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| Political Science – 3317F Interest Groups and Social Movements Fall 2019: Course Outline ¹ |
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Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

Course Instructor: Dan Bousfield

E-Mail: dbousfie@uwo.ca

Academic Facebook account: facebook.com/dan.bousfield

Teaching twitter account @uwo_teach

Class hashtag: #P3317

Office Hours in SSC 4614: Monday 8:30-10:20, Wednesday 8:30-10:20.

Class: Monday 12:30-2:20

This course will help you critically assess issues and debates on social movements and interest groups in Canadian, North American and global politics. We will emphasize the different approaches and perspectives on interest groups and social movements with a particular focus on the academic and popular ways we can understand social movements. We will explore the many histories of social movements with an emphasis on the political practices that allow issues to mobilize the populace, become integrated in political systems or remain on the margins of political sensibility. This will include explorations of the civil rights movement, women's liberation movements, global social movements, corporate responsibility, human rights, political lobbying, and the role of think tanks, as well as specific movements on issues such as animal rights, AIDS, water rights, migration movements, religious movements, peace movements, fair trade and municipal issues. By adopting a bottom-up approach this course encourages students to think about their own political participation and provides opportunities to engage students in their areas of interest, while relating political questions to individual choices and social issues.

Objectives:

While we will discuss historical, sociological, political, and anthropological approaches to social movements and interest groups, this course is designed to develop your work in relation to your areas of interest. This course has three main objectives.

¹Portions of this course outline draw on the course outlines of Marshall Beier at McMaster University and Robbie Shilliam at the Victoria University of Wellington and Sasha Costanza-Chock who I thank for their insights and assistance.

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- 1) First, you will develop an understanding of the academic literature surrounding the political issue, area, or interest group in which you are interested. This will provide a basis for any future research in this area and establish a foundation for your studies.
- 2) Second, the assignments in this course are designed to help you develop critical thinking in ways that relate to the issue or area in which you are interested. This includes an option of Community Engaged Learning (CEL) for course credit, where students have the opportunity to engage directly in local community issues in London. For more information on CEL go to the section of the course website in OWL on CEL.
- 3) Finally, by the conclusion of the course students should be able to provide a critical and original analysis of the social movement or interest group they have focused on throughout the term. Your ability to accomplish these objectives will be assessed using the assignments and work outlined below.

By the end of this course students should be able to:

1. Discuss different definitions of social movements
2. Describe the history, progress and effectiveness of a social movement
3. Think critically and write the current status of an issue that may or may not result in a social movement
4. Evaluate the effectiveness of a social movement on its own terms
5. Participate in a presentation about the history, context or ideas of a specific social movement
6. Analyze current theoretical and practical analyses of a specific social movement
7. Discuss the viability of a social movement in historical context

Anti-requisites: Political Science 3338E

Prerequisites: Political Science 2230E or 2231E or 2234E or 2244E

Optional (suggested but not required) text: Edwards, Gemma. *Social movements and protest*, Cambridge University Press, 2014.

All readings are available on-line, on 2-hour reserve, or in the periodical section at the Weldon Library.

Grade Evaluation:

Attendance and Participation: 20%

Presentation: 15%

Topic Assignment: 25%

Topic Review/Analysis Essay: 40%

Weekly Attendance and Participation – 20%

The success of the class depends on the willingness of students to keep up with the readings on a weekly basis and to take part fully and fruitfully in the discussion. Participation marks are composed of both attendance and participation grades. You cannot receive full marks in either category if you are missing one or the other. Your participation will be assessed on an ongoing basis throughout the semester, and progress can be obtained at any time from the instructor upon request. Proposals for make-up work to offset absences may be considered.

Students have the option of receiving their participation mark for any individual class by writing a single page (250 word) response to one or all of the week's readings. The response should reflect on the content of the readings rather than summarize them and discuss interesting points of contention or debate. To receive a participation grade for any one class (to a maximum of 10), students must email their summary to dbousfie@uwo.ca on the exact day of the lecture. Only files received from 12:00am to 11:59pm on day of lecture will be marked. (The subject line of the email MUST read "POLS 3317 Response Paper –Student Name - Student Number" or the assignment will not be marked.

CEL students will have 5% of their attendance grade linked to their regular reporting on myEL.uwo.ca to track work and log hours. Students will also be evaluated by their community partners, which will be taken under advisement in the determination of 5% of their final participation marks.

