

CGS 3517G Decoloniality
Centre for Global Studies
Huron University College – W18
Wednesdays 8:30-11:30

Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1999 level, or permission of the Centre for Global Studies

Office: SSC3212

Email: ipuppe@uwo.ca

Office Hours: Wednesday 8:30-11:30AM

Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1999 level, or permission of the Centre for Global Studies

Course Description: This course will address contemporary international movements associated with decolonization, both of formerly colonized nations, and of colonizers. Colonization will be understood to include both the physical and economic domination of Peoples of newly settled and claimed lands, but also the psychological processes of discipline and internalized assimilation associated with such domination. “Coloniality” is defined by Brian Noble as describing both the physical and the psychological processes associated with settler-colonial domination. Therefore, decoloniality describes both the effort to remove colonial dominance from daily routines (often re-instituting traditions as a counter), but also to relieve oneself of the low self-esteem associated with racial subjugation and internalized oppression. Beginning with a survey of anti-colonial political philosophy and Indigenous and Subaltern cultures of resistance this course will provide students with the philosophical background and historical knowledge to engage effectively in decolonizing their ethnographic methods and writing. Texts will include Glenn Coulthard’s *Red Skin, White Masks*, Audra Simpson’s *Mohawk Interruptus*, and Michael Asch’s *On Being Here to Stay*, selections from Fanon’s *Black Skin, White Masks*, Timothy Mitchell’s *Colonising Egypt* as well as an assortment of articles written by both Indigenous and non-Indigenous authors in various fields of study (including Noble, Foucault, Barthes, Tuhiwai Smith, Kovach, Asad, Leanne Simpson, Lynn Gehl, Said and Vizenor).

Course Objectives: In this course you will identify ways in which theory and real life are related. Recognizing how theoretical abstractions can emerge from human practice and performing analyses of daily life help propel new ideas. You will test this relationship in your written projects and in class discussions, exercising your ability to recognize and articulate what is radical and transformative about decolonial practices.

Course Methods: This course relies on instructor-led discussion and analysis of the course materials. I will explore key ideas, present cases and readings in brief lectures, and we will proceed to discuss them in light of previous course materials.

Required Texts:

Asch, Michael. 2014. *On Being Here to Stay: Treaties and Aboriginal Rights in Canada*. Toronto, ON: University of Toronto Press.

Coulthard, Glen. 2014. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Toronto, ON: University of Minnesota Press.

Simpson, Audra. 2014. *Mohawk Interruptus: Political Life across the Borders of Settler States*. Durham, NC: Duke University Press.

Simpson, Leanne. 2011. *Dancing on Our Turtle's Back: Stories of Nishnaabeg Re-Creation, Resurgence and a New Emergence*. Winnipeg, MB: Arbeiter Ring Publishing.

Gehl, Lynn. 2017. *Claiming Anishinaabe: Decolonising the Human Spirit*. Regina, SK: University of Regina Press.

Further reading will be made available electronically.

Schedule/Winter Term:

Wednesday January 8

Day #1 – Introduce Terms – An Outline of Colonialism & Imperialism

Introduce class, syllabus, and assignments. Group Presentation sign-up.

Imperialism, Enlightenment, Renaissance, Doctrine of Discovery, “Great Chain of Being,” Racism and Evolution, Hegemony [Gramsci], Modernism > Postmodernism > Meta-modernism

Readings – Asad “*Anthropology & the Colonial Encounter*” selections
(Intro. P.10-19)

Mitchell “*Colonising Egypt*” selections (Ch. 1&2, p. 1-64)

Gramsci – “*Prison Notebooks*” selections (p. 1-14, 193-196)

Gilman “*Introduction: What are stereotypes...?*” to “*Difference and Pathology*”

Wednesday January 15

Day #2 – Figures of Modernity & the Anti-Colonial Impulse/Stereotypes and Representation

Survey of colonialism in Europe, The Americas, India and Africa, and of major figures of the “Modern” Post-Colonial Era [Pre-war and up to the end of World War II] {Boas, Fanon, Ghandi, Haile Selassie I, Garvey, etc.}

Readings – Barthes “*Rhetoric of the Image*” selections (p. 1-8)
Said “*Orientalism*” selections (p. 1-4)
Foucault “*Docile Bodies*” & “*Panopticism*” in “*Discipline & Punish*”

