



CGS 3515F: Global Cultures of Gendering and Orientation
Centre for Global Studies
Friday 9:30am - 12:30pm
Room W108

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Course Description

This course examines how colonial power structures exist through imposed gender orders that normalize social and bodily orientations. Students will engage with queer Indigenous feminist theory, practical deployments of gender and orientation globally, and problems of resistance pertinent to the politics of both. This course interrogates how discourses of gender, sex, sexuality, kinship, and reproduction are both controlled by nation-states and mobilized as forms of resistance to colonial nation-state sovereignty. Topics will include how rigid binary gender and heteropatriarchy were introduced and are reinforced through missions, the Indian Act, forced sterilization, and the residential school system, as well as queer immigration, queer imperialism, and homonationalism. This course will also explore how individuals, families, and communities generate movements to resist colonial gender orders through the resurgence and affirmation of two-spirit/queer Indigenous genders and sexualities. A critical study of Indigenous genders and sexualities will serve to challenge enforced binary categories that organize modes of living.

Prerequisite: 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

Course Learning Objectives

This course aims to equip students with a critical analysis of gender and how gendered persons, sexualities, kinship relations, and reproductive capacities are impacted by colonial state policies and nation-building projects. Students will gain experience in critical thinking, interpretation, interdisciplinary research, and both verbal and written communication. By the end of this course students should be able to:

- (1) examine how colonial power structures exist through an imposed hierarchical gendered order;
- (2) identify how the state has forced Indigenous bodies into binary gender roles, and nearly erased queer Indigenous genders and sexualities;
- (3) analyze how colonial nation-states control discourses of gender, sex, sexuality, kinship, and reproduction;
- (4) explain how the gendering and sexing of persons, as well as the policing of sexualities and management of reproduction, are mechanisms through which the nation-state dispossesses Indigenous peoples of lands and governance structures;
- (5) understand how Indigenous genders, sexualities, and kinship relations can serve to challenge nation-state sovereignty.

Methods of Instruction

This course is based around weekly 3-hour lectures that are interactive and involve multimedia, group discussions, and other activities. Lecture content is grounded in and provides a more detailed explanation of the course readings, as well as relevant context and commentary. Students are expected to come to class having read the assigned readings and prepared to take an active role. Each week different students are responsible for presenting on their chosen topic and providing a summary of one of the readings.

Course Materials

All the below books are available for two-hour loan from the Reserve Loan section of Huron University College's Library. All articles are available online via lib.uwo.ca. The following resource is available for purchase at the Western University Bookstore, and two copies are also available for loan from Weldon Library and the Pride Library:

- Driskill, Q., Finley, C., Gilley, B., & Morgensen, S. (2011). *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*. The University of Arizona Press.
- Chapter 2 'Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism' by Andrea Smith
 - Chapter 5 'Asegi Ayetl: Cherokee Two-Spirit People Reimagining Nation' by Qwo-Li Driskill
 - Chapter 8 'Unsettling Queer Politics: What Can Non-Natives Learn from Two-Spirit Organizing?' by Scott Lauria Morgensen
 - Chapter 12 'The Revolution Is for Everyone: Imagining an Emancipatory Future through Queer Indigenous Critical Theories' by Scott Lauria Morgensen

The below resources are available online via owl.uwo.ca:

- Simpson, L. B. (2017). *As we have always done: Indigenous freedom through radical resistance*. University of Minnesota Press.
- Chapter 3 'The Attempted Dispossession of Kwe'
 - Chapter 6 'Endlessly Creating Our Indigenous Selves'
 - Chapter 7 'The Sovereignty of Indigenous Peoples' Bodies'
 - Chapter 8 'Indigenous Queer Normativity'

Vowel, C. (2016). *Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada*. Winnipeg: Highwater Press.

