

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.



HISTORY 2127G (550):

In Search of Canada: Postwar to Present

Thursday 3:30 – 5:20 pm

Instructor: Dr. Peter V. Krats

Telephone: 661-2111 (x84983)

Location: HC-H112

Office: V132 Huron / STvH 2123 [Main]

e-mail: pkrats@uwo.ca

Office Hours / Contacting the Instructor:

Please speak with me at class or outside class, or email if you have any doubts, concerns, questions or even if you are merely curious!! My Office Hours at Huron are immediately prior to class (2:00-3:15) & [briefly] after. Alternatively, try STvH 2123 on Main Campus; please email me about office hours there. Feel free to ask for a different time to meet. If you "catch" me at my Main Campus office, I will gladly discuss matters. I make an effort to respond to e-mails within 24 hours. Be sure to include a clear subject heading. Phone mail messages face a much longer "turn-around." Or, best of all, speak to me at class!!

Course Description:

"I am Canadian" - so bellowed "Joe" in a famous beer commercial, sponsored an American beer firm. What is it to "be Canadian"? Who is Canadian? Is there "Canadian content" that we like? This course examines selected social themes shaping postwar Canada including technological change and modernity; immigration/multiculturalism, rights, regionalism, and the complex search for "Canadian" society and culture. Lectures feature PowerPoint and online "headers". These classroom tools, combined with in-class discussion and texts should generate greater awareness of Canada's recent past; bring an interest in Canada, and a willingness to think, and you are well on your way.

Antirequisite(s): [History 2202](#), [History 2205E](#), and the former History 2207F/G and History 2217F/G.

Prerequisite(s): None.

Course Learning Outcomes:

- identify key developments in the history of postwar Canada, including issues of identity and

the blend of continuity versus change

- recognize both strengths and weaknesses in historical assessment - the utility of "knowing" the past blended with an awareness of subjective and other potential errors
- show an ability to assess written historical work and to summarize and evaluate lectures
- summarize their ideas by synthesizing issues within an essay examination
- begin to recognize the relevance of history in understanding "being Canadian"
- recognize the challenges and benefits of effective communication, both written and verbal

Course Text / Readings

There is no assigned course text given the thematic nature of the lectures. If you have limited background in Canadian history, it can help to read "overviews" from any general text. Ask me about possibilities. The website also provides very brief "headers" that outline lecture themes.

Book for Review: [available at UWO Bookstore]

Daniel J. Robinson. *Cigarette Nation: Business, Health and Canadian Smokers, 1930-1975*. McGill-Queen's University Press, 2021.

Course Requirements: Students will be evaluated on **FOUR** elements: (details below)

Class participation	20%	
Book Review preliminary sheet	5%	Due: February 3, 2022 in class
Book Review and Commentary + Turnitin	40%	Due: March 17, 2022 in class
Final Exam	35%	To be scheduled by the Registrar's Office

Class Participation: (20%)

History is inherently interpretive, so students should think, not just listen to a litany of the "facts." During most classes we will break into set groups to discuss issues arising from lectures and reading. After in-group discussion, ideas will be shared with the whole class. Discussions will be evaluated as follows:

Overall quality of shared classroom discussion:	4 %	
Four (4) Individual Website assignments (randomly assigned):	12 %	[3 % each]
* postings due Saturday noon of the week assigned		
Class group discussion notes:	4 %	

*** IF you miss discussions postings check with me about doing a "makeup" post ***

Writing Assignments:

Book Review Preliminary Sheet [5%]: **One** page [2 maximum] indicating your general awareness of the book, and highlighting the **main issues** that you intend to pursue in your Review. The single page should be in proper English, which will be given significant attention in grading. Marking of this sheet will, hopefully, help result

in a more focused and precisely written Book Review. **DUE:** see above. Given the brevity of this assignment, no extensions. Graded as quickly as possible. No need to submit **this** paper to Turnitin.

Book Review with Course Commentary + Turnitin [40%]:

Eight (8) pages double spaced - see "FORMAT" below **Due Date: see above.**

If, for good reason, you find yourself forced to hand in the paper late, consult with me IN ADVANCE. Late papers potentially subject to penalty of **5%** per day including weekends. Papers will not be accepted if more than two weeks late. The paper remains "late" if you do not submit the paper to TURNITIN by the due date! **Access** Turnitin via the Course Web site. **Papers not submitted to TURNITIN will NOT be returned and face serious penalty.**

Writing a Book Review with a Course Commentary

Immediately below, I have included a fairly extensive discussion concerning writing book reviews. For those students who remain in doubt — be sure to email or talk to me.

