

**Huron University College
London, Canada
Centre for Global Studies
Fall 2019**

CGS 3519F: Global Inequalities Based on Sexual Differences

Instructor: C. Gaudet

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Day, time and place of lectures: Wednesdays 6:30-9:30pm, HC-W18

Office number: A206

Office hours: Wednesdays 5:20-6:20pm

Antirequisite(s): the former Centre for Global Studies 3003A/B.

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

Course Description:

Social reproduction, including care/domestic work, is central to issues of global inequality, poverty and economic development. And yet, the tremendous amount of paid and unpaid work (typically undertaken by women and girls) involved in sustaining and replenishing people and communities on a daily and generational basis, remains largely invisible within mainstream development discourse and practice. This course encourages students to think critically and creatively about what “development practice [might] look like if it took care seriously from a women’s rights and gender equality perspective” (Chopra and Sweetman 2014). In the opening weeks of the course students will be introduced to various theoretical perspectives on gender within the field of development, paying particular attention to the relationship between women’s paid, unpaid and informal work for understanding gender (in)equality. We will then explore how these theoretical perspectives have been applied to particular debates and issues in development studies including the feminization of poverty, transnational care migration, social protection, reproductive justice, and climate change. Students will have an opportunity to apply the theories and key concepts learned in the course to a related topic of their choosing in their final paper.

Learning Outcomes:

- Recognize sex/gender, sexuality, race, ethnicity and class as intersecting and mutually constituted social categories that shape people’s identities and material realities

- Compare and contrast different theoretical perspectives on gender within development thought, including key contributions and limitations of each theory
- Discuss the relationship between productive and reproductive labour and its significance in feminist theorizing on gender inequality
- Apply the concepts of gender, social (re)production and care to analyze contemporary issues/debates within the field of global development

Required Texts

Required readings listed in the lecture schedule below will be made available through OWL.

Assignments and Grade Breakdown

*Detailed instructions for each assignment will be provided in class and on OWL.

Attendance 5% (Ongoing)

Participation 10% (Ongoing)

Critical Reflection Paper 15% (October 2nd)

Seminar Presentation 10% (TBD)

Essay Proposal and Annotated Bibliography 20% (October 30th)

Research Paper 40% (December 4th)

Attendance 5% and Participation 10% (15%)

Attendance and participation are crucial to the success of this course. Therefore, attendance will be worth 5% and participation will be worth 10%. In addition to coming to class having completed the readings for each week, students should also be prepared to engage in an informed discussion of the course materials.

Students will have an opportunity to participate in a series of in-class workshops designed to support them in completing the annotated bibliography and research paper. Attendance and participation in the workshops is mandatory and will count towards student participation grades.

Seminar Facilitation 10%

Working in groups of 3-4, each student will be responsible for facilitating class discussion for 30 minutes. Presentations will be centered on readings from the assigned week. Students will be asked to provide a brief summary of the author's main arguments followed by a critical analysis of the readings. Each group will also be responsible for integrating discussion questions into their presentation. Presentations should draw the class into a discussion of the key issues, concepts, and arguments raised in the readings. Presentations will begin on September 25th.

Critical Reflection Paper 15%

Drawing on 2-3 course readings, students will be asked to write a 4-5 page (double spaced) paper that identifies, explains, and reflects on key themes that emerge from the selected

readings. The purpose of this assignment is to identify and discuss connections between, and not to simply summarize, the readings. ***Critical reflection papers cannot cover the same readings analyzed in your group presentation.

Essay Proposal and Annotated Bibliography 20%

Prior to submitting the final research paper, students will be asked to complete an essay proposal introducing the topic and research question they would like to explore (1-2 pages double spaced). Additionally, students will complete an annotated bibliography including a summary of four scholarly sources that will be used in the final paper. Each of the four sources should be listed with a full bibliographic reference in either APA or MLA format, followed by a brief summary of the source (in your own words), the author's argument and an explanation of how the source informs your analysis (250-300 words per annotation). The instructor will provide feedback on the topic and sources selected in the annotated bibliography and make suggestions for improvement in the final research paper.

In Week 5 (Oct 9th) students will have an opportunity to participate in a writing workshop in class that will cover why we write annotated bibliographies, conventions in writing and format.