- Chapter 3 'Got Status? Indian Status in Canada'
- Chapter 12 'All My Queer Relations: Language, Culture, and Two-Spirit Identity'
- Chapter 20 'Monster: The Residential School Legacy'
- Chapter 21 'Our Stolen Generations: The Sixties and Millennial Scoops'

Stote, K. (2015). *An Act of Genocide: Colonialism and the Sterilization of Aboriginal Women*. Fernwood Publishing.

- Chapter 2 'Indian Policy and Aboriginal Women'. (p.28-44)
- Chapter 3 'Sterilization, Birth Control and Abusive Abortions' (p.46-70).

Truth and Reconciliation Commission of Canada Final Report (2015). *The Survivors Speak*.

- Preface.

Pegoraro, L. (2015) *Second-rate victims: the forced sterilization of Indigenous peoples in the USA and Canada*. *Settler Colonial Studies*, 5(2), p. 161-173.

Jewell, E.M. (2018). *Gimaadaasamin, We are Accounting for the People: Support for Customary Governance in Dshkan Ziibiing*. Royal Roads University. p. 37-49.

Zimman, L., Davis, J., & Raclaw, J. (2014). *Queer Excursions: Retheorizing Binaries in Language, Gender, and Sexuality*. Oxford University Press.

- Chapter 4 "'More Than Just 'Gay Indians'": Intersecting Articulations of Two-Spirit Gender, Sexuality, and Indigenesness' by Jenny L. Davis

Barker, J. (2017). *Critically Sovereign: Indigenous gender, sexuality, and feminist studies*. Duke University Press.

- Chapter 1 'Indigenous Hawaiian Sexuality and the Politics of Nationalist Decolonization' by J. Kêhaulani Kauanui
- Chapter 2 'Return to "The Uprising at Beautiful Mountain in 1913": Marriage and Sexuality in the Making of the Modern Navajo Nation' by Jennifer Nez Denetdale

Ritchie, J. (2015). *Pinkwashing, Homonationalism, and Israel-Palestine: Conceits of Queer Theory and the Politics of the Ordinary*. *Antipode* 47(3).

Jackman, M. & Upadhyay, N. (2014). *Pinkwashing Israel, Whitewashing Canada: Queer (Settler) Politics and Indigenous Colonization in Canada*. *Women's Studies Quarterly*. 42(3).

Lecky, R. & Brooks, K. (2010). *Queer Theory: Law, Culture, Empire*. London: Routledge.

- Chapter 10 'An imperial strategy? The use of comparative and international law in arguments about LGBT rights' by Nicholas Bamforth

- Chapter 11 'Reproducing empire in same-sex relationship recognition and immigration law reform' by Nan Seuffert

Methods of Evaluation

Grades will be allocated based on the following assignments:

Forum Discussion	5%
Reflection Paper	20%
Chapter Summary	20%
Presentation	10%
Participation	10%
Paper Proposal	5%
Final Paper	30%

All assignments will be evaluated based on the quality of reasoning, writing, and format. Students should: (1) demonstrate deep engagement with course content, (2) communicate in a clear, concise, organized, and compelling way, and (3) draw upon and cite academic sources, including assigned readings, lecture material, case examples discussed in class, and independent research as appropriate. The student's own analysis, synthesis, and opinions should be emphasized and supported with detailed evidence and specific examples.

Forum Discussion (5%) – Due Sept 20

On the OWL discussion forum, identify and describe a lived experience in which gendering and/or orientation entailed social positions of privilege and/or oppression. In 300-500 words, briefly explore the root causes of your positionality. Read some of your classmates' postings and write a short response to one of them (several sentences in length). Can you relate to the experience they described? Do you agree with their analysis of the situation? Why or why not? Do you have any additional questions for them? Post your response as a reply in their thread and it will contribute to your participation grade.

Reflection Paper (20%) – Due October 11

In 3-4 pages identify and define a systemic form of rigid binary gender and/or heteropatriarchy, explain how they were introduced and are reinforced, provide appropriate context, and discuss impacts. For example, missions, the Indian Act, forced sterilizations, and/or the residential school system. Guiding questions include: How does gender and/or orientation relate to a specific case study? What are some of the impacts? How might they be addressed?

