



**RS 1010F - Religion, Theology, and Global Issues
Fall 2021**

**Mondays 3:30-5:30
Wednesdays 2:30-3:30**

Instructor(s): Dr. Brett Potter

Contact Information:

The best way to get in touch with me is via email at brett.potter@uwo.ca
I will do my best to respond to emails in a timely manner.

In a larger class like this one, it is sometimes easy to get lost in the crowd. I am happy for you to email me with questions you have about what we have discussed in class, or even just to introduce yourself. However, please also remember that many practical questions (e.g. about due dates, assignment guidelines, etc.) may already be answered in the syllabus.

Office: A219

Office Hours:

I am available for course-related meetings by appointment, usually on Tuesday afternoons. Please send me an email if you would like to set up a time.

Class Location: See Huron website

Scheduled Class Times:

Mondays 3:30-5:30
Wednesdays 2:30-3:30

As per current departmental guidelines, attendance is required at all lectures except for international students who will be joining on Zoom. See the Appendix for additional information on missed classes.

Prerequisites/Antirequisites: n/a

Course Description

Introduction of religious studies and theology from a global perspective. Topics include theological and religious perspectives on: culture(s), politics, economics, sexuality, violence, identity and community, and spirituality.

In particular, our study will focus on understanding some of the most prominent contemporary social issues related to religion around the world today. To take just a few examples, we will:

- study the connections between conservative politics and religious nationalism in countries like the United States, India, and Brazil;
- consider the body as a contested site of political and religious meaning in both religious and “secular” societies;
- investigate the intertwining of religion and institutional violence in relation to contemporary Indigenous issues in Canada, anti-Black racism, and the global refugee crisis;
- as well as examine the responses of religious traditions to the climate crisis, COVID-19, and new technologies.

Course Learning Outcomes

1. Students will become familiar with the academic study of religion and its relationship to other disciplines such as history, politics, and cultural studies;
2. Students will develop and articulate an understanding of how religion continues to shape contemporary societies around the world;
3. Students will grow in their ability to creatively and concisely present research to diverse audiences;
4. Students will engage in appropriate research on a topic relevant to the course material and their own interests and growing expertise.

Textbooks and Course Materials

There is no textbook to purchase for this course. All readings will be made available on our course OWL website, either as PDFs or links to online resources in the Huron library.

The full list of weekly readings can be found in the Course Schedule.

Methods of Evaluation

<i>Weekly Participation (see details)</i>	15%
<i>Short Essay #1: Borders</i>	25%
<i>Creative Project</i>	30%
<i>Short Essay #2: Bodies</i>	30%
TOTAL	100%

Assignments

1. Weekly Participation (15%)

The participation grade for the semester will be measured based on a mixture of:

- 1) attendance;
- 2) active engagement in class; and/or
- 3) activity in our online forum in OWL during the week.

Attendance will be taken in the following way: at the beginning of each class, students will respond to a short question prompt on-screen based on the previous week's material. (For example, "Who invented the term 'Hindutva'?") This will serve both as a measure of attendance, and a way of helping the class remember key concepts and terms. (Don't worry: even if your answer is incorrect, you will still be marked as 'present.')

Active Engagement in Class: This simply means enthusiastically participating in class activities: answering or asking questions, participating in discussions, etc. Students who feel comfortable doing so are encouraged to speak up! I am always happy to incorporate discussion and questions into our class time.

There is also another option to demonstrate active weekly participation:

Online Forum: An online forum is helpful as it gives students who may not feel comfortable speaking up in class (especially when wearing a mask!) a chance to participate equally. Students that are frequent contributors in class do not need to feel as if they have to post in the online forum as well, as their participation grade will be based on their in-class contributions. On the other hand, some students may post a lot of thoughtful responses and questions in the online forum and never speak up in class.

Either option is fine! I just want to see regular, thoughtful engagement with the material over the course of the semester.

The online form is not a weekly assignment that is "due" or has specific parameters around length. If there are some weeks where you don't post anything or speak up in class, that is fine. But overall, by the end of the semester, I should be able to look back and see that you participated in the class: i.e. that you posted in the forum at least 3-4 times OR that you were a regular contributor to our in-class discussions.

