

**HURON UNIVERSITY COLLEGE**  
***Philosophy 3880G: Social Ontology/Social Construction of Institutions***  
**Course Outline, Winter 2022 ~ J. Epp**

**Mon. 2:30-3:30 pm EST in HC-W103**  
**Wed. 3:30-5:30 pm EST in HC-W103**  
**Zoom until announced otherwise**

**Instructor: Jennifer Epp**  
**Office hours via Zoom: Time TBD. Check**  
**OWL Announcements for details.**  
**Email: [jepp6@uwo.ca](mailto:jepp6@uwo.ca)**

**ZOOM INVITATION – MONDAYS**

**Join Zoom Meeting**

<https://westernuniversity.zoom.us/j/97412382>

**Meeting ID:** 974 1238 2957

**Passcode:** 203380

**ZOOM INVITATION – WEDNESDAYS**

**Join Zoom Meeting**

<https://westernuniversity.zoom.us/j/91217055>

**Meeting ID:** 912 1705 5241

**Passcode:** 629113

***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.*

**Prerequisite(s):** [Philosophy 2500F/G](#), or 3rd or 4th year standing in a Philosophy program

**COURSE DESCRIPTION:**

Social ontology can be understood as the study of the social components of reality. This statement implies that there are both natural and social components to reality – a disputed claim. Alternately, one might say that social ontology is the study of the nature of social reality.

Questions in this field include: What are the parts of our social world/s? How do those parts relate to each other? What is the source of their existence? Are social worlds, or aspects of them, constructed? If so, how? Could they have been constructed differently? Can they be changed? Are there natural kinds or other aspects of social reality that are not constructed? Do social worlds or aspects of social reality depend on minds for their existence or are they mind-independent? If they are mind-dependent, in what way? Are the minds in question individual or collective? How does the operation of power influence social reality? What do language, ideology, representation, ignorance, emotion, memory, and conversation or dialogue have to do with “what there is” or “what there could be?”

The course will address these questions in part by focusing on the ontology of race.

## **COURSE LEARNING OBJECTIVES:**

- 1) To develop student's abilities to identify, understand, construct and critique philosophical arguments. In order to meet this objective, students will enhance their oral and written communication skills, active listening skills, analytical ability and potential for creative problem solving via written assignments, collaborative exercises in interpretation, and on-line discussion.
- 2) To familiarize students with a central debate in contemporary metaphysics and to illuminate connections between metaphysics and social and political philosophy. To meet this objective, students will read relevant literature and engage in written exegesis, conceptual analysis, and respectful debate. Discussions will directly address connections between different areas of philosophical thought and touch on methodology.
- 3) To provide students with resources that may help them to identify, and think critically about, assumptions about "the way things are" in their social milieus. To meet this objective, students will consider the social ontology of race with a focus on anti-Black racism, Whiteness, and First Nations identity and experience. They will also enhance their ability to formulate theoretical and practical questions about both course material and the current global and local political landscapes in which they are situated. Questions will be discussed in class.

## **CLASS METHODS**

Class will include interactive lecture time by Zoom, as well as time for group breakout discussions, and on-line interaction in the Forum on OWL. Participation is highly encouraged, and students are expected to come to class prepared to ask questions, find answers, and discuss the readings.

## **TEXTS**

All readings can be found either on the internet, via UWO Libraries, or in the Resources section of OWL. Addresses for web-based readings are given in the Syllabus/Reading list below.

## **REQUIRMENTS:**

<b>Participation, 30 hours:</b> 1.5% per set of Tues. + Thurs. classes =	15%
<b>Forum Discussions, 10 weeks of your choice:</b> 10 x 1.5% =	15%
<b>Essay, due Feb. 18</b>	25%
<b>Group Presentation (Story Assignment), Mar. 28 – Apr. 6</b>	25%
<b>Take Home Exam</b>	20%

## **ASSIGNMENTS:**

Submit all assignments, except Forum Discussions, to the **Assignments section of OWL**. If you have trouble submitting through OWL e-mail your assignment to [jepp6@uwo.ca](mailto:jepp6@uwo.ca) to prevent it from being counted as late. Forum Discussions take place in the **Forum section of OWL**.

