



History 2710F – Red, White, Black, et Blancs: North America to the 1860s Fall 2022

Course Information

Course Name, Number, Section: History 2710F 550
Instructor: Jonathan Bayer
Contact Information: jbayer@uwo.ca
Office: V121
Office Hours: Mondays, 13:00-14:00
Class Location: H112
Scheduled Class Times: Mondays, 14:30-15:30 and Wednesdays, 15:30-17:30
Antirequisites: History 2201E, History 2301E.

Course Description

This course explores themes of race, class, gender, religion, and politics in early North American history from the first human migrations into North America to the 1860s. The course will examine Indigenous nations and groups in pre-Contact North America, contact between North America and Europe, colonialism and settler colonialism in North America, the struggles between European colonial empires in America, the emergence of the Atlantic slave trade, understanding of gender and gendered divisions of labour in the Atlantic world, the rise of republicanism and the United States, Mexican Independence, industrialization, resistance to slavery and abolition, the American Civil War, the reactions of Canada and Mexico to that conflict, and Canadian Confederation. The hour of class on Mondays and the first hour of class on Wednesdays will be lecture while the second hour of class on Wednesdays will be class discussion of the readings. Students are asked to have the weekly readings completed by class time on Wednesdays and to come to class on that day ready to discuss them.

Course Learning Outcomes

- Explore key themes of race, class, gender, religion, and politics in the historiography of early North America and the ways these themes have influenced the course of North American history
- Engage with some of the key arguments that have been made by historians of North America and examine the historical context that these arguments reveal
- Analyze key books and articles from the historiography of North America and the ways in which they have shaped the field of North American history

Textbooks and Course Materials

J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830* (New Haven: Yale University Press, 2006), 546 pages. Available at the book store.

Methods of Evaluation

Participation in Seminar - 10%

Students will actively participate in discussion of the week's readings. Each day will be marked out of 5 points. Students will receive 3 points for showing up, the 4th point for joining in the class discussion, and the 5th point based on the substance of their contribution. At the end of the course, the four lowest of the daily marks will be dropped for each student.

Reading Reviews (due October 11, November 7, December 5) - 5% each

Students will write reviews (approx. 500 words, 2 pages) for three of the Optional Readings from the course (one from weeks 1-4, one from weeks 5-8, and one from weeks 9-12) outlining the main argument that is being made in the article and the strengths and weaknesses of the piece.

Film Essay (due October 21) - 25%

Students will watch a Hollywood film portraying some aspect of North American history from the time period covered to that point in the course and write an essay (approx. 750-1250 words, 3-5 pages) connecting the portrayals of North American race, class, gender, religion, and/or politics in the film to themes and materials explored in class. A list of potential films will be provided, but the film explored does not have to be on the list. A detailed essay question as well as additional secondary source material (optional) will be provided.

Primary Source Essay (due November 25) - 25%

Students will choose a primary source from the era and write an essay (approx. 750-1250 words, 3-5 pages) on the historical context of the source. A list of three primary sources will be provided for students to choose from, or students may find their own sources with approval. A detailed essay question will be provided.

Final Exam - 25%

Students will write a final exam on the exam date.

Tentative Class Schedule/ Syllabus

Week One - Pre-Contact North America and Contact with Europe

Book Reading: "Introduction" and "Chapter One - Intrusion and Empire" in J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*, New Haven: Yale University Press, 2006.

Article Reading: Evan Haefeli, "On First Contact and Apotheosis: Manitou and Men in North America," *Ethnohistory* Vol 54 No 3 (2007), 407-443.

<https://read-dukeupress-edu.proxy1.lib.uwo.ca/ethnohistory/article/54/3/407/8683/On-First-Contact-and-Apotheosis-Manitou-and-Men-in>

Optional Reading: Thomas Wickman, "Winters Embittered with Hardships': Severe Cold,

Wabanaki Power, and English Adjustments, 1690–1710,” *William and Mary Quarterly* Vol 72 No 1 (2015), 57-98.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/10.5309/willmaryquar.72.1.0057?sid=primo#metadata_info_tab_contents

Week Two - Conquest, Resources, and Settler Colonialism

Book Reading: “Chapter Two - Occupying American Space” in J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*, New Haven: Yale University Press, 2006.

Article Reading: Carr, Lois Green and Lorena S. Walsh. “The Planter’s Wife: The Experience of White Women in Seventeenth-Century Maryland.” *William and Mary Quarterly* Vol 34, No 4 (1977), 542-571.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/2936182?sid=primo#metadata_info_tab_contents

Optional Reading: Neal Salisbury, “Religious Encounters in a Colonial Context: New England and New France in the Seventeenth Century,” *American Indian Quarterly* Vol 16 No 4 (1992), 501-509.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/1185295?sid=primo#metadata_info_tab_contents

Week Three - Expansion and Conflict

Book Reading: “Chapter Three - Confronting American Peoples” in J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*, New Haven: Yale University Press, 2006.