Note the COURSE COMMENTARY feature. Within your review, you should discuss whether you better understand Canada since 1945 after reading the book. How? This section should be ONE page (or equivalent - one can "blend" the commentary into the review.) The bulk of your paper should be conventional review -- but I am looking for skills in linking a specific work to the broader elements of the course. You **lose 10 marks** if you lack a course commentary.

Where to Start the Review? *** These suggestions are NOT in a specific "order" - they are elements common to most reviews, but can be blended in many different manners!!

First and foremost — read thoughtfully!

- ◆ read with the task in mind; don't just read "as fast as possible"
- ◆ read with a questioning outlook: while reading, note the interesting, the confusing, the original and even the boring — your notations will provide the basis of your review

Once you are ready to start writing: remember — a review is not a summary! Your introduction can summarize the book, but **not for more than 2/3 of a page.**

- ◆ You do not want merely to outline what the book "says"
- ◆ **Nor** is a review an "essay" on the topic covered in the book
- ◆ a review **is** critical (positive/negative); issues include thesis, authority and overall effectiveness.

On Thesis:

- ◆ what is the author trying to argue; what is the point?
- ◆ How successful is the author with descriptive questions - who, what, when, where, how - and/or the more analytical issue of "why"? This does NOT mean just "working through" the "5Ws" in your paper - try for a more imaginative take on the book.
- ◆ In short, what were the author's goals? Were they achieved?

On Authority:

- ◆ how many ideas and arguments does the book present?
- ◆ Of what quality?
- ◆ Are the ideas/arguments consistent?
- ◆ Does the research in support of these ideas seem credible?
- ◆ Is there enough? Are the ideas and information presented clearly?

On Perspective / bias:

- ◆ is the work tainted by a clear bias that ignores or understates evidence, thus favouring one perspective; or presents statements without sufficient evidentiary support?
- ◆ Does this perspective / bias perhaps make the book better (eg. more original or questioning?)

On Originality:

- ◆ does the book contribute something quite new to the field? This issue can be difficult for students new to history, but remember -- this is YOUR review -- if you think the work original or predictable (or indeed fascinating or boring) -- **SAY SO!!**
- ◆ Are there issues that might have been presented or steps taken to improve the book?

On "The Rest":

- ◆ other issues that **MAY** be worth discussing include (but are not limited to) format (does the book use photographs, statistics or tables, notes, bibliography, or index well?)
- ◆ Obviously, the writing itself (style / grammar / language usage) can also be commented upon

Make it Your Review:

- ◆ Students, often lacking experience in writing reviews, may well read other related works or even other reviews; but remember, this is your opinion!!
- ◆ Having said that - it **IS an academic review** - just writing 8 pages arguing that you did not "like" the book without establishing how & why will **result in a poor grade**
- ◆ It is **NOT** necessary to deal with every imaginable book review issue — focus on issues that you see as important. Just be sure to make your case.
- ◆ Remember that it is **YOUR** case!! Do **NOT** comply with the views of others if you feel otherwise. Be sure **NOT** to "borrow" from others, in terms of content or writing - **plagiarism is a VERY serious academic offense!**

In sum, there are areas common to virtually all reviews; but each review also has narrower, more particular aspects. This combination, **well written**, should result in a good review

How You Write Matters!!!

**** if a significant number of format or writing errors mar your paper, there will be an **automatic mark deduction *******

Format:

- Cover page optional // at start of paper (TOP first page) - Include (as title):

i) Author(s) name(s) ii) Full title iii) city of publication/ publisher/ year/ISBN

- eight [8] pages/ double spaced / regular font [eg, Arial 10] / margins - overly large font or too generous spacing will be penalized.)
- margins - 1 inch/2.5 cm all around (sides/top/bottom) is appropriate. Leave only regular spacing between paragraphs, not a gap. (Papers "stretched" by spacing face penalty).
- number your pages // use regular spacing between paragraphs
- one issue per paragraph
- indent paragraph beginnings 5 spaces [hit "tab"]
- underline or italicize book titles, ships' names, magazine or newspaper titles
- write out numerals to eleven; then use numeral
- Block format long quotes [single spaced / indented 5 spaces both sides, no quotation marks]
- avoid contractions, slang — it is an academic paper
- no need for "headers" in such a short paper
- to cite from the book being reviewed, you need only provide the page number immediately after in brackets -- for example -- (123)
- obviously, any materials from other sources require a full citation — any standard citation technique. No bibliography unless you have used other works
- NO plastic or other covers on the paper - just a staple left top corner

Take **TIME** to draft and edit carefully.

