

CGS 3530F Ungovernable Life
Centre for Global Studies
Huron University College
Dr. Wendy Russell
Monday 2:30-5:30

Prerequisite(s): 0.5 course from Centre for Global Studies 1000-1999, or permission of the Centre for Global Studies.

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Introduction

Critical investigations into ways in which social life and formations of community are irreducible to correlative orders of governance/anarchy and how these forms of living exceed, exist beyond, and are indifferent to politics. Emphasis is placed on studying immediate social affirmations of life in the world, expressive of the unpolitical. In this year's session of the course, we will examine how the notion of 'social reproduction' as it is most currently used is a useful tool for finding this space for 'ungovernable life'. We will be testing this notion of social reproduction a bit, following along with your professor's own fitful (fretful?) relationship with this idea. Does it really help? Are there better framings than 'social reproduction'? Are there worse framings? Is it helpful to understand resistance within the space of social reproduction? In the context of this course, and its specific concern, we're asking the question: at this moment in time, is social reproduction inevitably a site of resistance? Our tentative 'thesis' for the course is this: does the hegemony of neoliberalism create conditions that make day-to-day life increasingly ungovernable for those most disadvantaged by the operation of globalized capitalism?

Course Learning Objectives

If you are distressed that this course is an exploration and does not promise the delivery of a fully cooked and falsely authoritative account of a topic, take a deep breath along with me. Calm blue ocean. You are an interdisciplinary scholar with advanced skills in reading and analysis. You are an interdisciplinary scholar developing those skills of bringing tools to problems. You are an interdisciplinary scholar learning the results of bordering knowledge about complexity within disciplinary frames. You are an interdisciplinary scholar acutely aware of the value of advancing your understanding of complexity in your own experience. You are an interdisciplinary scholar who appreciates that responsible scholarship begins from openness to ideas, experiences, knowledge and issues that are not your own. This course will exercise your skills as an interdisciplinary scholar, challenging you to read things that immediately draw you in and things that you struggle with. This course will exercise your skills to bring ideas together using a single analytic frame. This course will exercise your ability to test ideas against detailed case studies.

Course Methods

Our virtual classroom has two main components: taped lectures and small group discussions. For those group discussions, all you need to do to prepare is do the readings in light of the ‘discussion prep’ questions I pose. Those prep questions will appear via OWL, and you’ll always be able to find them. One other way we’ll be learning this year is that each of you will give a 10-15 minute ZOOM presentation to me (just me) of your case study for this class. So you can prepare like a five slide power point presentation, and prepare a script, and tell me about your awesome project. This will be fun, right? Content covered in our class meetings will be helpful for completing written assignments.

Required Readings

Most of our course readings are available through the Western Libraries’ holding of on-line scholarly journals. A few will be available via the author’s professional websites, and I’ll tell you which ones those are. And, finally, a few will be on reserve digitally in the Huron library. I’ll let you know.

Evaluation

- Case Study Bibliography 20% (due October 19)
- Outline (with sources identified for each theme of your paper) 20% (due November 9)
- Engagement 15% (this is your ongoing participation in our weekly group discussion)
- Case Study 25% (due December 9)
- Presentation of your Case Study 20% (we’ll schedule these together, but it will take place in the final week of November and the first week of December)

Assignments

Your *Case Study* is an 8-10 page (2000-2500 words) essay based on an extended study of one of the cases we are examining in class, or a case of your own choosing, approved by your professor. Each case study will examine how resistance and alternatives to globalized capitalist hegemony are modelled in the functions of social reproduction. Your paper will draw on our core theoretical readings (from roughly the first month of class) so read those carefully and make sure you understand them before you begin to research your case. These works will help you make your case that you are looking at ‘social reproduction’.