Research Paper 40%

Students will be asked to complete a research paper on a topic of their choosing that is related to the course. Papers can focus on a theoretical debate identified in the course material or they can focus on a particular issue or case study, so long as the topic is relevant to the course. Students must incorporate 8 to 10 academic sources (books, scholarly journals, reports etc.). Out of these sources at least 5 must be published within the last 10 years. The final essay should be 8-10 double spaced pages (12 pt. font) and will be due on the last day of class (December 4th).

In Week 8 (Oct 30th) we will have an in-class workshop to familiarize students with writing academic research papers in 3rd and 4th year classes. In Week 10 (Nov 20th) we will have a peer review essay workshop. Please bring a printed draft of your final paper to class.

****All written assignments must be submitted to OWL in addition to submitting a hard copy. Please ensure that your written assignments are submitted as a Word Document in OWL and not as a PDF. Please note that you will not receive a grade for your work if it is not submitted in OWL or if your assignment is submitted to OWL in PDF format.*

Course Policy on Late and Missed Assignments

Late assignments submitted without prior approval from the instructor or your academic counselor will incur a penalty of 2% per day including weekends.

Email

I will try to respond to emails within 48 hours (except on weekends). If you do not receive a response within 48 hours it is okay to send a follow-up email. Please use your UWO account to avoid your emails being caught in the spamtrap and be sure to list the course code in the subject heading.

Lecture and Reading Schedule

Week 1 (Sept 11th): Introduction: Approaches to Gender in Development Thought

Beneria, L., Berik, G., & Floro, M. (2016) "Chapter 1: Gender and Development: A Historical Overview." In *Gender, Development and Globalization: Economics as if all People Mattered* 2nd Edition, 1-36. New York: Routledge.

Week 2 (Sept 18th): Gender and Development

Caglar, G. (2013). "Gender Mainstreaming." *Politics & Gender* 9, 3: 336-344.

Mukhopadhyay, M. (2014). "Mainstreaming Gender or Reconstituting the Mainstream? Gender Knowledge in Development." *Journal of International Development* 26: 356-367.

Parpart, J. L. (2015). "Men, Masculinities and Development." In *The Routledge Handbook of Gender and Development*, 14-23. Eds. A. Coles, L. Gray, and J. Momsen. New York: Routledge.

Week 3 (Sept 25th): Defining and Measuring 'Women's Empowerment'

Cornwall, A. & Edwards, J. (2014) "Introduction: Negotiating Empowerment." In *Feminisms, Empowerment, and Development: Changing Women's Lives*, 1-31. Eds. A. Cornwall and J. Edwards. London and New York: Zed Books.

Kabeer, N. (2005) "Gender Equality and Women's Empowerment: A Critical Analysis of the Third Millennium Development Goal." *Gender and Development* 13, 3: 13-24.

Syed, J. (2010) "Reconstructing Gender Empowerment." *Women's Studies International Forum* 33: 283-294.

Group Presentation #1: _____

Week 4 (Oct 2nd): Post-Colonial and Transnational Feminist Perspectives

***Critical Reflection Paper Due

Mohanty, C. T. (2003) "Under Western Eyes: Feminist Scholarship and Colonial Discourses." In *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*, 17-42. Durham & London: Duke University Press.

McEwan, C. (2001) "Postcolonialism, feminism, and development: Intersections and dilemmas." *Signs* 1, 2: 93-111.

Koffman, O. & Gill, R. (2014) "'The revolution will be led by a 12-year-old girl': girl power and global biopolitics." *Feminist Review* 105: 83-102.

Group Presentation #2: _____

Week 5 (Oct 9th): Gendered Implications of Neoliberal Policies

*****Annotated Bibliography Workshop 6:30-7:30pm**

Harrison, F. V. (1997) "The Gendered Politics and Violence of Structural Adjustment: A View from Jamaica." In *Situated Lives: Gender and Culture in Everyday Life*, 451-468. Eds. L. Lamphere, H. Ragoné and P. Zavella. New York, NY: Routledge.

Razavi, S. (2009) "The Gendered Impacts of Liberalization: Towards "Embedded Liberalism?" In *The Gendered Impacts of Liberalization: Towards "Embedded Liberalism?"* 1-36. New York: Routledge.

Perrons, D. (2015) "Gendering the inequality debate." *Gender and Development* 23, 2: 207-222.

Week 6 (Oct 16th) Gender, Poverty and (Women's) Unpaid Care Work

Carmona, M. S. & Donald, K. (2014) "What does care have to do with human rights? Analyzing the impact on women's rights and gender equality." *Gender & Development* 22, 3: 441-457.