2. Short Essay #1: Borders (25%)

Due: Week 5 (Saturday, October 9th at 11:59pm)

A pervasive feature of many of the global issues we have examined in class is the tendency in contemporary societies to move towards a politics of exclusion and fear of the Other – in other words, a failure to "welcome the stranger." As we have seen, this process of drawing sharp boundaries between those who are "in" and those who are "out" is often closely linked to religious identity. In this short paper, you will pick one example of the policing of "borders" of exclusion, and seek to explain the ways that politics, history, and culture are intertwined with religion in the example you have chosen.

Examples include:

- Islamophobia and anti-Islamic violence, both in the “West” and/or in countries like India, China, and Myanmar (e.g. drawing on Arvind Sharma’s work on religion in India or Khaled Beydoun’s *American Islamophobia*);
- Responses to the global migration crisis, either across the Mexico/U.S. border or across the Mediterranean;
- The relationship of (North) American Christianity and white supremacy (e.g. drawing on Kristin Kobes Du Mez, *Jesus and John Wayne* or Kelly J. Baker, *Gospel According to the Klan*), particularly in today’s political climate;
- The relationship of Catholic and mainline churches to the legacy of residential schools in Canada.

This short paper should be approximately 3-4 pages, double-spaced.

You should make use of at least 3 sources, some of which may be assigned course readings.

3. Creative Project (30%)

Due Date: Week 8 (Saturday, October 30 at 11:59pm)

For this assignment, you have two options.

In each case, the project can be completed alone, or in a small group of 3-4.

In both options, you will try to explore a subtopic of Religion and Global Issues by focusing on:

- a) a particular **social issue** (e.g. ecology; reproductive justice; Islamophobia; LGBTQ+ rights);
- b) a particular **country or region** (e.g. Canada, Pakistan, Nigeria, or Indonesia; or for a smaller area the American “Bible belt,” Punjab, or Quebec);
- c) or on a particular **person** of importance (e.g. a religious figure like the Dalai Lama or Pope Francis, or a politician like Emmanuel Macron or Jair Bolsonaro).

Through your research, you will answer this question: how can understanding of religion help us better understand the complex issues at play related to this topic?

- 1 **Visual media option:** In the first option, you will use Storify, Tumblr, Wordpress, Wix, or another free online blog/website platform to curate/create a website full of multimedia and textual content.

You could embed images, YouTube or Vimeo content, links to stories, articles, and websites, along with your own original words and interpretations to create a cohesive story. The creative possibilities are almost endless, but bear in mind this is an academic assignment so the material posted should be appropriate for an academic environment.

For this assignment, a strong visual element is expected (you will embed images and video from around the web, and in some cases create your own visual content). However, since this is an academic assignment, there should also be enough text (approx. 500 words) included to demonstrate your knowledge of the historical background to the figure or topic you have chosen, and if necessary

explaining the approach taken in your creative website. More information on this project, as well as examples, will be provided in class.

I may ask you if I can share your website with the class, but I will only do so with your permission.

- 2 Audio media option:** A second option, perhaps better suited for students with a strong technical background, is to create a podcast or recorded lecture/panel discussion. Some free software tools might include Audacity, Anchor, Discord, Zencast, or even Zoom. Once again, the creative possibilities here are vast, but in terms of scope the finished product should not be longer than 10-12 minutes.

My recommendation is to develop a “script” for the podcast based on your research on the topic and to present it in a creative way. Once again, although creativity is encouraged it is also important to keep in mind that this is an academic assignment so the material posted should be appropriate for an academic environment, as well as demonstrating your knowledge of the subject.

As with the visual option, I may ask you if I can share your podcast with the class, but I will only do so with your permission.

4. Short Paper #2: Bodies (30%)

Due Date: Week 12 (Saturday, Dec. 4 at 11:59pm)

A key index of the influence of religion on global issues is the body itself. In this paper, you will pick an example of bodies as sites of religio-political conflict and give some context to the discussion. You will want to address the question: why is control of the “body” so important from an ideological standpoint?

