

Huron University College
Department of History
Winter 2021
HISTORY 4802G
Masculinity and Modern History

Class Meets: Mondays 2:30-4:20

Instructor: Dr. Tim Compeau

Office: A15

Email: tcompea@uwo.ca

Office Hours: By Appointment on Zoom.

Course Description

Calendar Description: This course will introduce students to gender theory generally and masculinity theory specifically. It will also survey critical debates in the history of masculinities while dealing with major themes in modern history.

History 4802G is an exploration of the historical study of masculinities, manhood, and honour culture, the ways these structures and processes are created in relation (or reaction) to ideas of femininity, and how these ideas have influenced or shaped history from the early modern period to the present. Taking a comparative historical and multidisciplinary approach, the course examines aspects of the cultural formation of manhood and honour culture, how those concepts operate as ethical codes, intersect with race and class, contribute to hegemonic power structures, and how they change and differ between eras and cultures. We will also explore divergence from and challenges to masculine norms in a variety of historical contexts. Key issues examined are coming of age, family, violence, oppression, work, sexuality, sexual violence, emasculation, war, race, and empire.

Method: History 4802G will be conducted entirely online via Zoom. Class meets weekly for presentations and seminar discussion of the readings.

Prerequisite(s): 2.0 courses in History at the 2200 level or above.

Course Objectives:

By the end of the course students will have learned to or refined their ability to:

- apply a working understanding of theories of gender to analyze historical material and events.
- to see how concepts of gender, multiple masculinities, and femininity inform and shape the world around them as well as their own lives and understanding of the world.

- solve research problems by identifying a topic, refining it to a significant and answerable historical question, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions.
- analyze primary source texts, images, songs, and artifacts and utilize them in writing a research essay.
- analyze secondary sources, including their sources, methods, argument, strengths, limitations, potential implications and significance for the field; and use secondary sources to consider why questions asked and topics studied by historians have changed over time.

Method: History 4802G explores course material through seminar discussions on Zoom.

Required Texts:

All readings can be found on JSTOR, Sakai, on library reserve, or have their stable URLs listed in the course summary below.

Assignments/Evaluation:

Participation (Ongoing): 30%

Presentation (March 29 and April 5): 5%

Book Review (Feb. 8): 15%

Research Proposal (Feb. 22): 10%

Research Paper: 40%

All papers must be double-spaced, 12 pt font, and use Chicago Manual of Style citation rules.

Participation: Discussion is a key component of this course, and students are expected to have completed the weekly readings and actively contribute to class discussions. In terms of online discussion, students are expected to have their cameras active and be present for the discussions.

Presentation: Each student is required to give a 10 to 15-minute presentation on their essay topic during the final two weeks of class.

Book Review: Students will select a scholarly monograph and write a concise 7 to 9-page review. Reviews must evaluate the main argument, the historian's evidence and use of sources, discuss strengths and shortcomings of the work, and place the monograph within the wider historiography of the subject. Further instruction will be provided in class.

Research Proposal and Paper: Students will submit a detailed proposal which briefly outlines some major historiographical questions for an era, cultural group, event etc. that involves analysis of gender and masculinity or related ideas. Students then pose questions they would like

to explore building on that research. Proposals should be roughly 5 pages in length and include researched and potential sources.

Based on this proposal and feedback from the instructor, students will then write a 15-page essay based on primary and secondary sources.

Lecture Schedule and Reading Assignments:

*Note: Readings are subject to change, so please refer to the most recently updated version of the syllabus on OWL.

Jan. 11: Introduction

No readings.

Jan. 18: Theory and Concepts

R.W. Connell, *Masculinities*. Berkeley, CA: University of California Press, 2005.

Toby L. Ditz, "The New Men's History and the Peculiar Absence of Gendered Power: Some Remedies from Early American Gender History," *Gender & History*, Vol. 16 No. 1 (April 2004): 1-35.

Jan. 25: Honour: Custom, Law, and Violence

Frank Henderson Stewart, *Honor*, (Chicago: University of Chicago Press, 1994), 9-29, 54-71.

Joanne B. Freeman, "Duelling as Politics: Reinterpreting the Burr-Hamilton Duel" *The William and Mary Quarterly*, Third Series, Vol. 53, No. 2 (Apr., 1996): 289-318.

Thomas W. Gallant, "Honor, Masculinity, and Ritual Knife Fighting in Nineteenth-Century Greece," *The American Historical Review* 105, 2 (April 2000): 359-382.

Feb. 1: Patriarchs and Family

Sections from:

Lisa Wilson, *Ye Heart of a Man: The Domestic Life of Men in Colonial New England* (New Haven: Yale University Press, 1999).

Sections from:

Karen Harvey, *The Little Republic: Masculinity and Domestic Authority in Eighteenth Century Britain*. Oxford: Oxford University Press, 2012.

Martin J. Weiner, "Alice Arden to Bill Sikes: Changing Nightmares of Intimate Violence in England, 1558-1869) *Journal of British Studies*, Vol. 40, No. 2 (Apr. 2001): 184-212.

Colin Rose, *A Renaissance of Violence: Homicide in Early Modern Italy*. New York: Cambridge University Press, 2019. Chapter 4: "Gender and Homicide in Early Modern Bologna."

Feb. 8: Becoming a Man (Book Review Due)

Lorri Glover, *Southern Sons: Becoming Men in the New Nation*. Baltimore: Johns Hopkins University Press, 2007. Chapter 2.