Chapter Summary (Oral 10% and Written 10%) – Various assigned due dates

Each week a student or small group will be responsible for posting a 1-page summary of an assigned reading on the OWL discussion forum prior to class and leading a short (15 min) in class discussion of key terms, main arguments, and their critical analyses.

Presentation (10%) – Various assigned due dates

Choose a news story, art piece, poem, or short story related to course content and share it in the OWL discussion forum before your assigned presentation date. Each week students will give

a short presentation and lead a discussion of their selected piece in class. Explain any needed background or context, whether you agree with the author/artist or not in their representation, as well as any underlying assumptions that may be present.

Participation (10%) – Ongoing

Active participation in class discussion and engagement in online discussion forums.

Paper Proposal (5%) – Due Nov 1

Provide an outline of your final paper, based on your choice of topic: homonationalism, queer imperialism, queer immigration, and/or two-spirit/queer Indigenous movements. Indicate the major themes, scope, and main arguments. Draw upon at least 5 references and indicate a plan for further research.

Final Paper (30%) – Due Dec 6

In 10-12 pages, describe key concepts and their significance to a specific case, draw on evidence to explain how the initiative reinforces and/or challenges colonial heteropatriarchy. Guiding questions include: What is your definition of key terms? What are the theoretical foundations? How do the key concepts relate to heteropatriarchy in a specific case study?

Submission Policy and Late Policy

There is no need submit paper copies of any assignment, all assignments should be submitted in electronic form at owl.uwo.ca by the due date. Plagiarism detection software will be used in this course. Please double-space your papers, use 2.54cm margins, and include your name, the date, course number, instructor's name, and title at the top of the first page. Page limits do not include references. Any recognized citation style (APA, MLA, Chicago etc.) can be used, as long as it is used properly and consistently. Late papers will be penalized 5% per day.

Class Schedule

WEEK	DATE	LECTURE TOPIC	READINGS	ADDITIONAL INFO
1	Sept 6	Introduction to Course, Positionality, and Critical Thinking	Course Syllabus	
2	Sept 13	Colonial Heteronormativity	Driskill et al. – Chapter 2 Simpson – Chapter 3 & 6	
3	Sept 20	Sexism and the Indian Act	Vowel – Chapter 3 Simpson – Chapter 7 Stote – Chapter 2 (p.28-44)	Forum Discussion Due
4	Sept 27	Residential Schools	Vowel – Chapter 20 TRC Report 2015 – Preface	
5	Oct 4	Forced Sterilization	Stote – Chapter 3 (p.46-70) Pegoraro 2015	

6	Oct 11	Kinship	Jewell 2018 – p. 37-49 Vowel – Chapter 21	Reflection Paper Due
7	Oct 18	Queer Normativity	Simpson – Chapter 8 Driskill, et al. – Chapter 5	
8	Oct 25	Two-Spirit Resistance	Vowel – Chapter 12 Zimman, Davis, & Raclaw 2014	
9	Nov 1	Decolonization	Barker – Chapter 1 & 2	Paper Proposal Due
10	Nov 8	*READING WEEK*		No Class
11	Nov 15	Homonationalism	Ritchie 2015 Jackman & Upadhyay 2014	
12	Nov 22	Queer Imperialism	Lecky & Brooks – Ch. 10 & 11	
13	Nov 29	Queer Indigenous Movements	Driskill et al. – Ch 8 & 12	



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.

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.

Please see the policy on Attendance Regulations for Examinations here:

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

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: www.huronuc.ca/student-life-campus/student-services/academic-advising.

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.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, huronuc.ca/student-life-campus/student-services/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.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to: huronuc.ca/student-life-campus/student-services/health-wellness 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/.

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

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/.

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> .

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

Students who require academic 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>.

- (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.

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

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

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.

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>