The variety of case topics is truly extraordinary, and I am happy to help you refine your topic and question. You can begin by reviewing the cases we are covering in class (see our reading list below), or by identifying a specific kind of practice that supports social reproduction (like ‘urban agriculture’ or ‘informal enterprise’ or ‘land-based subsistence’ or ‘land invasions’) that interests you. A successful choice will be one that interests you, and that there is enough scholarly literature about. To put this more pointedly, try not to pick a case that is not thoroughly documented in scholarly literature.

To support your research, there is a tab on our OWL page that links you to the Centre for Global Studies OWL page on 'how to do research' and a live link to the research guides the Centre maintains on the Huron Library page.

Your *Case Study Bibliography* is the tentative list of materials you have gathered to base your case study on, and it should include a brief statement that identifies the case you are looking at. As usual, this bibliography should draw heavily on scholarly sources, especially journals and chapters in books, and at minimum should include 20 items that are specifically relevant, as current as possible, and demonstrate that you can use them to prepare your case with a focus on social reproduction and resistance. I may poach (with credit) items from your lists to assign to class. Three cheers for collaboration and sharing! We are in this together!

Your *Case Study Outline* will be a standard essay outline, presented ideally as a set of statements about what each paragraph in your case study will address, each supported by a list of the sources you will use to support these assertions in your final project. Each outline will need to address how the case you have selected is one of resistance to globalized capitalist hegemony, identify how social reproduction figures in that resistance, and describe how these actions model an alternative way of living and being. I will post more about this on OWL and we will talk about it in class.

Please follow these basic guidelines in presenting your work: in 12pt font, double spaced, via email. Please endeavor to use Chicago Author/Date in-text citations for these papers. (Less subtly, **do not use endnotes or footnotes, please, I beg of you**, insert begging emoji).

Your Zoom Presentation

This will be fun. What you need to do is make the case to your audience (me) that your case helps us better understand how social reproduction is a site of resistance. You should prepare to present for 10-15 minutes, feel free to present a brief Power Point slide show, and I will ask you questions after. This will be fun.

Reading Schedule

September 14 Introduction: Please see 'welcome' lecture on OWL

September 21 Social Reproduction Theory and Ungovernability

This first week is dedicated to understanding social reproduction as a space of action and production. Our goal this week is to press the idea of SR to its limit, and beyond... what is 'wrong' with SRT and, yet, why is it exactly what we need to know how to account for to understand the world as it is today?

Reading: Bhattacharya, Tithi. 2017. Introduction: Mapping Social Reproduction Theory. In *Social Reproduction Theory: Remapping Class, Recentering Oppression*, pp 1-20. London: Pluto Press. (on 2-hour reserve in Huron's library)

Selections (announced in slide last week) from Hardt, Michael and Antonio Negri. 2017. *Assembly*. London: Oxford University Press. (conveniently available in pdf form here: <https://construcciondeidentidades.files.wordpress.com/2017/11/heretical-thought-michael-hardt-antonio-negri-assembly-oxford-university-press-2017.pdf>)

September 28 Governance in the Sphere of Social Reproduction: A Colonial Project
This week and next are dedicated to a) learning how to spot how the space of social reproduction is subjected to analysis and b) seeing an expert examination of how the space of social reproduction can be a site of oppression. The work we read here demonstrates that under modernity social reproduction is vulnerable to normative prescriptions (and proscriptions) enforced in very material violence. To put this another way: social reproduction is brought under the authority of powerful actors who use astonishing violence to tell people how to live, and how not to live. And people resist.

Reading: Carter, Sarah. 2007. We Must Farm to Enable us to Live: The Plains Cree in Agriculture to 1900. (on OWL in pdf format)

Selection from Carter, Sarah. 2016. *Imperial Plots: Women, Land, and the Spadework of British Colonialism on the Canadian Prairies*. Winnipeg: University of Manitoba Press. (on 2-hour reserve in Huron's library)

October 5 Governance in the Sphere of Social Reproduction: A Capitalist Project
This week we continue to study how social reproduction is brought under analysis. Our specific concern this week is with how capitalism 'naturally' (well, not so much, see last week's readings) integrates the space of social reproduction. We're going to tackle the idea of 'formal' and 'real' subsumption of social reproduction this week. Buckle up.

