

**Huron University College**  
**Department of History**  
**Fall 2020**  
**HISTORY 1818F**  
**Treasure: Objects of Desire in Global History**

**Class Meets:**

Drop-in Hour: Tuesdays 2:30-3:30

Discussion Group 1: Thursdays 3:30-4:20

Discussion Group 2: Thursdays 4:30-5:20

**Instructor:** Dr. Tim Compeau

Office: A15

Email: [tcompea@uwo.ca](mailto:tcompea@uwo.ca)

Office Hours: By Appointment Online

**Course Description:** This course explores how precious objects such as religious relics, ancient artifacts, luxury goods, and commodities have shaped global history. The possession and pursuit of scarce and precious commodities, or objects that confer political power, cultural legitimacy, or sacred meaning, are recurring sources of conflict throughout history. Using a variety of global case studies, students will investigate how diverse cultures have interpreted, competed over, and used objects of desire in religion, diplomacy, trade, war, imperialism, and migration.

Treasure is a global history course that explores the meaning and uses of valuable objects across the world and in many different cultures. It explores the human relationship to sacred or precious objects of desire as well as the pursuit of valuable commodities to introduce academic history and the role of material culture in the study of the past.

**Method:** History 1818F lectures are provided as videos on OWL. In weekly tutorials we will explore readings in depth and develop historical thinking and writing skills. Tutorials this year will be held on Zoom or can be completed on the Forum. Students must indicate to Professor Compeau which delivery method they will use at the beginning of the course. Participants on Zoom should come prepared to ask and answer questions and contribute to the learning experience. Links etc. will be provided through OWL.

**Required Texts:**

All readings can be found on JSTOR, OWL, or have their stable URLs listed in the course summary below.

## **Learning Objectives:**

By the end of the course students will...

- have a working understanding of the methods of material cultural analysis and be able to apply theory to a wide range of historical topics.
- understand how the competition over commodities and precious objects has shaped global history.
- appreciate the various ways cultures embody the sacred in objects.
- understand how objects and conspicuous consumption can confer power, prestige, and authority.
- appreciate the trauma of losing precious national, cultural, or religious artifacts.
- develop sensitivity and respect for different cultural understandings of objects.
- understand the issues at stake in current artifact repatriation debates.
- refine their ability to analyze primary source texts, images, and artifacts.
- refine their research skills and solve research problems to determine the essential components of the argument, organize the parts of their essay, and draw conclusions

## **Class Structure:**

Each week students will have a series of tasks to complete. Students should complete them in the following order:

1. Watch the video lectures and take notes.
2. Complete assigned readings and critical assessments. Assessments must be submitted before your discussion group on Thursday.
3. Participate in group discussion and/or forums.
4. Forum posts are due before Friday at 5:00 EST.

## **Assignments:**

Participation: 15%

Critical Reading Assessments: 10% (4 x 2.5%. Sept. 24. Oct. 8, Oct. 15, Nov. 12)

Material Culture Analysis: 10% (Sept. 29)

Primary Source Assignment: 15% (Oct. 20)

Historiography Assignment: 20% (Nov. 15)

Final Essay Assignment: 30% (TBD Dec. Exam Period)

**Participation:** Students will have the opportunity to participate both in discussion groups if feasible and in asynchronous discussion forums. Students should be prepared to answer and pose questions. Students who are unable to participate in synchronous discussions due to different time zones or other challenges must let the professor know at the beginning of the course. One-on-one sessions can be arranged.

Students participating in online tutorial will be placed in one of two smaller groups to foster discussion.

**How much should you write on the forum?** Ideally, you should answer at least one question on the forum with a paragraph of 4-5 sentences and respond to at least two of your colleagues before the end of the week with a sentence or two each. Remember: quality over quantity!

Remember to be professional, courteous, and collegial in all interactions with your peers and professor.

**Critical Reading Assessments:** Students are required to submit 4 (four) completed critical reading assessment forms for Unit 2 Sept. 22, Unit 4 Oct. 6, Unit 5 Oct. 13, Unit 10 Nov. 10. Instructions and the assessment forms can be downloaded from the specific OWL Assignments tabs.

**Material Culture Analysis:** Students will select an artifact of their choice from the lists provided on OWL. In a very short essay of 2-3 pages (500-800 words 12 pt. font with 1 inch margins) students will identify their artifact and make an argument about its importance, its social function, or context, incorporating the readings and lectures explored so far in class. You must include research from at least one new scholarly source found through the library databases. More information will be provided on OWL.

**Primary Source Analysis:** 3-5 pages (750-1000 words 12 pt. font with 1-inch margins). Choose from a list of primary sources and compose an essay analyzing the source. Using research from at least two scholarly sources, you must provide the context for the source, discuss its importance, and address some of the questions found in the instructions found on OWL.

**Historiographical Analysis:** This 5-page (1500-1800-word, 12 pt. font with 1-inch margins) assignment is designed for you to demonstrate your ability to analyze and evaluate the arguments and methodologies of historians writing on the same subject. This is NOT a report on the historical subject itself. Instead your paper should concisely summarize the approach of each historian and their basic arguments, and compare and explain how each approach builds on, differs from, or argues against the other approaches or interpretations.

Students can choose between topics and readings found on OWL. More detailed instructions will be provided.

**Final Essay:** Students will compose an 8-10 page essay (2000-2500 words double spaced, 12 pt font with 1 inch margins) that incorporates material culture analysis, at least one textual primary source, and three secondary sources which explore the history or historical context of a valuable or sacred object, symbol, or commodity in global history. Students are advised to discuss their topic with the professor well in advance of the due date. Because this essay is assigned in lieu of a final exam and to help spread out student workload, the essay will be due on a specific date during the exam period to be determined.