**Details and evaluation criteria** for all assignments will also appear in the **Assignments** section.

### **ANONYMOUS GRADING:**

Do not put your name anywhere on your Essay or Exam (including title pages, headers, and document file names). **Include your student number instead.** To avoid bias, I grade those assignments **anonymously.**

**OWL:** check the **Announcements** section of **OWL** regularly.

### **PLAIGIARISM:**

Work submitted to the Assignments section in OWL is automatically sent to Turnitin.com (a plagiarism checking service). Papers are not graded until they are submitted and checked there.

You may not submit assignments, or portions of assignments, that have been prepared for other courses. All instances of suspected plagiarism will be taken very seriously. Make sure to **cite all direct quotes, use quotation marks, cite all ideas that you got from somewhere else even if you are not using quotes, and include a bibliography or footnotes of any external resources that you use in anything submitted for this class.**

### **ACCESSIBILITY:**

Your success is important to me and there are many ways to learn. Feel free to discuss your learning needs with me during office hours or by e-mail. Together we will find ways to make the class accessible and productive for you.

Life can get in the way of school sometimes. If you run into difficulties and need assistance, please talk to me by email or during office hours (which will be private). I will do my best to support your success during the term. In addition to disability or wellness, I accommodate for employment and family responsibilities. For accommodations on assignments worth more than 10% please also (or instead if you prefer), speak with an academic counsellor. See Academic Advising at Huron: <https://huronatwestern.ca/academic-advising>.

If I have concerns about your academic performance or wellbeing, I may identify them through Early Alert. With Early Alert (HEART), faculty members can connect you with advisors and wellness staff who offer students support and assistance in getting back on track. Only members of HEART can access concerns and Early Alert does not affect your academic record.

For information about addressing mental or physical health concerns, including seeing a Huron Wellness counsellor, please visit <https://huronatwestern.ca/wellness-services>.

I encourage students with disabilities to use the Services for Students with Disabilities provided by the Student Development Centre at Western including the provision of note-takers, learning strategies assistance, assignment and exam accommodations, and sign-language interpreters. The

Accessibility Services Office is located on the 4<sup>th</sup> floor of the Student Services Building, room 4111. See <http://www.sdc.uwo.ca/ssd/> for more information or call (519) 661-2147.

**LATE POLICY:**

We will decide on a late policy together in class. Participate to design this part of the course.