James E. Cote, "A History of Youth in Samoa: Religion, Capitalism, and Cultural Disenfranchisement," *International Journal of Comparative Sociology*, Vo. 38, No. 3-4 (1997): 217-234.

Lisa M. Fine, "Rights of Men, Rites of Passage: Hunting and Masculinity at Reo Motors of Lansing, Michigan, 1945-1975," *Journal of Social History*, Vol. 33, No. 4 (Summer, 2000): 805-823

Theo Van Der Meer, "Gay Bashing – A Rite of Passage?" *Culture, Health & Sexuality*, Vol. 5, No. 2, *Homophobia and Anti-Gay Violence: Contemporary Perspectives* (Mar.-Apr., 2003): 153-165.

Feb. 15: Reading Week. No classes.

Feb. 22: Manhood and Political Upheaval (Essay Proposal Due)

Robert A. Nye, "Fencing, the Duel and Republican Manhood in the Third Republic," *Journal of Contemporary History* Vol. 25, No. 2/3 (May - Jun. 1990): 365-377

Christopher Dillon, "'Tolerance Means Weakness': The Dachau Concentration Camp S.S., Militarism and Masculinity," *Historical Research*, Vol. 86, No. 232 (May 2013): 372-389.

Jonathan Gottschall, "Explaining Wartime Rape," *The Journal of Sex Research*, Vol. 41, No. 2 (May, 2004): 129-136.

Mar. 1: Imperial Manhood

Amy S. Greenberg, *Manifest Manhood and the Antebellum American Empire* (2005), 1-17, 135-169.

Robert Aldrich, "Colonial Man," in Christopher E. Forth and Bertrand Taithe, eds. *French Masculinities: History, Culture and Politics*, (New York: Palgrave MacMillan, 2007), 123-140.

Warwick Anderson, "The Trespass Speaks: White Masculinity and Colonial Breakdown," *The American Historical Review*, Vol. 102, No. 5 (Dec., 1997): 1343-1370.

Mar. 8: Race and Manhood

Ann Little, "'Shoot that Rogue, for He Hath an Englishman's Coat On!': Cultural Cross-Dressing on the New England Frontier, 1620-1760" *The New England Quarterly*, Vol. 74, No. 2 (Jun., 2001): 238-273.

Kathleen M. Brown, "'Strength of a lion...Arms like Polished Iron': Embodying Black Masculinity in an Age of Slavery and Propertied Manhood" in Thomas Foster, ed. *New Men: Manliness in Early America* (2011), 172-192.

Keith Breckenridge, "The Allure of Violence: Men, Race, and Masculinity in the South African Goldmines," *Journal of Southern African Studies* 24, 4 (Dec. 1998): 669-693.

Mar. 15: Work and Male Identity

Toby Ditz, "Shipwrecked; or, Masculinity Imperilled: Mercantile Representations of Failure and the Gendered Self in Eighteenth-Century Philadelphia." *The Journal of American History*, Vol. 81, No. 1 (June, 1994): 51-80.

E. Anthony Rotundo, *American Manhood: Transformations in Masculinity from the Revolution to the Modern Era*. (New York: Basic Books, 1993), "Work and Identity," Ch. 8.

Edward Slavishak, "Working-Class Muscle: Homestead and Bodily Disorder in the Gilded Age" *The Journal of the Gilded Age and Progressive Era*, Vol. 3, No. 4 (Oct., 2004): 339-368.

Mar. 22: “Damaged Masculinity”

Luc Capdevila, “The Quest for Masculinity in a Defeated France, 1940-1945,” *Contemporary European History*, Vol. 10, No. 3, Theme Issue: Gender and War in Europe c. 1918-1949 (Nov., 2001): 423-445.

Victor M. Rios, “The Consequences of the Criminal Justice Pipeline on Black and Latino Masculinity,” *The Annals of the American Academy of Political and Social Science*, Vol. 623, Race, Crime, and Justice: Contexts and Complexities (May, 2009): 150-162.

Mar. 29: Presentations

Apr. 5: Presentations

Apr. 12: Final Assignment Due

RULES AND REGULATIONS

The History Department has specified that:

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

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

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

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

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

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
- 3..Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
4. Page number (including volume number if necessary)

For example:

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

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

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

³Careless, *Canada*, 179-206.

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

Examples:

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

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

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

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

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

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

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

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

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

Bibliography

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

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

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

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

Sources: University of Toronto Guide to Undergraduate Essays.

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

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

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

Prerequisite and Antirequisite Information

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

Conduct of Students in Classes, Lectures, and Seminars

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

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

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

Technology

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

Adding / Dropping Courses

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

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

Class Cancellations

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

Attendance Regulations for Examinations

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

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

Please see the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student Support Services

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

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:

<https://huronatwestern.ca/contact/contact-directory>.

Copyright Regarding Course Material

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

Statement on Academic Integrity

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

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

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

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

Academic Integrity: Importance and Impact

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

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

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

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

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

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

Statement on Academic Offences

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

Turnitin.com

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

Computer-Marked Tests/Exams

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

Clickers

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

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

Academic Accommodation for Students With Disabilities

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

Please review the full policy at,

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

Academic Consideration for Missed Work

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

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

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

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

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

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

Requests for Academic Consideration Using the Self-Reported Absence Form

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

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

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

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

Please review the full policy at,

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

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

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