

HIST 3801E: The Historian's Craft

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Huron University College 2020-1

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Class Scheduled Time: Tuesdays 1130-130, Thursdays 1130-1230

Office Hours: Please email for an appointment to talk via Zoom or phone

Course Description

History 3801E is a seminar course that tries to answer two questions: what is History, and why does it matter? *The Historian's Craft* is a capstone course in your career as a History student, but it also asks you to question and evaluate the way you understand all your undergraduate work, and your experience outside the boundaries of academic study. Who creates knowledge? How is it used or misused? What is true, how do we know, and what do we do in the face of the limits of knowledge? What gets left out of our accounts of the past, and how do we recognize these phantoms haunting the present?

This course guides students through a history of how histories have been written in the Western tradition since Ancient Greece, along with a survey of the changing methods of historians. We combine theoretical knowledge with practice in a series of skill-building workshops and an archival research project. This year's extraordinary circumstances offer us an opportunity to explore how digital methods have transformed history. We will be collaborating in virtual archive sessions, working with digital source repositories and sharing in online collaborations. Students will end the course with a much broader understanding of how history works, and how knowledge of the past continues to be vital to our understandings of the world today.

Course Objectives

By the end of the course, students will be able to:

1. Demonstrate your understanding of the broad sweep of the history of writing history, and the methods that historians have used;
2. Develop the close readings skills that will equip them for advanced study in history, law or education (readings and responses);
3. Improve their writing skills; their ability to organize their time; their critical and analytical faculties; their ability to develop, discuss, and

- defend their ideas in person and in writing (responses, tutorials, research assignment, exam);
4. Learn digital history skills through a variety of hands-on exercises (responses, workshops and research assignment);
 5. Conduct original research using primary and secondary materials, and present their research findings effectively through written assignments and in class (workshops, research assignment, tutorials);
 6. Increase their understanding of how current global events are rooted in the historical past; understand the value of historical inquiry to the present; engage politically as historians (responses, tutorials, exam).

Required Texts:

Physical books are available through the campus bookstore, who can also ship them. E-books are available through the publisher.

John Arnold, *History: A Very Short Introduction Paperback* (Oxford Companions, 2000). E text: <https://www.vitalsource.com/en-ca/products/history-a-very-short-introduction-john-h-arnold-v9780191606373>

Graham Broad, *One in a Thousand: The Life and Death of Captain Eddie McKay, Royal Flying Corps* (U of T, 2017). E-Text: <https://utorontopress.com/ca/one-in-a-thousand-2>

On-line articles are available via Western Library (W-Lib) and J-Stor, as marked. Supplemental articles are posted on OWL, as marked.

Assignments

Participation: **25%** (Zoom meetings, exercises and reading responses)

Digital Workshops: 5 x 5%= **25%**

Research project= proposal (Oct 29) 5%, blog (March 18) 10%, reflection (March 25) 10%= **25%**

Final take-home exam (TBA, during April exam period)= **25%**

Online Learning

Our learning environment has been transformed for 2020-1, and we will be continually adapting together. All our course material will be available through OWL, using, Word, Voice Thread and Zoom applications. All your assignments will be submitted through OWL. We will have some synchronous tutorials via Zoom in class time. To help you navigate the enhanced OWL course platform and online learning protocols, please see the

"Online Courses" section in the *History Department Practical Student Handbook* in the OWL course site.

Academic Integrity

All your work, including your readings responses, must be based on your own research and in your own words. All assignments will be checked through the anti-plagiarism software Turnitin. The usual penalties for academic offenses will apply.

Late Penalties and Last Day to Submit: Late assignments are penalized 5% per day, including weekends. Essays must be submitted within a week of the deadline; no essays will be accepted after the seventh day (unless the student has been granted Academic Accommodation). No late exams will be accepted. 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.

Academic Accommodation: No assignment worth less than 10% can be accommodated **for any reason**, which includes all participation assignments. No late submissions will be accepted.

Academic Accommodation on Non-Medical Grounds: Non-medical absences from tests, exams, or extensions for late essays or assignments will only be considered in extraordinary and extenuating circumstances (such as bereavement) and only if the student has first been granted Academic Accommodation through the appropriate Faculty Dean's Office. Vacations and travel, academic workload, computer failure, multiple course deadlines, conflicts with job schedules, extracurricular activities, etc., are not grounds for make-ups or extensions.

Assignments

Participation: 25%

The course is designed to keep you moving through our weekly modules. Most of our classes will have a marked written or audio participation component, worth 2% each. An excellent response will get 2%, and adequate one 1% and a weak or absent one 0%. These must be completed by the Thursday class time (11:30 am) of that week. No late submissions will be accepted for any reason. Other participation assignments will be Zoom tutorials in the Thursday class time, graded the same way. Please check the schedule and book the tutorial times. If for some reason a student

can't attend the scheduled Zoom tutorial, please contact me by the Monday of that week to arrange an alternative assignment. Students will also gain participation marks by making substantive comments on the course material and on their colleagues' presentations, and by attending virtual History Department lectures.