**Reading List,**

	<b>Topic</b>	<b>Articles or Videos</b>	<b>Author</b>
<b>Jan. 10</b>	<b>Introducing the Course</b>	<p><b>“What is Ontology?”</b>  <a href="https://www.youtube.com/watch?v=XTsaZWzVJ4c">https://www.youtube.com/watch?v=XTsaZWzVJ4c</a></p> <p>Topic: What might the parts and processes of social reality be? What other questions could we ask?</p> <p><b>Why Your MUSIC Sounds 12 Shades of Grey (alternatives to 12 tone tuning)</b>  <a href="https://www.youtube.com/watch?v=F9Zv6MGdh7Y">https://www.youtube.com/watch?v=F9Zv6MGdh7Y</a></p> <p>Topic: An example of social construction.</p> <p><b>Optional:</b> Social Ontology  <a href="https://plato.stanford.edu/entries/social-ontology/#ConsSociCate">https://plato.stanford.edu/entries/social-ontology/#ConsSociCate</a></p>	<p><b>Kent Löfgren</b></p> <p><b>David Bruce</b></p> <p>Brian Epstein</p>
<b>Jan. 12</b>	<b>Parts and Processes: Storytelling and Our Story Assignment</b>	<p><b>How To Use the Exonerative Tense to Uphold White Supremacy (Funny):</b>  <a href="https://www.mcsweeneys.net/articles/how-to-use-the-past-exonerative-tense-to-uphold-white-supremacy">https://www.mcsweeneys.net/articles/how-to-use-the-past-exonerative-tense-to-uphold-white-supremacy</a></p> <p><b>Ask a Slave</b> (First 5 episodes)  <a href="https://www.youtube.com/results?search_query=ask+a+slave">https://www.youtube.com/results?search_query=ask+a+slave</a></p> <p><b>Ask yourself.</b> Then tell us about your learning experiences. (See the Forum in Owl. To be explained.)</p> <p><b>Optional:</b> “The Women in the Tower”</p> <p><b>Optional:</b> “How I Learned To Stop Worrying and Love Discussing Race”  <a href="https://www.youtube.com/watch?v=MbdxeFcQtaU">https://www.youtube.com/watch?v=MbdxeFcQtaU</a></p>	<p><b>Devorah Blachor</b></p> <p><b>Azie Mira Dungey</b></p> <p><b>You and Our Class</b></p> <p>Cynthia Rich</p> <p>Jay Smooth</p>

<p><b>Jan. 17 &amp; 19</b></p>	<p><b>Parts and Processes: Storytelling Land, and the Practice of Indigenous Resurgence</b></p>	<p><b>“Land as Pedagogy”</b> Chapter 9 in <i>As We Have Always Done</i>  <a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044439946505163">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044439946505163</a></p> <p><b>Optional &amp; helpful for your story assignment:</b>  “Story as Indigenous Methodology” Chapter 5 in <i>Indigenous Methodologies</i>.</p> <p><b>Optional &amp; helpful for your story assignment:</b>  “Theorizing Resurgence From Within Nishnaabeg Thought” in <i>Dancing On Our Turtle’s Back</i></p> <p>Topic: Story as an indigenous practice of theorizing, knowing, teaching/learning, relationship building, and living well in the context of indigenous resurgence on Turtle Island.</p>	<p><b>Leanne Betasamosake Simpson</b></p> <p><b>Margaret Kovach</b></p> <p><b>Leanne Betasamosake Simpson</b></p>
<p><b>Jan. 24 &amp; 26</b></p>	<p><b>Parts and Processes: Creating Institutional Facts</b></p>	<p><b>“Social Ontology and Political Power”</b></p> <p>Topic: The role of language and collective intentionality in creating institutional facts and enabling political power.</p> <p><b>Freedom House Ambulance Service</b>  <a href="https://99percentinvisible.org/episode/freedom-house-ambulance-service/">https://99percentinvisible.org/episode/freedom-house-ambulance-service/</a></p> <p>Topic: Institutional social construction in action ~ emergency medicine, race, and political power.</p> <p><b>Optional:</b> “Social Institutions” esp. section 1.  <a href="http://plato.stanford.edu/entries/social-institutions/#AccSocIns">http://plato.stanford.edu/entries/social-institutions/#AccSocIns</a></p>	<p><b>John Searle</b></p> <p><b>Kevin Hazzard &amp; Joe Rosenberg</b></p> <p>Seumas Miller</p>
	<p><b>Social Construction: Of what? By whom? How?</b></p>	<p><b>“Why Ask What?”</b></p>	<p><b>Ian Hacking</b></p>