Reading: Mohandesi, Salar and Emma Teitelman. 2017. Without Reserves. In *Social Reproduction Theory: Remapping Class, Recentering Oppression*, pp. 37-67. London: Pluto Press. (on 2-hour reserve in Huron's library)

Ye, Jingzhong and Congzhi He, Juan Liu, Weijing Wang & Shidong Chen. 2017. Left-Behind Elderly: Shouldering A Disproportionate Share of Production and Reproduction in Supporting China's Industrial Development. *The Journal of Peasant Studies*, 44:5, 971-999.

October 19 Theorising Social Reproduction Against Colonial and Capitalist Authority
And, finally, this week we are back to theorising social reproduction as a space that is not productive of consent and compliance with oppression. It's a site of struggle, contest and disagreement. Whew. We made it.

Reading: Federici, Silvia. 2004. Women, Land-Struggles and Globalization: An International Perspective. *Journal of Asian and African Studies*, 39(1-2): 47-62.

Hall, Rebecca Jane. 2016. Reproduction and Resistance: An Anti-colonial Contribution to Social-Reproduction Feminism. *Historical Materialism*, 24(2): 87-110.

Villeda, Suyapa G. Portillo. 2016. Organizing Resistance in Honduras. *NACLA Report on the Americas*, 48(3): 213-216.

October 26 Social Reproduction as Political Machine!

From this point in the course, I will assign readings each week largely from the list of readings (see below). What follows directly here is a list of weekly topics that we will cover in class. Thus, for each of these weeks, the readings are 'TBA' and I will announce them on OWL. I include the list here as each of these sources may be useful to you as you determine the topic or theme of your own case study. I anticipate I will assign articles that you identify in your own research for your case studies. I promise everything I assign will be available electronically.

November 9 Ungovernable Economies

November 16 Politics as Daily Life

November 23 Beyond Real Subsumption

November 30 Epistemologies of Escape

December 7 Non-compliance and Technologies of Rule

Reading List (additions will be announced in class)

Aikau, Hōkūlani K. and Donna Ann Kameha'ikū Camvel. 2016. Cultural Traditions and Food: Kānaka Maoli and the Production of Poi in the He'e'ia Wetland. *Food, Culture & Society*, 19:3, 539-561.

Altimairano-Jimenez, Isabel. 2013. *Indigenous Encounters with Neoliberalism*. Vancouver: UBC Press. (2-hour reserve in Huron's library)

Simpson, Leanne Betasamosake. 2017. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Duluth: University of Minnesota Press. (2-hour reserve in Huron's library)

Cavanagh, Connor Joseph and Tor A. Benjaminsen. 2015. Guerrilla Agriculture? A Biopolitical Guide to Illicit Cultivation Within an IUCN Category II Protected Area. *The Journal of Peasant Studies*, 42:3-4, 725-745.

Chuang, Julia. 2015. Urbanization Through Dispossession: Survival and Stratification in China's New Townships. *Journal of Peasant Studies*, 42:2, 275-294.

Dressler, Wolfram H. and Eulalio R. Guieb III. 2015. Violent Enclosures, Violated Livelihoods: Environmental and Military Territoriality in a Philippine Frontier. *Journal of Peasant Studies*, 42:2, 323-345.

