

HISTORY 2413E
HURON UNIVERSITY COLLEGE
EUROPE AND THE PARADOXES OF MODERNITY
2019-20

Instructor: Dr. Timothy Compeau
Classes: Tuesdays 1:30-2:30 and Thursdays 12:30 to 2:30
Classroom: HC-V210
Email: tcompea@uwo.ca
Office: A15
Office Hours: Monday 10:30 to 12:30 and Tuesday 2:30-3:30

COURSE DESCRIPTION

This course examines the concept, history, and experience of modernity in Europe from the seventeenth century to the present. We begin by discussing the roots, essence and perceptions of modernity in the context of European cultural and political history. The course will then focus on a selection of themes that highlight a paradoxical nature of modernity as both liberating and repressive force, highlighting the role of European cities as centers of modern politics, of new forms of capitalism, of critiques of existing orders, of changing social relationships and of innovative artistic cultures and subcultures.

Lectures and their associated textbook readings will provide students with a general overview of the topics, while tutorials will discuss specific academic articles or sets of primary sources. Geographically, the course focuses on Western Europe with some reference to the Soviet Union and the Communist Bloc with the purpose of exploring alternative forms of modernity. The course encourages students to consider similarities and contrasts in the historical experience of modernity across European countries.

Learning Objectives

- identify and explain the significance of key events, people, and ideas in European history.
- understand the concept of modernity and its paradoxes.
- connect events from the European past to current political and social issues.
- solve research problems by identifying a topic, refining it to a significant and answerable historical question, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions.
- analyze primary source texts, utilizing them in writing a research essay.
- analyze secondary sources, including their sources, methods, argument, strengths, limitations, potential implications and significance for the field; and use secondary sources to consider why questions asked and topics studied by historians have changed over time.

Course Requirements

Essay # 1	15%	Oct. 17
Mid-Year Test	15%	Nov. 14
Essay Proposal	5%	Feb. 13
Essay #2	20%	Mar. 17
Attendance/Participation	20%	
Final Exam	25%	

REQUIRED TEXTS

Bernard Wasserstein, *Barbarism and Civilization: A History of Europe in Our Time* (Oxford UP, 2007).

Other readings are available through the library website, JSTOR, or are on reserve.

PARTICIPATION 20%

This class meets for two sessions each week: one lecture and one tutorial. As with all history courses, your regular attendance and participation is essential and expected. Attendance and participation is worth 20% of your final mark. Your grade will be pro-rated: that is, those who attend 95% of our meetings will be eligible for a maximum mark of 95%; those who attend 77% will be eligible for a maximum of 77%, and so on. Marks depend upon the quality of their participation as determined by the instructor. Excessive absences will result in a significantly lowered mark. Students who attend fewer than 50% of the classes will receive zeroes for attendance/participation.

FIRST TERM ESSAY 15%

First term essays focus on a critical analysis of the historiography of some aspect of the transition to modernity between 1600 and 1914. Examples could include changes in medicine, warfare, consumption, religious belief, the law etc. Sources must include two monographs and two scholarly articles. More information will be provided in class.

First Term Papers should be 1500-1800 words (8-9 d.s. pages), in formal prose, with footnotes or endnotes following the Chicago Manual of Style. Students will be required to submit their papers online via OWL. Paper copies are not required. **Papers will not be accepted via e-mail** or slipped under office doors.

SECOND TERM RESEARCH PAPER OR UNESSAY 20%

Students will research and write a paper or develop an unessay answering a question they will develop working with the professor. Students will submit a working proposal that describes their topic and questions and suggests possible answers. Proposals must also include an annotated (1-3 lines of explanation) bibliography on Feb 13 for instructor feedback and suggestions.

Papers and projects are due on Mar. 17.

Option 1: They should be analytical: focused on an argument, reinforced with historical detail and corroborated by footnotes. Students may find it easier to focus on one particular city, event, or idea.

Research papers must be 2500-2800 words (12-14 pages), in length including footnotes/endnotes (generally 4-5 per page in a paper at this level) but excluding bibliography. The paper must be written in formal prose, with footnotes or endnotes in a recognized academic style. Research must include **one** primary source, **two** scholarly articles (not on the syllabus) pertaining to your subject that have appeared in any year(s) since your birth and at least **four** academic books.

Option 2: Unessay

Students have the option of completing an “unessay” - these assignments can include almost any type of product (upon approval of the professor) that expresses your own reading of the course themes and the knowledge you have uncovered in this course and gleaned from your research. Your final output could be a game, a piece of art, a sculpture, a comic book, anything. You must accompany your final product with a 4-5 page (800-1000 word) paper explaining the thinking and research behind your creation, footnoted with your sources.

Students will be required to submit their papers to turnitin.com via OWL by the due date, otherwise late penalties will apply. Hard copies are not required.

FALL TERM

5 Sept.	Introduction
10 Sept	What is Modernity?
12 Sept	Life, Power, and Belief in Early Modern Europe Tutorial: Sections from Keith Thompson, <i>Religion and the Decline of Magic</i>

