

HIST 2204G: Crises and Confederation

Meetings: V207 - Mondays: 11:30-12:30
V207 - Wednesdays: 11:30-1:30

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Course Description: This course is a survey of Canadian history since Confederation focusing on its political, economic, and social developments. In addition to addressing key moments of tension within Canada's past, students will be introduced to the variety of historical theories and methodologies that characterize the field. At the end of this class students will have a well-developed understanding of the development of the Canadian nation-state and how historians have approached studying its past.

Antirequisite(s): History 2201E and History 2205E.

Prerequisite(s): None.

Learning Objectives: Students will leave this class with an understanding of...

1. themes of colonialism, language & culture, militarism, and gender.
2. important historiographical debates defining this period.
3. the strengths and weaknesses of studying within national frameworks.
4. interconnections between the work of historians and national historical memory.

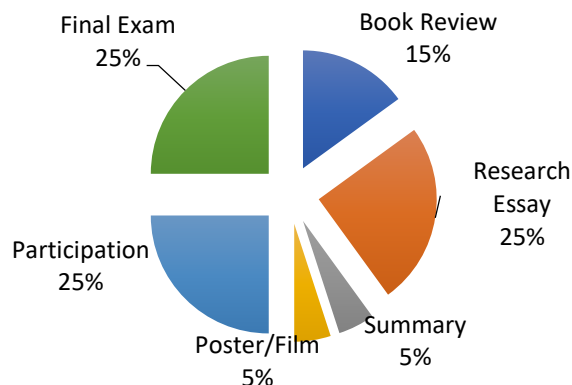
Schedule

UNIT:	Confederation	First Peoples	Multiculturalism	War	The State
DATES:	6 - 20 January	22 Jan - 5 Feb	10 Feb - 2 Mar	4 - 18 March	23 Mar - 3 Apr
FIELD TRIP:	London Public Library	NONE	Museum London	RCR Museum	NONE
DUE DATES:	Jan 13: Topic Due	Feb 5: Book Rev		Mar 9: Research Essay	Mar 30: Posters/Film

Required Texts

- John Belshaw, *Canadian History: Post-Confederation*, Open Campus BC, 2016, <https://opentextbc.ca/postconfederation/>
- Kheraj and Peace, *Open History Seminar: Canadian History*, <http://openhistoryseminar.com/canadianhistory/>

Evaluation



Assignments

Written and research work in this course is designed to build the skills necessary for historical analysis and expression. The book review focuses on developing historical writing skills and critical analysis of historical interpretation, while the Back to the River assignment focuses on synthesis and proposal-writing skills. **Don't worry if you haven't spent much time doing this type of work, we'll use some of our in-class meetings to ensure that you are adequately prepared.**

Papers submitted by email will not be accepted. Each paper must be submitted via OWL on the due date, or late penalties will apply. **Students should also retain their research notes as the instructors may ask for them.** Students who fail to produce their research notes when asked risk being assigned a grade of zero on the assignment.

Chicago-style footnotes must always be used in a history paper. Essays will normally have three to five notes per page. Notes are used for several reasons: most commonly, to document little-known facts, to provide references for quotations, and to acknowledge the borrowing of ideas. Occasionally, they are used to provide important material that cannot neatly or logically be inserted into the text. **The reference librarian and Writing Centre can help you.**

- **IMPORTANT NOTES:**

- As an encouragement to improve your writing, a **5% bonus** will be awarded for assignments that have been reviewed *at least one week* prior to submission by Writing Centre staff during a consultation/visit. Bring your "Proof of Consultation" form with you to the writing centre for staff to sign. Hand it in with your essay.
- It is expected that you now understand both the importance of citations and the need to look up their proper format when uncertain. I've included basic stylistic instructions in this syllabus. **Failure to follow these guidelines will result in the paper being returned to you unmarked.** An automatic **5% deduction** will also be made from your assignment's final mark. Upon notification that you submitted

an incomplete assignment, you will have one week to make the necessary corrections before late penalties will again be applied.

Back to the River - 50%

In partnership with the London Community Foundation we will conduct background historical research for the Back to the River Project (<http://backtotheriver.ca/>). As part of this project, you will research and write a 1,500-word research report about one specific aspect of London's history.

