

Huron University College
Department of History
History 2710F 2020
Red, White, Black, et Blancs: Early North American History

Contact Information

Instructor: Deirdre McCorkindale

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Virtual Office Hours: Tuesday 1pm–2 pm

Course Description:

This course examines the early history of North America, focusing on the interactions between Indigenous, African, and European peoples. The major themes of the course center around colonialism, slavery, race, revolution, religion, and gender, along with social and political reform.

Learning Objectives:

By the end of the course, you will have made progress toward meeting the course learning objectives. Assignments tailored to meet each objective are noted in parentheses. This course is designed to help students:

1. Identify and interpret themes and patterns throughout early North American history. (discussion assignments, book review, primary source analysis, and take home exam)
2. Find and analyze primary sources. (primary source analysis, discussion assignments)
3. Learn valuable writing skills, such as how to form an argument and support it with historical evidence. (book review, primary source analysis and take home exam)
4. Question and evaluate historiographical debates among historians, and how these interpretations shape cultural narratives. (discussion assignments, book review, primary source analysis, and take home exam)

Description of Class Methods

Lectures: A lecture will be posted every Wednesday at 1pm. All material will be available asynchronously for students to work through during the week in which the material is posted. Students should take notes from the posted lectures to give broader context to their responses on the discussion forums for that week.

Discussion Forums, Participation, and Attendance: Discussion forums will take the place of our in-class discussions, and will be assessed as the Participation grade for the course. Participation in the discussion forums is mandatory and must be completed each week before the due date.

Required Readings:

The American Yawp

<http://www.americanyawp.com/>

The Open History Seminar: Canadian History

<https://openhistoryseminar.com/canadianhistory/>

Fabian, Ann. *The Skull Collectors: Race, Science, and America's Unburied Dead*

The vast majority of our class readings, including our more general textbooks, will be available online through provided links or PDFs uploaded onto OWL. The course's text for the book review assignment, *The Skull Collectors: Race, Science, and America's Unburied Dead*, is available through the University Bookstore; however, it is also available online through the university library as well. Either copy is acceptable for the assignment and our discussion of the text.

Assignments and Assessments:

Participation: 15%

Zoom Discussion Session: 5%

Critical Book Review: 15%

Virtual Anti-Slavery Convention Assignment: 20%

Primary Source Analysis: 20%

Take Home Exam: 25%

Detailed guidelines on all written assignments will be provided on separate handouts posted to OWL, and will be discussed in class well in advance of deadlines.

Participation:

Participation will take the form of discussion forums on OWL to be completed each week. The course readings are split into two sections: "Lecture Readings" and "Discussion Readings." "Lecture Readings" are meant to supplement lecture materials and help inform your discussions, in addition to assisting you with the final take home exam. The "Discussion Readings" are meant specifically to be discussed in our graded forums. Students will be expected to read a selection of readings and articles each week and be prepared to discuss these texts in the discussion forums. These discussions will be the basis of student participation marks.

It is very important to make sure that the assigned reading materials are read and that students discuss them in each forum. The mandatory minimum for participation on the discussion boards (50%) is two posts per week. Full marks will only be awarded to those significantly engaging in discussion and actively contributing to the forum. **All posts must be made by the Monday of the following week, no later than 12pm noon.** Active participation can take the form of analyzing the texts, asking questions, responding to classmate questions, and generally engaging with the material.

Zoom Discussion Session:

In addition to written forums, in week 7 the course will also engage in Zoom sessions to discuss *The Skull Collectors: Race, Science, and America's Unburied Dead*. There will be a number of sessions for students to choose from. Students will choose a date and time that works best for their schedule. The inclusion of a Zoom session allows for an additional way in which students can participate in class discussion. The dates and times for the Zoom sessions will be posted on OWL, and students **must pick a session and inform the instructor of their choice** no later than

Friday October 16, 2020. Failure to do so will result in a failing grade for this component of the course.

Critical Book Review:

Students will write a 2 to 3 page book review on Ann Fabian's *The Skull Collectors: Race, Science, and America's Unburied Dead*. All papers are to be written using Chicago style formatting using endnotes or footnotes. **The only acceptable formats are Word files, specifically .doc and .docx.** More detailed instructions to follow.

Due: October 21 electronically on the course OWL website at 12:00pm noon.