Student Presentations: Group or Individual – 15% (Various Weeks: sign up on OWL)

Option 1) Students will choose a social movement topic or interest group and sign up on the presentation wiki in OWL.

Option 2) Students will choose a topic from Davis, Lennard J. *The disability studies reader*. Routledge, 2017. Fifth Edition. and sign up on the presentation wiki in OWL.

Students are responsible for maintaining, adding, removing and updating their own presentation dates prior to the beginning of each class. Each presenter should choose a specific social movement or interest group, but these can be combined thematically or on an issue-oriented basis (i.e. different group responses to psychiatry and disability activism). If you choose to move your presentation date, you should be conscious of the number of other presenters, failure to plan (or overload one week with too many presentations) will impact your ability to get a full grade.

The presentation is NOT a research assignment into your chosen organization, social movement or interest group. Rather, the presentation should outline the context, history and development of the social movement and raise questions about its past, present and future. The goal of the presentation is to stimulate discussion in relation to the assigned course readings and the material provided to the class by the presenter(s). All presentations must provide a link to a

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relevant reading, article or source that gives background to your chosen issue. Failure to provide a link will make it impossible for you to receive full marks on the assignment.

For the presentation only, you CANNOT present on the alt-right, 4chan, proudboys, neo-nazism, incels, mass-shootings, white supremacy or other violent or anti-social groups. These topics are acceptable for the paper, but given the unstructured freedom of the presentation, it is better to present on a topic that falls under the 'social' aspects of social movements.¹

Presentations may be done individually, in pairs or in a maximum group of three. If presenting in a group, each member **MUST** provide a written summary and reflection on their participation in the group, in the presentation to the class and reflection ***on what could have been improved, changed, or omitted based on classroom responses***. This should be handed in at the end of the day of the presentation. All presentations will be marked individually. The presentation should be a maximum of 10 minutes including discussion and can take any form (exercise, pre-taped video, podcast, or proposed alternative). Any video shown in class must be preapproved by the instructor or will not be allowed to be shown.

Topic Assignment – 25%

Option 1: Reflective Analysis

Students will produce a 1000-1250 word reflective analysis, excluding references (250 words per page) of the topic of study throughout the course. The assignment is due one week after your presentation, or 2 weeks before the final essay is due (November 11). The assignment should develop the discussion from the presentation of your social movement or interest group. The paper should address likely difficulties in developing your final paper given your interest group or social movements, as well as the likely perspectives you will take in your final paper. It should outline possible approaches, a summary of key points and reflect on the relationship between academic research and your social movement or interest group. In other words, if you are looking at the social movement or interest group from the 'bottom-up' what impediments does this create for developing academic arguments about the group? The topic assignment can be reflective, and therefore can use the first person. However, academic writing requires proper referencing and foundation for your claims, therefore assertions should be substantiated and claims need to be based in logic and evidence. Assignments that fail to develop an academic argument cannot achieve full marks (see 'Guidelines for Success' below).

Option 2: Accessible Storybook with Academic Rationale

Students will produce an original argument that clearly and accessibly outlines a key aspect or issue of the social movement or interest group you chose for the presentation. This can take the form of a children's book, a short story for young adults or another creative writing exercise that attempts to convey a core message of the social movement or interest group in an

¹ For a discussion see Blee, Kathleen M. "How the study of white supremacy is helped and hindered by social movement research." *Mobilization* 22.1 (2017): 1-15.

accessible way and is due on November 11. Students can use this exercise to establish the framework for their topic review/analytical essay to follow. Each page must contain a footnote which clearly links the argument or story to the academic literature on the issue and provide a foundation for any claims made in the argument. The footnotes should be at least 750-1000 words in total. Most stories should follow a basic three act structure, in order to clearly guide the argument. See http://en.wikipedia.org/wiki/Three-act_structure for details. For some context on academically analyzing children's literature, young adult literature and creative writing, you can review some of the articles at <http://www.lib.latrobe.edu.au/ojs/index.php/tlg/index>

Option 3: Reflective Journal for students in CEL

Students will produce a written journal that includes pre-reflection, reflection during service and reflection after service as outlined in the appendices attached at the bottom of the course outline. The reflections should be submitted in stages (established in consultation with the instructor) and be complete by December 2 (or whenever the deliverable is submitted). The journal should follow recent events in your social movement or interest group and reflect on those events in relation to weekly course readings. The journal should use proper referencing and citation and include material from the presentation. For students who choose to participate in the CEL option of the course, the journal can detail your impressions of your experiences with your community partner. However, the journal should not develop research on the community partner, involve first-person quotes or identifiable characteristics of any participant of organization (i.e. it should remain reflective and non-research based).² For a discussion of reflection see the appendices at the bottom of the course outline. Academic writing requires proper referencing and foundation for your claims, therefore assertions should be substantiated and claims need to be based in logic and evidence. Assignments that fail to develop an academic argument cannot achieve full marks (see 'Guidelines for Success' below).

