

Huron University College
English 2363F (Fall 2019)
Topics in World Literature in English

India's Peripherals: Literature, Graphic Novels, and Film from the Social Margins

- Instructor:** Dr. Teresa Hubel — e-mail: tdhubel@uwo.ca; phone: 438-7224, ext. 219
- Office Hours:** Mondays, 2:30 – 3:30 pm and by appointment (A306)
- Classes:** Mondays, 12:30 – 2:30 pm and Wednesdays, 1:30 – 2:30 pm in HC W112
- Prerequisites:** At least 60% in 1.0 of English 1000-1999, or permission of the Department.
- Antirequisite:** English 3884E

DESCRIPTION: This course is designed to familiarize students with selected works of literature, graphic novels, and film from India with a specific focus on texts that self-consciously address matters related to gender, caste, class, race, and sexuality. The course begins with the later texts of the British Empire in India and moves through the nationalist period, then settles into explorations of some of the most controversial political and social issues that have challenged the nation since India's independence in 1947. We will consider the emotional and psychological investments behind particular social and political placements within India, such as those associated with Dalits, hijras, lesbians, courtesans, and women. Students will be encouraged to analyze the creative works we will study on the course in relation to the diverse historical, social, and cultural movements to which they have contributed.

This is a research-learning course. As such, students will be encouraged to develop original interpretations of creative texts. Selected student essays will be published on the Scholarship @ Huron webpage or submitted to Huron's undergraduate research journal, *Liberated Arts*. Students will also have the option to present their research at the CURL Exhibition in November.

- COURSE LEARNING OBJECTIVES:** By the end of this course, students should be able to
- engage in specifically political analyses of the selected literary, artistic, and filmic texts through discussions as well as written assignments;
 - demonstrate, by means of such discussion and course work, a knowledge of the issues raised by the creative texts on the course;
 - develop historically and culturally contextual interpretations of these texts;
 - determine appropriate research topics in relation to a literary text;
 - conduct online as well as library research for the purposes of pursuing a critical analysis of these topics
 - construct a coherent argument (i.e. a thesis) about the texts they have read and watched

- write logically and persuasively in fluent, standard English using the appropriate MLA conventions for scholarly-critical writing
- demonstrate the ability to locate and engage with secondary critical readings and to balance and integrate those readings with their own analysis of the primary texts.

DESCRIPTION OF CLASS METHODS: If numbers permit, this course will be run as a seminar, which means that discussion is essential. For this reason, students should read (and, whenever at all possible re-read) the assigned material *prior* to coming to class. Students will be graded on their individual contributions to our discussions, on their individual assignments as well as on work that they will do in a group.

REQUIRED TEXTS:

Bama. *Sangati*.

Durgabai Vyam, Subhash Vyam, Srividya Natarajan, and S. Anand. *Ambedkar: The Fight for Justice*.

Patil, Amruta. *Kari*.

☞ Most of the required texts – including short stories, poems, essays and a play – are available on the course OWL site: see class schedule for titles, though keep in mind that some readings will be added as the course progresses.

METHOD OF EVALUATION (see REQUIREMENTS below):

(Option 1)

Attendance and Participation.....	15%
Questions for Class Discussion	5%
Collaborative Presentation, OneNote page, individual mark	10%
Collaborative Presentation, (20-30 minutes), group mark	15%
Collaborative Essay (8 – 12 pages).....	30%
Final Take-Home Examination (due Monday, December 9 th).....	25%

(Option 2)

Attendance and Participation	15%
Questions for Class Discussion	5%
Annotated Bibliography.....	15%
Essay Outline.....	10%
Individual Essay (8-12 pages).....	30%
Final Take-Home Examination (due Monday, December 9 th)	25%

(see REQUIREMENTS below for explanation of above options)

COURSE SCHEDULE AND LIST OF READINGS

Please finish the reading for each week before you arrive at class, including the reading for each group presentation, which will be made available on the course website. The participation portion of your attendance and participation mark will be determined on the basis of your ability to contribute to classroom discussions about the texts. (The term “OWL” refers to the course website.)