Article Reading: Peter M. Moogk, “Reluctant Exiles: Emigrants from France in Canada before 1760,” in Stanley Katz, John M. Murrin, Douglas Greenberg, David J. Silverman, and Denver Brunsman, eds., *Colonial America: Essays in Politics and Social Development* (New York: Routledge, 2011), 157-184.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/1922353?sid=primo#metadata_info_tab_contents

Optional Reading: Allan Greer, “National, Transnational, and Hypernational Historiographies: New France Meets Early American History,” *Canadian Historical Review* Vol 91 No 4 (2010), 695-724.

<https://www-utpjournals-press.proxy1.lib.uwo.ca/doi/full/10.3138/chr.91.4.695>

Week Four - African Slavery in North America

Book Reading: “Chapter Four - Exploiting American Resources” in J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*, New Haven: Yale University Press, 2006.

Article Reading: Edmund S. Morgan, “Slavery and Freedom: The American Paradox,” *Journal of American History* Vol 59 No 1 (1972), 5-29.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/1888384?sid=primo#metadata_info_tab_contents

Optional Reading: Patrick Wolfe, “Land, Labor, and Difference: Elementary Structures of Race,” *American Historical Review* Vol 106 (2001), 866-905.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/2692330?sid=primo#metadata_info_tab_contents

Week Five - Imperial Expansion and Competition

Book Reading: "Chapter Five - Crown and Colonies" in J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*, New Haven: Yale University Press, 2006.

Article Reading: Philip D. Morgan, "The Black Experience in the Empire, 1680-1810." Chapter Four in Philip D. Morgan and Sean Hawkins, eds., *Black Experience and the Empire*, Cambridge: Oxford University Press, 2004, pp.86-110.
<https://oxford-universitypressscholarship-com.proxy1.lib.uwo.ca/view/10.1093/acprof:oso/9780199290673.001.0001/acprof-9780199290673>

Optional Reading: Philip D. Morgan, "Work and Culture: The Task System and the World of Lowcountry Blacks, 1700 to 1880." *William and Mary Quarterly* Vol 39, No 4 (1982), 563-599.
https://www-jstor-org.proxy1.lib.uwo.ca/stable/1919004?sid=primo#metadata_info_tab_contents

Week Six - The American Revolution

Book Reading: "Chapter Six - The Ordering of Society" in J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*, New Haven: Yale University Press, 2006.

Article Reading: T.H. Breen, "An Empire of Goods: The Anglicization of Colonial America, 1690-1776," *Journal of British Studies* Vol 25 No 4 (1986), 467-499.
https://www-jstor-org.proxy1.lib.uwo.ca/stable/175565?sid=primo#metadata_info_tab_contents

Optional Reading: Nancy Christie, "Merchants and Plebeian Commercial Knowledge in Montreal and Quebec, 1760-1820," *Early American Studies* Vol 13 No 4 (2015), 856-880.
https://www-jstor-org.proxy1.lib.uwo.ca/stable/44630807?sid=primo#metadata_info_tab_contents

Week Seven - The Revolutionary Atlantic

Book Reading: "Chapter Seven - America as Sacred Space" in J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*, New Haven: Yale University Press, 2006.

Article Reading: Paul Finkelman, "The Founders and Slavery: Little Ventured, Little Gained," *Yale Journal of Law & the Humanities* Vol 13 No 2 (2001), 413-449.
https://heinonline-org.proxy1.lib.uwo.ca/HOL/Page?lname=&public=false&collection=journals&handle=hein.journals/yallh13&men_hide=false&men_tab=toc&kind=&page=413

Optional Reading: Joseph S. Tiedemann, "A Tumultuous People: The Rage for Liberty and the Ambiance of Violence in the Middle Colonies in the Years Preceding the American Revolution," *Pennsylvania History* Vol 77 No 4 (2010), 387-431.
https://www-jstor-org.proxy1.lib.uwo.ca/stable/10.5325/pennhistory.77.4.0387#metadata_info_tab_contents

Week Eight - American Westward Expansion and the War of 1812

Book Reading: "Chapter Eight - Empire and Identity" in J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*, New Haven: Yale University Press, 2006.