Some examples of global issues centred on the body could include:

- Attitudes towards women and sexual/ritual purity in the United States or India;
- Debates over religious clothing (turbans, hijab) in secular societies like France or religious societies like Saudi Arabia;
- Nonviolent resistance as an embodied practice in the contemporary Sikh farmer protests;
- Bodies, sacred spaces, and protest in Russia (e.g. Pussy Riot); at Standing Rock, ND in the U.S.A.; or the pro-democracy movement in Hong Kong;
- The importance of embodied practices such as pilgrimage and fasting for “post-Christian” spirituality in North America and Europe (e.g. the pilgrimage to Santiago de Compostela)

This short paper should be approximately 4 pages, double-spaced.

You should make use at least 3 sources, some of which may be assigned course readings.

You may hand in an electronic copy of the paper via the course website (OWL); no hard copy is necessary.

Class Schedule

<p>Week 1 Sept. 8</p> <p>Introduction: Studying Religion in a Time of Crisis</p>	<p>Sample Questions:</p> <p>How have global religions responded to the COVID-19 pandemic?</p> <p>How can religious categories help us understand and respond to climate change?</p>	<p>Richard Kearney, "What happened to touch?" in <i>Pandemic, Ecology, and Theology</i> (Routledge, 2020).</p> <p>Timothy Harvie, "A Politics of Connected Flesh: Public Theology, Ecology, and Merleau-Ponty." <i>International Journal of Public Theology</i>, vol. 2019, no. 4, Brill, 2019, pp. 494–512, doi:10.1163/15697320-12341592.</p>
<p>Week 2 Sept. 13-18</p> <p>Religion and the "Secular"</p>	<p>What are "religion" and "theology," particularly in the context of modernity?</p> <p>Is faith public or private?</p> <p>How is religious faith portrayed, conceptualized, or deployed in "secular" societies?</p> <p>What is the nature of religious pluralism?</p>	<p>Mona Siddiqui, "When Reconciliation Fails : Global Politics and the Study of Religion: Contesting Religion and Religions Contested: The Study of Religion in a Global Context." <i>Journal of the American Academy of Religion</i>, vol. 73, no. 4 (Oxford University Press, 2005), pp. 1141–53.</p> <p>Talal Asad, "Thinking about religion, belief, and politics," in <i>The Cambridge Companion to Religious Studies</i>, ed. Robert A. Orsi (Cambridge: Cambridge University Press, 2011), 36-57.</p>
<p>Week 3 Sept. 20-25</p> <p>God Bless the U.S.A.: Engaging Religious Nationalism</p>	<p>What is religious nationalism, and what role does it play in shaping national identities?</p> <p>What are the links between religious nationalism, patriarchy, and conservative ideology?</p> <p>How can theology shape political commitments?</p>	<p>Arvind Sharma, "On the Difference between Hinduism and Hindutva," <i>Education about Asia</i> 25:1 (Spring 2020): 43-47.</p> <p>Kristin Kobes Du Mez, "Introduction" and chapters 1-2 of <i>Jesus and John Wayne: How Evangelicals Corrupted a Faith and Fractured a Nation</i> (New York: Liveright, 2020).</p> <p>John Thatamanil, "How Not to Be A</p>

		Religion: Genealogy, Identity, Wonder,” in Catherine Keller, et al. <i>Common Goods : Economy, Ecology, and Political Theology</i> . New York: Fordham University Press, 2015, doi:10.1515/9780823268467. pp. 54-72.
Week 4 Sept. 27-Oct. 2 Border Lines	<p>How do theology and religious studies help us make sense of the politics of racialization, borders, and religion?</p> <p>What role does religion play in building a shared identity or sense of community across borders?</p>	<p>Rivera, Mayra. “Theological Metaphors in Anti-Immigration Discourse.” <i>American Journal of Theology & Philosophy</i>, vol. 40, no. 2, University of Illinois Press, 2019, pp. 48–72, doi:10.5406/amerjtheophil.40.2.0048.</p> <p>Kearney, “Welcoming the Stranger,” <i>ABC News</i> (June 2012).</p> <p>Singh, Jasjit. “Racialisation, ‘Religious Violence’ and Radicalisation: The Persistence of Narratives of ‘Sikh Extremism.’” <i>Journal of Ethnic and Migration Studies</i>, vol. 46, no. 15, Routledge, 2020, pp. 136-156. doi:10.1080/1369183X.2019.1623018.</p>
Week 5 Oct. 4-9 Islamophobia Short Essay #1 Due Oct. 9	<p>How are Islamophobia and other forms of religiously-based discrimination related to white supremacy?</p> <p>How have the events of the past 50 years shaped the way “Western” societies view and engage with Islam?</p>	<p>Khaled A Beydoun, “The Roots of Modern Islamophobia,” chapter 2 of <i>American Islamophobia : Understanding the Roots and Rise of Fear</i>, pp. 45-70. University of California Press,, 2018, doi:10.1525/9780520970007.</p> <p>Megan Goodwin, “Unmasking Islamophobia: Anti-Muslim Hostility And/as White Supremacy.” <i>Journal of the American Academy of Religion</i>, vol. 88, no. 2, Oxford University Press, 2020, pp. 354–86, doi:10.1093/jaarel/lfaa012.</p>

