



The Problem of Antisemitism

Jewish Studies 1370G (550)

Tuesday 2:30-3:30, Thursday 3:30-5:30
Room W-101

Professor: Dr. John P. Hope
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Office: A211
Office Hours: Monday & Tuesday, 3:30-4:30
Prerequisites: None

Course Description

This course serves as an introductory survey of antisemitic ideas from the time of the later Roman Empire until today, together with an examination of some responses to those ideas by philosophers, political theorists, and artists. Focusing primarily on the development of attitudes in Europe and North America, we will explore the historical and intellectual context of antisemitism, study the debates surrounding its definition and origins, and examine its ramifications in theology, political thought, art, and literature.

Learning Objectives

This course aims to help students to:

- Understand the interrelationship between antisemitic ideas and beliefs and the historical, intellectual, and social contexts in which they developed
- Adjudicate among the various scholarly arguments surrounding the definition and origins of antisemitism
- Analyze the differences and similarities between antisemitism and other forms of ethnic or religious prejudice
- Evaluate the strengths and weakness of scholarly and polemical arguments
- Identify potential research topics
- Amass and evaluate research sources
- Construct an argument and communicate it in writing

Course Method

Class will unfold primarily as discussion, with forays into lecture when necessary. Students are expected to come to class having done the reading and identified questions and areas of interest.

Required Resources

- Jean-Paul Sartre, *Anti-Semite and Jew*, Schocken

All other readings will be provided in electronic form on owl.uwo.ca.

Assessment

Grades will be determined by the following assignments:

- Preparation and participation: 20%
- 5-page analytical paper: 15%
- Research paper: 25%
- Midterm exam: 20%
- 2-hour final exam: 20%

Discussion board

Included in your class participation grade is the requirement to contribute SIX paragraph-length postings to our OWL discussion board (owl.ca). These may take the form of a comment on the reading, a question, or an idea you want to try out. Basically, this is a way to continue our discussion outside of the classroom, and to give everyone an opportunity to express their ideas. To receive full credit, you should make your post before 12 p.m. on the day of class, and your post should concern the reading or topic of the upcoming discussion.

Research paper

One of the goals of this course is to assist you in conceiving and producing a research paper. This will unfold over several steps. The first step will be a research statement and annotated bibliography, followed by a rough draft, a meeting to discuss your work, and a final draft which takes my feedback into consideration. Please see the schedule for the relevant dates.

Subject to my approval, you may pursue any line of inquiry into any research topic you choose, as long as it is related to the topic of the course. Grades will be based on the depth of your research and the clarity of your writing.

Exams

There will be a midterm exam in class and a two-hour exam during finals period. The date and time of the final exam will be announced by the university. Please do not make any travel plans until you know when the exam will take place. No alternate arrangements will be made.

COURSE POLICIES:

Attendance

You are expected to attend class and participate in discussions. After three unexcused absences, each additional absence will result in your participation grade being lowered by a letter (A → B, etc.). If you have a compelling reason to miss class, I ask you to let me know. If you are unsure as to whether your reason is compelling, please discuss it with me.

Technology in the Classroom

All phones must be powered down and put away. I greatly prefer that laptops not be used in class, though you may discuss this with me if you have a need or a strong preference to take notes in this way.

Missed or Late Work

Late assignments will not be accepted, and as a rule I do not grant extensions the night before an assignment is due. However, some flexibility is possible. Look over the syllabus and check it against your schedule. If you have a conflict, I am willing to work with you to set a new deadline, provided that you contact me **well in advance**. For more information on academic accommodations for medical and non-medical reasons please consult the appendix below.

NB: This syllabus is a guide, not a contract, and I reserve the right to make reasonable changes to it based on your suggestions, my sense of your interests and, and any flashes of inspiration that may occur during the course of the semester.

How To Get an 'A' in This Course

An 'A' in a university class is a big deal and there is no guarantee that you will get one, but there are a number of things you can do to maximize your chances and – not incidentally – to exponentially increase your learning.

