

CGS 3005G THEORISING SUBJECTIVITY & POWER

The Centre for Global Studies

Huron University College

Winter 2021

Dr. Katherine Lawless

**Course Description**

In his theory of the master-slave dialectic, Hegel demonstrates how the relationship between subjectivity and power is mediated by the problem of recognition, whereby the struggle for life or death can only be resolved through mutual recognition. Taking the subjectivity-power-recognition nexus as its guiding framework, this course focuses on tensions between freedom and determinism; agency and subjection; autonomy and ideology; humanity and post-humanity, all of which have significant implications for confronting contemporary global crises, including the crises of economy, ecology, and human rights. Each week is organized around a set of problems that emerge in relation to a series of conceptual nodes, including consciousness, history, race, gender, culture, and environment. To this end, we ask questions such as: What distinguishes a dialectical conception of consciousness from its Cartesian roots? What does a phenomenological-existentialist investigation of race and anti-Black racism tell us about the relationship between subjectivity and power in a colonial context? How do Indigenous understandings of land make visible the limits of a liberal politics of recognition? How can more-than-human investigations of environmental change help us locate the Anthropos of the Anthropocene? Throughout the course, we are interested in mapping the foundations and contours of global subjectivity, equality and freedom using diverse conceptual and methodological frameworks and perspectives.

Course Information

Professor	Dr. Katherine (Kate) Lawless
Contact Information	519-438-7224 x705; klawles@uwo.ca
Class Information	Tuesdays 10:30-11:30; Thursdays 9:30-11:30

Prerequisite(s): 0.5 from [Centre for Global Studies 2002F/G](#) - [2004F/G](#), or permission of the Centre for Global Studies.

Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course, and you do not have written special permission from your Dean to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision 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.

Learning Outcomes

Upon completing this course, students will be able to:

- 1) Identify and define key concepts in the study of subjectivity and power
- 2) Summarize, synthesize and analyze core texts and ideas in the study of subjectivity and power
- 3) Apply theories of subjectivity and power to the analysis of real-world situations and events
- 4) Analyze the formations of subjectivity and the operations of power within selected subcultures
- 5) Incorporate self-reflexivity into the research process
- 6) Provide constructive feedback to peers
- 7) Communicate complex ideas clearly in written and oral form

Methods of Instruction, Conduct, and Expectations

The ongoing global pandemic has presented us with a unique situation in which Huron has elected to disallow in-person classes in order to help slow the spread of COVID-19. As a result, CGS 3005 will be offered using exclusively virtual delivery methods. This means our approach to achieving the learning outcomes will be altered, and we may have to make some impromptu accommodations throughout the semester.

What you can expect from me:

I see my role in the classroom as one of mentorship and dialogue. My aim is to guide you toward new modes of understanding, which sometimes means revealing uncomfortable truths. I do not always have answers. My job is not to tell you how things really are, but to ask and help you to ask the right questions so that you can find answers for yourself. While I recognize that you all bring valuable ideas and perspectives to the classroom that reflect your unique life experiences, at times I may challenge your ideas, not to be dismissive but to force you to reflect on your founding assumptions. My primary aim is to inspire you not only to learn about the world but to change it. To this end, I strive to make my classroom a space in which we can safely question both our own and others' ideas of how things do and should work.

I make certain foundational assumptions that guide my teaching. First: Despite the fact that the university is a highly normative institution, a university education is inherently valuable—not just in order to “get a job,” but to create more robust forms of human sociality. Second: Despite a tendency toward hierarchy, traditional forms of education have merit. Third: Punitive measures are not a good source of motivation and often punish those who are already disadvantaged. Fourth: Boundaries are important for individual and social development. In line with these assumptions, you will see me use a variety of teaching methods in my classroom, some traditional (i.e. lectures) and some not (i.e. student-centered learning). You will notice that I do not use punitive measures such as “late penalties”; but I do draw clear boundaries regarding what I can and cannot do (i.e. I cannot provide feedback on late work). In general, I will be as generous with my time as possible while ensuring that I am not overextended.

Each week I will provide a pre-recorded mini lecture along with videos and other forms of multi-media from external sources that elaborate on some of the most important ideas in the reading material. Video lectures and other multi-media content will be embedded on the appropriate Lesson page in OWL and uploaded to VoiceThread for additional asynchronous discussion. This content will be accompanied by weekly study guides that point you toward key ideas in the readings and provide some guiding questions for further reflection. You will find clear guidelines and rubrics for each assignment on the appropriate Assignment page in OWL.