<p>Week 6 Oct. 11-16</p> <p>Bodies</p> <p>Note: Oct. 11 is Thanksgiving</p>	<p>What is the nature of the connection between religious ideologies and control over the bodies of women?</p> <p>How have evangelicals and Catholics shaped the discussion around abortion and “pro-life” issues in various global contexts (e.g. U.S.A., Brazil, Poland)</p> <p>How does religion help us understand the Black Lives Matter movement, particularly in reference to concepts of nonviolent resistance?</p>	<p>Regina Ammicht-Quinn, “Body Culture.” <i>The Blackwell Companion to Religious Ethics</i>, Blackwell Publishing Ltd, 2005, pp. 527–35, doi:10.1002/9780470997031.ch55.</p> <p>Anna Szwed and Katarzyna Zielinska, “A War on Gender? The Roman Catholic Church’s Discourse on Gender in Poland,” chapter 6 of <i>Religion, Politics, and Values in Poland: Continuity and Change since 1989</i>, eds. Sabrina P. Ramet and Irena Borowik (New York: Palgrave Macmillan, 2016), 113-136.</p> <p>Biko Mandela Gray, “Religion In/and Black Lives Matter: Celebrating the Impossible.” <i>Religion Compass</i>, vol. 13, no. 1, Wiley Subscription Services, Inc, 2019, p. e12293–n/a, doi:10.1111/rec3.12293.</p>
<p>Week 7 Oct. 18-23</p> <p>Reconciliation and Truth</p>	<p>How have religious institutions contributed towards the oppression of Indigenous people in Canada, particularly through the residential school system?</p> <p>What is at stake in churches and other institutions facing their own histories?</p> <p>How do contemporary Indigenous perspectives speak to contemporary social, environmental, and spiritual issues?</p>	<p>“From apology to action: Canada and the churches,” chapter 3 of Canada, Truth and Reconciliation Commission of. Canada’s Residential Schools: <i>Reconciliation: The Final Report of the Truth and Reconciliation Commission of Canada</i>, Volume 6. MQUP, 2016, pp. 96-116.</p> <p>Jeremy Bergen, “The theological reason why the Catholic Church is reticent to apologize for residential schools,” <i>The Globe and Mail</i> June 8, 2021 https://www.theglobeandmail.com/opinion/article-the-theological-reason-why-the-catholic-church-is-reticent-to/</p> <p>Vine Deloria, Jr. “Thinking in Time and Space,” chapter 4 of <i>God Is Red</i> :</p>