<p><b>Jan. 31 &amp; Feb. 2</b></p>		<p>Topic: Social matrixes, looping, and the construction of human “kinds.”</p> <p><b>How Norway Designed a More Humane Prison</b>  <a href="https://www.youtube.com/watch?v=5v13wrVEQ2M">https://www.youtube.com/watch?v=5v13wrVEQ2M</a></p> <p><b>Optional:</b> “Social Construction: the “Debunking” Project”</p> <p><b>Optional:</b> What Does Social Construction Really Mean?  <a href="https://www.youtube.com/watch?v=-UpSoosy9ws">https://www.youtube.com/watch?v=-UpSoosy9ws</a></p>	<p><b>Christophe Haubursin</b></p> <p>Sally Haslanger</p> <p>Cuck Philosophy</p>
<p><b>Feb. 7 &amp; 9</b></p>	<p><b>Parts and Processes: Remembering and Constructive Agency</b></p>	<p><b>“Remembering for the Future”</b> Chapter 8 in <i>Our Faithfulness to the Past: The Ethics and Politics of Memory</i></p> <p>Topic: Remembering, interpreting, and making significance together to construct futures.</p>	<p><b>Susan Campbell</b></p>
<p><b>Feb. 14 &amp; 16</b></p> <p><b>Essay Due Feb. 18</b></p>	<p><b>Parts and Processes: Strategies for Preserving World(view)s and Epistemic Authority</b></p>	<p><b>Class Choice: One of ...</b></p> <p><b>“Tracking Privilege-Preserving Epistemic Pushback in Feminist and Critical Race Philosophy Classes”</b></p> <p><b>“Being Dismissed: The Politics of Emotional Expression”</b></p> <p><b>Optional:</b> “Tell Me How That Makes You Feel”: Philosophy’s Reason/Emotion Divide and Epistemic Pushback in Philosophy Classrooms”</p>	<p><b>Alison Bailey</b></p> <p><b>Susan Campbell</b></p> <p><b>Allison B. Wolf</b></p>
<p><b>Feb 19 – 27</b></p>	<p><b>Reading Week</b></p>	<p><b>Rest. Catch up. Enjoy!</b></p>	
<p><b>Feb. 28</b></p>	<p><b>The Ontological Status of Race: Does Race Exist? If so, how?</b></p>	<p><b>“Race”</b> <a href="http://plato.stanford.edu/entries/race/">http://plato.stanford.edu/entries/race/</a></p> <p><b>Racial Ontology: 1. Introduction</b>  <a href="https://wi-phi.com/videos/racial-ontology/">https://wi-phi.com/videos/racial-ontology/</a>  +</p>	<p><b>Michael James</b></p> <p><b>David Miguel Gray</b></p>

<p><b>&amp; Mar. 2</b></p>		<p><b>Racial Ontology: 3b. Sociohistorical Theories of Race</b> <a href="https://wi-phi.com/videos/sociohistorical-theories-of-race/">https://wi-phi.com/videos/sociohistorical-theories-of-race/</a></p> <p>+</p> <p><b>Optional:</b> Racial Ontology: 3a. Sociohistorical Theories of Race <a href="https://wi-phi.com/videos/sociohistorical-theories-of-race/">https://wi-phi.com/videos/sociohistorical-theories-of-race/</a></p> <p><b>Optional:</b> “Gender and Race: (What) Are They? (What) Do We Want Them To Be?” <a href="http://www.mit.edu/~shaslang/papers/WIGRnous.pdf">http://www.mit.edu/~shaslang/papers/WIGRnous.pdf</a></p> <p><b>Optional:</b> ““But What Are You <i>Really</i>?” The Metaphysics of Race.” Chapter 3 of <i>Blackness Visible</i> (or any chapter of this book).</p>	<p>“</p> <p>“</p> <p>Sally Haslanger</p> <p>Charles Mills</p>
<p><b>Mar. 7 &amp; 9</b></p>	<p><b>The Ontological Status of Race: Is Race Biological?</b></p>	<p><b>“The New Biology of Race”</b> <a href="https://www-jstor-org.proxy1.lib.uwo.ca/stable/3655724?seq=16#metadata_info_tab_contents">https://www-jstor-org.proxy1.lib.uwo.ca/stable/3655724?seq=16#metadata_info_tab_contents</a></p> <p><b>Racial Ontologies : 2. Naturalist Theories of Race</b> <a href="https://wi-phi.com/videos/naturalist-theories-of-race/">https://wi-phi.com/videos/naturalist-theories-of-race/</a></p> <p><b>Optional:</b> “How To Decide If Races Exist” (Eliminativism)</p> <p><b>Optional:</b> <i>What is Race? Four Philosophical Views.</i></p> <p>(Spencer: biological naturalism; Glasgow: racial anti-realism or basic racial realism; Haslanger: sociopolitical constructionist revisionism. Jeffers: cultural constructionist revisionism.)</p>	<p><b>Joshua M. Glasgow</b></p> <p><b>David Miguel Gray</b></p> <p>Anthony Kwame Appiah</p> <p>Joshua Glasgow, Sally Haslanger, Quayshawn Spencer, Chike Jeffers</p>
	<p><b>Parts and Processes:</b></p>	<p>These are short videos or news articles. Review all of them:</p> <p><b>“Race: Race and Racist Institutions”</b> <a href="https://wi-phi.com/videos/race-and-racist-institutions/">https://wi-phi.com/videos/race-and-racist-institutions/</a></p>	<p><b>Eduardo Mendieta</b></p> <p><b>NPR</b></p>

