

Western University
Department of Political Science
Power in the City
Political Science 3363F
Fall 2019

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Office Hours: Thursdays, 12:00–1:00pm, or by appointment

Class Time and Location: Wednesdays, 10:30–12:30, MC 17

COURSE DESCRIPTION

Most people now live in cities. As a result, political conflict is today profoundly (if not always obviously) *urban* in nature, taking place in cities and shaped by distinctly urban processes. This course will introduce you to leading theories of urban politics, which you will apply to compare urban political processes in Canada, the United States, and Western European countries. Our focus in this course is on (1) how national institutional differences structure urban politics and policy, and (2) diverse perspectives on the sources and exercise of power in the city. In short: In urbanized societies, who governs? How are we governed? Who should govern? What are the bases of political conflict in cities? And how much autonomy should localities within nation-states? Concepts and topics will be explored through examples.

COURSE OBJECTIVES AND LEARNING OUTCOMES

By the end of this course, you will be able to (a) describe how local government institutions and intergovernmental relations are structured in Canada, the United States, and selected European countries, and (b) compare and contrast the relative strengths and limitations of leading approaches to understanding urban politics. The course assignments are designed to improve your critical thinking and research skills.

HOW IT FITS INTO THE PROGRAM

You must have taken at least 1 full course equivalent in Political Science at the 2200 level in order to enroll in this course. Having taken **POL2245 Introduction to Comparative Politics** is an asset, but not essential. This course is a prerequisite for **POL4210 Cities and Globalization** and complements **POL4211 Multilevel Governance**.

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.

SCHEDULE OF TOPICS AND ASSIGNMENTS

Part I: Institutional Variations

Class 1	Sep. 11	Introduction
Class 2	Sep. 18	Local institutions and local leadership
Class 3	Sep. 25	Governing metropolitan areas <i>Introduce Research Paper assignment</i>
Class 4	Oct. 2	The embedded city: Multi-level governance <i>Debate Paper #1</i>

Part II: Power in the City

Class 5	Oct. 9	Who holds power in the city?
Class 6	Oct. 16	Business influence and the politics of growth
	<i>Oct. 21</i>	<i>Canadian federal election!</i>
Class 7	Oct. 23	Community activism and urban social movements <i>Debate Paper #2</i>
Class 8	Oct. 30	Group conflict in city politics <i>Research Paper Proposal due</i>
	Nov. 6	Reading Week
Class 9	Nov. 13	Assembling the capacity to govern: Urban regime analysis

Part III: Powers of the City

Class 10	Nov. 20	Local autonomy (and its limits)
Class 11	Nov 27	The charter city debate in Toronto <i>Debate Paper #3</i>
Class 12	Dec. 4	Cities beyond the state?
	Dec. 11	<i>Final Research Paper due (hard deadline!)</i>

COURSE FORMAT

While we have too large an enrolment for this to be a student-driven seminar course, regular student participation and dialogue are expected. In most sessions, the instructor will introduce new topics with a lecture segment, but much of the class time will be reserved for discussion and debate. *You must be committed to reading all of the assigned material before each class.* Advance reading is a necessary prerequisite for doing well in this course (see “Course Evaluation” below) and will make for more exciting and insightful discussion.

COURSE WEBSITE

This course makes use of OWL. Please refer to the course website regularly for announcements and course information: <https://owl.uwo.ca/portal>.

COURSE MATERIALS

There is no textbook. Readings to be retrieved from publicly available websites are marked with a **W**. Readings marked with an **E** are electronic journal articles that can be retrieved through the Western Library website. All other readings are made available as PDFs on the course website. Readings will average approximately 60 pages per week.

NOTE: Two important events will occur during this course: the federal election (October 21) and the completion of the Ontario government’s Regional Government Review (early Fall). As both will bear significantly on course topics, some readings may be substituted with at least one week notice.

EVALUATION

Evaluation	Due Date	Value
Debate Paper #1	Oct. 2	20%
Debate Paper #2 (do 2 out of 3)	Oct. 23	
Debate Paper #3	Nov. 27	
Research Paper – Proposal (1 paragraph)	Oct. 30	Ungraded
Research Paper – Final paper	Dec. 11	50%
Preparation, attendance, and participation		10%

Debate Papers (2 x 20% = 40%): You will write a concise argument *for* or *against* an assigned proposition statement, which will be provided two weeks in advance. These will form the basis of in-class debates, so be prepared to defend your position verbally! Your arguments should draw on relevant course readings, plus outside sources as you see fit. Each student will sign up to do two out of the three papers.