Research topics (to be chosen by **January 13**):

- Richard Berry Harrison
- Adam Beck (Richmond and Sydenham)
- Labatt Park
- Carling Breweries
- Victoria Steamboat
- African Methodist Episcopal Church
- Dr. Orenhyateka
- Blackburn House
- London Free Press (122 Carling Street)
- London Court House
- London Normal School (Wortley Village)
- Kingsmill's Department Store
- London Transit Commission (149 Dundas St)
- Sulpher Springs Bathing House
- Imperial Oil
- Grand Trunk Railway/CNR
- Tecumseh Hotel
- Brener Bros. Cigar Factory
- Victoria Park
- A topic of your choice (seek approval before taking this path)

Book Review (15%): You will write a 750-word book review of an academic monograph that situates your research subject in its broader historical context. A good book review will tell the reader about the core ideas explored in the book, its strengths and weaknesses. Essentially, the purpose of the review is to give the reader an understanding of whether the book would be useful for their historical research. You may wish to consult a handful of book reviews to provide you with an example. Most academic journals publish book reviews in each issue. These books are all available in the library.

Research Report (25%): You will write a 1,500-word research report on your chosen topic. The report should include the following: an introduction, clearly stating the significance of your topic; a review of the historical literature; a historical narrative of your topic, outlining areas for future research; a conclusion; and a bibliography. Please use sub-headings for each of these

sections. The historiographical review and historical narrative should be written as short essays (approx. 500 words each).

As you put the report together, remember that each paragraph represents a single idea, introduced in the topic sentence and supported by subsequent sentences supporting the topic sentence with evidence and/or analysis. In writing your report you should draw upon at least:

- One academic monograph
- Two academic articles
- Two articles from the Dictionary of Canadian Biography (if inapplicable, draw on two additional journal articles)

Point of Interest Summary (5%): Prepare a 200-word text that adequately communicates to the reader the importance of your chosen subject, suggest a location in London where it would be suitable to place this text, provide a list of 3-4 stats and facts to accompany your text. Use the Back to the River website as your model (<http://backtotheriver.ca/>).

Poster or Film (5%): To show case your work, you will put together a poster or film to be shared at Huron History Day on April 2 and the CURL Spring Showcase on April 3.

Evaluation: In addition to the criteria outlined above, the quality of writing, and structure of the argument, this assignment will be evaluated with attention to the following areas:

- The relevance of your argument to our local context in London, Ontario.
- The quality of secondary sources and their integration and discussion in the essay.

Participation - 25%

- Attendance and participation will account for **10% of your final grade**. After each class, you will be assigned a mark out of 10 (gauging your participation in that class). Your mark will be comprised of the average of these grades. Participation marks are also pro-rated; for example, if you attend only 80% of the tutorials, you will be eligible for a maximum of 80% of the mark. **Students who attend fewer than 50% of the tutorials will be given zeroes for their tutorial marks.** There are always valid reasons why you cannot attend class. Please notify me in advance if you cannot attend class or if you risk a prolonged absence. It is easier to work out extenuating circumstances before they arise.
- A significant portion of your participation in this class will take place on the *Open History Seminar*. **15% of your final grade** will assess the degree and quality with which you participated in annotating our readings. Participation in the *Open History Seminar* requires you to annotate the material through our group in Hypothes.is: <https://hypothes.is/groups/Y89opeyg/his-2204g-2020>. Annotations must be complete 24 hours before the class meetings when the readings will be discussed.

Final Exam - 25%

- The final exam will consist of two essay questions and a short answer question. The short answer question will ask you to write a paragraph or two explaining the relevance of six

terms or phrases from the glossaries at the end of each of Belshaw's chapters. Answers should connect to course content beyond the textbook (i.e. lectures and supplemental readings). The first essay question will ask you to assess the historiography of one of our units. The final essay will draw together the course as a whole, asking you to reflect on Canada's post-Confederation history more broadly. Students are expected to be familiar with the major debates in Canadian history and the arguments made by different historians, as well as material from **all lectures, tutorials and readings**.

Appeals: Should you wish to discuss a mark on an assignment, please wait at least a day after its return so that you can digest the comments I have given you. You should then come to see me prepared to discuss why you feel your mark is inadequate, drawing explicitly from the goals, task and evaluation guidelines included in the syllabus above. Marks will only be adjusted if you can put together a convincing argument as to why your work better matches higher-grade criteria described in the syllabus. If after our meeting you wish to appeal further, consult Professor Nina Reid-Maroney, Chair of the History Department.