	Week of	Topic	Assigned Readings
1	September 9 September 11	<u>Introduction to the Course</u> Learning to Use OneNote with Ryan Rabie, Huron's Digital Initiatives Librarian	<ul style="list-style-type: none"> • Catherine Hall's chapter "Of Gender and Empire," pp. 46-58, excerpt on OWL
2	September 16	<u>Gender, Empire, and Nationalism:</u> A Brief History of the Making of Modern India	<ul style="list-style-type: none"> • Rudyard Kipling: "Mandalay," "The Suttee," "The Ballad of East and West," "The Ladies," and "The White Man's Burden" on OWL • Rudyard Kipling: "Beyond the Pale" and "His Chance in Life" on OWL • Rajeswari Sunder Rajan's excerpt of chapter on OWL • Swarnakumari Devi's "Mutiny" on OWL
3	September 23 September 25	<u>The Women Question</u> <i>Discussion Questions #1 and #2</i> <u>Doing Original Scholarship</u> Visit from Huron Associate Librarian Rachel Melis	<ul style="list-style-type: none"> • Partha Chatterjee's essay on OWL • Attia Hossain's "The First Party" on OWL • "Another Woman" by Imtiaz Dharkar, on OWL
4	September 30	<u>The Challenges of Dalit Literature and Politics</u> <i>Discussion Questions #3 and #4</i>	<ul style="list-style-type: none"> • Bama's <i>Sangati</i> • Gail Omvedt's <i>Dalit Visions</i>, excerpt, on OWL • The Casteless Collective, youtube video on OWL • Sumit Chaturvedi's "Communicating Caste, Invisibilizing Violence," from <i>The Polis Project</i>, on OWL • Teresa Hubel, "Tracking Obscenities: Dalit Women, Devadasis, and the Linguistically Sexual," from <i>The Journal of Commonwealth Literature</i>, on OWL

	Week of	Topic	Assigned Readings
5	October 7	<u>The Challenges of Dalit Literature and Politics,</u> continued Class Visit from Srividya Natarajan	<ul style="list-style-type: none"> • Srividya Natarajan's (et. al) graphic novel, <i>Ambedkar: The Fight for Justice</i> • B.R. Ambedkar's, <i>What Gandhi and Congress Have Done to the Untouchables</i>, excerpt, on OWL • Selected poems and short stories, on OWL
6	October 14 October 16	<u>THANKSGIVING DAY</u> <u>Diasporas</u>	<ul style="list-style-type: none"> • Sujata Bhatt's "A Different Way to Dance," on OWL
7	October 21 October 23	<u>Sexual Subversives</u> <i>Discussion Questions #5 and #6</i> (Annotated Bibliography Due for those not doing Collaborative Projects)	<ul style="list-style-type: none"> • Mahesh Dattani's play <i>Seven Steps Around the Fire</i> on OWL • Excerpt from Serena Nanda's <i>Neither Man nor Woman: The Hijras of India</i> on OWL • Siddarth Narrain's "Being a Eunuch," from countercurrents.org on OWL
8	October 28	<u>Sexual Subversives</u> continued <i>Discussion Questions #7 and #8</i>	<ul style="list-style-type: none"> • Ismat Chughtai's "Quilt" on OWL • Amruta Patil's <i>Kari</i> • Link about legal history of homosexuality in India: https://www.theguardian.com/commentisfree/2018/sep/06/india-lgbt-homophobia-section-377
9	November 4	FALL READING WEEK	
10	November 11	Collaborative Presentations (Essay Outlines due for those doing individual essays)	<ul style="list-style-type: none"> • Read assigned poems and/or short stories – see OWL page for this date