17 Sept	The Seventeenth Century Crisis
19 Sept	The Long Eighteenth Century Tutorial: Darnton, <i>The Great Cat Massacre</i>
24 Sept	Manchester: Industrialization, Capitalism, and the Proletariat
26 Sept	Tutorial: Selections from E. P. Thompson, <i>The Making of the English Working Class</i> (Penguin, 1980)
1 Oct	The Age of Revolutions
3 Oct	Tutorial: Mark Traugott, "Capital Cities and Revolution" <i>Social Science History</i> Vol. 19, No. 1 (Spring, 1995), 147-168. (JStor)
8 Oct	Planning and Power: Vienna and Haussmann's Paris
10 Oct	Tutorial: Matthew Gandy, "The Paris Sewers and the Rationalization of Urban Space" <i>Transactions of the Institute of British Geographers</i> , Vol. 24, No. 1 (1999), 23-44 (J-Stor).
15 Oct	Paris and London 1860s: Emerging Consumerism
17 Oct	Tutorial: Erika D. Rappaport "The Halls of Temptation": Gender, Politics, and the Construction of the Department Store in Late Victorian London" <i>The Journal of British Studies</i> Vol. 35, No. 1 (Jan., 1996), 58-83. (J-Stor) Papers Due
22 Oct	1871: Paris and Berlin
24 Oct	Tutorial, R.D. Price, "Ideology and Motivation in the Paris Commune of 1871" <i>The Historical Journal</i> , Vol. 15, No. 1 (1972), 75-86 (J-Stor).
29 Oct	Imperial Cities 1880-1900
31 Oct	Tutorial: Sections from London: The Biography. Midterm Review.
5 Nov	Reading Week
7 Nov	Reading Week
12 Nov	Urban Crime and Social Disorder
14 Nov	MIDTERM TEST

- 19 Nov Gender and Violence in the Imperial City
- 21 Nov Tutorial: Rachel Rich, "Respectable Restaurants and the Commercialization of Dinner" in *Bourgeois Consumption* (2011), 135-171.
- 26 Nov Jack the Ripper: Urban Spectacle and the Media
28 Nov Tutorial: Judith Walkowitz, Chapter 7, "Jack the Ripper" from *City of Dreadful Delight* (1992), 191-228.
- 3 Dec First Semester Review

WINTER BREAK

WINTER TERM: The Twentieth-Century

- 7 Jan. The First World War
- 9 Jan Tutorial: Wasserstein, *Barbarism and Civilization*: Ch. 1, 2.
- 14 Jan The Russian Revolution, Wasserstein Ch, 3
- 16 Jan Sex and the City in the Roaring '20s
Wasserstein, *Barbarism and Civilization*: Ch. 4.
Tutorial: Marek Kohn, "Cocaine Girls in the West End" in *Dope Girls: The Birth of the British Drug Underground* (London: Granta, 1992). 120-149, 195-7.
- 21 Jan The Age of Democracy and the Rise of Fascism Wasserstein, *Barbarism and Civilization*: Ch. 5.
- 23 Jan. Tutorial: Marla Stone, "Staging Fascism: The Exhibition of the Fascist Revolution" *Journal of Contemporary History*, Vol. 28, No. 2 (Apr., 1993), 215-243 (J-Stor).
- 28 Jan Dystopia: The Nazi City
Wasserstein, *Barbarism and Civilization*: Chapter 6
- 30 Jan Tutorial:
- 4 Feb 1930s Exhibitions of Power
- 6 Feb Tutorial: Spanish Civil War Wasserstein, *Barbarism and Civilization*: Chapter 7

- 11 Feb The Impact of World War Two on Urban Life and Space
Wasserstein, *Barbarism and Civilization*: 8-10.
- 13 Feb Tutorial: Neil Gregor, "A *Schickalsgemeinschaft*? Allied Bombing, Civilian Morale, and Social Dissolution in Nuremberg, 1942-1945." *The Historical Journal* 43, 4 (2000), 1051-70. (J-Stor)
Essay proposal due
- 17-21 Feb Reading Week
- 25 Feb Cold War: Alternate Modernity
Wasserstein, *Barbarism and Civilization*: Ch. 11-13.
- 27 Feb Tutorial: Brian Ladd, "Center and Periphery in the New Berlin: Architecture, Public Art, and the Search for Identity." *Performing Arts Journal* 22, 2 (May 2000), 7-21. (J-Stor)
- 3 Mar May '68 in Paris
Wasserstein, *Barbarism and Civilization*: Ch. 14, 15
- 5 Mar Tutorial: Richard Ivan Jobs, "Youth Movements: Travel, Protest, and Europe in 1968" *The American Historical Review*, 114: 2 (April 2009), 376-404. (J-Stor)
- 10 Mar Gazing and Grazing: Tourism in Modern Europe
Wasserstein, *Barbarism and Civilization*: Ch. 16
- 12 Mar Tutorial: Rudy Koshar, "What Ought to Be Seen': Tourists' Guidebooks and National Identities in Modern Germany and Europe" *Journal of Contemporary History*, Vol. 33, No. 3 (1998), 323-340 (J-Stor).
- 17 Mar The End of History
Wasserstein, *Barbarism and Civilization*: Ch. 17-19
ESSAY DUE
- 19 Mar Tutorial: Stephen Brooke and Louise Cameron, "Anarchy in the U.K.? Ideas of the City and the "Fin de Siècle" in Contemporary English Film and Literature" *Albion*, Vol. 28, No. 4, (1996), 635-656. (J-Stor)

24 Mar	A Grand and Tragic Drama? Revisiting Modernity Wasserstein, <i>Barbarism and Civilization</i> : Chapter 20.
26 Mar	Tutorial: Marshall Berman, <i>All that is Solid Melts into Air: The Experience of Modernity</i> (New York: Penguin Books, 1982/88) 23-34, 74-86.
2 Apr	Review

RULES AND REGULATIONS

The History Department has specified that:

1. Each course instructor will set policy regarding the form (electronic and/or paper copy) and procedure for submitting essays and other written assignments in each course. Students are responsible for making sure they are familiar with each instructor's policy on electronic and/or paper submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
- 3..Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
4. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

¹ They should be in Arabic, not Roman numerals or letters.

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.
<http://www.history.utoronto.ca/undergraduate/essays.html#footnotes>. Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



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](http://www.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>