Research paper (50%): The major assignment of this course is a research paper that explores an aspect of urban politics or governance in depth. A very brief proposal is due in Class 8 (Oct. 30)

and the final paper is due Dec. 11, one week after the end of class. Detailed assignment instructions and expectations will be communicated in Class 3 (Sept. 25). The purpose of the proposal is to ensure you are on the right track.

Preparation, Attendance, and Participation (10%): You are expected to participate actively in our class discussions. Half of your participation mark will be based on your attendance record, while half will be based on the quality of your contribution to class discussion.

COURSE POLICIES

Medical accommodation: Students will be granted accommodation in accordance with University policies.

Non-medical accommodation: Students seeking academic accommodation for non-medical reasons should meet with the instructor as soon as possible to develop fair and appropriate arrangements. Every effort has been made to avoid scheduling assignment due dates on religious holidays. Please inform the instructor at the beginning of the course if you will be unable to attend class for reason of religious observance.

Electronic devices: Research shows that levels of student performance and participation are lower when computers, tablets, smartphones, and other devices are present in the classroom. In order to create a pleasant environment conducive to everyone's learning and free from distractions, please refrain from using phones for messaging or any other purpose during class time. The use of laptops and tablets is discouraged and is permitted for course-related activities and note taking only, or in the event of a documented accommodation.

E-mail policy: All Western University students are required to have an @uwo.ca e-mail account. The instructor will *only* respond to e-mails sent from a Western University account, that clearly identify the sender, and have "POL 3363" in the subject line. The instructor will **not** accept assignments by e-mail.

Submitting assignments: All assignments must be submitted digitally *prior to the beginning of class on the due date*. No paper copy is necessary

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>). **Note that you will be able to view your Turnitin Originality Report after submitting. You may resubmit at any time before the deadline.**

Prerequisites: 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.

Late assignments: The penalty for late assignments is three percentage points per day (including weekend days). A grade of 80% on an assignment therefore becomes 68% in four days. Assignments more than 10 days late will not be accepted. Extensions due to illness require a medical certificate. If you foresee problems meeting submission deadlines please consult the instructor early; accommodations can always be made with adequate advance notice. This means *at least one week before the deadline*, not the night before the work is due!

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

To protect and uphold academic integrity in the class, it is the responsibility of each student to be able to demonstrate the originality of his or her work if called upon to do so. At a minimum, for every assignment, the sources of all information and ideas must be properly referenced using a standard academic referencing style such as Chicago, APA, or MLA. Failure to properly reference ideas, concepts, and quotations in an assignment that are not your own will result in academic penalties as required by university policy. All upper-year students are expected to have a thorough understanding of the rules and conventions of academic writing. If you are unclear about what constitutes plagiarism or how to reference sources, please visit the Writing Support Centre <http://www.sdc.uwo.ca/writing/> or review information at: <http://www.lib.uwo.ca/tutorials/plagiarism/>.

ASSISTANCE

If you are having trouble with the course material or are falling behind in your work, please contact the course instructor as soon as possible. We can only help you if the lines of communication are open.

Students who are in emotional/mental distress should refer to Mental Health@Western http://www.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.

Learning to express ideas clearly is a central goal of the university experience. If academic writing does not come easily to you, you are strongly encouraged to make use of the Writing Support Centre: <http://www.sdc.uwo.ca/writing/>.

READING SCHEDULE AND TOPIC QUESTIONS

Part I – Institutional Variations

Class 1 Sep. 11 Introduction

Why are there different forms of local government in different countries?

John, Peter. 2009. Ch. 1, “Why Study *Urban Politics*?” In Jonathan S. Davies and David L. Imbroscio, eds., *Theories of Urban Politics*, 2nd ed., pp. 17–23. Los Angeles: Sage.

Keating, Michael. 1991. Ch. 1, “Systems of local government: Culture and structure.” In *Comparative Urban Politics: Power and the City in the United States, Canada, Britain and France*, pp. 13–35. Aldershot: Edward Elgar.

