

HURON UNIVERSITY COLLEGE

CENTER FOR GLOBAL STUDIES

Fall 2019: CGS 3509 INDIGENOUS PEOPLES AND GLOBAL DISPOSSESSION

Dr. Ritika Shrimali

Email: rshimal@uwo.ca

Class Meeting – Monday 2:30-5:30pm

Location: W18

Office: A104

Office Hours: Wednesday 12:30-2pm

Development of capitalism is impossible without the continuing underdevelopment of the most marginalised sections of the society. In other words, advanced capitalism is “fully determined to undermine” the independence of non-capitalist formations in the periphery in a coercive manner “in order to gain possession of their means of production and labour power and to convert them into commodity buyers” (Luxemburg 2003, 350). In effect, since the onset of capitalism not only people have been dispossessed from their land, but it has also assaulted on their ways of living and being. The indigenous societies in Canada are also referred to as tribal or *adivasi* societies in South Asia. They are often one of the most marginalised sections of the society. However, what makes the late capitalism phase (since the 1990s) interesting is that, indigenous rights movements have catapulted from resource poor, local activists to global communities.

In this course we will examine specifically such transnational indigenous rights movements, the role of the state in dispossession and raise questions about the interplay between global and local politics as arenas of social change.

COURSE LEARNING OBJECTIVES

On completing this course, students should be able to:

- 1) Understand theory of dispossession and its role and limits in capital accumulation.
- 2) Critically think through the implications of the dispossession of indigenous people.
- 3) Effectively read, summarize and ask critical questions from the text.
- 4) Engage with class material and write different kinds of assignments.
- 5) Identify the strengths and limits to globalization of indigenous resistance.
- 6) Learn to identify themes/concepts discussed in class, write academically informed film review

Course Methods

This course uses a combination of lecture presentations, film screenings, class discussion and student presentations. You are expected to come to class having completed ALL required readings and prepared to engage in scholarly conversation.

Assessment and Evaluation (separate handouts will be provided for details on how to do the assignment and how it will be evaluated)

Attendance and Class Participation – 10%

Considering the fact that this is an upper year course, emphasis will be placed on student participation and interaction. Students are required to come to class having read the material and ready to participate in discussions and group work. Participation is not graded on the number of times a student speaks, but also the quality of each interjection and discussion created by the student.

Students are also encouraged to bring relevant (to the week's plan) newspaper reports and discuss them in class. The newspaper articles should be handed over to the instructor in hard copy. This work needs to be done on a consistent basis and you cannot submit 10 articles in one day. And you cannot say "...I did not know..." or "...I got it, but forgot to hand it to you..."

3 reading response papers – 10x3=30% (750-1250 words 3-5 pages (all readings from that week) (ongoing)

You are required to do all the readings from 3 weeks (choose any 3) and write comprehensive responses to them. Discuss how the readings help in understanding the class lecture, how it informs your understanding of the themes on dispossession. Critique the readings and offer your reflection on what is missing in how the authors are thinking about the case studies.

Annotated Research Bibliography – 15% (15 sources)

In order for you to be well prepared to write your final paper, you will submit a bibliography of your research as a separate assignment. This is the first step in your research project, and will represent that you have collected sufficient material to support a strong paper. This bibliography should have no less than 10 sources, and those should be peer-reviewed, and most likely will be scholarly journal articles and chapters in books.

Yes, they can be from the readings suggested in the course outline.

Indigenous Film Review – 15%

You are required to watch a film that deals with indigenous issues.

NFB (nfb.ca) has films that can be watched online. Western library also has a good collection of films available to be watched.

Choose a film that is more than 40 minutes long.

Write a 1000 words review. In the first couple of paragraphs, do a synopsis of the film, you can discuss about the story writer (why the story was written), who the director/actors are, what kind of reception did the film get? This should be followed by discussion of the film in terms of the themes discussed in class.