<p>Mar. 14 &amp; 16</p>	<p><b>Racist Social Institutions</b></p> <p><b>AKA</b>  <i>Structural Anti-Black Racism and White Supremacy</i></p> <p><b>Optional:</b>  AKA  <i>Structural Anti-Indigenous Racism and White Supremacy</i></p> <p>And/Or</p> <p>Institutional Sexism</p>	<p><b>Housing Segregation and Redlining in America: A Short History</b>  <a href="https://www.youtube.com/watch?v=O5FBJyqfoLM">https://www.youtube.com/watch?v=O5FBJyqfoLM</a></p> <p>“The Untold history of Post-Civil War ‘Neoslavery’”  <a href="https://www.npr.org/templates/story/story.php?storyId=89051115">https://www.npr.org/templates/story/story.php?storyId=89051115</a></p> <p>“Race and the Carceral State”  <a href="https://wi-phi.com/videos/race-and-the-carceral-state/">https://wi-phi.com/videos/race-and-the-carceral-state/</a></p> <p><b>Suit on Race Recalls Lines Drawn Under Slavery</b>  <a href="https://www.nytimes.com/1982/09/30/us/suit-on-race-recalls-lines-drawn-under-slavery.html">https://www.nytimes.com/1982/09/30/us/suit-on-race-recalls-lines-drawn-under-slavery.html</a> &amp;  <b>Louisiana Repels Black Blood Law</b>  <a href="https://www.nytimes.com/1983/07/06/us/louisiana-repeals-black-blood-law.html">https://www.nytimes.com/1983/07/06/us/louisiana-repeals-black-blood-law.html</a></p> <p><b>How Voter Suppression Affects Black People</b>  <a href="https://www.youtube.com/watch?v=1KYnaER2esg">https://www.youtube.com/watch?v=1KYnaER2esg</a>  <b>&amp; Voter Suppression in the United States</b>  <a href="https://en.wikipedia.org/wiki/Voter_suppression_in_the_United_States">https://en.wikipedia.org/wiki/Voter_suppression_in_the_United_States</a></p> <p><b>Optional:</b> Search the terms “<b>Digital Redlining</b>” and “<b>Discrimination algorithm race face recognition</b>” on the internet.</p> <p><b>Optional:</b> “Gender, Race, and the Regulation of Native Identity in Canada and the United States”</p> <p><b>Optional:</b> “Introduction: A Mi’kmaq Woman” in <i>Beyond Blood: Rethinking Indigenous Identity</i></p> <p>Topic: Gender-based discrimination in Canadian law to create “status and non-status Indians” as a tool of dispossession and assimilation. Including in relation to the power to designate citizenship as a political power necessary for self-determination.</p> <p><b>Optional:</b> “How medicine’s gender power gap sets up women for unequal pay and less prestigious jobs”  <a href="https://www.theglobeandmail.com/canada/article-power-gap-in-medicine/">https://www.theglobeandmail.com/canada/article-power-gap-in-medicine/</a></p>	<p><b>Douglas A. Blackmon</b></p> <p><b>Olufemi O. Taiwo</b></p> <p><b>Gregory Jaynes</b></p> <p><b>Frances Frank Marcus</b></p> <p><b>The Root</b></p> <p><b>Wikipedia</b></p> <p>Whatever you find!</p> <p>Bonita Lawrence</p> <p>Pamela Palmater</p> <p>Robyn Doolittle &amp; Chen Wang</p>
