

## CENTER FOR GLOBAL STUDIES

### Winter 2020: CGS 1022G: Introduction to Globalisation

**Dr. Ritika Shrimali**

Email Contact: [rshrimal@uwo.ca](mailto:rshrimal@uwo.ca)

Class Meeting: Thursday – 2:30-5:20 pm

Class Location: V208

Office Hours: Thursday: 12:30-2pm

Office Location: A104

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### Course Description

This course introduces and critically examines dominant approaches to understanding human interconnection at a global scale, and provides an interdisciplinary overview of various trends attributed to globalization. There are four themes that we will discuss in this course: (i) Theory and how to think critically about globalisation (ii) Globalisation and its relation to world economy (iii) Globalisation and its relation to the Nation-States and Civil Society and (iv) Alternative Globalisation and the Global justice Movement.

### Learning objectives:

At the completion of this course, it is expected that you will be able to:

1. Think critically about how global-scale dynamics shape the context in which humans live their lives, solve problems and seek change.
  - a. To this end, we will study varied and contrasting approaches to understanding globalization, paying particular attention to the assumptions each makes about social, economic, political and cultural life.
2. Comprehend the idea of ‘globalisation’ as a set of rules/regulations and set of institutions that enable the global flow of capital and labour without barriers creating vast economic inequalities.
3. **Understand** the following terms and concepts: World Trade Organization (WTO), free trade, liberalized trade, labour-capital mobility, exploitation, developing countries, third world countries, globalization/ anti-globalization, global market, global commodity chains, migrant workers, alternative development
4. **Develop** research, presentation, thinking and writing skills that can be applied to numerous other content areas and case studies. Each assignment is designed with specific learning objectives.
  - a. You will acquire strong research skills by working on a research proposal and an essay
  - b. The film response assignment, will help you learn how to **apply theoretical concepts** to understand case studies and think critically.

- Class discussions sparked by our course readings, lecture materials, films and your independent research projects will give students a chance to practice how to critically engage with ideas and make arguments in class.

## **Class Methods**

This course is taught through a combination of lectures and focussed discussions. The course director will provide discussion questions for specific readings and films as the course moves along. These themes and discussions, along with the course readings, will serve as the basis for the final examination.

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## **Required Readings: Journal Articles and Books**

Required readings for this course are listed in the weekly schedule given below. They include journal articles noted for each class meeting which are available electronically through the Western library system. In addition, we are reading these two books available at the Western bookstore:

- Henry Veltmeyer and Paul Bowles (2018). *The Essential guide to Critical Development Studies*, Routledge Critical development Studies Series. Also available online through western library
  - Frank J. Lechner and John Boli (2015). *The Globalisation Reader – fifth edition*. Wiley Blackwell.
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## **Evaluation**

- Class Participation – 10%
- Film Response - 15%
- Research Proposal – 15%
- Essay – 30%
- Final Exam - 30%

Students will be evaluated on the basis of the following requirements

<b>Assignment</b>	<b>% marks</b>	<b>Word limit</b>	<b>Due dates</b>	<b>Submission</b>
<b>Class participation</b>	10	-	ongoing	
<b>Research Proposal</b>	15	500-800	March 12	In class submission
<b>Film Response</b>	15	1200-1500	March 19	In class submission
<b>Essay</b>	30	2000-2500	Apr 2	In class submission

<b>Final Exam</b>	30		<i>scheduled by the Registrar during the April exam period</i>	
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**NOTE: Late submissions will be accepted but late penalty fine of 2% for every extra day will be deducted.**

**Class Participation – 10%**

Your participation grade will be based upon your attendance, completing all required readings, being properly prepared for all teaching sessions, the thoughtfulness and quality of your active contributions to group discussions, and your ability to critically and constructively engage with your fellow classmates in a rigorous, balanced and respectfully considerate way. The success of this course will depend, in part, upon substantive student participation, and regular attendance is expected; absences that are not justified will have a negative impact upon your final mark.