Virtual Anti-Slavery Convention

This assignment will take the place of the usual discussion forums for weeks 10 and 11. Students will be assigned a prominent abolitionist. Students are then expected to embody the persona of this abolitionist on a separate discussion forum which will serve as the convention. As such, students are expected to research the life, ideas, and ideals of their assigned abolitionist. Students will introduce themselves as their assigned figure and engage in discussion over the two week period, drawing from research based upon how their abolitionist would argue. Frequent participation in this forum early and often is crucial. The mandatory minimum to achieve a 50% for participation on the discussion boards for this Virtual Anti-Slavery Convention is four posts per week for each week of the Convention. These posts can be responses to prompted questions by the moderator (instructor), questions, or active discussion with fellow abolitionists (classmates). More detailed instructions to follow.

Primary Document Analysis:

Students will complete one 4–5 page analysis of a primary document of their choosing. All topics **must** be approved by the instructor at least two weeks prior to the deadline, by Friday November 27 at 12:00pm noon at the latest. All papers are to be written using Chicago style formatting using endnotes or footnotes. **The only acceptable formats are Word files, specifically .doc and .docx.** More detailed instructions to follow.

Due: December 11 electronically on the course OWL website at 12:00pm noon.

Take Home Exam:

Students will choose 1 out of 3 essay questions posted to OWL to write a 5–7 page essay for their final evaluation. The exam will be in an “open book” format, and students are expected to utilize readings and lecture materials. As such, direct quotations of primary and secondary course materials are expected in student responses to their chosen exam essay question.

Due Date TBA, as scheduled by the Office of the Registrar

Course Policy on Assignment Submissions and Late Assignments:

Each assignment is due at the times and dates listed above. This means that each assignment **must** be submitted **before** 12:00pm noon on the day it is due. All assignments **must** be submitted as a Word document (.doc, .docx). All assignments **must** be uploaded to the course OWL website. Failure comply with these instructions will result in late mark deductions until the assignment is uploaded according to these requirements.

All late submissions of assignments will lose **five percent (5%) per day**, starting on the due date, and including weekends as two separate days.

To reiterate: DO NOT upload assignments as a PDF or any other format—the **only acceptable formats are Word files, specifically .doc and .docx**. Assignments uploaded in the incorrect file type format will be considered late and will accrue late penalties until uploaded in the required file type format (only .doc or .docx).

As such, a penalty of **five percent (5%) per day** will be applied to all assignments that are submitted in an incorrect file format, as well as for those which are submitted by any means (e.g. email) or to anywhere other than to the course OWL website.

Detailed guidelines on all written assignments will be provided on separate handouts posted to OWL, and will be discussed in class well in advance of deadlines.

Communications:

Students are expected to regularly consult both the course OWL website and your University Student Email for any updates, changes, or notifications about the course, assignments, or university matters. Any emails sent to the instructor must be sent to the email listed above on page one of the syllabus, and must include the student's full name, the course number, and must be sent from the student's University Student Email.

Weekly Schedule

Note: Full lectures will be posted at 1:00pm on the Wednesday of each week

Week 1:

September 9: Introductions

Lecture Readings: *American Yawp*, Chapter 1

Discussion Readings:

No formal discussion or discussion readings this week. Instead, introduce yourself in the Introduction Forum.

Week 2:

September 16: Old Worlds and New Worlds

Lecture Readings: *American Yawp*, Chapter 2

Discussion Readings:

Haefili, Evan. "On First Contact and Apotheosis: Manitou and Men in North America." *Ethnohistory* 54.3 (Summer 2007).

Open History Seminar, "Assessing the Bering Land Bridge."

Week 3:

September 23: Colonial Societies

Lecture Readings: *American Yawp*, Chapter 3.

Discussion Readings:

Stymeist, David. "'Strange wives': Pocahontas in Early Modern Colonial Advertisement." *Mosaic* 35.3 (September 2002).

Noel, Jan. "'Fertile with Fine Talk': Ungoverned Tongues among Haudenosaunee Women and Their Neighbours." *Ethnohistory* 57.2 (Spring 2010).

Week 4:

September 30: Slavery

Lecture Readings: *American Yawp*, Chapter 4

Discussion Readings:

Cooper, Afua. "'Deluded and Ruined': Diana Bastian—Enslaved African Canadian Teenager and White Male Privilege." *Brock Education Journal* 27 (2017).