Topic review / Analytical Essay - 40%

Students will write a major research paper (based primarily on academic sources) on a topic of their choice, to be arrived at in consultation with the instructor. Essay topics should be chosen by Week 8 and e-mailed to dbousfie@uwo.ca. In selecting an essay topic, you should be as imaginative and innovative as possible while bearing in mind the availability of relevant primary sources and the soundness of the topic in a theoretical sense. The topic selection requires an informal discussion with instructor to determine essay topic. Not discussing the essay topic prior to choosing one may result in papers with limited relevance to the class, and will be unable to achieve full marks. **All papers must engage with at least one a definition of social movement from the class reading list.**

The final draft of the paper should be 10-12 pages (3000 words) in length (excluding the

² If students have any questions about the type of material that can be included in the reflective journal, ask the instructor at any time.

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bibliography) and must be presented in proper scholarly format. The paper is due on November 25, 2019. All papers must be submitted in OWL by midnight on November 25, 2019. A penalty of five (5) percent per day (excluding weekends) to a maximum of 5 days will be assessed for essays submitted after the due date. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. ***Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.***

Readings

Each week includes three possible readings: first, an idealized reading which covers broad themes and more normative and moral issues; second, a text-based reading which is informative and based in academic sensibilities; and third, a children's version of the issue, which represents the most simplified, accessible and condensed form of the week's topic. You are expected to do at least one reading per week, but you should try to focus on the readings that will be most useful for your topic research and assignments.

Community Engaged Learning Outcomes

| Values | Skills | Knowledge |
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| <p>Compare political platforms and articulate their own political values and involvement</p> <p>Practice reflective thinking to connect CSL experience with course content and personal values</p> <p>Awareness of their own scope of practice, knowledge, and abilities</p> <p>Practice reflective thinking to connect CSL experience with course content and personal values</p> | <p>Demonstrate intercultural competence and sensitivity and distinguish contexts through these principles are enacted</p> <p>Manage group projects from vision to completion by employing planning, delegation, prioritizing, time-management, and organizational strategies</p> <p>Apply content knowledge to real-world settings and contexts</p> <p>Compare and critique programs and services designed to minimize effects of social/local issues and generate strategies to improve their functioning and intended outcomes</p> <p>Adapt oral and written communication and/or behavior to match unique audience/demographic</p> | <p>Recognize and describe specific local and social issues and explain governing structures and social policies that impact upon them</p> <p>Describe composition of diverse populations and inequalities among those populations</p> <p>Relate degree/discipline specific content to various fields of research, practice, and policy</p> <p>Identify factors that contribute to social/local issues and barriers to implementing change</p> |

Assignments Descriptions and Learning outcomes

| Assignment | Description | Learning Outcome |
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| Attendance and participation | | Recognize the importance of listening; communicate verbally and in analytic and clear |

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| | | fashion; an awareness of the extensive and limits of one's own knowledge, informed by exposure to information, concepts, theories and experience |
| Presentation | Analyze the theoretical assumptions of an argument about what constitutes a social movement; evaluate the success of a social movement; compare and contrast the social movement with other examples of successful movements | Communicate in a verbal format in an analytical and clear fashion; analyze a popular description of a contemporary issue and social movements; evaluate the strength of the justifications for the issues' inclusion as a social movement |
| Essay | Analyze the history and context of a specific social movement; critically assess the viability of the movement; evaluate existing academic literature on the social movement | Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills |
| Topic assignment option one - reflective Journal | Relate CSL experience to class experience; justify and explain the social movements relevance to class material | Identify a specific definition of the social movement; assess the usefulness of the definition for the chosen social movement; critically assess political assumptions and theories of social movements |
| Topic assignment option two -reflective analysis | | Identify a specific definition of a social movement; analyze the power, culture and history that explain the social movements emergence; identify a foundation to assess the social movements effectiveness; evaluate the social movement for effectiveness |

September 9 - Coming to terms with definitions

Why children's books?