**Research Proposal – 15% (500-800 words)**

Acquiring strong research skills is a central component of this course. In preparation for the final research essay, students are required to submit a research proposal. This proposal will be prepared on the basis of one of the essay topics that will be provided in class on Feb 13 (will also be made available in OWL). The essay topics are based on the course themes and readings.

**1. Research Proposals Must Include All of the Following:**

1. Rationale for why you are writing your essay. Make sure to indicate why you want to study this specific aspect of globalisation. What question will it address and attempt to answer? Why is this important?
2. Literature review: This should include 8 journal sources, which must be dated between 2010 and 2020.
3. Each journal entry will be annotated.
4. A clear thesis statement: Based on the literature review, sample essay topics provided, write a concise summary of the main point or claim of the essay. A thesis statement is usually expressed in one sentence.

**2. Formatting and Other Paper Requirements:**

1. Research Proposals must be written in the format endorsed by **Chicago style** referencing.
2. Proposal word count: 500-800 words
3. University level writing is expected (clarity, organization, and flow of paper are extremely important).
4. Spacing and Font. The entire paper must be **double-space** and use **12 point font**.
5. Direct Quotes. These should be kept to a minimum (maximum of 2). Instead, paraphrase and give credit to source with a citation.

More details will be provided in class.

<b>Film Response - 15% (1200-1500 words)</b>
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During the next several weeks you will be reading articles that critically examine how global flow of capital and labour enable new encounters and create new landscapes. Relevant films will be screened that will demonstrate the ideas being discussed in class. This assignment requires that you examine one of the movies and discuss how globalisation works within these contexts. Each film deals with specific issues related to globalisation and a relevant set of questions will be provided/discussed in class to help you re-think power of global forces and their implications on people and countries.

With this assignment, you will learn how to **apply theoretical concepts** to understand case studies and think critically.

*Caffeinated*

*Manufactured Landscape*

*Migrant Dreams or John and Jane*

*The Square*

More details will be provided in class.

<b>Essay - 30% (2000-2500 words)</b>
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### **Sample List of essay themes**

1. Armed with greater geographical knowledge, organized around the commodity chain concept, consumers can potentially make choices that more fully consider the effects of their consumption on workers and the natural environment. But there are limits to this approach.
2. The central issue with globalisation, directly or indirectly, is inequality: between as well as within nations. The relevant inequalities include disparities in affluence, but also gross asymmetries in political, social and economic power. A crucial question concerns the sharing of the potential gains from globalization, between rich and poor countries, and between different groups within countries.
3. The assumed increases in the volume, diversity, geographical scope, and overall complexity of international migration are commonly linked to advances in transport and communication technology and more generally to globalization processes. Globalization can perhaps best be defined as the widening, deepening and speeding up of worldwide interconnectedness in all aspects of contemporary social life.

The goal of writing an essay is to demonstrate that you can think critically about the material at hand. This means going beyond reproducing what you have read. To get a higher grade you need to demonstrate that you can analyse and synthesise ideas from different sources and then critically evaluate them.

You are required to choose a theme, find a topic that will respond to the theme and work on a thesis statement. The essay will have no less than **5-6 academic articles** and not more than **4-5 online sources** (Wikipedia is not a source for academic writing).

On **February 13** we will discuss how to work on your research proposal and essay.

Details/handouts will be provided in class. Attendance of this class is encouraged.

<b>Final exam – 30%</b>
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I will provide discussion questions after every lecture and film as the course moves along. These questions, themes and discussions, along with the course readings, will serve as the basis for the final examination.

**On 2 April**, we will summarise the course and discuss questions for final exam. Attendance of this class is encouraged.

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## **Week 1 - January 9**

Introduction to the course. Assignments. Expectations.