Class 2 Sep. 18 Local institutions and local leadership

Are “strong” mayors better than “weak” mayors?

Greasley, Stephen and Gerry Stoker. 2009. Ch. 8, “Urban Political Leadership.” In Jonathan S. Davies and David L. Imbroscio, eds., *Theories of Urban Politics*, 2nd ed. pp. 125–136. Los Angeles: Sage.

Sancton, Andrew. 2015. Ch. 11, “Mayors and Local Political Leadership” in *Canadian Urban Politics*, 2nd ed. Toronto: Oxford. **Excerpts: sections “Models of Mayoral Leadership” (pp. 239–247) and “How Mayors Become Powerful” (pp. 232–236)—in that order.**

E Stoker, Gary and Harold Wolman. 1992. “Drawing Lessons from U.S. Experience: An Elected Mayor for U.K. Local Government.” *Public Administration* 70: 241–267.

Class 3 Sep. 25 Governing metropolitan areas

Should we care more about equity or efficiency when designing metropolitan governance?

Savitch, Hank, and Ronald K. Vogel. 2009. Ch. 7, “Regionalism and Urban Politics,” in *Theories of Urban Politics*, 2nd ed., eds. Jonathan S. Davies and David L. Imbroscio, pp. 106–124. Los Angeles: Sage.

E Hamilton, David K., David Y. Miller, and Jerry Paytas. 2004. “Exploring the Horizontal and Vertical Dimensions of the Governing of Metropolitan Regions.” *Urban Affairs Review* 40 (2): pp. 147–182.

Hamilton, David K. 2014. Ch. 11, “Regional Governance in Selected Metropolitan Areas in Other Countries.” In *Governing Metropolitan Areas: Growth and Change in a Networked Age*, 2nd ed., pp. 357–382. New York: Routledge.

Class 4 Oct. 2 The embedded city: Multi-level governance
What is the most appropriate role for provincial and federal governments in urban affairs?

E Hooghe, Lisbet and Gary Marks. 2003. “Unraveling the Central State, but How? Types of Multi-Level Governance,” *American Political Science Review* 96(2): 233–243.

Taylor, Zack and Neil Bradford. Forthcoming in 2020. “Governing Canadian Cities.” In Markus Moos, Ryan Walker, and Tara Vinodrai, eds., *Canadian Cities in Transition*, 6th ed., Toronto: Oxford University Press. Typescript.

Part II: Power in the City

Class 5 Oct. 9 Who holds power in the city?
Which perspective better reveals power in the city: elite theory or pluralism?

Harding, Alan. 2009. Ch. 2, “The History of Community Power.” In Jonathan S. Davies and David L. Imbroscio, eds., *Theories of Urban Politics*, 2nd ed. Los Angeles: Sage. **Excerpt: pp. 27–33.**

Hunter, Floyd. 1953. *Community Power Structure: A Study of Decision Makers*. Chapel Hill, NC: University of North Carolina Press. **Excerpt from Ch. 4: pp. 60–81.**

Dahl, Robert A. 2007 [1961]. “Who Governs?” In Elizabeth A. Strøm and John H. Mollenkopf, eds., *Urban Politics Reader*. New York: Routledge. pp. 110–119.

E Bachrach, Peter and Morton S. Baratz. 1962. “Two Faces of Power.” *American Political Science Review* 56(4). pp. 947–952.

W Walton, Dawn. 2013. “Calgary developer denies trying to buy election.” *Globe and Mail*. 24 Apr. <http://www.theglobeandmail.com/news/national/calgary-developer-denies-trying-to-buy-election/article11539740/>

Class 6 Oct. 16 Business influence and the politics of growth

Does business have too big an influence over city politics compared to residents?

Harding, Alan. 2009. Ch. 2, "The History of Community Power." In Jonathan S. Davies and David L. Imbroscio, eds., *Theories of Urban Politics*, 2nd ed. Los Angeles: Sage. **Excerpt: pp. 33–39.**

Peterson, Paul E. 2007 [1981]. "The Interests of the Limited City." In Elizabeth A. Ström and John H. Mollenkopf, eds., *Urban Politics Reader*. New York: Routledge. pp. 120–129.

E Molotch, Harvey and Serena Vicari. 1988. "Three ways to build: The development process in the United States, Japan, and Italy." *Urban Affairs Quarterly* 24(2): 188–214.

