

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.

**Huron University College
Department of History
History 3311G 550 2022
Slavery and Freedom: African American History**

Prerequisite(s): 1.0 History course at the 2200 level or above.

Professor: Deirdre McCorkindale

Contact Information

Email: dmccorki@uwo.ca

Office Hours: Friday 11:30am-1:30pm via Zoom

Class Meets: Tuesday 3:30pm–5:30pm and Thursday 2:30pm–3:30pm in Room W103

Course Description:

This course examines the history of slavery in North America from its beginnings in the transatlantic slave trade to its end in America's Reconstruction era. Slavery was a fundamental institution in North America influencing the development of the economy, politics, and the very concept of race itself. With care and precision this course will delve into the ways that the institution of slavery shaped North America, and will study the lives and experiences of people caught in slavery's grasp. We will also study the ways in which enslaved people struggled for their freedom and the centuries-long battle for abolition. History 3311G will examine topics such as politics, economics, slave societies, societies with slaves, gender, free people of colour, African American culture, rebellion, resistance, religion, abolitionism, and emancipation. We will also take time to consider and interrogate the study of this history itself. As such, students will be analyzing and critiquing the ways in which the history of slavery is studied and presented in order to understand that this history is not simply a story that ended, but is part of a larger evolving conversation about North America.

Learning Objectives

By the end of the course you will have made progress toward meeting the course learning objectives. Assignments tailored to meet each objective are noted in parentheses. This course is designed to help students:

1. Identify and interpret themes and patterns surrounding North American slavery. (book review, research paper, take-home exam, discussion assignments and roundtable)
2. Research and analyze primary sources. (discussion assignments and roundtable)
3. Learn valuable writing skills such as how to form an argument and support it with historical evidence. (book review, research paper, and take-home exam)
4. Question and evaluate historiographical debates among historians and how these interpretations shape cultural narratives. (book review, research paper, take-home exam, discussion assignments and roundtable)

Required Readings

Horton, James and Horton Lois, *Slavery and the Making of America*

Wilder, Craig Steven, *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities*

The vast majority of readings for our class discussions will be available online through provided links or PDFs uploaded onto OWL. Our course textbook *Slavery and the Making of America* is available through the University Bookstore; however, it is also available through the University Library website. Our book for the critical book review, *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities*, is available through the University Book Store.

Assignments and Assessments:

Participation: 20%

Critical Book Review: 15%

Black Resistance Roundtable Assignment: 20%

Research Paper: 20%

Take-Home Exam: 25%

Detailed guidelines on all written assignments will be provided on separate handouts posted to OWL, and will be discussed in class well in advance of deadlines.

Participation:

Participation will be a hybrid of both online and in-person discussions each week. The in-person component will come in the form of in-class discussion. The online component will come in the form of discussion forums on OWL each week. The course readings are split into two sections: “**Lecture Readings**” and “**Discussion Readings**.”

“**Lecture Readings**” are meant to supplement lecture materials and to help inform your discussions as well as assisting you with the final take-home exam. The “**Discussion Readings**” are meant specifically to be analyzed and discussed, and as such will be the basis of student participation marks. The bulk of our discussions will be done in-person; however, the online forums will act as a place for students to further interrogate reading materials if class time does not allow, and to contribute to participation if a necessary absence occurs. It is very important to make sure that the assigned reading materials are read and that students discuss them each week. Full marks will only be awarded to those significantly engaging with— and actively contributing to—discussion. Active participation can take the form of analyzing the texts, asking questions,

answering classmates' questions, and generally engaging actively with the material. Regarding online discussion forums specifically, all posts must be made by 11:59 pm on the Friday of that week.

Critical Book Review:

Students will write a 2-to-3 page book review on Craig Steven Wilder's *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities*. All papers are to be written using Chicago style formatting using endnotes or footnotes. More detailed instructions to follow.

Due: February 17, submitted electronically on the course OWL website by 12:00pm noon.