Come to class. Showing up and participating in class is the single most important thing you can do. It's not just about the grade penalty: class is where the learning happens. This course is based primarily on discussion and presumes a lively exchange between you, your classmates, and me. I can never entirely know ahead of time what direction the conversation will take, and there is no way for me to recreate it for you later or for you make up for an absence by talking to a classmate. You cannot get fit by reading about someone else's workout, and you cannot learn the material by reading someone else's notes. Be present.

Do the reading. Do it before class. This is the other most impactful thing you can do. Since class is based on discussion and the discussion is based on our readings, you cannot participate if you do not do the reading on time. My role is not to summarize the reading for you or – heaven forbid – to put it up on Power Point. In class we are going to talk about the reading and use it to branch out into other topics. If you haven't read, you will be lost, bored, and disengaged.

Take your writing seriously. I only have a few opportunities to evaluate your command of the material and your growth as a scholar. Make them count. Start thinking about and working on your papers well before they are due, and take advantage of all of the resources we provide to help you develop your writing. I am always happy to discuss your work in person or via email, and to read drafts, outlines, introductions or thesis statements. The Huron Library offers an array of writing services, including tutorials and help with assignments.

Write your posts – the sooner the better. I form some of my first impressions of you as a student through your posts, and they allow me to better integrate you into our class discussions. Posting early in the semester builds good habits, immerses you in the material, and alerts me to any difficulties you might have with the course when there is still time for that to make a difference. If you wait until late in the semester you run the risk of not getting all of your posts done.

Overall: Be engaged. Be curious. You should always strive to find something interesting in any day's topic and to engage with it in a genuine way. If you can do that, if you can find some passion for what you are studying, then you won't be chasing a grade – you'll be chasing knowledge, and with that the grades will come on their own.

Un Peu de Politesse, or How to Make Your Professor Like You

University teachers are a varied bunch and we all have different styles, different expectations, and different ways of communicating with students. Some of us are very informal, while others maintain an academic distance. Some prefer to discuss questions in office hours and loathe writing emails, while others would much prefer to handle things online. You should follow each professor's lead. With that said, there are certain rules of *politesse* that are always good to follow.

How to Address Your Professor: Academic titles can be confusing, and there are a great many of them: Assistant Professor, Associate Professor, Full Professor, Doctor, Visiting Professor, Instructor, Lecturer, *Herr Doktor Professor*, Senior Vice Provost of Oboe Theory... It doesn't matter. Unless you are told otherwise, you should refer to any faculty member as "Professor [Last Name]" – both in writing and in conversation. "Doctor [Last Name]" is usually fine too, but "Doctor" signals that the person holds a Ph.D., and they might correct you if that is not the case. You should never call a professor by her or his first name unless specifically invited to do so. "Mr." and "Ms." make us grind our teeth at night. I've personally never minded "Hey Prof," but you are rolling the dice with that one. "Professor" is your safest bet by a very wide margin.

How to Write an Email: There seems to still be an age divide when it comes to email. Some students tend to treat email as an extension of texting, while faculty usually think of email as a form of letter-writing. It is best to conform to your professors' expectations. You will never go wrong if, when you write, you greet your professor, explain briefly why you're writing, and sign off.

Dear Professor Poliakov,

I've started working on our next essay and I'm not sure I'm going in the right direction. Would you be willing to have a look at my introductory paragraph? I'd be happy to bring it to your next office hours, or I can email it if you would prefer. Just let me know. As always, thanks for your help.

Best,

Samantha

Once your professor responds, write back to acknowledge that you got the message and to say thanks. Don't ghost us. We don't know what that is, and it makes us confused and cranky.

How Not to Irritate Your Professor: There are no stupid questions, but there are wholly reasonable, intelligent questions that have already been answered in great detail elsewhere. "When is the first paper due?" (It's in the syllabus.) "What percentage of our grade is the final exam?" (It's in the syllabus.) "Do we need to buy a textbook?" (Honestly, it's in the syllabus.) This is a thing. There are now t-shirts and mugs faculty can buy that say, "It's in the syllabus," usually along with some choice profanity. It is best not to cause your professor to resort to profanity.