Film – “*Reel Injun*”

Wednesday January 22

**Day #3 – International Anti-Colonial Recognition and Indigenous Peoples’ Issues:
Foundations of Anti-Oppressive/Anti-Colonial Theory**

Readings – Fanon “*Black Skin, White Masks*” selections
(Intro, Ch. 4&6, p. 7-17, 83-108, 141-209)
Foucault “*Governmentality*” in “*Security, Territory, Population*”
(Ch. 4)

Recommended Readings – UN Declaration on Decolonization
UNDRIP
TRC 94 Recommendations

***Assignment #1, Part #1 Due – Current Events Analysis (10%)**

Wednesday January 29

Day #4 – Decolonizing Law; Indigenous Sovereignties

Readings – Mills “*Opichi: An Invitation...*”
Noble “*Tripped up by Coloniality*”
Christie “*Law, Theory, and Aboriginal Peoples*”

Recommended Readings – The Indian Act
The Royal Proclamation

Monday February 5

Day #5 – The Legal Basis of Canada, “We are All Treaty Peoples” – Unsettling Canada

Readings – Asch “*On Being Here to Stay*”

*** Group Presentations on Readings Begin! (20%)**

Wednesday February 12

Day #6 – Race, Racism, Resentment

Readings - Coulthard “*Red Skin, White Masks*”

Assignment #1, Part #2 Due – Current Events Analysis (10%)

Reading Week! No Class February 19!

Wednesday February 26

Day #7 – Decolonizing Education; Resurgence and Insurgence

Assignment #2 Due – Major Paper Proposal (10%)

Readings – Tuhiwai Smith “*Decolonizing Methodologies*” selections (Ch. 2&3)

Corntassel “*Revisioning Resurgence*”

Corntassel & Gaudry “*Insurgent Education and Indigenous Centered Research*”

Gaudry “*Insurgent Research*”

Recommended Readings - Gaudry & Hancock “*Decolonizing Métis Pedagogies*”

Coulthard & L. Betasamosake Simpson “*Grounded Normativity/Place-Based Solidarity*”

Wednesday March 5

Day #8 – Decolonizing Research; Recognition and Reconciliation, Refused

Readings – A. Simpson “*Mohawk Interruptus*”

Film – “Caribou Legs”

Wednesday March 12

Day #9 – Decolonizing Ourselves; Resurgence and Presence

Assignment #3 Due – Book Review (15%)

Readings – Leanne Betasamosake Simpson

“*Dancing on our Turtle’s Back*”

Film – “Finding Dawn”

Wednesday March 19

Day #10 – Decolonizing Everything!

Reading – Gehl “*Claiming Anishinaabe*”

Recommended Reading – Vizenor “*Fugitive Poses*”

Films - “Rhymes for Young Ghouls”

Images - Monkman

Wednesday March 26

Day #11 – The Round Dance of Reconciliation

Readings – kulchyski “*aboriginal rights are not human rights*”

Wednesday April 2

Day #12 - The Round Dance of Reconciliation, continued: Final Discussion & Review

Assignment #4 Due - Major Paper (35%)

Assignments & Due Dates –

Assignment #1 – Two Current Events Analyses (10% each) – Due January 22nd, and February 12th – Students will complete two (2) 2-3 page responses to current news articles/stories concerning post-colonial and/or decolonizing nations using at least one course reading as a citation; 12-point, New Roman font, double spaced, one-inch margins. Begin by asking who is involved, who is doing the reporting, and who is the (un)intended audience? How are Indigenous Peoples being represented in the article/story? What is being implied in the conversation, what is being left out, and what is left unsaid? Whose perspective is assumed?

This assignment is meant to begin directing students attention to the ways that media represents Indigenous Peoples and issues associated with their well-being and political participation in the nation-state. How are Indigenous Peoples interests represented, and to what effects? How do these representations contribute to common stereotypes, and in what ways has the assignment drawn your attention to things you have not noticed before, or taken for granted? Students will be evaluated on their efforts to critically interrogate the representations employed in the article they chose by using themes and theories developed within the course.

Assignment #2 – Major Paper Proposal (10%) – Due February 26th – Students will submit a 1-2 page proposal for a topic of their choice relating to a decolonial project using at least two course readings as citations; 12-point, New Roman font, double spaced, one-inch margins. See the major paper description for further instructions (Assignment #5).