Black Resistance Roundtable Assignment:

This assignment will take the place of our discussion in Weeks 9 and 10. Each student will be assigned a notable figure in the history of Black resistance to slavery. Then each student will research and act as their historical figure in a meeting held between some of Black America's greatest heroes. Students are expected to research the life of their historical figure as well as their ideas. Students will introduce themselves as their resistance fighter and engage in a dialogue with their peers over the two-week period. Much like with our normal participation discussions, full marks will only be awarded to those significantly engaging in the convention and actively contributing to discussion. Participation can take many forms, such as responses to questions prompted by the moderator (instructor), posing questions of your own, and active discussion with other attendees (classmates). More detailed instructions to follow.

Duration: Week 9 and Week 10.

Research Paper:

Students will write a 7-10 page research paper on a topic of their choosing. **These topics must be approved by the instructor at least two weeks prior to the deadline. Failure to obtain instructor approval for a topic within the indicated timeline will result in a 5% penalty for the assignment.** All papers are to be written using Chicago style formatting using endnotes or footnotes. More detailed instructions to follow.

Due: April 8, submitted electronically on the course OWL website by 12:00pm noon.

Take-Home Exam:

Students will choose 1 out of 3 essay questions posted to OWL to write a 5–7 page essay for their final evaluation. The exam will be in an “open book” format, and students are expected to utilize readings and lecture materials. As such, direct quotations of primary and secondary course materials are expected in student responses to their chosen exam essay question.

Due Date TBA, as scheduled by the Office of the Registrar

Course Policy on Assignment Submissions and Late Assignments:

Each assignment is due at the times listed above. This means that each assignment **must** be submitted **before** 12:00pm noon on the day it is due. All assignments **must** be submitted as a

Word document (.doc or .docx). All assignments **must** be uploaded to the course OWL website. Failure to comply with these instructions will result in late mark deductions until the assignment is uploaded.

Additionally: DO NOT upload assignments as a PDF or any other format—**the only acceptable formats are Word files, specifically .doc or .docx.** Assignments uploaded in the incorrect file type format will be considered late and will accrue late penalties until uploaded in the required file type format (only .doc or .docx).

All late submissions of assignments will lose **five percent (5%) per day**, starting on the due date after the 12:00pm noon deadline, and including weekends as two separate days.

Detailed guidelines on all written assignments will be provided on separate handouts posted to OWL and be discussed well in advance of deadlines.

Communications:

Students are expected to regularly consult both the course OWL website and your University Student Email for any updates, changes, or notifications about the course, assignments, or university matters. Any emails sent to the instructor must be sent to the email listed above on page one of the syllabus, and must include the student's full name, the course number, and must be sent from the student's University Student Email.

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.

Weekly Schedule:

Week 1: Introductions and Beginnings

Tuesday January 11: Introductions and an Overview of Course Materials

Thursday January 13: Lecture

Week 2: The Transatlantic Slave Trade

Tuesday January 18: Discussion

Discussion Articles:

Berlin, Ira. "American Slavery in History and Memory and the Search for Social Justice." *Journal of American History* 90.4 (March 2004).

Modlin Jr, E. Arnold, Derek Alderman, and Glenn W. Gentry. "Tour Guides as Creators of Empathy: The Role of Affective Inequality in Marginalizing the Enslaved at Plantation House Museums." *Tourist Studies* 11.1 (April 2011).

Thursday January 20: Lecture

Text Book Readings:

Slavery and the Making of America, pages 1-27

Week 3: Slavery in Colonial North America

Tuesday January 25: Discussion

Discussion Articles:

Bush, Barbara. "'Daughters of the Injur'd Africk': African Women and the Transatlantic Slave Trade." *Women's History Review* 17.5 (October 2008).

Richardson, David. "Shipboard Revolts, African Authority, and the Atlantic Slave Trade." *The William and Mary Quarterly* 58.1 (January 2001).

Thursday January 27: Lecture

Text Book Readings:

Slavery and the Making of America, pages 28-46

Week 4: Slavery in the Era of Revolution

Tuesday February 1: Discussion

Discussion Articles:

Grant, Daragh. "'Civilizing' the Colonial Subject: The Co-Evolution of State and Slavery in South Carolina, 1670-1739." *Comparative Studies in Society and History* 57.3 (July 2015).