- Glover, Dominic and Glenn Davis Stone. 2018. Heirloom Rice in Ifugao: An 'Anticommodity' in the Process of Commodification. *The Journal of Peasant Studies*, 45:4, 776-804.
- Grubacic, Andrej and Denis O'Hearn. *Living at the Edges of Capitalism: Adventures in Exile and Mutual Aid*. Oakland: University of California Press. (on 2-hour reserve in Huron's library)
- Heynen, Nik. 2009. Bending the Bars of Empire from Every Ghetto for Survival: The Black Panther Party's Radical Antihunger Politics of Social Reproduction and Scale. *Annals of the Association of American Geographers*, 99(2): 406-422.
- Kerssen, Tanya. 2013. *Grabbing Power: The new struggles for land, food and democracy in Northern Honduras*. Oakland, Calif.: Food First Books. (on 2-hour reserve in Huron's library)
- Morton, Gregory Duff . 2015. Managing transience: Bolsa Família and its Subjects in an MST Landless Settlement. *The Journal of Peasant Studies*, 42:6, 1283-1305.
- Mvuselelo, Ngcoya and Narendran Kumarakulasingam. 2017. The Lived Experience of Food Sovereignty: Gender, Indigenous Crops and Small-Scale Farming in Mtubatuba, South Africa. *Journal of Agrarian Change*. 17(3): 480-496.
- Parson, Sean. 2014. Breaking Bread, Sharing Soup, and Smashing the State: Food Not Bombs and Anarchist Critiques of the Neoliberal Charity State. *Theory in Action*, 7(4): 33-51.
- Pope, Ricky J. and Shawn T. Flanigan. 2013. Revolution for Breakfast: Intersections of Activism, Service, and Violence in the Black Panther Party's Community Service Programs. *Social Justice Research*. 26: 445-270.
- Pothukuchi, Kameshwari. 2015. Five Decades of Community Food Planning in Detroit: City and Grassroots, Growth and Equity. *Journal of Planning Education and Research*, 35(4): 419-434.
- Potorti, Mary. 2014. Feeding Revolution: The Black Panther Party and the Politics of Food. *Radical Teacher: A Socialist, Feminist, and Anti-Racist Journal on the Theory and Practice of Teaching*, 98: 43-49.
- Trocaire. 2016. Economies of Dispossession: Women from Honduras and Guatemala in the Global Scramble for Land. Paper prepared for presentation at the 2016 World Bank Conference On Land And Poverty" The World Bank - Washington DC, March 14-18, 2016.
- Thaler, Gregory M and Cut Augusta Mindry Anandi. 2017. Shifting Cultivation, Contentious Land Change and Forest Governance: The Politics of Swidden In East Kalimantan. *The Journal of Peasant Studies*, 44:5, 1066-1087.

Van den Berg, Leonardo and Paul Hebinck & Dirk Roep. 2018. 'We Go Back to The Land': Processes of Re-Peasantisation In Araçuaia, Brazil. *The Journal of Peasant Studies*, 45:3, 653-675.

Vaughan, Mehana Blaich and Adam L. Ayers. 2016. Customary Access: Sustaining Local Control of Fishing and Food on Kaua'i's North Shore. *Food, Culture & Society*, 19:3, 517-538.

White, Monica M. 2011. Shouldering Responsibility for the Delivery of Human Rights: A Case Study of the D-Town Farmers of Detroit. *Race/Ethnicity: Multidisciplinary Global Contexts*. 3(2): 189-211.

Wolford, Wendy. 2003. Producing Community: The MST and Land Reform Settlements in Brazil. *Journal of Agrarian Change*, 3(4): 500-520.

Wolford, Wendy. 2009. Everyday Forms of Political Expression. (Grassroots Voices). *The Journal of Peasant Studies*, 36(2): 411-458.



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

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.

While in the physical classroom or online 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 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: 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 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.

Adding / Dropping Courses

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 Huron website, <https://huronatwestern.ca/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.

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 and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

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.

Please see the policy on Attendance Regulations for Examinations here:

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

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: <https://huronatwestern.ca/academic-advising>.

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/contact-directory> .

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

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, it is also 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 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 (<https://www.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.

Academic Accommodation for Students With Disabilities

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://academicsupport.uwo.ca/>.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

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/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

Requests for Academic Consideration Using the Self-Reported Absence Form

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.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- 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.
- 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.
- 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.
- 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.

Please review the full policy at,

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

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

- (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 Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

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.

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

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

Important Dates & Directory

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>
- **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>