SAMPLE COURSE SCHEDULE

Tue.	Jan. 7	Course introduction
Thu.	Jan. 9	Definitions and approaches Read: Gavin I. Langmuir, <i>Toward a Definition of Antisemitism</i> : “Introduction” Prager and Telushkin, <i>Why the Jews?</i> “Why the Jews – The Explanation”
Tue.	Jan. 14	The Classical World and the Jesus Movement: Factionalism, Supersessionism, Anti-Judaism Read: The Gospel of Mark, The Gospel of Matthew
Thu.	Jan. 16	The Jesus Movement and Early Christianity Read: The Gospel of John; Romans 9-11
Tue.	Jan. 21	Constantine, conversion, and the religion of empire Read: James Carroll, <i>Constantine’s Sword</i> , pp. 165-194
Thu.	Jan. 23	The Church Fathers and the debate over the Jews Read: John Chrysostom, “Discourse No. 1 against Judaizing Christians” Augustine, “Adversus Judaeos”
Tue.	Jan. 28	The Enemy at Hand: The Crusades and the Blood Libel Read: L. Poliakov, <i>The History of Anti-Semitism</i> , “The Fateful Summer of 1096”
Thu.	Jan. 30	The New Theology Read: James Carroll, <i>Constantine’s Sword</i> , pp. 290-310
Mon.	Feb. 3	Paper #1 Due by 8 p.m. via email
Tue.	Feb. 4	The Black Death and the Occult Read: L. Poliakov, <i>The History of Anti-Semitism</i> , “The Image of the Jew”
Thu.	Feb. 6	The Jews of Spain: Convivencia, Reconquista, Limpieza de Sangre, Expulsion Read: James Carroll, <i>Constantine’s Sword</i> , pp. 333-362
Tue.	Feb. 11	Martin Luther and the Protestant Reformation Read: Martin Luther, “That Jesus Was Born a Jew,” “On the Jews and their Lies”
Thu.	Feb. 13	Antisemitism and the Enlightenment Read: David Nirenberg, “Enlightenment Revolts against Judaism: 1690-1789,” <i>Anti-Judaism: The Western Tradition</i>
Tue.	Feb. 18	READING WEEK
Thu.	Feb. 20	READING WEEK
Tue.	Feb. 25	Antisemitism in France [Guest lecture: Dr. Geoff Read] Read: James Carroll, “Alfred Dreyfus and La Croix,” <i>Constantine’s Sword</i> , pp. 450-63
Thu.	Feb. 27	MIDTERM EXAM
Tue.	Mar. 3	Antisemitism in Russia Read: Selections from the <i>Protocols of the Elders of Zion</i>
Thu.	Mar. 5	Antisemitism in modern Germany Read: Selected writings by Adolf Stoecker and Wilhelm Marr

Tue.	Mar. 10	The Shoah Read: Selected writings by Adolf Hitler
Thu.	Mar. 12	Responses to the Shoah Read: Primo Levi, "The Gray Zone" Draft of research paper due by 11 p.m. via email
Tue.	Mar. 17	Assessing antisemitism I Read: Jean-Paul Sartre, <i>Anti-Semite and Jew</i>
Thu.	Mar. 19	Antisemitism, Racism, and the Media [in-class viewing of <i>Blacks and Jews</i>]
Tue.	Mar. 24	Assessing antisemitism II Read: Hannah Arendt, <i>The Origins of Totalitarianism</i> (selections)
Thu.	Mar. 26	Antisemitism in images
Tue.	Mar. 31	The Imaginative Response Read: Isaac Babel, "The Story of My Dovecote" and "How It Was Done in Odessa"
Thu.	Apr. 2	Course Conclusion
Fri.	Apr. 3	Final Research Paper Due

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.

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

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.

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

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Their contact information can be found on the Huron website at: <https://huronatwestern.ca/student-life-campus/art-social-science> and at <https://huronatwestern.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, <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.

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> .

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.

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.

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds (if absence is not self-reported)

(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.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis, please refer to: <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> 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/.

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/.

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>