What is a social movement or interest group?

What is community engaged learning?

Edwards, Gemma. *Social movements and protest*. Cambridge University Press, 2014. Chapter 1.

September 16 - What is Normalcy?

idealized - Lennard J Davis. "Constructing Normalcy" in the Disabilities Studies Reader, Taylor Francis 2006. p. 1-16.

text - Edwards, Gemma. *Social movements and protest*. Cambridge University Press, 2014.

Chapter 8

praxis - Read each of the following:

Espin, Roz. *Amazingly... Alphiel: Understanding and Accepting Different Ways of Being*. AAPC Publishing, 2003. Edwards, Becky, and David Armitage. *My Brother Sammy*. Millbrook Press, 1999.

September 23 - What is Privilege?

idealized - Mills, Charles. "White ignorance." *Race and epistemologies of ignorance* (2007): 17-38.

Text- Ahmed, Sara. "Declarations of Whiteness: The Non-Performativity of Anti-Racism." *borderlands e-journal* 3, no. 2 (2004)." Toni Wright (2011).

http://www.borderlands.net.au/vol3no2_2004/ahmed_declarations.htm

praxis – Grimmard, Gabrielle, *Lila and the Crow*, 2016, Annik press, Toronto, Canada.

September 30 - What is racism?

idealized - Crenshaw, Kimberle. "Mapping the margins: Intersectionality, identity politics, and violence against women of color." *Stanford law review* (1991): 1241-1299.

text - Staggenborg, Suzanne. *Social movements*. New York: Oxford University Press, 2011. Second Edition. Chapter 5: Aboriginal Protest.

praxis - Hill, Gord *500 Years of indigenous resistance*. PM Press, 2009.

October 7 - What is Anarchism?

idealized - Scott, James C. *Two Cheers for Anarchism: Six Easy Pieces on Autonomy, Dignity, and Meaningful Work and Play*. Princeton University Press, 2012. Preface and fragment 2.

text - Edwards, Gemma. *Social movements and protest*. Cambridge University Press, 2014. Chapter 6.

praxis - Seven, John and Jana Christy. *A Rule Is To Break: A Child's Guide to Anarchy*. Manic D. Press Inc. 2012.

October 21 - Toxic masculinity

idealized: Ging, Debbie. "Alphas, betas, and incels: Theorizing the masculinities of the manosphere." *Men and Masculinities* (2017): 1097184X17706401.

text: Gotell, Lise, and Emily Dutton. "Sexual violence in the 'manosphere': Antifeminist men's rights discourses on rape." *International Journal for Crime, Justice and Social Democracy* 5.2 (2016): 65-80.

praxis: <https://thenib.com/how-pick-up-artists-morphed-into-the-alt-right>

October 28 - What is anthropocentrism?

idealized - Bousfield, Dan. "Settler colonialism in vegetal worlds: exploring progress and resilience at the margins of the Anthropocene." *Settler Colonial Studies* (2019): 1-19.

text - Wohlleben, Peter. *The hidden life of trees: What they feel, how they communicate—Discoveries from a secret world*. Greystone Books, 2016. ch.1

Animal Rights - Donaldson, Sue, and Kymlicka Will. *Zoopolis*. Alma Editeur, 2016. Ch 1 OR 2

praxis - Henrichs, Wendy and John Butler "When Anju Loved Being an Elephant." Sleeping Bear Press. 2011.

November 11 - What is identity?

idealized - Ahmed, Sara. The promise of happiness. Duke University Press Books, 2010. 88-121.

text - Alice D. Dreger and April M. Herndon "Progress and Politics in the Intersex Rights Movement: Feminist Theory in Action" GLQ: A Journal of Lesbian and Gay Studies (2009) 15(2): 199-224.

praxis - Ewert, Marcus, and Rex Ray. 10,000 Dresses. Seven Stories Press, 2008. Walton and MacPherson, Introducing Teddy, Bloomsbury, New York, 2016.

November 18 – What are the politics of consumption?

Ideal - Wrenn, Corey. "Human Supremacy, Post-Speciesist Ideology, and the Case for Anti-Colonialist Veganism." Animals In Human Society: Amazing Creatures Who Share Our Planet (2015): 55.

