



History 3313F 550 – The Movement: Civil Rights and African American History in the 20th Century Fall 2022

Course Information

Course Name, Number, Section: History 3313F 550
Instructor: Jonathan Bayer
Contact Information: jbayer@uwo.ca
Office: V121
Office Hours: Mondays, 12:00-13:00
Class Location: W108
Scheduled Class Times: Mondays, 9:30-11:30 and Wednesdays, 10:30-11:30
Prerequisites: 1.0 History course at the 2200 level or above.

Course Description

This course explores themes from the twentieth century history of the Long Civil Rights Movement. The course will examine Black resistance and empowerment in the early twentieth century, the legal and social frameworks of segregation, the influence of the World Wars on the Movement, key civil rights figures, the role of women and the influence of notions of gender within the Movement, the use of activism and protest, white backlash to the movement, the influence of the Right Turn in the 1980s and the rise of “dog whistles,” African American art, racialized incarceration and violence, racialized voter suppression, and the continuing fight for civil rights in the modern era. The first hour of class on Mondays and the hour of class on Wednesdays will be lecture while the second hour of class on Mondays will be class discussion of the readings. Students are asked to have the weekly readings completed by class time on Mondays and to come to class on that day ready to discuss them.

Course Learning Outcomes

- Explore key themes of the history of the Long Civil Rights Movement
- Engage with some of the key arguments that have been made by historians of African American history and Civil Rights and examine the context these arguments reveal
- Analyze key books and articles from the historiography and the ways in which they have shaped understanding of the Movement

Textbooks and Course Materials

Alex Haley, *The Autobiography of Malcom X* (New York: Ballantine Books, 1965). Available at the bookstore.

Gilbert Jonas, *Freedom's Sword: The NAACP and the Struggle Against Racism in America*. (Milton Park: Taylor & Francis, 2005).

<https://ebookcentral.proquest.com/lib/west/detail.action?pq-origsite=primo&docID=241879>

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: The New Press, 2010).

<https://ebookcentral.proquest.com/lib/west/detail.action?docID=5651869&pq-origsite=primo>

Noel Cazenave, *Killing African Americans: Police and Vigilante Violence as a Racial Control Mechanism* (New York: Routledge, 2018). Available at the bookstore.

Survey Graphic Vol 53 No 11 (1925).

https://umedia.lib.umn.edu/item/p16022coll336:2133/p16022coll336:2029?child_index=0&query=&sidebar_page=1

Methods of Evaluation

Participation in Seminar - 20%

Students will actively participate in discussions of the week's articles or book.

Topic Proposal (due October 7) - 15%

Students will choose a topic from the history of the Long Civil Rights Movement and write a research proposal (approx. 250-750 words, 1-3 pages), explaining what they will be researching, how that research is likely to fit into the existing literature, and what their primary source base will likely consist of. Students may choose their own topic, which is encouraged, or choose from an optional list of potential topics.

Historiography Essay (due November 7) - 25%

Students will write an essay on the historiography of their chosen topic (approx. 750-1250 words, 3-5 pages), identifying the key secondary research that has been conducted on the topic and how their research will fit into that research.

Primary Source Essay (due November 25) - 25%

Students will collect primary sources on their topic and write an essay exploring the ways that those primary sources present that topic (approx. 750-1250 words, 3-5 pages), identifying any themes from the course that they recognize in those portrayals.

Final Paper (due during the December Exam Period) - 15%

Students will write an essay combining their research on the historiography of their topic and the primary source material on their topic (approx. 1500-2500 words, 6-10 pages). Students may reuse parts of their historiography and primary source papers in the writing of this essay, though this final essay should focus on connecting the two areas of study.

Tentative Class Schedule/ Syllabus

Reading Schedule

Week One - The Long Civil Rights Movement

Secondary Source Readings: Jacquelyn Dowd Hall, "The Long Civil Rights Movement and the Political Uses of the Past," *Journal of American History* Vol 94 No 4 (2005), 1233-1263, https://www-jstor-org.proxy1.lib.uwo.ca/stable/3660172?sid=primo#metadata_info_tab_contents and Zebulon Vance Miletsky, "Before Busing: Boston's Long Movement for Civil Rights and the Legacy of Jim Crow in the 'Cradle of Liberty,'" *Journal of Urban History* Vol 43 No 2 (2017), 204-217. https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/00961442/v43i0002/204_bb.xml