Assignment #3 – Book Review (15%) – Due March 12th – Students will complete a 4 page critical review addressing central themes and theories of either “*On Being Here to Stay*,” “*Red Skin, White Masks*,” or “*Mohawk Interruptus*”; 12-point, New Roman font, double spaced, one-inch margins. A critical review is not a book report. Do not waste space recounting content. Critique does not necessarily negativity, but rather offers “close reading” of philosophical, political or social theories and scrutinizes their applicability in various contexts. How do the ideas presented in the book hold together (coherence)? Are the suggestions that the texts offer possible solutions to current issues, or do they present further problems of their own? How do they highlight the issues associated with decolonization movements, and what barriers do they describe as impeding progress? What or who needs to be decolonized? How can decolonial efforts be supported by scholars, activists, and community members at large?

This assignment is intended to provide students with the opportunity to demonstrate their ability to digest and critically review a book. This means going beyond summary and assuming that I have read the book as well, and instead providing me with your reading of the text by exploring the ideas it contains. Students should address the major themes and concepts from the text by examining how they apply to course themes, and how they might be applied to contemporary issues outside of the text. That is, how does the text change our understanding of colonization and the decolonial paradigm? Towards what issues does the author mean to direct our attentions, and why? How can the text aid our decolonization efforts, and what is missing from the text to its detriment?

Assignment #4 – Group Presentations & Moderation of Class Discussion (20%) – Students will lead class discussion for one of the major course readings as a group in a 20-30 min. presentation and will provide the class with 3-4 questions to help situate the course materials, to highlight major themes and theories, to provide historical context and to encourage discussion. Powerpoint is welcome but not required. A short biography of the author and a review of the piece should be offered highlighting major themes and theories presented in the article. Questions should help to elucidate ideas presented in the text, and to situate the reading in relation to other course materials. Who is the author? What is the political, historical, and social context that they are responding to?

*These readings are all books. Groups are required to work together to appropriately divide the texts amongst themselves and to provide space for each group member to voice their ideas about the text.

Sign up will take place during the first class meeting. There will be six groups. The presentation schedule is as follows;

Feb. 5 – Michael Asch “On Being Here to Stay”

Feb. 12 – Glenn Coulthard “Red Skin, White Masks”

Mar. 5 – Audra Simpson “Mohawk Interruptus”

Mar. 12 – Leanne Betasamosake Simpson “Dancing on Our Turtle’s Back”

Mar. 19 – Lynn Gehl “Claiming Anishinaabe”

Mar. 26 – peter kulchyski “aboriginal rights are not human rights”

This assignment is meant to demonstrate the student’s ability to work together to decolonize the reading and educational process and to take the lead in teaching the class about their topic. I am interested in fostering constructive and affirmative approaches to education which means decentering traditional forms of authority through collaboration. Students should work to divide the tasks between themselves and work together to present a coherent summary and

interpretation of the text. Each student should speak. Presentations must go beyond summarizing the text and work towards connecting the themes and theories it presents to other class materials and issues addressed in the course.

Assignment #5 – Major Paper (35%) – Due April 2nd – Students will submit a 2500 word paper on the topic outlined in their proposal, using at least six course materials as references, and two sources from outside of the class readings or films; 12-point, New Roman font, double spaced, one-inch margins. How does the project that you have chosen to discuss relate to the course materials, and how does that project enact theories in real world resistance movements? Or, how does the project that you have chosen destabilize popular decolonial theories by presenting real world confounds? Who are the players? What is the historical context shaping contemporary issues? Do the facts on the ground align with or disturb theoretical assumptions and conclusions? How can theories be adjusted to suit new circumstances? Can particular theories “travel” or are they context dependent? How do demographics, economics, politics, psychology and culture shape decolonial efforts, and how can decolonization and Indigenous resurgence be supported in different contexts?

Papers will be evaluated for their effort to introduce original research, in addition to spelling, grammar, and coherence. The assignment is meant to demonstrate the student’s ability to synthesize and apply theories from the course materials to their own interests. Students should explore the ways that themes and theories discussed in the course connect to, illuminate, or complicate the topic they have chosen to cover in their paper. What has the course taught you about the decolonization effort you have chosen to explore, and what can the decolonization effort you are focusing on add to our discussion?

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>