Digital Workshops: 5x5%= 25%

This course combines theory with hands-on practice. In these workshops, students will use various methodological tools to complete exercises in digital archives, and other on-line repositories, as well as create mini-research projects for the class. More details will be available through OWL.

Black History in Ontario "Episode" = 25% **Proposal 5%; Blog Post 10%; Reflection Paper 10%**

For this assignment, students will choose one record (document, photograph, map, imaged, etc.) from the Archives of Ontario that relates to Black Canadian history, supplement it with additional primary and secondary research, and analyse what it can tell us about Black History, Ontario and Great Lakes history, historical memory, the process of archiving and the importance of remembering.

http://www.archives.gov.on.ca/en/access/black_history.aspx#exhibits

Think of the record as the starting place for your narration of an "episode", a moment in time which provides an interpretive window into the past. This micro-historical approach focuses on historical action at the level of the individual and the local community, as well as the historiographical processes of archiving and interpreting. The proposal will provide details of the record and an annotated bibliography of the supplemental research (500 words). Students will present their research to the class and meet individually with the professor throughout the year to discuss the final project. The research outcome is a blog post to be posted on our History website (1,600 words), and a reflection paper that explores how the research process links to the theoretical and practical tools we've explored in the class (1,200 words). Full instructions are posted on OWL.

Take Home Exam (2,000 words) 25%

In April, students will be given one week to answer an essay question with reference to the course readings, themes and discussions. No outside research is required or permitted. No late exams will be accepted.

MODULE SCHEDULE

September 10

Week 1: Lecture: The Historian's Craft

Read: Graham Broad, *One in a Thousand*, Introduction & Chapter 1

Listen: CBC Radio, "How Museums are Curating History, as it happens" July 8, 2020. <https://www.cbc.ca/player/play/1761519683908>

Participate: ZOOM Tutorial: 1%

Checklist: Listen to the lecture, read this week's reading, listen to the news report. Think about the importance of history and prepare for our Zoom tutorial.

Sept 15- 17

Week 2: Lecture: What is History?

Read: Arnold, Chapter 1

Participate: Review of the Archive of Ontario website 2%

Checklist: Listen to the lecture, read this week's reading, look at the Archive of Ontario website. Think about the materials and tools of history and do the participation exercise. Sign up via Forums for the Flipped Classroom topic in Week 5.

September 22-24

Week 3: Lecture: Digital History

Read: Lara Putnam, "The Transnational and the Text-Searchable," *American Historical Review* (2016).

Participate: Workshop 1: Today in the News 5%

Checklist: Listen to the lecture, read this week's reading. Think about how digitization has transformed the practice of history and complete the workshop.

September 29-October 1

Week 4: Lecture: The Ancients

Watch: Thucydides: Father of History?

https://www.youtube.com/channel/UC7pr_dQxm2Ns2KlzRSx5FZA/videos

Read: Arnold, Chapter 2.

Participate: Reading Response 1: 2%

Checklist: Listen to the lecture, read this week's reading, watch the Youtube video. Think about the origins of historical thinking and do the participation exercise.

October 6-8

Week 5: Lecture: Medieval and Enlightenment History

Read: Arnold, Chapter 3

Participate: **Workshop 2: Flipped Classroom** 10 minute student presentation (podcast, narrated slideshow or video) and bibliography explaining the historical context, approach and methods of one of a list of historians. (Sign-up sheet via Forums in OWL): **5%**

Checklist: Listen to the lecture, read this week's reading. Prepare and post your historiographical presentation and comment on at least three of your colleagues' presentations.

October 13-15

Week 6: Lecture: 19th C. History, von Ranke and the Archive.

Read: Arnold Chapter 4

Participate: Reading Response 2: 2%

Checklist: Listen to the lecture, read this week's reading. Think about the origins of modern professional and archival history and do the participation exercise. Choose the document from the Archives of Ontario that will form the basis of your Black History in Ontario "Episode" research.

October 20-22

Week 7: Lecture: Black History in Ontario

Listen: Radio Canada International: Portraits of Black Canadians

<https://www.rcinet.ca/en/podcasts/portraits-of-black-canadians/>

Episodes 1-11 (3 min each)

Listen: CBC Radio, "Why did escaped slaves move back to the US?" (7 min)

<https://www.cbc.ca/news/canada/windsor/programs/afternoondrive/why-did-escaped-slaves-move-back-to-the-u-s-after-arriving-in-canada-1.5263506>

CBC News: "Simcoe Day: Canada's roots in slavery and the historic abolition of slavery" August 5, 2013

<https://www.cbc.ca/news/canada/toronto/simcoe-day-canada-s-roots-in-slavery-and-the-historic-abolition-1.1303678>

Participate: Tutorial 2: 2%

Checklist: Listen to the lecture, read the newspaper article and listen to the radio podcasts. Research the background articles for your research project and draft your proposal.

October 27-29

Week 8: Virtual Field Trip

Due October 29: Proposal 5%

Checklist: Participate in our virtual field trip, finish and submit your research proposal.

November 3-5

Week 9: Reading Week

November 10-12

Week 10: Lecture: **Sources**

Read: Broad, Chapter 2 and James Walvin, *Slavery in Small Things: Slavery in Modern Cultural Habits* (Chapter 1: A Sugar Bowl) via OWL.