		<i>a Native View of Religion</i> . 30 th anniversary edition. Fulcrum Publishing, 2003.
Week 8 Oct. 25-30 Postcoloniality and Religious Plurality Creative Project Due Oct. 30	<p>How do understandings of the “secular” shape our concepts of public space and political life?</p> <p>What is the nature of “SBNR” (spiritual but not religious) spirituality?</p> <p>What do we mean by “postsecular” and “postcolonial”?</p> <p>How can we conceptualize the appropriation of “Eastern” religious practices (e.g. yoga, mindfulness meditation) in “Western” societies?</p>	<p>Pamela E. Klassen, “Fantasies of Sovereignty: Civic Secularism in Canada.” <i>Critical Research on Religion</i>, vol. 3, no. 1, Apr. 2015, pp. 41–56, doi:10.1177/2050303215584230.</p> <p>Gina Lende (with Bankole Tokunbo), “City of gods and goods: exploring religious pluralism in the neoliberal city,” chapter 31 of the <i>Routledge International Handbook of Religion in Global Society</i>, eds. Jayeel Cornelio, Francois Gauthier, Tuomas Martikainen, Linda Woodhead. (London: Routledge, 2020).</p>
NO CLASS Nov. 1-7	READING WEEK	
Week 9 Nov. 8-13 From World Religions to Earth Religions	<p>How can the religions of the world help us understand our connection to the earth, particularly in light of the climate crisis?</p> <p>What religious ideas need to be re-thought or recovered in order to discover a “green” spirituality?</p>	<p>S.K. Levine, “Daoism and ecology – an interview with James Miller,” <i>Ecopoiesis: Eco-Human Theory and Practice</i>, 2020, 1(1). [open access internet journal]. – URL: http://ecopoiesis.ru (d/m/y)</p> <p>Melissa K. Nelson, “North America,” chapter 15 of the <i>Routledge Handbook of Religion and Ecology</i>, eds. Willis Jenkins, Mary Evelyn Tucker, and John Grim (London: Routledge, 2016), pp. 138-147.</p> <p>Laurie Zoloth, “At the Last Well on Earth: Climate Change is a Feminist Issue,” <i>Journal of Feminist Studies in Religion</i> 33:2 (2017): 139-151.</p>

<p>Week 10 Nov. 15-20</p> <p>Into the Unknown: Religious Perspectives on New Technology and Bioethics</p>	<p>What are the religious and ethical implications of new technologies such as cloning, gene editing, artificial intelligence, and drone surveillance?</p> <p>What is the relationship between religion and science at the outset of the twenty-first century?</p>	<p>Ellen Duffer, "As Artificial Intelligence Advances, What Are Its Religious Implications?" <i>Religion & Politics</i> August 29, 2017 http://religionandpolitics.org/2017/08/29/as-artificial-intelligence-advances-what-are-its-religious-implications/</p>
<p>Week 11 Nov. 22-27</p> <p>The Mark of the Beast: Fundamentalism and Conspiracy Theories</p>	<p>What is religious fundamentalism?</p> <p>Are all religions prone to fundamentalism?</p> <p>What is the relationship between fundamentalism and conspiracy theories such as QAnon and the anti-vaxxer movement?</p>	<p>Paolo Demuru. "Conspiracy Theories, Messianic Populism and Everyday Social Media Use in Contemporary Brazil: a Glocal Semiotic Perspective." <i>Glocalism</i>, vol. 2020, no. 3, Globus et Locus, 2021, doi:10.12893/gjcp.2020.3.12.</p> <p>Malise Ruthven, "Family Resemblances," chapter 1 of <i>Fundamentalism : a Very Short Introduction</i>. Oxford University Press, 2007.</p>
<p>Week 12 Nov. 29-Dec. 4</p> <p>Queering Religion</p> <p>Final Essay Due Dec. 4</p>	<p>What is the nature of the relationship between religion and the LGBTQ+ community around the world?</p> <p>How do the perspectives of LGBTQ+ theorists help us understand religion and global issues in new ways?</p>	<p>Mosurinjohn, Sharday. "Popular Journalism, Religious Morality, and the Canadian Imaginary: Queers and Immigrants as Threats to the Public Sphere." <i>Journal of Religion and Popular Culture</i>, vol. 26, no. 2, University of Toronto Press, 2014, pp. 244–58, doi:10.3138/jrpc.26.2.244.</p>
<p>Week 13 Dec. 6-8</p> <p>Conclusion: Welcoming the Stranger</p>		

Huron Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

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.

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>.

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:

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

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:

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

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, 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 the Recording of Class Activities

Students may not record or distribute any class activity, including conversations during office hours, without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

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

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/accommodation_illness.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. 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, and if the student has exceeded the maximum number of permissible Self-Reported

absences, 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) 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 where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. 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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. 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>

Learning Development and Success: <https://www.uwo.ca/sdc/learning/>

Accessible Education: <http://academicssupport.uwo.ca/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing.

Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

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