

Huron University College

Department of English

English 2824F: Heroes and Superheroes

Dr. Adrian Mioc

Class: Thu 6:30-9:30

Office: UC 3314

Office Hours: Thu 5:30-6:30 PM

Email: amioc2@uwo.ca



Although this academic year might be different, Huron University is committed to a **thriving campus**. We encourage you to check out the [Digital Student Experience](#) website to manage your academics and well-being. Additionally, the following link provides available resources to support students on and off campus: <https://www.uwo.ca/health/>.

Technical Requirements:



Stable internet connection



Laptop or computer



Working microphone



Working webcam

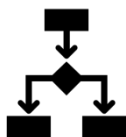
General Course Description

This course aims to explore the figure of the hero and superhero as it evolves and is depicted in contemporary comic books as well as in other forms of popular culture such as movies and TV series. Methodologically, it will combine the study of literature with contemporary popular culture while incorporating a theoretical component as well.

Specific Focus:

In the beginning, we will briefly explore myths that are relevant and will help us understand the figure of the modern day superhero. After a quick historical exploration, which will offer a substantial foundation for the study of the 20th and 21st-century manifestation of the superheroes, the main focus of this course will be placed on the problematic of this figure.

Besides well-known characters (Superman, Batman and Spiderman), we will tackle less-spoken-about figures such as Jessica Jones or Harley Quinn. We will examine the inner transformation and evolution of the superhero from the twentieth-century comic book to today's tent-pole blockbusters and Netflix's exclusive streaming series. Costumes, masks, weapons and other apparel will play an important role in our analysis. The course will also chart the way in which comic book universes have responded to the development of identity politics of all kinds: we will look at how superheroes deal with issues related to gender, race and sexuality. Has the modern female superhero become something other than an object of an object of masculine desire – of the male gaze? We will engage in questions about femininity through close readings of such characters as Supergirl and Agent Peggy Carter. A course on such



extraordinary heroes would not be wide-ranging without a discussion about the Japanese manga series, especially Dragon Ball and at its main character, Goku, a modern avatar of the Monkey King.

Mode	Dates	Duration	Frequency
Virtual synchronous	Thu 6:30 (Zoom)	±1 hr.	weekly
Virtual asynchronous	N/A	±1 hr.	weekly

Virtual **synchronous** learning refers to the virtual classes that will take place on Zoom during the scheduled class time. All the students enrolled in the course will engage in learning and discussions at the same time.

Virtual **asynchronous** learning refers to the time that students are supposed to work independently. Materials and assignments will be provided for students to study and complete them in a given time frame. Students will access and learn the material at the time and location of their choice.

Note:

Students living in different time zones (or having legitimate grounds) who cannot attend synchronous Zoom sessions will be given an extra assignment for their attendance/participation grade. Even Zoom-shy students will have the opportunity to express their thoughts in the OWL forum. Students who want to share their initial thoughts regarding the topic of their written assignments can do that through the OWL dropbox. All students enrolled in this course will be able to complete it.

All course material will be posted to OWL: <http://owl.uwo.ca>. Any changes will be indicated on the OWL site (OWL>Announcements) and emailed to the class. Check your Western email.

If students need assistance, they can seek support on the [OWL Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

[Google Chrome](#) or [Mozilla Firefox](#) are the preferred browsers to optimally use OWL; update your browsers frequently. Students interested in evaluating their internet speed, please click [here](#).

Course Learning Objectives:

The students will walk away with a much more effective understanding of how the hero/superhero functions in our own culture and why such figures have been at the center of so many mythologies. Successful students who complete the course will:

- Develop an understanding of the idea of the Hero in some of its most characteristic figures throughout literary and cultural history
- Develop an understanding of the idea of the Superhero as it is depicted in contemporary comic book culture
- Conceive of the ways in which Heroes and Superheroes relate to each other, in theory and in the practices of cultural production
- Become familiar with theoretical concepts such as those that are associated with the study of myth or of gender and race, all of which theories will become instrumental in developing a better understanding of the contemporary superhero phenomenon and in placing it on a higher level of generality.
- Develop an appreciation for the creative production of superhero images and their combination into different kinds of mythological narrative

Description of Class Methods

Classes will consist of (Zoom) lectures on, and discussions of, various theoretical ideas like theories of myth and other related critical themes. Besides these theoretical aspects, there will also be discussions on weekly readings and viewings. Students can expect some improvised group work on 1)

specific passages in the readings, 2) scenes in the viewing, or 3) handouts on critical and theoretical perspectives. Thus, they should come to class with their readings in print or digital media, having read the work scheduled for that day, and prepared to participate in lectures and discussions.