**Written Assignments:** All written assignments should be typed, double spaced with one-inch margins. All assignments must be submitted through OWL. No paper copies required. See below for the Huron History Department's regulations on late penalties.

**History Department Regulations Governing Assignments, Late Penalties, and Extensions**  
The History Department has specified that:

1. 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.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to OWL Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows:  
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

**Huron Statement on Plagiarism:** Plagiarism is an academic offense and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair, or Dean's Office, as well as the Huron University College Statement on Plagiarism, available at the Reference Desk in the Huron University College Library and at <https://huronatwestern.ca/library> . In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources can be found at <https://huronuc.libguides.com/citingsources> .

## Lecture Schedule and Reading Assignments

**Thursday Sept 10:** Meet and Greet. Discussion: What is Academic History?

No readings.

### **Unit 1: Treasure, Material Culture, and Global History** (Sept. 15 and Sept. 17)

Lecture: Diamonds in Global History

Lecture: The Social Life of Things

**Discussion Sept. 17:** Giorgio Riello, “Things that Shaped History: Material Culture and Historical Narratives” in Karen Harvey, ed. *History and Material Culture: A Student’s Guide to Approaching Alternative Sources* (Routledge, 2009), 27-50.

### **Unit 2: Sacred Objects** (Sept 22 to Sept 24)

Lecture: Idols, Images, and Iconoclasm

Lecture: The Book

**Discussion Sept. 24:** Patrick J. Geary, “The Cult of Relics in the Carolingian Empire” from *Furta Sacra: Thefts of Relics in the Central Middle Ages* (Princeton, NJ: Princeton University Press, 1990), 28-43.

### **Critical Assessment # 1**

### **Unit 3: Global Exchange** (Sept. 29 and Oct. 1)

Lecture: Silk

Lecture: Spices

### **Material Culture Analysis Due Sept. 29**

**Discussion Oct. 1:** Janet Abu-Lughod, “The Mongols and the Northeast Passage” in *Before European Hegemony: The World System, A.D. 1250-1350* (1989), 153-184.

### **Unit 4: Silver, Gold, and Gunpowder** (Oct 6 and Oct. 8)

Lecture: The Quest for Gold

Lecture: Pieces of Eight

**Discussion Oct. 8:** Tonio Andrade, *The Gunpowder Age: China, Military Innovation, and the Rise of the West in World History* (Princeton University Press, 2016), 89-114.

### **Critical Assessment #2**

### **Unit 5: Humans** (Oct. 13 and Oct. 15)

Lecture: Slavery in Global History

Lecture: Transatlantic Slavery

**Discussion Oct. 15:** James Walvin, “Cowrie Shells” in *Slavery in Small Things: Slavery and Modern Cultural Habits* (Oxford, UK: Wiley Blackwell, 2017), 37-52. Albert J. Raboteau, “Conjure” in *Slave Religion: The Invisible Institution in the Antebellum South* (New York: Oxford University Press, 2004), 275-288. **Critical Assessment #3**

**Unit 6: Commodity Frontiers** (Oct. 20 and Oct. 22)

Lecture: Tobacco, Coffee, and Sugar

Lecture: Fur

**Primary Source Assignment Due Oct. 20**

**Discussion Oct. 22:** Jason W. Moore, "Sugar and the Expansion of the Early Modern World Economy: Commodity Frontiers, Ecological Transformation, and Industrialization." *Review*, Vol. 23, No. 3 (2000): 409-433.

**Unit 7: Cotton, Clocks, and Empire** (Oct 27 and Oct 29)

Lecture: Steam Power

Lecture: Cotton

**Discussion Oct. 29:** E.P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," *Past and Present*, No. 38 (Dec. 1967), 56-97.

**Reading Week Nov. 2-6.**

**Unit 8: The Great Divergence** (Nov. 10 and Nov. 12)

Lecture: Tea and Porcelain

Lecture: Opium

**Discussion Nov. 12:** Yangwen Zheng, "The Social Life of Opium in China, 1483-1999," *Modern Asian Studies*, Vol. 37, No. 1, (Feb. 2003): 1-39.

**Critical Assessment #4**

**Unit 9: The Age of Empires** (Nov. 17 and Nov. 19)

Lecture: Ivory and Rubber

Lecture: Imperial Collecting and Indigenous Peoples

**Historiography Assignment Due Nov. 17**

**Discussion Nov. 19:** David Whisnant, "Looting the Past: The Removal of Antiquities in the Nineteenth Century" from *Rascally Signs in Sacred Places: The Politics of Culture in Nicaragua* (Chapel Hill, NC: University of North Carolina Press, 2000), 273-312.

**Unit 10: Treasures Great and Small** (Nov. 24 and Nov. 26)

Lecture: Symbols of Power

Lecture: History in Small Things

**Discussion Nov.26:** James Deetz, "Remember Me as You Pass By" in *In Small Things Forgotten* (New York: Anchor Books, 1996), 89-124.

**Unit 11: Essay Week (Dec. 1 to Dec.9)**

Drop-in sessions will be arranged.

**Final Essay Due Dec. Exam Period. Date TBD**



## **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](http://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](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](mailto: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](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](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](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](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](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](mailto:huronsss@uwo.ca) .

University Senate policy, which can be found at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](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](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](mailto:huronwellness@huron.uwo.ca)  
Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)  
Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwocom/mentalhealth/](http://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>