I will be available during the designated class times for synchronous discussion pending extenuating circumstances. If I have to cancel class for some reason, I will make every attempt to let you know in advance. I recognize that we are all balancing multiple and sometimes competing commitments, myself included. For this reason, it is important that we keep the lines of communication open. I will communicate with you primarily using the announcements and messages features on OWL. In addition, I will monitor discussion forums on OWL and VoiceThread and provide guiding commentary when necessary.

What I expect from you:

I see your role in the classroom as one of dedicated participant and willing collaborator. I expect you to take yourself and your peers seriously. Each week you must be prepared to engage in meaningful intellectual conversation. This entails doing the required readings, watching the pre-recorded lectures and videos, viewing other multimedia content and studying the material. As you do this, you should ask many questions and reflect on your own assumptions as well as those

made by your interlocutors. You will not understand everything you read, and this is absolutely fine. Learning how to read scholarly material is like learning a new language; understanding will come with time and practice.

My courses require a high degree of self-motivation and self-regulation. This means you must develop and exercise a good sense of organization, hold yourself accountable and seek various forms of external help when necessary. While I provide clear guidelines for each assignment, it is up to you to put in the work of interpreting and implementing them. Overall, I expect you to be honest and forgiving with yourself and your fellow collaborators while maintaining a high level of intellectual and academic rigour. You will get out of this course as much as you put into it. On average, you can expect to dedicate a minimum of 8 hours per week to this class; this includes time spent on readings (3 hours), assignments (3 hours), and lectures/discussions/workshops (2 hours).

Foundational Premises:

This course is not neutral. It presumes that the university, along with most other modern Western institutions, is a sexist, racist and colonial enterprise in which we are all complicit, however unintentionally. For this reason, it presumes that ignorance is never an excuse for injury. It also presumes that the production and exchange of knowledge can open new and better ways of thinking, living and being. To this end, it presumes that thinking does things in the world; put differently, ideas have material effects. Finally, it presumes that practices of care are foundational to a good education. This not only requires us to pay attention to one another's needs and be generous with one another's thoughts, but also implies an ethic of beneficence and non-maleficence.

Remote learning methods:

This course uses an array of digital tools, but primarily OWL, VoiceThread and Hypothesis. It requires that you have reliable Internet access. If you do not, please contact me to discuss your options. Weekly lessons pages are housed in the Lessons section of OWL. These lessons include a brief text-based introduction to the content, embedded video and other multi-media resources, and a weekly checklist. In general, the course is set up so that you can succeed even if you have barriers that prevent you from accessing synchronous elements of the course.

Class time:

Scheduled class time will be organized as follows. Synchronous small group discussions will take place **Thursdays 9:30-11:30** via Zoom. **Tuesdays from 10:30-11:30** will be reserved for individual meetings with me.

Course Requirements

<i>Assignment</i>	<i>Length</i>	<i>Worth</i>	<i>Due Date</i>	<i>Learning Outcome</i>
<i>Paper Proposal</i>	500 words	15%	Feb 4	3-5, 7
<i>Vignette Assignment</i>	750 words	20%	Mar 4	3-5, 7

<i>Peer Review</i>	n/a	10% (p/f)	Apr 3	6
<i>Presentation</i>	10 minutes	15% (p/f)	Apr 8	6, 7
<i>Final Paper</i>	2500 words	40%	Apr 10	3-5, 7

Assignment Descriptions

Paper Proposal

For this assignment, you are asked to write a short 2-page proposal for your research paper. This proposal should identify the subculture you plan to investigate and explain its significance; generate a working hypothesis regarding the formations of subjectivity and/or operations of power within this subculture; and provide an annotated list of 5 potential sources. The purpose of the paper proposal is to give you a chance to formulate your ideas and test your hypothesis/thesis statement and research trajectory before committing to a full paper. You must include a minimum of 2 course texts and 4 external texts in this assignment. Please provide a works cited page using Chicago style (author-date). For further information, please see Handout 1: Discussion Responses in the “Handouts” folder in the Resources section.

Vignette Assignment

This short essay requires you to develop content for one of the 3 vignettes to be included in your final paper. It should reveal something significant about the formations of subjectivity and/or operations of power in your subculture using a story in which you are one of the characters. You must use at least 1 course text and 1 external resource to support your claims. Please provide a works cited page using Chicago style (author-date). For further information, please see Handout 2: Discussion Responses in the “Handouts” folder in the Resources section.