Article Reading: Ned Blackhawk, "The Displacement of Violence: Ute Diplomacy and the Making of New Eighteenth-Century Northern Borderlands," *Ethnohistory* Vol 54 No 4 (2007), 723-755.

https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/00141801/v54i0004/723_tdovudonmenb.xml

Optional Reading: Ken Donovan, "Slavery and Freedom in Atlantic Canada's African Diaspora: Introduction." *Acadiensis* Vol 43 No 1 (2014), 109-115.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/24329578?sid=primo#metadata_info_tab_contents

Week Nine - The Expansion of Slavery and Mexican Independence

Book Reading: "Chapter Nine - Societies on the Move" in J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*, New Haven: Yale University Press, 2006.

Article Reading: Afua Cooper, "Acts of Resistance: Black Men and Women Engage in Slavery in Upper Canada, 1793-1803," in Mona Gleason et al., eds., *The Promise of Women's History* (Oxford: Oxford: Oxford University Press, 2011).

https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/00302953/v99i0001/5_aor.xml

Optional Reading: Jane T. Merritt, "Cultural Encounters along a Gender Frontier: Mahican, Delaware, and German Women in Eighteenth-Century Pennsylvania." *Pennsylvania History* Vol 67 No 4 (2000), 502-531.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/27774291?sid=primo#metadata_info_tab_contents

Week Ten - Industrialization and Growth

Book Reading: "Chapter Ten - War and Reform" in J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*, New Haven: Yale University Press, 2006.

Article Reading: Thomas Dublin, "Women, Work, and Protest in the Early Lowell Mills," *Labor History* Vol 16 No 1 (1975), 99-116.

https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/0023656x/v16i0001/99_wwapithoaweu.xml

Optional Reading: Vanessa M. Holden, "Generation, Resistance, and Survival: African-American Children and the Southampton Rebellion of 1831." *Slavery & Abolition* Vol 38 No 4 (2017), 673-696.

https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/0144039x/v38i0004/673_grasacatsro1.xml

Week Eleven - Manifest Destiny and the Mexican-American War

Book Reading: "Chapter Eleven - Empire in Crisis" in J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*, New Haven: Yale University Press, 2006.

Article Reading: Peter Guardino, "In the Name of Civilization and with a Bible in Their Hands": Religion and the 1846-48 Mexican-American War." *Mexican Studies* Vol 30 No 2 (2014), 342-365.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/30031591#metadata_info_tab_contents

Optional Reading: Louis A. Decaro Jr., "Revival, Resistance, and Abolition in the Time of John Brown." In *Fire from the Midst of You* (2020), 30-42.

<https://www-degruyter-com.proxy1.lib.uwo.ca/document/doi/10.18574/nyu/9780814744062.003.0007/html>

Week Twelve - The American Civil War and Canadian Confederation

Book Reading: "Chapter Twelve - A New World in the Making" and "Epilogue" in J.H. Elliott, *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*, New Haven: Yale University Press, 2006.

Article Reading: Phillip Buckner, "British North America and a Continent in Dissolution': The American Civil War in the Making of Canadian Confederation," *Journal of the Civil War Era* Vol 7 No 4 (2017), 512-540.

<https://go-gale-com.proxy1.lib.uwo.ca/ps/i.do?p=AONE&u=lond95336&id=GALE|A513194991&v=2.1&it=e>

Optional Reading: Crystal N. Feimster, "General Benjamin Butler & the Threat of Sexual Violence during the American Civil War," *Daedalus* Vol 138 No 2 (2009), 126-134.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/40543942?sid=primo#metadata_info_tab_contents

RULES AND REGULATIONS

The History Department has specified that:

1. Accommodation will not be granted for missed classes.
2. 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.
3. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
4. Late marks are calculated on the copy submitted to OWL. Late penalties are calculated according to calendar day, including Saturdays.
5. Lateness will be penalized as follows: First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction to a maximum of 15% of the final assignment grade.
6. Unless Academic Consideration has been granted by the professor, assignments will not be accepted after one week. Extensions will only be given for assignments **worth more than 10%** once appropriate documentation has been submitted through Academic Advising.

7. Students must complete all essay assignments in order to pass essay courses. If essay assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.
8. Assignments will not be accepted after the final date of the examination period unless the student has applied for – and received – incomplete standing
https://www.uwo.ca/univsec/pdf/academic_policies/general/grades_undergrad.pdf

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

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

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

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

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

For example:

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

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

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

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 page 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](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 Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

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: [Academic Calendar - Western University \(uwo.ca\)](#)

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: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) . 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, tablets, 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

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, 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) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) 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.

c) 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. 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: [accommodation medical.pdf \(uwo.ca\)](#). 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://academic-support.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports 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. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. 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

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)