Text - Edwards, G., 2014. Social movements and protest. Cambridge University Press. Chapter 5.

praxis - Ruby, Roth "V is for Vegan" <http://www.wedonteatanimals.com/store>

November 25 – Is protest effective?

idealized - Žižek, Slavoj. Violence: Six sideways reflections. (2008). Intro and Chapter 1

text - D'Arcy, Stephen. Languages of the Unheard. Between the Lines, 2013. Intro and Chapter 1.

praxis – Doreen Cronin '[Click Clack Moo](#)'

December 2 - How do we define goals and effectiveness?

idealized - Pastor, Manuel, and Rhonda Ortiz. "Making change: How social movements work and how to support them." Los Angeles, CA: The USC Program for Environmental and Regional Equity (PERE) (2009).

Text - Edwards, G., 2014. Social movements and protest. Cambridge University Press. Chapter 4.

praxis - http://www.claudiahart.com/portfolio/images/machiavelli/aChildsMachiavelli_hart.pdf

Guidelines for Success in Class

Since there seldom are definitive answers to the questions we will be asking about social movements and interest groups, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

- Come to all classes having read the assigned readings for that week and prepared to

participate in discussion.

- Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of *relevant* points and ideas. Online participation may be considered as well in participation marks.
- Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.
- Raise questions when you have them. Raising useful questions counts as participation. You can use minute papers, online forums, e-mail, facebook or in class lecture to raise questions you encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade.

Criteria for Evaluation of Written Assignments

These criteria will be used in evaluation of written work and possibly in combination with the checklist below. Please be sure to read them carefully:

Analytical Content: Higher grades will be given to work that demonstrates the ability to interpret, critically assess and develop insights of the material. To determine whether or not your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

Helpful signs you are not developing analytical content: Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.

Development of an Argument: Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

Helpful signs your argument may be in trouble: Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

While different approaches work for different people, it is recommended that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud (when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or grammar, there are many resources available on campus.

Meeting the Requirements of the Assignment: All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Important Notices

General

All students must complete all course requirements. Failure to do so (e.g., by not handing-in an assignment or by missing an examination without due cause) will subject the student to the appropriate University regulations. Students must also keep a duplicate copy of their assignments.

Late Assignments - Formal Guidelines

Late papers will be accepted, but will be subject to a late penalty of 5 per cent per weekday to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. **Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.**

Plagiarism

Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). The University of Western Ontario "Handbook of Academic and Scholarship Policy" defines plagiarism as follows:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper

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referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

At the discretion of the instructor, students may be required: (i) to pass a brief oral examination on their assignment before a final grade is assigned and/or (ii) provide an electronic copy of their assignment so that their work can be checked using plagiarism-checking software (e.g., Turnitin.com). As stated in the University of Western Ontario “Handbook of Academic and Scholarship Policy:”

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 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>).

Policy on Children in Class:³

“It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students,

³Policy taken from Dr Cheyney with permission. https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples?fbclid=IwAR2Al2IuSvKMI4e-S6fKgm6nB6daxX8LzvYNBaLiLXgNVrz_5EOpdrSYoRk

you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!"

Policy on non-service animals in the classroom ⁴

Although there is no formal policy at Western for non-service animals coming into campus buildings, there are university guidelines according to Campus Police.

Dogs are allowed in Western's campus buildings on two conditions:

- their owners must keep their dog on a leash at all times; and
- their owners must ensure their dogs are "well-behaved" at all times.

Animals are welcome in the classroom, however please be cognizant of people who are unaccustomed to animals and pet-related allergies.

Policy on communication

I strive to be accessible and responsive to student inquiries. However, repeated or persistent e-mails/texts/phone calls will overload my capacity to respond to all students equally. As such, I reserve the right to answer initial questions but forego multiple responses or inquires for a 24hour cool-down period. I appreciate your understanding in this matter.

APPENDIX TO UNDERGRADUATE COURSE OUTLINES DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

"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."

⁴ Taken from <https://www.lib.uwo.ca/policies/nonservicedogs.html>

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Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

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."

Security and Confidentiality of Student Work (refer to current Western Academic Calendar (<http://www.westerncalendar.uwo.ca/>))

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

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 Web site: <http://www.uwo.ca/univsec/handbook/appeals/schloff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

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Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/>
<http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "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>)."

Multiple-choice 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."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your

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essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

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ACCOMMODATION FOR ILLNESS - UNDERGRADUATE STUDENTS

This policy is effective September 1, 2019; beginning with the 2019-2020 Fall/Winter Academic Year.