Peer Reviews

Peer reviews will be conducted in pairs for the final paper. A series of questions and prompts will be distributed to guide you through the review process. A rough draft of your final paper must be submitted to your partner by March 27. Reviews must be submitted to OWL and your partner by April 3. These will be graded on a pass/fail basis. For further information, please see Handout 3: Discussion Responses in the “Handouts” folder in the Resources section.

Presentation

During the last class, we will hold a virtual mini conference in which you will share your auto-ethnographic findings in a short 10-minute presentation. For further information, please see Handout 4: Discussion Responses in the “Handouts” folder in the Resources section.

Final Paper

This assignment asks you to write an auto-ethnographic essay that investigates formations of subjectivity and/or operations of power within a subculture in which you participate. An auto-ethnography uses personal experience as foundation for analyzing cultural practice. In this paper, you will include 3 vignettes related to your participation in and your observations of the subculture under investigation. You must include a minimum of 10 sources, 2 of which must be

course texts. Please provide a works cited page using Chicago style (author-date). For further information, please see Handout 5: Discussion Responses in the “Handouts” folder in the Resources section.

Course Texts

There are no required texts for this course. All assigned readings will be posted in the Resources section of our OWL site, which can be accessed using the left-hand toolbar.

Reading Schedule

Week 1: January 12 & 14

Introduction

Culler, Jonathan. 1997. “Chapter 1: What is Theory?” *Literary Theory: A Very Short Introduction*, 1-18. Oxford University Press.

Week 2: January 19 & 21

Consciousness

Descartes, Rene. 1641/1998. “Meditation One: Concerning Those Things That Can Be Called into Doubt” and “Meditation Two: Concerning the Nature of the Human Mind: That It Is Better Known Than the Body.” *Discourse on Method and Meditations on First Philosophy*, Fourth Edition, 59-68. Translated by Donald A. Cress. Indianapolis, Indiana: Hackett Publishing.

Ellis, Carolyn, Tony E. Adams & Arthur P. Bochner. 2011. “Autoethnography: An Overview.” *Forum: Qualitative Social Research* 12, no. 1: n.p.

Week 3: January 26 & 28

History

Hegel, G.W.F. 1807. “A: Independence and Dependence of Self-Consciousness: Lordship and Bondage.” *The Phenomenology of Mind*. n.p. Accessed November 30, 2020. <https://www.marxists.org/reference/archive/hegel/works/ph/phba.htm>

Marx, Karl. “A. Materialism and Idealism.” *The German Ideology*. n.p. Accessed November 24, 2020. <https://www.marxists.org/archive/marx/works/1845/german-ideology/ch01a.htm>

Week 4: February 2 & 4

Symptom

Freud, Sigmund. 1899/1961. "Ch. 6. The Dream-Work, Part 1" *The Interpretation of Dreams*, 295-325. Translated by James Strachey. New York: Jon Wiley & Sons.

Lacan, Jacques. 2002. "The Instance of the Letter in the Unconscious, or Reason Since Freud." In *Ecrits: A Selection*, 412-439. trans. B. Fink (New York and London: W. W. Norton, 2002)

Week 5: February 9 & 11

Blackness

Fanon, Frantz. 1952/2008. "Introduction" (xi-xviii) and "Chapter 5: The Lived Experience of the Black Man." In *Black Skin, White Masks*, xi-xviii and 89-119. New York: Grove Press.

Sharpe, Christina. 2016. "The Ship." In *In The Wake: On Blackness and Being*, 25-67. Oxford University Press.

READING WEEK: February 16-19

Week 6: February 23 & 25

Gender

De Beauvoir, Simone. 1949/2011. "Introduction: Woman as Other." *The Second Sex*, 3-17. Translated by Constance Borde and Sheila Malovany-Chevallier. Vintage Books.

Butler, Judith. 1990/2006. "Chapter 1: Subjects of Sex/Gender/Desire." *Gender Trouble: Feminism and the Subversion of Identity*, 1-39. New York: Routledge.

Week 7: March 2 & 4

Midterm Check-in

Week 8: March 9 & 11

Power

Foucault, Michel. 1978/1990. "Part Five: The Right of Death and Power over Life." *The History of Sexuality: Volume 1: An Introduction*, 133-159. Vintage Books.

Povinelli, Eva. 2016. "The Three Figures of Geontology." In *Geontologies: A Requiem to Late Liberalism*, 1-29. Duke University Press.