### **Section 1: Introduction to Globalisation: Theory and thinking critically about Globalisation**

## **Week 2 – January 16 – Debating Globalisation**

Frank J. Lechner and John Boli (2015). The Globalisation Reader – fifth edition. Wiley Blackwell – chapter 2,3,4

Henry Veltmeyer and Paul Bowles (2018). The Essential guide to Critical Development Studies, Routledge Critical development Studies Series – Chapter 10

### **Recommended Readings**

10 Thesis on Globalisation by Amartya Sen:

[http://econ.tu.ac.th/class/archan/POKPONG/EC452/Readings/Reading%20Ch1\\_globalization\\_overview/ec452\\_reading\\_ch1\\_Sen1.pdf](http://econ.tu.ac.th/class/archan/POKPONG/EC452/Readings/Reading%20Ch1_globalization_overview/ec452_reading_ch1_Sen1.pdf)

## **Week 3 – Jan 23 – Explaining Globalisation**

Frank J. Lechner and John Boli (2015). The Globalisation Reader – fifth edition. Wiley Blackwell – chapter 6,7,9, 11

Henry Veltmeyer and Paul Bowles (2018). The Essential guide to Critical Development Studies, Routledge Critical development Studies Series – Chapter 8, 9

#### **Week 4 – January 30 Experiencing Globalization**

Frank J. Lechner and John Boli (2015). The Globalisation Reader – fifth edition. Wiley Blackwell – chapter 12, 13, 19

### **Section 2: Globalisation and the World Economy**

#### **Week 5 – February 6**

##### Global Commodity Chains

Frank J. Lechner and John Boli (2015). The Globalisation Reader – fifth edition. Wiley Blackwell – chapter 20, 21, 22

**FILM: Caffeinated or Manufactured Landscape**

#### **Week 6 – February 13**

##### **Annotated Bibliography + Essay Preparation**

### **Week 7 – READING BREAK**

#### **Week 8 – February 27**

##### Agriculture Globalisation

Henry Veltmeyer and Paul Bowles (2018). The Essential guide to Critical Development Studies, Routledge Critical development Studies Series – Chapter 23,24, 25,26

FILM: **Caffeinated**

#### **Week 9 - March 5**

##### Labour mobility and Income Inequality

Frank J. Lechner and John Boli (2015). The Globalisation Reader – fifth edition. Wiley Blackwell – chapter 23, 24, 27

Henry Veltmeyer and Paul Bowles (2018). The Essential guide to Critical Development Studies, Routledge Critical development Studies Series – Chapter 20, 21, 25

Baruah, B. (2010). Gender and Globalization: Opportunities and Constraints Faced by Women in the Construction Industry in India. *Labor Studies Journal*, 35(2), 198–221

FILM: **Migrant Dreams or John and Jane**

#### **Recommended Readings**

Henry Veltmeyer and Paul Bowles (2018). The Essential guide to Critical Development Studies, Routledge Critical development Studies Series – Chapter 20, 21

### **Section 3: Globalisation and its relation to Nation-States**

### **Week 10 – March 12**

#### Declining Authority of States

Frank J. Lechner and John Boli (2015). The Globalisation Reader – fifth edition. Wiley Blackwell – chapter 23, 24, 27

#### **FILM: The Square**

## **Section 4: Alternative Globalisation, Civil Society and Global Justice Movement**

### **Week 11 - March 19**

Anthony Bebbington (2008) Can NGOs make a difference? Chapter 1,2,7,17

### **Week 12 – March 26**

Frank J. Lechner and John Boli (2015). The Globalisation Reader – fifth edition. Wiley Blackwell – chapter 70,71, 73, 76

### **Week 13 – Apr 2 (last class)**

#### **Submission of Essay**

#### **Exam Preparation**



## **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](http://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](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](http://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](mailto: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](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](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](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](mailto:huronsss@uwo.ca) .

University Senate policy, which can be found at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](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](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](mailto: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/](http://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/](http://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>