Policy Review: This Policy is a pilot version and will be reviewed after 2 years by SCAPA. It may be reviewed prior to the two-year term where it is determined that an earlier review is

necessary because of a change in University practices or procedures; or any other reason that would call into question the applicability of the Policy in its current form.

Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- 1) Submitting a Self-Reported Absence form provided that the conditions for submission are met;
- 2) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- 3) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration.

Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work. They are also encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are not normally an appropriate basis for a self-reported absence.

Students must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration is **not** normally intended for the following circumstances:

- Students requiring academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible.
- Students with pre-existing accessibility plans arranged through SAS may not need to provide additional documentation when seeking academic consideration where such

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request for consideration relates to their disability and where their accessibility plans allow for coursework deferral or deadline extensions.

- Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). Students with academic or exam stress should access supports through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

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.

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) and presented to Academic Counselling no later than two business days after the date specified for resuming responsibilities.

The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;

The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;

The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;

Self-reported absences **will not be allowed** for scheduled final examinations; or for midterm examinations scheduled during the December examination period

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.

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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.

Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person in the form of a completed, signed Student Medical Certificate (SMC) 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 Absences.

Students must submit their documentation along with a request for academic consideration specifying the nature of the relief being requested. This documentation shall be submitted to Academic Counselling

Students who require academic consideration must, where possible, seek medical attention in advance of due dates, examinations, etc.

If Academic Counselling determines that academic consideration is warranted, the period of academic consideration will normally be that specified on the medical documentation. Once the request for academic consideration and supporting documents have been received and approved, the student's instructors will be notified of this by the Academic Counselling.

Academic consideration shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities, and only when the licensed practitioner providing the documentation is able to make a reasonable assessment of the student's physical or mental state during the period for which relief is sought. The expectation is that the practitioner's assessment of the student's condition will be made in person.

Students must communicate with their instructors no later than 24 hours after the end of the period covered by the SMC, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

In cases where a student may be experiencing long-term or recurring absences, students should consult Academic Counselling for advice about which of the options available to them (academic consideration, pursuing Academic Accommodation, withdrawal from the course) are most appropriate.

Request for Academic Consideration for a Non-Medical Absence

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Students seeking academic consideration for a non-medical absence 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 Absences.

The following conditions are in place for students seeking academic consideration for a non-medical absence:

Students must submit the appropriate documentation along with a request for academic consideration specifying the reason for the absence and the nature of the relief being requested. This documentation shall be submitted to Academic Counselling. Documentation must be submitted no later than two business days after the student resumes academic responsibilities.

Academic consideration shall be granted only where the documentation indicates that the student could not reasonably be expected to complete their academic responsibilities as a result of an extenuating circumstance.

Students must communicate with their instructors **no later than 24 hours** after the end of the period covered by the documentation, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

In cases where a student might be absent for periods greater than 3 weeks, students should consult Academic Counselling for advice about which of the options available to them are most appropriate.

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APPENDIX TO UNDERGRADUATE COURSE OUTLINES

DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

"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."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

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."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar*

<http://www.westerncalendar.uwo.ca/>

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

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 Web site:

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

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) 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.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

https://counselling.ssc.uwo.ca/procedures/medical_accommodation.html for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "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>)."

Multiple-choice 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."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. https://www.uwo.ca/univsec/academic_policies/index.html

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

- The Registrar's office can be accessed for Student Support Services at www.registrar.uwo.ca
- Student Support Services (including the services provided by the USC listed here) can be reached at: <https://westernusc.ca/your-services/>
- Student Development Services can be reached at: <http://sdc.uwo.ca/>
- Students who are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

Procedures for Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

Submitting a Self-Reported Absence form provided that the conditions for submission are met;

- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are **not** an appropriate basis for a self-reported absence;
- must communicate with their instructors **no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration **is not** normally intended for students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic

Accommodation for Students with Disability.

Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the **online Self-Reported Absence portal**. This option should be used in situations where the student expects to resume academic responsibilities **within 48 hours or less**.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

Students will be allowed:

- a maximum of two self-reported absences between September and April;
- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.

- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- Self-reported absences **will not be** allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;
- 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.

Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person to Academic Counselling in their Faculty of registration in the form of a completed, signed Student Medical Certificate (SMC) 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 Absences.

Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation to Academic Counselling in their Faculty of registration 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 Absences.