Course Schedule

Unit 1: Confederation

January 6: Course Introduction

January 8: Stakes and Stakeholders of Confederation & Finding a monograph

- Belshaw, chap. 1
- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-8/>

January 13: Fighting for Responsible Government

- Belshaw, chap. 2
- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-24/>

January 15: Understanding London's History (Meet with London Community Foundation)

- *Class to be held at the London Public Library*

January 20: The Trial of Louis Riel

- Open History Seminar:
<https://openhistoryseminar.com/canadianhistory/chapter/introduction-9/>

Unit 2: Indigenous Peoples

January 22: Treaties and Treaty Making

- Open History Seminar: What makes a treaty?
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-5/>

January 27: Indian Act

- Belshaw, chap. 11

January 29: Film: *Trick or Treaty*

- No readings (prepare book review)

February 3: Huron and Residential Schools

- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-20/>

February 5: White Paper/Red Paper

- Open History Seminar: White Paper/Red Paper:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction/>
- **Book Review Due**

Unit 3: Biculturalism and Multiculturalism

February 10: Immigrations and Urbanization

- Belshaw, chap. 3.1-3.7, 5.1-5.8, 7.1-7.8;

February 12: Drugs, Race and Moral Panic

- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-14/>
- *Class to be held at Museum London*

February 17-23: **READING WEEK**

February 24: Language and Confederation

- Belshaw, chap. 4

February 26: The Quiet Revolution

- Belshaw, chap. 9.9-9.11
- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-19/>

March 2: From Biculturalism to Multiculturalism

- Belshaw, chap. 5.11-5.13, 10.8, 12.5-12.6

Unit 4: Warrior Nation?

March 4: Canada's Military History

- Belshaw, chap. 6, 12.8, 12.12
- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-15/>
- *Visit to the RCR Museum*

March 9: Canada First and the British Empire

- Belshaw, chap. 4.5-4.8, 5.9
- **Essays due**

March 11: Canada's Wars & Propaganda

- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-15/>
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-17/>

March 16: Lecture: Canada goes Nuclear

- Belshaw, chap. 9

March 18: Poster and Film workshop (Mandy Penney and Ryan Rabie)

Unit 5: The Role of the State

March 23: Lecture: Medicare

- Belshaw, chap. 10
- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-21/>

March 25: Sovereignty Debates & Repatriation

- Belshaw, chap. 9.2, 9.6-9.8, 9.12, 12.3

March 30: Review for the exam

- Belshaw, chap. 12.1
- **Posters or Films Due**

April 1: *No class in order to attend History Day and CURL*

April 2: Huron History Day (projects on display)

- *Details TBA*

April 3: CURL Showcase (projects on display)

- *Details TBA*

Department of History Appendix

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Written assignments are due at the beginning of class. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
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.

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*.

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

- The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - 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.
3. Page number (including volume number if necessary)

For example:

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

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

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

³Careless, *Canada*, 179-206.

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

Examples:

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

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

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 page 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.

<http://history.utoronto.ca/undergraduate/learn-more/essay-writing-guide> . Accessed December 6, 2018.

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



Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

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.

In the 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 to be seated 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: sit in an aisle seat and 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 is 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.

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.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

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 at: <https://owl.uwo.ca/portal>, and on the Huron website at www.huronuc.on.ca/about/accessibility.

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. Their contact information can be found on the Huron website at: <https://huronatwestern.ca/student-life-campus/art-social-science> and at <https://huronatwestern.ca/student-life-campus/management-and-organizational-studies>.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider 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.

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 and 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 a 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 Western University and 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.

Policy on "Special" Accommodation

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://www.sdc.uwo.ca/ssd/index.html> .

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.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. 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. Please see section 4 below for more details.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. 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;
- g. 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.

h. 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.

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds (if absence is not self-reported)

(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 your Instructor directly.

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

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 at Western

Students who are stressed, emotionally distressed or in mental health crisis, please refer to: <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly.

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

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

Important Dates and Directory at Huron and Western

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>
- **Western – 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>