Reading List

Heroes, Gods And Monsters In Ancient Greek Mythology (Cherished Library) Michael Ford, 2009.

Nietzsche, Friedrich. *Thus Spoke Zarathustra*, trans. Thomas Common. Cambridge: Cambridge University Press, 2006.

James Kakalios: *The Physics of Superheroes*, Avery Publishing, 2005.

Lillian Robinson *Wonder Women – Feminisms and Superheroes*, Psychology Press, 2004.

Jeffrey A. Brown, *Black Superheroes, Milestone Comics and their Fans*, Univ. Of Mississippi Press, 2001.

Mark D. White, William Irwin. *Watchmen and Philosophy_ A Rorschach Test*, The Blackwell Philosophy and Pop Culture Series, 2009.

All readings, both comic books and theoretical readings will be provided in electronic form via the OWL website.

Assignment	Due	Weight
Character Study (500 words)	Oct 15	15%
Creative Assignment (500 words)	Nov. 12	15%
Term Essay (1000 words, argument and 3 references)	Dec. 3	25%
Final Exam	Scheduled by Registrar	30%
Attendance & Participation	Ongoing	15%

Brief Description Of Assignments:

Character Study: Using close-reading skills, students will write a short 500-word analysis of one of the characters studied from our course texts. This will help practice and develop close reading skills.

Creative Assignment: Create your own Superhero! Students will create a form of artistic expression either in response to or inspired by a course text. Submissions must be accompanied by a rationale.

The Term Essay is a formal, extended discussion of at least two characters pertaining to the Superhero genre. For characters not discussed in class please send me a brief description before you start writing. The essay should go beyond a mere comparison and provide an in-depth discussion. You should focus on articulating a position and its relative meaning. Students who are unsure and would like to share the topic of their paper before they start writing can email me a short description.

Secondary research is required (at least 3 materials – essays/articles from books/academic journals). MLA citation style is required.

Late Policy

All assignments are due by the end of class on the due date and should be handed to the instructor personally. It is the student's responsibility to ensure that the instructor receives the essay.

Late assignments will be penalized at the rate of 2 marks per calendar day until the instructor receives the essay. Normally, late assignments will receive a grade but no detailed commentary. After 7 days, the assignment will not be accepted and a mark of 0/F will be awarded.

Students must pass both term work and the final examination in order to pass the course. Students who fail the term work are not allowed to take the final examination. Students who fail the final examination (regardless of their term work) automatically fail the course.

Schedule of Readings and Lectures:

Week 1

Sept. 10: Introduction

Week 2: Mythology and Modern Myths

Sept 17. Axis Mundi: An Introduction to Mythology and Folklore (presentation)

Jesus, A Copy of Pagan Myths? (presentation)

Philippe Walter *Christian Mythology. Revelations of Pagan Origins*. ch. 2. Samhain, the Night of Passage, Halloween. ch. 4. Masks. Saint Valentine's Day.

(additional showing scenes from Neil Gaiman, *American Gods* (TV-series, 2017) examples of African Gods see also Patricia Ann Lynch *African Mythology A to Z*)

Week 3 Greece and Rome

Sept. 24: Gods: Zeus and Prometheus (*Gods Heroes and Monsters* Introduction p. 1-23) Heroes,

Heroines: Heracles (*Heroes, Gods and Monsters* ch. IV) Amazons (Lesley Bolton, *The Everything Classical Mythology Book* p.127-129) (movie scenes from *Wonder Woman* dir. Patty Jenkins)

(additional reading: Carl Gustav Jung, *On the Concept of the Archetype*)

Week 4 Comic Books and its Superheroes

Oct 1: Comic Book Superheroes: the comic book as a genre, the physics of the superhero universe: time and space, superpowers, different categories of superheroes; gods, meta-humans, humans.

