the field? This issue can be difficult for students new to history, but remember -- this is YOUR review -- if you think the work original or predictable (or indeed fascinating or boring) -- **SAY SO !!**
- ◆ Are there issues that might have been presented or steps taken to improve the book ?

On "The Rest" :

- ◆ other issues that **MAY** be worth discussing include (but are not limited to) format (does the book use photographs, statistics or tables, notes, bibliography, or index well?).
- ◆ Obviously, the writing itself (style / grammar / language usage) can also be commented upon.

**Make it Your Review :**

- ◆ Students, often lacking experience in writing reviews, may well read other related works or even other reviews; but remember, this is your opinion!!
- ◆ Having said that - it **IS an academic review** - just writing 8 pages arguing that you did not "like" the book without establishing how & why will **result in a poor grade**
- ◆ It is **NOT** necessary to deal with every imaginable book review issue — focus on issues that you see as important. Just be sure to make your case.
- ◆ Remember that it is YOUR case !! Do **NOT** comply with the views of others if you feel otherwise. Be sure **NOT** to "borrow" from others, in terms of content or writing - **plagiarism is a VERY serious academic offense!**

In sum, there are areas common to virtually all reviews; but each review also has narrower, more particular aspects. This combination, **well written**, should result in a good review

## How You Write Matters !!!

\*\*\*\* if a significant number of format or writing errors mar your paper, there will be an **automatic mark deduction \*\*\*\*\***

**Format for Your Review :** [marks will be deducted if format is significantly incorrect]

- Cover page optional // at start of paper (**TOP of** first page) - Include (as title) :
  - i) Author(s)' name(s); Full title; city of publication / publisher / year/ ISBN [single space]
- **eight [8] pages/ double spaced / regular font / margins** - ie. "Times New Roman" 11 font "Arial" 10 font or the equivalent (overly large font penalized.) Margins - 1 inch/2.5 cm sides/top/bottom is appropriate. Leave **only** a double space between paragraphs, not a gap. (Short papers penalized).
- **number** your pages // use regular spacing between paragraphs
- one issue per paragraph; indent paragraph beginnings 5 spaces [hit "tab"]
- underline or italicize book titles, ships' names, magazine or newspaper titles
- write out numerals to eleven; then use numeral
- **"Block"** long quotes [single spaced/indented 5 spaces both sides, no quotation marks]

- avoid contractions, slang — it is an academic paper
- no need for "headers" in such a short paper; please do paginate
- to **cite** from the book being reviewed, you need only provide the page number immediately thereafter in brackets -- for example -- (123) [materials from other sources requires a full citation — I will accept any standard citation technique.] No need for a bibliography unless you have used other works

Take **TIME** to draft and edit carefully. Check for these common errors

- check for spelling / grammar / sentence / paragraph technique
- try for clear rather than long, convoluted sentences
- one issue per paragraph / try for continuity between paragraphs
- in that vein (not vain) — be careful with colloquialism - this is an academic paper
- Get the **right word**: than /then; there /their ; were /where; lose/ loose ; border / boarder
- one "delves" into topics (not "dives") ; one is credible not "creditable"
- its (that is possessive !!) (No apostrophe) /// be careful with possessives in general
- simple is not a synonym for simplistic; relevant / relative are quite different terms
- someone.... **who** did something (not someone that did)
- bias/biased (the author has a bias / is biased); "like" does not mean "such as" - "like" compares
- be careful with: economic /economical ; compliment /complement ; wary /weary; then /than
- "this" is linked to a noun [for example, do not just write "there was no evidence of this."]
- they/them/their - especially when misused as replacing he/him/his or she/her/her
- avoid misuse of "actual" and "impacted" ; peaked and pique are quite different
- books have illustrations, photographs.... not "visuals"
- works have chronologies or are chronological [not time-lines]
- read is a better verb than noun - avoid the phrase "good reads"
- avoid "a lot" - use terms like much, abundant, plentiful...
- "this" and "these" generally need a noun following; instead of "his/her" try "their"
- do not overuse "for the reader" or other phrases with "the reader"
- avoid verbose forms like "of the fact that" — almost always only need "that"
- avoid cliched "sophistication" like "a plethora" (if it sounds phoney or forced, don't use it)
- use the author's **Surname**
- political parties get upper case / political philosophy lower
- **these books are NOT novels !**
- first person ("I", "in my opinion") - OK but do not **overuse** — the whole paper is your opinion
- Book reviews can be written in the present tense, but events in the past **need** past tense

**Good Writing is 1 % Inspiration and 99 % Perspiration !!**

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## Final Examination : (30 %)

- ◆ Two hours / based on **both** lectures and texts - emphasizes broad issues, **not** minutia of history
  - ◆ **Date** : during the time period set by the University Registrar (Final Exam Period April)
  - There are few secrets to success on an exam. But there are ways to struggle:
    - i. Trying to "catch up" at the last minute only creates substantial stress [I set the exam, not the textbook - going to class is an excellent means of gaining insights into exam issues]
    - ii. Memorizing "all data" is ineffective. History exams assess understanding: why events occurred, what events led to/ followed from events? Was there continuity and/or change?
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## **Tentative Lectures:** some topics two weeks; materials on OWL

### INTRODUCTION

i : Course Expectations / Background / Settings / Baby & Suburban Booms Intertwined

### PART ONE

#### Toward "Modernity"

- i : "...and the living is easy" : Science and technology reshape Canada
- ii / iii : "Oh what a feeling" : Reflecting on the Inflections of "Anglo-Canadian culture"
- iv : Questioning Progress: Worries about Change & Modernity

### PART TWO

#### Identity & Rights

- i : Gender and Sexual Orientation
- ii : Population "Shifts"
- iii : "Out of the Background": the First Nations

### PART THREE

#### Regionalism

- i : *Maître chez nous* : from *Duplessisme* to modern Québec
- ii : Regions abound : a regional case study

#### Post ? modern Musings about Canada / Review

How to do well on the exam.

## **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>