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<p><b>Mar. 21 &amp; 23</b></p>	<p><b>Parts and Processes: Constructed Ignorance and the ontological status of Whiteness</b></p>	<p><b>“White Ignorance”</b></p> <p><b>Topic:</b> Ignorance is not always lack of knowledge. Not-knowing can be motivated (this time racially) + ignorance can be created (constructed) and enforced.</p> <p><b>Optional:</b> Why So Many Canadian Universities Know So Little About Their Own Racial Diversity <a href="https://www.cbc.ca/news/canada/race-canadian-universities-1.4030537">https://www.cbc.ca/news/canada/race-canadian-universities-1.4030537</a></p> <p><b>Optional:</b> Anything from <i>Look! A White!</i> or <i>What White Looks Like</i> (full books via UWO libraries)</p> <p><b>Optional:</b> President’s Anti-Racism Working Group Final Report <a href="https://president.uwo.ca/pdf/arwg-final-report-to-president-shepard-fnl.pdf">https://president.uwo.ca/pdf/arwg-final-report-to-president-shepard-fnl.pdf</a></p> <p><b>Optional:</b> “Eternity Martis: Being Black in a White Place” (About racism at Western and in London) <a href="https://www.youtube.com/watch?v=HWft0MWiUEY">https://www.youtube.com/watch?v=HWft0MWiUEY</a></p> <p><b>Optional:</b> “What it’s like to deal with racism in Canada’s health-care system” <a href="https://www.theglobeandmail.com/news/national/wh-at-its-like-to-deal-with-racism-in-canadas-health-caresystem/article37600473/">https://www.theglobeandmail.com/news/national/wh-at-its-like-to-deal-with-racism-in-canadas-health-caresystem/article37600473/</a></p> <p><b>Optional:</b> “Coming To Understand” (On the construction of ignorance about women’s sexual anatomy and pleasure.)</p> <p><b>Optional:</b> Go exploring on the APTN (Aboriginal People’s Television Network) <a href="https://www.aptn.ca/">https://www.aptn.ca/</a></p>	<p><b>Charles Mills</b></p> <p><b>Jeremy McDonald, Lori Ward</b></p> <p><b>George Yancy</b></p> <p><b>ARWG, Western University</b></p> <p><b>Nam Kiwanuka &amp; Eternity Martis</b></p> <p><b>LaRon E. Nelson</b></p> <p><b>Nancy Tuana</b></p> <p><b>APTN</b></p>
<p><b>Mar. 28 &amp; 30</b></p>	<p><b>Story Analysis</b></p>	<p><b>Class Presentations</b></p>	<p><b>The Class</b></p>
<p><b>Apr. 4 &amp; 6</b></p>	<p><b>Story Analysis</b></p>	<p><b>Class Presentations</b></p>	<p><b>The Class</b></p>
	<p><b>Exam Period</b></p>		

Apr. 10 - 30		Date to be announced. The registrar will schedule our take-home exam.	
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## 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](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](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](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](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](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](mailto: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](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto: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](mailto: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://academicssupport.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](mailto:huronwellness@huron.uwo.ca)  
Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)  
Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

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