Final Essay – 30% (choose essay topic from list provided)

1. There are more and more arrests, killings and abuses. This is happening in Russia, Canada, the Philippines, Cambodia, Mongolia, Nigeria, the Amazon, all over Latin America, Papua New Guinea and Africa. It is global. We are seeing a human rights emergency ... Much of the world's natural capital – oil, gas, timber, minerals – lies on or beneath lands occupied by indigenous people." Explain/Elaborate
 2. Among the poorest and most excluded populations in the world. They have almost universally suffered injustices and discrimination in terms of their basic rights to life, property, languages, culture and citizenship. Many continue to be denied access to essential services such as healthcare and education, and the material conditions for living a satisfying life." Explain/Elaborate
 3. 'these communities are the repositories of vast accumulations of traditional knowledge and experience, [and] larger society ... could learn a great deal from their traditional skills in sustainably managing very complex ecological systems'. Could it thus be assumed that upholding Indigenous rights and conserving the environment go hand-in-hand? Explain/Elaborate
 4. Much of the global dispossession is backed by the economic policies of the state. Explain/Elaborate.
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Week 01 September 9 : introduction to the course/ assignments/expectations/rules..

Week 02: September 16: Contextualising Dispossession 01

Luxemburg, R. 2003. *Accumulation of Capital*. London: Routledge – Available online - <https://libcom.org/files/luxemburg%20the%20accumulation%20of%20capital.pdf>
Chapter 27 and Chapter 28

Marx, K. *Capital*, vol. 1. Chapter on Primitive Accumulation. Available online – <https://www.marxists.org/archive/marx/works/download/pdf/Capital-Volume-I.pdf> -
Chapter 26, 27, 28

Week 03: September 23 Contextualising Dispossession 02 – David Harvey and the study of dispossession under Neoliberalism: Evaluation of theory of Accumulation by Dispossession

Harvey, D. 2003. Accumulation by Dispossession in *The New Imperialism*. Oxford: Oxford University Press. - Chapter 4

Harvey, D. 2007. "Neoliberalism as Creative Destruction." *The Annals of the American Academy of Political and Social Science*, no. 610: 22–44

Harvey, D. 2010. "The enigma of capital and the Crisis of Capitalism." Chapter 7

Harvey, D. 2010. A Companion to Marx's *Capital* – Chapter 11 – The secret of Primitive Accumulation (book is also available online through western library)

Das, Raju. 2017. David Harvey's Theory of Accumulation by Dispossession. *World Review of Political Economy* 8, (4) (Winter): 590-616

Shrimali, R. (2016). Accumulation by Dispossession or Accumulation without Dispossession: The Case of Contract Farming in India, Human Geography, Vol 9, Number 3.

Week 04: September 30: Question of Praxis

Rosa Luxemburg, Reform or revolution – available online -
<https://www.marxists.org/archive/luxemburg/1900/reform-revolution/index.htm>

Kevin Anderson (2018) *Marx on Non-Western Societies, nationalism and Ethnicity*, Socialism and Democracy, Vol 24, No.3, 2010. (available online through western Library)

Pareesh Chattopadhyay (2018) *Myth of Twentieth – Century Socialism and Continuing relevance of Karl Marx*, Socialism and Democracy, Vol 24, No.3, 2010. (available online through western Library)

Michelle Williams (2013), *Marxism and democracy – Liberal, vanguard or direct* in Michelle Williams and Vishwas Satgar (ed)- *Marxisms in the 21st century – crisis, critique and struggle*

Gramsci – Philosophy of praxis

CASE STUDIES:

(a) South Asia – India and Bangladesh

Week 05: October 7: India: Maoist struggles, Niyamgiri bauxite mining resistance, Nandigram and dispossession – land, Minerals and Hydro Electric Power

Shah Alpa (2013) The tensions over liberal citizenship in a Marxist revolutionary situation: The Maoists in India March 2013 Volume, 33(Issue1)Page, p.91To-109.

Critique of Anthropology,

Shah, Alpa, (2013), Response to Nandini Sundar's Response to 'The Tensions Over Citizenship in a Marxist-Leninist Revolutionary Situation: The Maoists in India...Critique of Anthropology, 12/2013, Volume 33, Issue 4

Sundar, N (2013) Reflections on civil liberties, citizenship, Adivasi agency and Maoism: A response to Alpa Shah, September 2013 Volume, 33(Issue3)Page, p.361To-368. Dialectical Anthropology.