Whitfield, Harvey Amani, "White Archives, Black fragments: Problems and Possibilities in Telling the Lives of Enslaved Black people in the Maritimes." *The Canadian Historical Review* 101.3 (September 2020).

Thursday February 3: Lecture

Text Book Readings:

Slavery and the Making of America, pages 47- 67

Week 5: After the Revolution: The Rise of the Cotton Kingdom

Tuesday February 8: Discussion

Discussion Articles:

Sandy, Laura. "Divided Loyalties in a 'Predatory War': Plantation Overseers and Slavery During the American Revolution." *Journal of American Studies* 48.2 (May 2014).

Sinha, Manisha. "To 'Cast Just Obliquy' on Oppressors: Black Radicalism in the Age of Revolution." *The William and Mary Quarterly* 64.1 (January 2007).

Thursday February 10: Lecture

Text Book Readings:

Slavery and the Making of America, pages 67- 84

Week 6: The Pro Slavery South

(Book review Due February 17th)

Tuesday February 15: Discussion

Discussion Articles:

Lowery, Malinda. "On the Antebellum Fringe: Lumbee Indians, Slavery, and Removal." *Native South* 10.1 (2017).

Plath, Lydia. "'My master and miss...warn't nothing but poor white trash': Poor White Slave Holders and their Slaves in the Antebellum South." *Slavery and Abolition* 38.3 (July 2017).

Thursday February 17: Lecture

Text Book Readings:

Slavery and the Making of America, pages 85-108

Week 7: Reading Week—No Classes

Week 8: The Lives of the Enslaved

Tuesday March 1: Discussion

Discussion Readings:

Wilder, Craig Steven, *Ebony and Ivy: Race Slavery, and the Troubled History of America's Universities*.

Thursday March 3: Lecture

Text Book Readings:

Slavery and the Making of America, pages 109-117

Week 9: Resistance and the Anti Slavery Movement
(Black Resistance Roundtable Assignment [First Week])

Tuesday March 8: Discussion

Discussion Articles:

Black Resistance Roundtable Assignment [First Week]

Thursday March 10: Lecture

Text Book Readings:

Slavery and the Making of America, pages 118-148

Week 10: Lead up To War: The 1850s
(Black Resistance Roundtable Assignment [Second Week])

Tuesday March 15: Discussion

Discussion Articles:

Black Resistance Roundtable Assignment [Second Week]

Thursday March 17: Lecture

Text Book Readings:

Slavery and the Making of America, pages 148- 172

Week 11: The Civil War

Tuesday March 22: Discussion

Discussion Articles:

Lande, Jonathan. “‘Lighting up the Path of Liberty and Justice’: Black Abolitionist Fourth of July Celebrations from the Fugitive Slave Act to the Civil War.” *The Journal of African American History* 105.3 (June 2020).

Jackson, Kellie Carter. “‘Dare you meet a woman’: Black women, abolitionism, and protective violence, 1850-1859.” *Slavery and Abolition* 42.2 (April 2021).

Thursday March 24: Lecture

Text Book Readings:

Slavery and the Making of America, pages 173-209

Week 12: Reconstruction

Tuesday March 29: Discussion

Discussion Articles:

Gonzalez, Aston. "Stolen Looks, People Unbound: Picturing Contraband People During the Civil War." *Slavery and Abolition* 40.1 (January 2019).

Conner, Mathew. "Minstrel Soldiers: The Construction of African-American Identity in the Union Army." *Prospects: An Annual of American Cultural Studies* 26.1 (October 2001).

Thursday March 31: Lecture

Text Book Readings:

Slavery and the Making of America, pages 209- 231

Week 13: Final Reflections

(Research Paper due April 8th)

Tuesday April 5: Discussion

Discussion Articles:

Brosnan, Anne Marie. "'To educate themselves': Southern Black Teachers in North Carolina's Schools for the Freedpeople during the Civil War and Reconstruction Period, 1862-1875." *American Nineteenth Century History* 20.3 (September 2019).

Parsons, Elaine. "Midnight Rangers: Costume and Performance in the Reconstruction-Era Ku Klux Klan." *The Journal of American History* 92.3 (December 2005).

Thursday April 7: Final Reflections

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
 - 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)

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

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:

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/>.