	Week of	Topic	Assigned Readings
11	November 18	Collaborative Presentations	<ul style="list-style-type: none"> Read assigned poems and/or short stories – see OWL page for this date
12	November 25	<p><u>The Courtesan Obsession</u></p> <p>Film – <i>Umrao Jaan</i> (1981); director Muzzafar Ali, performers Rekha, Nasirruddin Shah, etc.</p> <p>(Essays due for those doing individual essays)</p>	<ul style="list-style-type: none"> Lyrics and translations of songs from <i>Umrao Jaan</i> – see OWL Geoffrey Booth’s essay, “Making a Woman from a Tawaif: Courtesans as Heroes in Hindi Cinema,” on OWL
13	December 2 December 4	<p><u>Film Discussion</u></p> <p>Wrapping up loose ends and reviewing for the take-home exam</p>	<ul style="list-style-type: none"> Teresa Hubel, “From Tawaif to Wife? Making Sense of Bollywood’s Courtesan Genre,” from <i>The Magic of Bollywood: At Home and Abroad</i>, on OWL

REQUIREMENTS:

Option 1

The Collaborative Assignments – Just under half of your mark for this course will be based on group work, specifically on the Collaborative Presentation (15%) and the Collaborative Essay (30%). You will be assembled in groups of 2-3 early on in the course and assigned a literary text which has not yet received any critical or scholarly attention. All of the texts will be available through the OWL course site. Your group will do the necessary historical, cultural, political, or global research to come up with an interpretation of your text. This will involve identifying who the author is, where she or he is based, what his or her politics are, the themes of the text, etc.

- a) **Collaborative Presentation, with OneNote** – This assignment consists of 2 components: a OneNote page, which your group will complete while doing the preparation for your presentation; and an in-class presentation. The OneNote aspect of the assignment is worth 10% of your overall mark, and each student in the group

will get an individual mark based on their contribution to the group's OneNote page, which I will oversee. All groups will have access to every other OneNote page, since these will be potentially very useful to you in this course. A workshop on OneNote, a Microsoft program which is available as a free download, will be held in class on Wednesday, September 11th. The class presentation is worth 15% and is a collective mark, based on how well the group presents its topic and its interpretation of the text and the kind of discussion the group members generate in class.

All presentations will occur during the weeks of November 11th and November 18th.

Depending on how many groups there are, you will have 20-30 minutes to present the research you've done in the process of developing an interpretation of your group's literary text. This presentation is meant to give you an opportunity to discuss your research findings, suggest some arguments you might make about the text, and get feedback from the class that will assist you when you sit down as a group to write your essay. Therefore, it is imperative that you structure your presentation in such a way as to invite the class to participate (in other words, don't spend the whole time talking!) Ask questions that will get your listeners (and your group) thinking; present interpretative possibilities and solicit responses to them; explain any conundrums your group has encountered in its research and request help in resolving them. Remember, a presentation does not have to have a clearly articulated thesis/argument, though you can choose to present one for the sake of discussion. Instead, you might want to range over your subject more widely, presenting various (even contradictory) approaches to the work(s) of literature assigned to your group.

Your presentation must be accompanied by a 2-page point-by-point outline, one page of which must be a bibliography containing a list of works consulted (you can choose to send this to me via email so that I might post it on our course website before the class in which you give your presentation, or you can make a photocopy for each student, and for me, and hand it out in class).

The entire assignment is worth 25%: OneNote page (10% - marked individually) + Collaborative Group Presentation (15%).

- b) Collaborative Essay** (due exactly 2 weeks after the date of your group presentation; so, for example, if your group presents on November 11th, your group essay will be due on November 25th):

As a group, you will write an **8–12 page essay** in which you interpret the literary text you've been assigned. How you choose to apportion the writing is entirely up to you as a group. *With the essay you will also submit a short abstract as well as a list of keywords.*

You should use standard MLA documentation style in your essay, and you should endeavour to get this style right. In marking your essay, I will take into consideration the calibre of your arguments and analysis as well as the correctness of your grammar and the aptness of your writing. You will lose marks if your use of the latest MLA documentation style is sloppy or if your essay shows other signs of carelessness. All students in the group will receive the same mark on the essay. If, during the course of your group's writing of the essay, you

encounter any difficulty with the relationship between the group members (I mean difficulty that might prevent your group from meeting its essay deadline), please come see me.

This is a research essay in a senior English course; as such, it must contain significant evidence of research. Your Works Cited list should, therefore, list **at the very least 5 secondary sources** (this is the bare minimum), not including the bibliographical citation(s) for your primary text (the poem or short story about which you have constructed an interpretation).