Primary Source Reading: Ida B. Wells-Barnett, "Lynch Law in America," 1900. <https://www.blackpast.org/african-american-history/1900-ida-b-wells-lynch-law-america/>

Week Two - Divisions and Unity within the Movement

Secondary Source Reading: Lauren Beaupre, "Saints and the 'Long Civil Rights Movement': Claiming Space in Memphis," *Journal of Urban History* Vol 38 No 6 (2012), 971-1002. https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/00961442/v38i0006/971_satcrmcsim.xml and Olivier Maheo, "The Enemy Within: The Long Civil Rights Movement and the Enemy Pictures," *Angles* Vol 10 (2020). <https://doaj.org/article/aab552cfb9c5443eb93b6dc7b88ee641>

Primary Source Reading: W.E.B. DuBois, "Returning Soldiers," 1919. <https://www.americanyawp.com/reader/21-world-war-i/w-e-b-dubois-returning-soldiers-may-1919/>

Week Three - The Civil Rights Movement and Gender

Secondary Source Reading: Liette Gidlow, "More Than Double: African American Women and the Rise of a 'Women's Vote,'" *Journal of Women's History* Vol 32 No 1 (2020), 52-61. <https://muse-jhu-edu.proxy1.lib.uwo.ca/article/750635> and Bernice McNair Barnett, "Invisible Southern Black Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class," *Gender & Society* Vol 7 No 2 (1993), 162-182. <https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/10.1177/089124393007002002>

Primary Source Reading: Fannie Lou Hamer, "Testimony Before the Credentials Committee, Democratic National Convention," Audio recording, August 22, 1964. <https://www.youtube.com/watch?v=agBzy3ATja0>

Week Four - The NAACP and Legal Challenges to Segregation, Part One

Secondary Source Reading: Introduction to Chapter Seven (pages 1-202) in Gilbert Jonas, *Freedom's Sword: The NAACP and the Struggle Against Racism in America*. (Milton Park: Taylor & Francis, 2005). <https://ebookcentral.proquest.com/lib/west/detail.action?pg-origsite=primo&docID=241879>

Primary Source Reading: Alain Locke, "Enter the New Negro," *Survey Graphic* Vol 53

No 11 (1925), 631-634. (article begins on page 9 in the online link)
https://umedia.lib.umn.edu/item/p16022coll336:2133/p16022coll336:2029?child_index=0&query=&sidebar_page=1

Week Five - The NAACP and Legal Challenges to Segregation, Part Two

Secondary Source Reading: Chapter Eight to Epilogue (pages 203-398) in Gilbert Jonas, *Freedom's Sword: The NAACP and the*

Struggle Against Racism in America. (Milton Park: Taylor & Francis, 2005).
<https://ebookcentral.proquest.com/lib/west/detail.action?pq-origsite=primo&docID=241879>

Primary Source Reading: James Weldon Johnson, "The Making of Harlem," *Survey Graphic* Vol 53 No 11 (1925), 635-639. (article begins on page 13 in the online link)

https://umedia.lib.umn.edu/item/p16022coll336:2133/p16022coll336:2029?child_index=0&query=&sidebar_page=1

Week Six - Protest and the Civil Rights Movement

Secondary Source Reading: Jack Dougherty, "'That's When We Were Marching for Jobs': Black Teachers and the Early Civil Rights Movement in Milwaukee," *History of Education Quarterly* Vol 38 No 2 (1998), 52-61. https://www-jstor-org.proxy1.lib.uwo.ca/stable/369983?sid=primo#metadata_info_tab_contents

and Kenneth T. Andrews, Kraig Beyerlein, Tuneka Tucker Farnum, "The Legitimacy of Protest: Explaining White Southerners' Attitudes Toward the Civil Rights Movement," *Social Forces* Vol 94 No 2 (2016), 162-182. https://www-jstor-org.proxy1.lib.uwo.ca/stable/24754302?sid=primo#metadata_info_tab_contents

Primary Source Reading: Martin Luther King Jr., "Letter from Birmingham Jail," April 16, 1963. <https://www.csuchico.edu/iege/assets/documents/susi-letter-from-birmingham-jail.pdf>

Week Seven - Civil Rights Leaders, Part One

Secondary Source Reading: Forward to Chapter Nine (pages ix-153) in Alex Haley, *The Autobiography of Malcom X* (New York: Ballantine Books, 1965).