Guha. Abhijit (2017) An ethnographer's Journey through land grab by the left front government in West Bengal in Anthnoy P. D'Costa and Achin Chakraborty (ed), *The Land Question in India: State, Dispossession, and Capitalist Transition*. (available online through western library)

Dip Kapoor (2017), *Adivasi, Dalit, non-tribal forest dweller (ADNTFD) resistance to bauxite mining in Niyamgiri: displacing capital and state-corporate mining activism in India* in Dip Kapoor (ed) *Against Colonisation and Rural Dispossession: Local Resistance in South and East Asia, the Pacific and Africa*. Chapter 4

Sourayan Mookerjea and Manoj Misra (2017), *Coal Power and the Sundarbans in Bangladesh: Subaltern resistance and convergent crises*. in Dip Kapoor (ed) *Against Colonisation and Rural Dispossession: Local Resistance in South and East Asia, the Pacific and Africa*. Chapter 8

Kumar, Kundan (2014) "The sacred mountain: Confronting global capital at Niyamgiri." *Geoforum* 54 (2014): 196-206

General Reading:

Interview with Nandini Sundar:

<http://globaldialogue.isa-sociology.org/burning-forests-an-interview-with-nandini-sundar/>

India – State driven forest management - <https://www.epw.in/engage/article/conflict-indias-forests-will-state-driven?fbclid=IwAR3s2d32cyoskKTr2ajdlr7rbXfc6SL9i2LlucVLQ6O9LRLHdtbMzV3K9iA>

Forest protectors or encroachers - <http://unevenearth.org/2017/11/in-india-dispossession-in-the-name-of-conservation/>

Resource grabbing: water/land - <http://www.watergrabbing.net/2015/08/25/coca-colas-water-replenishment-claims-mislead/>

Week 06 October 14 – thanksgiving – No Class

**Week 07: October 21:
(b) Latin America**

Pedersen, Alexandra. 2014. "Landscapes of Resistance: Community Opposition to Canadian Mining Operations in Guatemala." *Journal of Latin American Geography* 13, 1: 188-214.

Shiple, T. 2015. Land Seizure, Dispossession, and Canadian capital in Honduras. *Human Geography*, Vol 8, No. 2

Yagenova, Simona V. and Rocío Garcia. 2009. "Indigenous People's Struggles Against Transnational Mining Companies in Guatemala: The Sipakapa People vs GoldCorp Mining Company." *Socialism and Democracy* 23, 3:157–166.

Sawyer, Suzana. 2007. "Empire/Multitude--State/Civil Society: Rethinking Topographies of Power Through Transnational Connectivity in Ecuador and Beyond." *Social Analysis* 51, 2: 64-.

Valdivia, Gabriela. 2007. "The " Amazonian Trial of the Century": Indigenous Identities, Transnational Networks, and Petroleum in Ecuador." *Alternatives* 32: 41-72.

General Reading:

1. Brazil – land rights <https://www.aljazeera.com/news/2019/06/brazil-judge-blocks-transfer-control-indigenous-land->

[190625080628133.html?fbclid=IwAR3T5D_I2r63eGIGurFndt1OLs1C5BR0PePj_LKeifyxjqPS6pacMXmNV0w](https://www.nytimes.com/2019/07/27/world/americas/brazil-miners-amapa.html?fbclid=IwAR3T5D_I2r63eGIGurFndt1OLs1C5BR0PePj_LKeifyxjqPS6pacMXmNV0w)

2. [Brazil](https://www.nytimes.com/2019/07/27/world/americas/brazil-miners-amapa.html?fbclid=IwAR3lzSUHMdf6KIXHHOVu5_P0ENdmcOFDrvse6QIEsPYFeOdKyixi2AmTL8A) - https://www.nytimes.com/2019/07/27/world/americas/brazil-miners-amapa.html?fbclid=IwAR3lzSUHMdf6KIXHHOVu5_P0ENdmcOFDrvse6QIEsPYFeOdKyixi2AmTL8A
3. Amazonian –indigenous rights vs rainforest oil drilling - <https://amazonwatch.org/news/2019/0618-amazonians-rising-up-and-winning-against-oil?fbclid=IwAR0ART6hkLve70ykfm9q7OqHTIAHRiBsVtOUGKpZoMQEzNJYUckKGS8nfg68>

Week 8 : TALK – TBA OR

Traditional knowledge and Intellectual property / Food sovereignty

1. <https://www.wipo.int/publications/en/details.jsp?id=3858>
2. Michelle Daigle (2019) Tracing the terrain of Indigenous food sovereignties, *The Journal of Peasant Studies*, 46:2, 297-315
3. Grey, S., and R. Patel. 2015. Food sovereignty as decolonization: Some contributions from indigenous movements to food system and development politics. *Agriculture and Human Values* 32, no. 3: 431–44.