Participate: Tutorial 3: 2%

Checklist: Listen to the lecture, read this week's reading. Think about the methods and uses of microhistory and do the participation exercise.

November 17-19

Week 11: **Individual Research Meetings**

November 24-26

Week 12: Visual Media (No Lecture)

Watch: Film- "These Amazing Shadows" 2011

<https://www.youtube.com/watch?v=PKYIpnTIYaU>

Participate: Film Response 2%

Checklist: Watch the film and prepare your response. Sign up via Forums for the Flipped Classroom exercise in Week 2 next term.

December 1-3

Week 13: **Review**

Second Term

January 5-7

Week 1: Lecture: **Historical Controversy and History Writing**

Read: Arnold, Chapter 5 and Broad, Chapter 4

BBC Radio "The Holocaust Denial Trial"

<https://www.bbc.co.uk/programmes/w3csyx03>

Participate: Reading Response 3: 2%

Checklist: Listen to the lecture and the podcast, and read this week's reading. Think about the effects of controversy on historical methods and the profession and do the participation exercise. Continue working on your research project.

January 12-14

Week 2: Lecture: **Histoire des Mentalités**

Read: Arnold, Chapter 6 and "The Psychology of Spiritualism," *The Guardian* 20 October, 2013.

<https://www.theguardian.com/science/2013/oct/20/seances-and-science>

Participate: **Workshop 3: Flipped Classroom 2.** 10 minute student presentation and bibliography explaining the historical context, approach

and methods of one of a list of historians (Sign-up sheet via Forums in OWL): **5%**

Checklist: Listen to the lecture, read this week's reading. Prepare and post your historiographical presentation and comment on at least three of your colleagues' presentations. Continue working on your research project.

January 19-21

Week 3: Lecture: Public History and Digital History

Read: Sarah Maza, "Popular and Public History," in *Thinking about History* (2017) 124-137. (OWL)

Participate: Review of online museum exhibit 2% (posted to Voice Thread)

Checklist: Listen to the lecture, read this week's reading. Post your review of an online museum exhibit as an example of public history. Continue working on your research project.

January 26-28

Week 4: Lecture: Military History

Read: Broad, Chapter 5

Participate: Review of War Diary online website 2% (posted to Voice Thread)

Checklist: Listen to the lecture, read this week's reading. Post your review of an online war diary as an example of military history compared to Broad's work. Finish the primary research for your research project.

February 2-4

Week 5: Lecture: Postcolonial History in Canada

Read: Krista Mccracken, "Challenging Colonial Spaces: Reconciliation and Decolonizing Work in Canadian Archives" *Canadian Historical Review*, 100: 2, June 2019, 182-201. (W-Lib)

Participate: Workshop 4: Decolonizing the Archive 5%

Checklist: Listen to the lecture, read this week's reading. Chose an object from Library and Archives Canada and complete the historiographical workshop. Continue working on your research project.

February 9-11

Week 6: Feminism and History

Read: Arnold, Chapter 7

Listen: Sojourner Truth's Speech

<https://www.thesojournertruthproject.com/>

Participate: Reading Response 4: 2%

Checklist: Listen to the lecture, read this week's reading. Listen to the different spoken variations of Truth's speech and complete the reading response. Continue working on your research project.

February 16-18

Week 7: **Reading Week**

February 23-25

Week 8: **Guest Lecture: Graham Broad**

Read: Broad, *Appendixes*

Participate: Zoom Tutorial 2%

Checklist: Read Broad's final chapter, attend the guest lecture, ask thoughtful questions in the tutorial. Complete the secondary research for your research project.

March 2-4

Week 9: **Workshop 5: Medical Objects 5%**

Read: Michelle Hamilton, "'A Wealth of Historical Interest:' The Medical Artifact Collection at the University of Western Ontario," *The Public Historian* 29, 1: 77-91. [OWL]

<https://medicalhistory.uwo.ca/>

Checklist: Read the background reading, look at the Medical Artifacts Collection website, choose an object to examine and complete the workshop. Begin writing your research blog.

March 9-11

Week 10: **Lecture: Archive Fever**

Read: Carolyn Steedman, "Something she called Fever: Michelet, Derrida and Dust" from *Dust: The Archive and Cultural History* (2002), [OWL].

Participate: Reading Response 5: 2%

Checklist: Listen the lecture, read the reading, think about all the archives we have examined in class, and prepare your reading response. Continue writing your blog and begin your research reflection.

March 16-18

Week 11: **Lecture: What is History?**

Participate: Zoom tutorial.

*****Due March 18:** Blog 10%

Checklist: Finish and submit your research blog. Participate in the tutorial discussion.

March 23-25

Week 12: **Presentation of Projects**

*****Due March 25:** Reflection 10%

Checklist: Finish and submit your research reflection. Present your research project to the class (Details TBA).

March 30- April 1

Week 13: Review

Checklist: Review your lecture and reading notes, reading responses and workshops and prepare the take-home exam.

*****Take Home Due by 5 pm on scheduled exam date**



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>