Primary Source Reading: Charles S. Johnson, "Black Workers and the City," *Survey Graphic* Vol 53 No 11 (1925), 641-643. (article begins on page 19 in the online link)

https://umedia.lib.umn.edu/item/p16022coll336:2133/p16022coll336:2029?child_index=0&query=&sidebar_page=1

Week Eight - Civil Rights Leaders, Part Two

Secondary Source Reading: Chapter Ten to Chapter Nineteen (pages 154-389) in Alex Haley, *The Autobiography of Malcom X* (New York: Ballantine Books, 1965).

Primary Source Reading: Walter F. White, "Color Lines," *Survey Graphic* Vol 53 No 11 (1925), 680-682. (article begins on page 58 in the online link)

https://umedia.lib.umn.edu/item/p16022coll336:2133/p16022coll336:2029?child_index=0&query=&sidebar_page=1

Week Nine - Mass Incarceration, Part One

Secondary Source Reading: Introduction to Chapter Three (pages 1-174) in Michelle Alexander, *The New Jim Crow: Mass Incarceration*

in the Age of Colorblindness (New York: The New Press, 2010).
<https://ebookcentral.proquest.com/lib/west/detail.action?docID=5651869&pq-origsite=primo>

Primary Source Reading: Rudolph Fisher, "The South Lingers On," *Survey Graphic* Vol 53 No 11 (1925), 644-647. (article begins on page 22 in the online link)
https://umedia.lib.umn.edu/item/p16022coll336:2133/p16022coll336:2029?child_index=0&query=&sidebar_page=1

Week Ten - Mass Incarceration, Part Two

Secondary Source Reading: Chapter Four to Chapter Six (pages 175-326) in Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: The New Press, 2010).
<https://ebookcentral.proquest.com/lib/west/detail.action?docID=5651869&pq-origsite=primo>

Primary Source Reading: W.A. Domingo, "The Tropics in New York," *Survey Graphic* Vol 53 No 11 (1925), 648-650. (article begins on page 26 in the online link)
https://umedia.lib.umn.edu/item/p16022coll336:2133/p16022coll336:2029?child_index=0&query=&sidebar_page=1

Week Eleven - Police and Vigilante Violence, Part One

Secondary Source Reading: Chapter One to Chapter Three (pages 1-121) in Noel Cazenave, *Killing African Americans: Police and Vigilante Violence as a Racial Control Mechanism* (New York: Routledge, 2018).

Primary Source Reading: Winold Reiss, "Harlem Types," *Survey Graphic* Vol 53 No 11 (1925), 651-654. (article begins on page 29 in the online link)
https://umedia.lib.umn.edu/item/p16022coll336:2133/p16022coll336:2029?child_index=0&query=&sidebar_page=1

Week Twelve - Police and Vigilante Violence, Part Two

Secondary Source Reading: Chapter Four to Chapter Seven (pages 122-290) in Noel Cazenave, *Killing African Americans: Police and Vigilante Violence as a Racial Control Mechanism* (New York: Routledge, 2018).

Primary Source Reading: W.E.B. DuBois, "The Black Man Brings His Gifts," *Survey Graphic* Vol 53 No 11 (1925), 655-658. (article begins on page 33 in the online link)
https://umedia.lib.umn.edu/item/p16022coll336:2133/p16022coll336:2029?child_index=0&query=&sidebar_page=1

Lecture Schedule

Week One - The Civil War and Reconstruction

The lectures this week will explore the end of the Civil War, the Reconstruction Amendments and the process of Reconstruction, the Freedman's Bureau, Black Christianity, the rise of racist organizations like the KKK and the Red Shirts, the weakening of Reconstruction, and the Compromise of 1877.

Week Two - Jim Crow Segregation and the First World War

The lectures this week will explore the Homer v. Plessey case and the rise of "Separate but Equal," Blackface Minstrelsy and its influence on public perceptions, the rise of

sharecropping in the American South, vagrancy laws, voter suppression techniques like Grandfather Clauses, Poll Taxes, and White Primaries, and Black education.

Week Three - The First Great Migration and Red Summer

The lectures this week will explore Scientific Racism and the creation of racialized hierarchies, lynching and the campaigns against lynching launched by activists like Ida B. Wells, Miscegenation Laws, the rise of the Eugenics movement, African American participation in World War One, and the Red Summer of violence against Black communities.