Option 2

Can't Do Collaborative Assignments?

Should you, for whatever reason, decide that you cannot do group assignments, you may choose to do an annotated bibliography, an essay outline, and an individual essay instead.

- a) **Annotated Bibliography** – I will assign you a literary text or a series of texts to interpret (you will not get to choose your text or texts), then you will submit to me the 7-item annotated bibliography (due Wednesday, October 23rd) in which you explain how each of these books, essays, web sources, book chapters, etc. will help you to interpret your literary text(s).
- b) **Essay Outline** (due Wednesday, November 11th) – you will submit a 2-3 page outline of your essay, which contains a working thesis statement as well as detailed descriptions of your proposed individual points. In the course of writing your essay, you might alter your thesis as well as various individual points in your argument, but the essay topic and general focus must remain the same as in your outline.
- c) **Individual Essay** – you will submit an **8-12 page final essay** by Wednesday, November 25th in which you interpret the literary work(s) you have been assigned.

Individual Students' Discussion Questions — Each of you will be asked to compile a list of three discussion questions for **one** particular class during the course of the term. (Be prepared to sign up for your discussion questions the first week of class.) You should also ensure that you have enough copies of your sheet of questions to distribute to the other members of the class, or, if you submit your questions in a Word document to me (via email), I will upload the document to the OWL class webpage, though you must ensure that you get this file to me at least 5 hours before the class in which the questions are due. These questions will be worth 5% of your mark, and this assignment will be judged according to the calibre of the questions you create in relation to the assigned readings. Although we may not be able to discuss all three questions during the class, students should nevertheless be prepared to speak to any of their questions.

Attendance and Participation – Although reading the texts on this course is hugely important, it's not enough. This course also requires the regular participation of all its members if it is to be successful and if you are to learn what it has to offer you. For this reason, 15% of every student's final grade will be based on their record of attendance and their contribution to discussions: 10% on attendance alone and 5% on participation.

If you are absent for 21 hours of class meetings (the equivalent of 7 weeks of class meetings) in the entire course, you will forfeit this grade entirely.

Furthermore, in order for you to be able to offer significant contributions, it's important that you *arrive at each class having already done the reading and the thinking* that is necessary for you to come up with appropriately thoughtful comments and interpretations. Your attendance mark will take into account how many classes you attend, while your participation mark will measure how well your comments demonstrate knowledge of the readings and active engagement with other class members.

If students miss class, they are not normally entitled to Academic Accommodation regarding the Attendance and Participation grade. This particular grade registers only students' presence in class and their participation. If you are absent from class, your attendance and participation grade will very likely decline.

Please obtain notes from a classmate if you miss one or more classes and notify me as soon as possible if a serious illness or other concern is affecting your ability to keep up with the course.

Take-Home Exam – the exam will consist of two questions, one of which will include a sight reading of a literary text. Both of these will be essay questions. You will receive this exam the last day of class (Wednesday, December 4th), and it is due on Monday, December 9th by noon. You are required to submit your exam through the OWL website for the course. This exam is worth 25%.

Concerning Essays and Other Assignments

Essays should conform to current MLA format; this documentation style is described in detail in *The MLA Handbook*, which is available both in the library as well as on the internet (see the OWL website for this course for a link). **Essays and assignments must be submitted via the course website. Always keep an electronic copy of any work you submit, and PLEASE DO NOT SLIDE ESSAYS UNDER MY OFFICE DOOR.**

Extensions will be granted **for medical or compassionate reasons only**. Essays may not be accepted after the last class in December unless provision has been made through the Dean's office for a grade of "Incomplete."

The **English Department's policy** is that late assignments will be **penalized at the rate of 2 marks per calendar day to a maximum of seven days**. After seven days the assignment will not be accepted and a **mark of 0%** will be awarded. Essays will be marked and returned to you usually within three weeks of my receiving them; however, any essays or other assignments submitted after the final deadline will in most cases be returned late with no detailed commentary – so it is in your interest to get your work in on time.

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>