Esquivel, V. (2014) "What is a transformative approach to care, and why do we need it?" *Gender & Development* 22, 3: 423-439.

Reid, E., Waring, M. Enriquez, C., & Shivdas, M. (2012) "Embracing Disruptions, Responding to Uncertainties, Valuing Agency: Situating a Feminist Approach to Social Protection." *Society for International Development* 55, 3: 291-298.

Group Presentation #3: _____

Week 7 (Oct 23rd): Neo-liberal Globalization and Transnational Care Migration

Yeoh, B.S.A., Huang, S., & Cheng, Y. (2015). "Transnational Domestic Work and the Politics of Development." In *The Routledge Handbook of Gender and Development*, 298-308. Eds. A. Coles, L. Gray, and J. Momsen. New York: Routledge.

Arat-Koc, S. (2006). "Whose Social Reproduction? Transnational Motherhood and Challenges to Feminist Political Economy." In *Social Reproduction: Feminist Political Economy Challenges Neo-Liberalism*, 75-92. Eds. K. Bezanson and M. Luxton. Montreal: McGill-Queen's University Press.

Tungohan, E. (2017). "The Transformative and Radical Feminism of Grassroots Migrant Women's Movement(s) in Canada." *Canadian Journal of Political Science* 50, 2: 479-494.

Group Presentation #4: _____

Week 8 (Oct 30th): Gendered Labour in the Global Economy

****Essay Proposal and Annotated Bibliography Due*

*****Workshop: Writing Academic Research Papers in 3rd and 4th Year Classes 6:30pm-8pm**

Enloe, C. (2014) “Women’s Labor is Never Cheap: Gendering Global Blue Jeans and Bankers.” In *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, 2nd Edition, 250-304. Los Angeles: University of California Press.

Siddiqi, D.M. (2009). “Do Bangladeshi garment workers need saving? Sisterhood in the Post-sweatshop Era.” *Feminist Review* 91: 154-174.

Akter, K. (2016). “On organizing for economic justice in Bangladesh.” In *Women and Girls Rising: Progress and Resistance Around the World*, 275-282. Eds. E. Chesler and T. McGovern. London and New York: Routledge.

Film:

Morgan, Andrew, Director. (2015) *The True Cost*. Life is My Movie Entertainment Company. 92 minutes. *Screened in class

FALL READING WEEK – Nov 4th- 10TH – No Classes

Week 9 (Nov 13th): Feminization of Microcredit

Khan, S. R. (2016). “Microcredit in South Asia: Privileging Women’s Perceptions and Voices.” *Progress in Development Studies* 16, 1: 65-80.

Kabeer, N. (2017). “Economic Pathways to Women’s Empowerment and Active Citizenship: What Does the Evidence from Bangladesh Tell Us?” *Journal of Development Studies* 53, 5: 649-663.

Maclean, K. (2012). “Banking on Women’s Labour: Responsibility, Risk and Control in Village Banking in Bolivia.” *Journal of International Development* 24: S100-S111.

Group Presentation #5: _____

Week 10 (Nov 20th): Peer Review Essay Workshop

*****There are no readings for this week. Please bring a printed draft of your final paper to review in class.**

Week 11 (Nov 27th): Sexual and Reproductive Health, Rights and Justice

Ross, L. & Solinger, R. (2017). “Managing Fertility.” In *Reproductive Justice: An Introduction*, 117-167. Oakland, CA: University of California Press.

Harrison, L. (2019). “Milk Money: Race, Gender and Breast Milk ‘Donation.’” *Signs* 44, 2: 281-

306.

Group Presentation #6: _____

Week 12 (Dec 4th): Climate Justice

***Final paper due

Elmhirst, R. (2015). "Feminist Political Ecology." *The Routledge Handbook of Gender and Development*, 58-66. Eds. A. Coles, L. Gray, and J. Momsen. New York: Routledge.

Perkins, P.E. (2017). "Gender Justice and Climate Justice: Building Women's Economic and Political Agency through Global Partnerships." In *Understanding Climate Change through Gender Relations*, 45-63. Eds. S. Buckingham and V. Le Masson. London: Routledge.

Women's Environment and Development Organization. (2011). "Gender, Climate Change and Human Security: Lessons From Senegal." In *The Women, Gender and Development Reader*, 2nd Edition, 317-326. Ed. N. Visvanathan. New York: Zed Books.

Film: *Taking Root: The Vision of Wangari Maathai* (2008) *Screened in class



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>