Lannen, Andrew. "Liberty and Slavery in Colonial America: The Case of Georgia, 1732-1770." *The Historian* 79.1 (2017).

Week 5:

October 7: Revolution

Lecture Readings: *American Yawp*, Chapter 5

Discussion Readings:

Fitz, Caitlin A. "'Suspected on Both Sides': Little Abraham, Iroquois Neutrality, and the American Revolution." *Journal of the Early Republic* 28. 2 (Fall 2008).

Sandy, Laura. "Divided Loyalties in a 'Predatory War': Plantation Overseers and Slavery During the American Revolution." *Journal of American Studies* 48. 2 (May 2014).

Week 6:

October 14: New Beginnings in the 19th Century

Lecture Readings: *American Yawp*, Chapter 6

Discussion Readings:

Open History Seminar, "Were the Black Loyalists Loyal?"

Keough, Willeen. "The Riddle of Peggy Mountain: Regulation of Irish Women's Sexuality on the Southern Avalon, 1750-1860." *Acadiensis* 31.2 (Spring 2002).

Week 7:

October 21: Cotton Is King: Slavery Revisited (Book Review Due)

Lecture Readings: *American Yawp*, Chapter 11

Discussion Readings:

Zoom Discussion of *The Skull Collectors: Race, Science, and America's Unburied Dead* (be sure to have read the entire text).

Week 8:

October 28: Expansion Westward

Lecture Readings: *American Yawp*, Chapter 12

Discussion Readings:

Harvey, Sean. “‘Must not Their Languages Be Savage and Barbarous Like Them?’: Philology, Indian Removal and Race Science.” *Journal of the Early Republic* 30.4 (Winter 2010).

Morris, Michael. “Georgia and the Conversation over Indian Removal.” *Georgia Historical Quarterly* 91.4 (Winter 2007).

Week 9:
Fall Reading Week
No Classes

Week 10:
November 11: Radicals and Reformers (Virtual Anti-Slavery Convention, Week 1)
 Lecture Readings: *American Yawp*, Chapter 10
 Discussion Readings:
 Slave Narrative and Abolitionist Excerpts available on OWL. This class begins the first of two weeks of our Virtual Anti-Slavery Convention.

Week 11:
November 18: The Crisis of the Union (Virtual Anti-Slavery Convention, Week 2)
 Lecture Readings: *American Yawp*, Chapter 13
 Discussion Readings:
 Continuation of Virtual Anti-Slavery Convention—no additional readings.

Week 12:
November 25: Civil War
 Lecture Readings: *American Yawp*, Chapter 14
 Discussion Readings:
 Lowery, Malinda Maynor. “The Original Southerners: American Indians, the Civil War and Confederate Memory.” *Southern Cultures* 25.4 (Winter 2019).

Strong, Melissa. “‘The Finest Kind of Lady’: Hegemonic Femininity in American Women’s Civil War Narratives.” *Women’s Studies* 46.1 (2017).

Week 13:
December 2: The War’s Aftermath, What is Freedom?
(Primary Source Analysis due December 11)
 Lecture Readings: *American Yawp*, Chapter 15
 Discussion Readings:
 Blair, William. “The Use of Military Force to Protect the Gains of Reconstruction.” *Civil War History* 51.4 (December 2005).

Buckner, Phillip. “‘British North America and a Continent in Dissolution’: The American Civil War in the Making of Canadian Confederation.” *The Journal of the Civil War Era* 7.4 (December 2017).

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

Prerequisite and Antirequisite Information

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

Conduct of Students in Classes, Lectures, and Seminars

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

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

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

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

Adding / Dropping Courses

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

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

Class Cancellations

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

Attendance Regulations for Examinations

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

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

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student Support Services

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

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

Copyright Regarding Course Material

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

Statement on Academic Integrity

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

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

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);

- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

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

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

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

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

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

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

Statement on Academic Offences

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

Turnitin.com

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

Computer-Marked Tests/exams

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

Clickers

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

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

Academic Accommodation for Students With Disabilities

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

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

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

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

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

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

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

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments,

participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

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

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a [Student Medical Certificate \(SMC\)](#), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf .

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

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

University Senate policy, which can be found at,

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

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

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

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

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

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

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

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

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

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

Mental Health & Wellness Support at Huron and Western

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

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

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

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