(readings: James Kakalios: *The Physics of Superheroes* and/or Christopher Knowles, *Our Gods Wear Spandex*)

Godlike Superheroes: Superman - The Death of Superman (1993) (additional reading: Nietzsche *Thus Spoke Zarathustra*, Walter Kaufmann, *Nietzsche: Philosopher, Psychologist, Antichrist*, ch. *Overman and Eternal Recurrence*)

Week 5

Oct 8: Godlike Superheroines: Supergirl, Dark Phoenix, Power Girl (or Wonder Woman, Storm) (topics: more powerful than male superheroes?) (reading: Lillian Robinson *Wonder Women – Feminisms and Superheroes*, ch. *Chronicles: Generations of Super-Girls*) (additional reading: Michel Foucault *Subject and Power*)

Week 6

Oct 15: Transformed Superheroes: Hulk, Captain America, Flash, Spider-Man, Swamp Thing) (topics: accidents in a dangerous world or becoming who one is) (scenes from *Spider-Man: Into the Spider Verse* (2018)

Transformed Superheroines: Invisible Girl in *Fantastic Four Visionaries* – John Byrne, Volume 1 (2001) (other examples: Catwoman, Hawkgirl) (topics: the science of superheroes) (reading: George Kovacs (ed.), *Classics and Comics, ch. Coming up to Code: Ancient Divinities Revisited*)

Week 7 All Too Human?

Oct 22: Human Superheroes/heroines: Batman, Daredevil, Iron Man, The Punisher, (topics: still “all too human”?) (scenes from *Logan* (2017) *Watchmen* (2009) and *Watchmen* (HBO - TV series)(reading Marc DiPaolo, *War, Politics and Superheroes, ch. Gay Rights, Civil Rights, and Nazism in the X-Men Universe*)

Black Widow, Elektra, (topics: de-objectifying women in comics, “male gaze” etc. (reading: Lillian Robinson *Wonder Women – Feminisms and Superheroes*, ch. *The Book of Lilith*) (additional reading: Mark D. White, William Irwin. *Watchmen and Philosophy. A Rorschach Test*, The Blackwell Philosophy and Pop Culture Series, Wiley, 2009.

Week 8 The Bad and the Ugly

Oct 29: Male Supervillains: The Joker (Alan Moore *The Killing Joke*) (scenes *The Dark Knight* (2008) and *Joker* (2019) (reading: Lois H. Gresh and Robert Weinberg, *The Science of Supervillains*, ch. *The Original Dr. Evil: Lex Luthor*)

Other examples: Doctor Doom, Magneto, Thanos, Loki, Galactus, Ultron, Kingpin (topics: Is evil eternal? The Arch-nemesis or -enemy of the superhero? Does the villain complete the superhero?)

Female Supervillains: Mystique (in *X-Men Legends*, Volume 2 – The Dark Phoenix Saga (2003) (Harley Quinn, Talia al Ghul) (topics: worse than masculine evil? stronger sex appeal?) (reading: Chris Gavaler, *The Origin of Superheroes*, ch. *The Superhero Guide to Love and Sex*)

Week 9 Reading Week

Week 10 Race in the Superhero Culture

Nov 12: Black Superheroes/heroines: Black Panther – The Man Without Fear # 518 (or Luke Cage, War Machine, Patriot, Nick Fury) (topics: race and superpowers) (reading: Jeffrey A. Brown, *Black Superheroes, Milestone Comics and their Fans* ch. *Reading Race and Gender*), scenes from *Black Panther* (2018) and *Hancock* (2008) (additional reading Ismahan Soukeyna Diop, *African Mythology, Femininity, and Maternity* (2019)

Week 11 Superheroes and Gender

Nov 19: Gay, Lesbian, Transsexual Superheroes: Xena - Warrior Princess (1997) (or Northstar, Apollo and Nightcrawler, Shatterstar and Rictor, Danielle Bapriste) (topics: gender politics in superhero comics, superheroes and sexuality) (reading: Judith Butler, *Gender Trouble* ch. *Identity Sex and the Metaphysics of Substance*)

Week 12 A Trip to the Orient

Nov 26: Asian Superheroes/heroines: Kamala Khan (Ms. Marvel) (in *Captain Marvel* vol. 7 #14) (other examples: David Kim, Ryan Choi, Jubilation Lee, Cindy Moon, Rina Patel) (topics: superheroes and multiculturalism, post-colonialism in superhero comic books) (reading: Edward Said *Orientalism* ch. *Knowing the Oriental*)

Oriental Superheroes: Manga and its Superheroes/heroines: Sun Goku (topics: tradition and innovation) (reading: Ben Krefta, *The Art of Drawing Manga*) (movie: *Dragon Ball Z: Battle of Gods*)

Week 13: Comic-Con and Conclusion

Dec 3: The Politics of Comic-Con, Cosplay (readings: Ben Bolling (ed.) *It Happened at Comic-Con*)

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/uwocom/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>