Week Four - The Second World War and the Double V Campaign

The lectures this week will explore the First Great Migration of Black Americans, the development of African American music like Ragtime, Jazz, and the Blues, the ideologies of early activists like Booker T. Washington and W.E.B. DuBois, African American participation in World War Two, and the Double V campaign.

Week Five - Legal Challenges to Segregation

The lectures this week will explore the changing use of terminology, the NAACP, Marcus Garvey and the rise of "Back to Africa" ideologies, Black empowerment, the Harlem Renaissance, the Negro Leagues and the integration of baseball, the reaction to Black athletes like Jack Johnson and Joe Louis, the formation of the Nation of Islam, and the participation of Malcom X and Muhammed Ali in that organization.

Week Six - The Early Civil Rights Movement

The lectures this week will explore the Brown v. Board of Education decision, bussing and school integration, Rosa Parks and the Montgomery Bus Boycott, Martin Luther King Jr. and the SCLC, the use of direct action and civil disobedience in the Movement, the murder of Emmitt Till, lunch-counter sit-ins and other forms of protest, and the March on Washington.

Week Seven - White Backlash to the Movement

The lectures this week will explore the use of social segregation in the North through activities like redlining, White backlash to the Civil Rights Movement, White moderates, the terror bombing campaigns carried out in the South, voter registration drives and the Freedom Rides, Freedom Summer, and voting rights activists like Fannie Lou Hamer.

Week Eight - Civil Rights Legislation and the Black Power Movement

The lectures this week will explore the push for further legislation on civil rights issues, the eventual implementation of civil rights legislation, the assassinations of Malcolm X and Martin Luther King Jr., the Black Power movement, the practice of "cop-watching," the Black Panther Party and the ways in which it operated, and the FBI response to the BPP.

Week Nine - Dog Whistles and "Race Riots"

The lectures this week will explore White backlash to the Civil Rights Movement, the rise of "dog-whistles" within American politics and society, the use of stereotypes like "welfare queens," the rise of the War on Drugs and the ways it was used to target the Civil Rights Movement, and the changing popular definition of "race riots."

Week Ten - Mass Incarceration and Income Inequality

The lectures this week will explore the rise of Hip-Hop, the O.J. Simpson trial and its influence on American society, street gangs and the inner city, perceptions of the “crack epidemic,” continued structural income inequality, and mass incarceration and the prison industrial complex.

Week Eleven - Police and Vigilante Violence

The lectures this week will explore the Rodney King beating, the many police and vigilante murders of unarmed Black men in the late twentieth and early twenty-first centuries, particularly the murder of George Floyd, the rise of the Black Lives Matter movement and social justice protest, and the debate surrounding structural racism within police forces.

Week Twelve - Voting Rights and the Twenty-First Century

The lectures this week will explore modern voter suppression, the election of Barack Obama, the influence of Donald Trump on debates surrounding racism within American society, differences in Black and White health outcomes, the establishment of Juneteenth as a federal holiday, reparations, the influence of the polarization of American politics on conceptions of race, the progress that has been made, and the progress that continues to be fought for.

RULES AND REGULATIONS

The History Department has specified that:

1. Accommodation will not be granted for missed classes.
2. All written assignments are to be submitted electronically following your professor’s instructions. Students are responsible for making sure they are familiar with each professor’s policy on electronic submissions.
3. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
4. Late marks are calculated on the copy submitted to OWL. Late penalties are calculated according to calendar day, including Saturdays.
5. Lateness will be penalized as follows: First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction to a maximum of 15% of the final assignment grade.
6. Unless Academic Consideration has been granted by the professor, assignments will not be accepted after one week. Extensions will only be given for assignments **worth more than 10%** once appropriate documentation has been submitted through Academic Advising.

7. Students must complete all essay assignments in order to pass essay courses. If essay assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.
8. Assignments will not be accepted after the final date of the examination period unless the student has applied for – and received – incomplete standing
https://www.uwo.ca/univsec/pdf/academic_policies/general/grades_undergrad.pdf

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
- 3..Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
4. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

¹ They should be in Arabic, not Roman numerals or letters.

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not

put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academiccalendar/) . The appeals process is also outlined in this policy as well as more generally at the following website:

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

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

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

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

Academic Consideration for Missed Work

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

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) Consideration on **Medical Grounds** for assignments worth *less than 10%* of final grade:
Consult Instructor Directly and Contact Academic Advising

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

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) 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.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports 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. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. 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

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

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)