Week 9: March 16 & 18

Witnessing

Das, Veena. Veena Das. 2000. "The act of witnessing: Violence, poisonous knowledge and subjectivity." In *Violence and subjectivity*, 205-225. Berkeley: University of California Press.

Oliver, Kelly. 2015. "Witnessing, Recognition, and Response Ethics." In *Philosophy & Rhetoric* 48, no. 4: 473-493.

Week 10: March 23 & 25**Recognition**

Taylor, Charles. 1992. "The Politics of Recognition." In *Multiculturalism: Examining the Politics of Recognition*, 25-73. Edited by A. Gutmann. Princeton: Princeton University Press.

Coulthard, Sean Glen. 2014. "Introduction: Subjects of Empire." In *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*, 1-24. Minneapolis, Minnesota: University of Minnesota Press.

Week 11: March 30 & April 1**Environment**

Malabou, Catherine. 2017. "The Brain of History, or, The Mentality of the Anthropocene." In *South Atlantic Quarterly* 116, no. 1: 39-53.

Guattari, Felix. 2000. "The Three Ecologies." In *The Three Ecologies*, 23-69. New Brunswick, New Jersey: The Athlone Press.

Week 12: April 6 & 8

Mini-conference

Additional Resources

Our course reading schedule uses Chicago style citation (Author-Date System), which you can learn more about here:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Or here: <https://uwaterloo.ca/writing-and-communication-centre/resources-chicago-manual-style-author-date>

“How to Read an Assignment” (Harvard University Writing Center):
<https://writingcenter.fas.harvard.edu/pages/how-read-assignment>

Guptill, Amy. 2016. *Writing in College: From Competence to Excellence*. Open SUNY Textbook:
<https://opentextbc.ca/writingincollege/>

Edwards, Paul N. 2019. *How to Read a Book, v5.0*. School of Information, University of Michigan. Available at: <https://pne.people.si.umich.edu/PDF/howtoread.pdf>

COURSE POLICIES

Correspondence

Please use the message function on OWL for all correspondence relating to course material. I will make every attempt to reply to messages on the same day if they are received between the hours of 9am and 5pm. I do not check my messages after 5pm on weekdays or at all on weekends. Kindly allow 48 hours before sending a gentle reminder. In the case of an urgent message, please contact me instead by email or telephone.

Office Hours and Appointments

If you wish to utilize office hours, please contact me at least 24 hours in advance to make an appointment. Appointments are limited within the designated time and granted on a first-come, first-serve basis. If you are unable to attend office hours, please contact me to discuss an alternative appointment time; I will do my utmost to accommodate. For any appointment, please come prepared with specific questions and concerns to facilitate a productive meeting.

Class Cancellations

In the event of unexpected class cancellations, I will post an announcement on OWL as soon as possible and I will circulate it as an email. Every attempt will be made to post cancellations in advance. Please check your email and/or OWL before each class.

Grading Scale

This is an adaptation of the approved scale used by Western University

A+ (90-100) Superb. No mistakes, well-written, well-researched, original thesis. One could scarcely expect better from a student at this level.

A (80-89) Excellent. No mistakes, well-written and distinctive but not original. Superior work that is clearly above average.

B (70-79) Good. No serious mistakes, well-written but not distinctive. Good work, meeting all requirements, and eminently satisfactory.

C (60-69) Fine. Some errors but demonstrates a basic understanding of the material. Competent work, meeting basic requirements.

D (50-59) Poor. Many errors, and a dubious grasp of the material. Fair work, minimally acceptable.

F (below 50) Fail. Problematic on all fronts. No real grasp of material or complete lack of effort.

Accommodations

If you are having difficulty completing your assignments by the designated due dates, please contact me **by email or phone in advance of the deadline** and we can make alternative arrangements. You can also go through academic advising if the reasons are sensitive or confidential.

Assignment Discussion and Grade Appeals

I will provide detailed feedback on all assignments to make the assigned grade clear. If you wish to discuss or appeal your grade you must make an appointment after the assignment has been returned. Before your appointment, please review the feedback in relation to assignment guidelines and grading scale (above).



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

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.

While in the physical classroom or online 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 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: 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 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.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

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 and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:

<https://huronatwestern.ca/contact/contact-directory> .

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

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, it is also 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 the 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 The University of Western Ontario and Turnitin.com (<https://www.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.

Academic Accommodation for Students With Disabilities

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://academicsupport.uwo.ca/>.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions

specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- 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.
- 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.
- 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.
- 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.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf.

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

- (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 Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwoom/mentalhealth/.

Important Dates & Directory

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>
- **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>