Class 7 Oct. 23 Community activism and urban social movements

How does urban living generate new identities and political mobilization?

Rabrenovic, Gordana. 2009. Ch. 15, "Urban Social Movements." In Jonathan S. Davies and David L. Imbroscio, eds., *Theories of Urban Politics*, 2nd ed. pp. 106–124. Los Angeles: Sage.

E Goetz, Edward and Mara Sidney. 1994. "Revenge of the property owners: Community development and the politics of property." *Journal of Urban Affairs* 16(4): 319–344.

E Novy, Johannes and Claire Colomb. 2013. "Struggling for the right to the (creative) city in Berlin and Hamburg: New urban social movements, new 'spaces of hope'?" *International Journal of Urban and Regional Research* 37(5): 1816–1838.

Class 8 Oct. 30 Group conflict in city politics

Why might the drivers of conflict in city politics differ by city or national context?

E Hajnal, Zoltan, and Jessica Trounstein. 2014. "What Underlies Urban Politics? Race, Class, Ideology, Partisanship, and the Urban Vote." *Urban Affairs Review* 50 (1): 63–99.

Moskowitz, P.E. 2019. "Introduction" (pp. 1–10) and "Conclusion" (pp. 209–218) in *How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood*. New York, NY: Bold Type Books.

Doering, Jan, Daniel Silver, and Zack Taylor. Forthcoming. "The Spatial Articulation of Urban Political Cleavages: Evidence from Chicago, Toronto, and London." Typescript.

Class 9 Nov. 13 Building the capacity to govern: The urban regime
Is the urban regime a distinctly American way of understanding urban politics?

E Stone, Clarence N. 1993. “Urban Regimes and the Capacity to Govern: A Political Economy Approach.” *Journal of Urban Affairs* 15(1): 1–28.

E John, Peter and Alistair Cole. 1998. “Urban regimes and local governance in Britain and France: Policy adaptation and coordination in Leeds and Lille.” *Urban Affairs Review* 33(3): 382–404.

E Pierre, Jon. 2014. “Can urban regimes travel in time and space? Urban regime theory, urban governance theory, and comparative urban politics.” *Urban Affairs Review* 50(6): 864–889.

Part III – Powers of the City

Class 10 Nov. 20 Local autonomy and state pre-emption
What does local autonomy really mean?

Goldsmith, Mike. 1995. Ch. 12, “Autonomy and City Limits” (pp. 228–252) in *Theories of Urban Politics*, eds. David Judge, Gerry Stoker and Harold Wolman. London: Sage.

Katz, Bruce, and Jeremy Nowak. 2017. Ch. 2, “New Localism and the American City” (pp. 17–40) in *The New Localism: How Cities Can Thrive in the Age of Populism*. Washington, DC: Brookings Institution Press.

E Riverstone-Newell, Lori. 2017. “The Rise of State Preemption Laws in Response to Local Policy Innovation.” *Publius: The Journal of Federalism* 47 (3):403-425.

Class 11 Nov. 27 The charter city debate in Toronto
What might be the costs and benefits of greater legal autonomy for Toronto and other big Canadian cities?

W Charter City Toronto website. <http://www.chartercitytoronto.ca>. Read the front page and then go to <http://www.chartercitytoronto.ca/roundtable.html> to read the Notes From Table Discussions from the March 25, 2019 Roundtable on: Autonomy, Governance, Finance, Constitutional Aspects, Regional Implications, and Building a Movement.

W Pagliero, Jennifer. 2019. “Could ‘charter city’ status protect Toronto from provincial meddling?” *Toronto Star*. 18 June. https://www.thestar.com/news/city_hall/2019/06/18/could-charter-city-status-protect-toronto-from-provincial-meddling.html

W Sancton, Andrew. 2016. “The False Panacea of City Charters? A Political Perspective on the Case of Toronto.” SPP Research Papers 9(3). Calgary: School of Public Policy, University of Calgary. https://www.policyschool.ca/wp-content/uploads/2016/03/false-panacea-city-charters-sancton_0.pdf

Class 12 Dec. 4 Cities beyond the state?
Is local self-government a basic right?

E Magnusson, Warren. 2005. “Urbanism, cities, and local self-government,” *Canadian Public Administration* 48(1): 96–123.

**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.