- check for spelling / grammar / sentence / paragraph technique
- try for clear rather than long, convoluted sentences
- try for continuity between paragraphs
- colloquialism - this is an academic paper - not a "good read"
- use the correct word: than/then; delve/dive; where/were; there/their; border/boarder; vein/vain; economic/economical; compliment/complement; wary/weary; peaked/piqued - these and various other "similar" words are often used erroneously
- its (that is possessive!!) (No apostrophe) [be careful with possessives and plural in general]
- instead of the awkward "his/her" try "their"
- simple is not the same as simplistic; similarly, relevant / relative are quite different terms
- someone.... **who** did something (not someone that did)
- bias/ biased (the author has a bias / is biased)
- "like" does not mean "such as" - "like" compares
- "this" usually linked to a noun [do not end a sentence with: "there was no evidence of this."]
- they/them/their - especially when misused as replacing he/him/his or she/her/her
- "actual" and "impacted" are often misused
- avoid redundancy
- books have illustrations, photographs.... not "visuals"
- avoid "a lot" - use plentiful, extensive, substantial....
- credible okay / creditable no; chronology not "time line"
- "this" and "these" generally need a noun following
- do not overuse "for the reader" or other phrases with "the reader"
- avoid verbose forms like "of the fact that" — almost always only need "that"
- use the author's **Surname**
- political parties get upper case / political philosophy lower
- the book is **NOT a novel!**
- first person ("I", "in my opinion") - do not overuse — the whole paper is your opinion
- Book reviews are often written in the present tense, but events in the past need past tense

These issues are NOT dealt with by "spellchecking" - consult a dictionary or any good writers' guide.

Good Writing is 1% Inspiration and 99% Perspiration!!

Final Examination: (35 %)

- ◆ Two hours / based on **both** lectures and texts - emphasizes broad issues, **not** minutia of history
 - ◆ **Date** : during the time period set by the University Registrar (Final Exam Period April)
 - There are few secrets to success on an exam. But there are ways to struggle:
 - i. Trying to "catch up" at the last minute only creates substantial stress [I set the exam, not the textbook - going to class is an excellent means of gaining insights into exam issues]
 - ii. Memorizing "all data" is ineffective. History exams assess understanding: do you know why events occurred, what events led up to/ followed from events? Was there continuity and/or change?
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Tentative Lecture Schedule:

* topics may extend beyond one week; Discussion topics will vary

INTRODUCTION

- i: Course Expectations / Background / Settings / Baby & Suburban Booms Intertwined
Notes: "Background"; "Baby Booms and More" **on course web site**

PART ONE

Toward "Modernity"

- i: "...and the living is easy": Science and technology reshape Canada
Notes: "Technology Shift"
Discussion: What is "progress"? How were Canadians influenced by progress?
- ii / iii: "Oh what a feeling": Reflecting on the Inflections of "Anglo-Canadian culture"
Notes: "Technology and Culture and Canada"
Discussion: Must there be a national culture or will imports do?
- iv: Questioning Progress: Worries about Change & Modernity
Notes: "'Worrisome' Trends"
Discussion: Does technology and change make Canada "better"?

PART TWO

Identity & Rights

- i: Gender and Sexual Orientation
Notes: "Gender and Orientation"

Discussion: How did changing views of Canadian women /homosexuals change Canada?

ii: Population "Shifts"

Notes: "Population Shifts: "Others, Immigrants & Multiculturalism"

Discussion: Who was / is a "Canadian"?

iii: "Out of the Background": the First Nations

Notes: "First Nations"

Discussion: The First Nations: can history help heal or do the opposite?

PART THREE

Regionalism

i: *Maître chez nous*: from *Duplessisme* to modern Québec

Notes: "Quebec Seeks Her Place"

Discussion: Quebec - unique?

ii: Regions abound: a regional case study

Notes: "ROC with an emphasis on `a Northern Nation"

Discussion: Is regionalism the major feature holding Canada together?

Post? modern Musings about Canada / Review

How to do well on the exam.

Huron Regulations:

RULES AND REGULATIONS

The History Department has specified that:

1. All written assignments are to be submitted electronically following your professor's instructions. Students are responsible for making sure they are familiar with each professor's policy on electronic 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 OWL 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
 - o The title of a book is underlined or written in *italics*.
 - o 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 (),
 - o A fuller reference will include the publisher after the place of publication.
 - o 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 2021 - 2022

Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

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 enroll in it, you may 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.

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.

Review the policy on Attendance Regulations for Examinations here:

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

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, at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website:

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

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 (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (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.

Statement on Use of Personal Response Systems (“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 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/accommodation_illness.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. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

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/student-life/student-services/>.

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/faculty-staff-directory/>.

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 Advising website, <https://huronatwestern.ca/student-life/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.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

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, <https://www.uwo.ca/health/>.