Week 09 - November 4-10: reading break

Week 10 - Nov 11 –

(c) Canada

Corntassel, Jeff. 2008. "Toward Sustainable Self-Determination: Rethinking the Contemporary Indigenous-Rights Discourse." *Alternatives* 33: 105-132.

Coulthard – intro and chapter 1, 2

General reading:

Canada – mining - <http://newsocialist.org/canadian-capitalism-and-the-dispossession-of-indigenous-peoples/>

Week 11 Nov 18

(d) East Asia

Hasriadi Masalam (2017), *Our Crops speak: Small and landless peasant resistance to agro-extractive dispossession in Central Sulawesi, Indonesia* in Dip Kapoor (ed) *Against Colonisation and Rural Dispossession: Local Resistance in South and East Asia, the Pacific and Africa*. Chapter 5

Robyn Magalit Rodriguez (2017) *Lumad anti-mining activism in the Philippines* in Dip Kapoor (ed) *Against Colonisation and Rural Dispossession: Local Resistance in South and East Asia, the Pacific and Africa*. Chapter 7

**Week 12 Nov 25:
(e) Africa**

Lalitha Naidoo, Gilton Klerck and Kirk Helliker (2017) *Resisting accumulation by dispossession: Organisation and mobilisation by the rural poor in contemporary South Africa* in Dip Kapoor (ed) *Against Colonisation and Rural Dispossession: Local Resistance in South and East Asia, the Pacific and Africa*. Chapter 9

Rachel Ibreck (2017), *Contesting dispossession: land rights activism in Gambella, Ethiopia, and Pujehun, Sierra Leone*, in Dip Kapoor (ed) *Against Colonisation and Rural Dispossession: Local Resistance in South and East Asia, the Pacific and Africa*. Chapter 12

Tsegaye Moreda (2017) *Local resistance to large-scale agricultural land acquisitions in the Benshangul-gumuz region, Ethiopia* in Dip Kapoor (ed) *Against Colonisation and Rural Dispossession: Local Resistance in South and East Asia, the Pacific and Africa*. Chapter 13

Zahra Moloo (2017), *All that glitters: neoliberal violence, small-scale mining, and gold extraction in northern Tanzania* in Dip Kapoor (ed) *Against Colonisation and Rural Dispossession: Local Resistance in South and East Asia, the Pacific and Africa*. Chapter 14

Week 13: Dec 2 – Accumulation by Exploitation: Labour exploitation and dispossession

1. Jain, Priyanka; Sharma, Amrita (2019) Super-exploitation of Adivasi Migrant Workers: The Political Economy of Migration from Southern Rajasthan and Gujarat, *Journal of Interdisciplinary Economics*, 01/2019, Volume 31, Issue 1 (article available through western lib)
2. Das (2014). Low-Wage Capitalism, Social Difference, and Nature-Dependent Production: A Study of the Conditions of Workers in Shrimp Aquaculture, *Human Geography – A New Radical Journal*. Vol 7, No. 4



Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the

antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is 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.

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.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss

ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site at: <https://owl.uwo.ca/portal>, and on the Huron website at www.huronuc.on.ca/about/accessibility.

Academic Student Support Services

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

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, huronuc.ca/student-life-campus/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.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to: huronuc.ca/student-life-campus/student-services/health-wellness for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly.

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

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies,

and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for a 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 Western University and Turnitin.com.

Computer-Marked Tests/exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on "Special" Accommodation

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

<http://www.sdc.uwo.ca/ssd/index.html> .

Policy on "Academic" Accommodation - Medical / Non-Medical Grounds

Students who require academic accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:
<http://www.sdc.uwo.ca/ssd/index.html>.

(a) Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .

University Senate policy, which can be found at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult your Instructor directly.

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

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

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

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

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

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a.** students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b.** any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.
- c.** The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d.** The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;

e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;

f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;

g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.

h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Important Dates and Directory at Huron and Western

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Western – Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>