

UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF POLITICAL SCIENCE

POLITICS and MEDIA in a GLOBALIZED WORLD
POL 4208F

Autumn 2019

Tuesday 4:30 – 6:30
Room: SSC 4103
Office Hours: Wednesday 12:30 – 3:00
Or by appointment

Instructor: Prof. Marta Dyczok
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Course Description:

Does the government control the media—or do the media control the government? Do the news media educate or manipulate the citizenry? Much of what we know about politics, political leaders, party politics, or public policy comes from the media - television, radio, newspapers, and the internet. This course looks at the relationship between politics and media, explores how media, civic engagements, and politics are intertwined. It notes how constantly changing technology affects media systems and thus democracy, drawing on examples from around the world.

Prerequisite(s):

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.

Course Syllabus:

The undergraduate course will be conducted in seminar format and meet weekly. Students are expected to attend the weekly classes, participate actively in the seminar discussions, present one seminar during the term, monitor a media outlet (that the student will choose) and report on its main stories weekly, write one research paper, and a final exam.

At the end of this class students will be able to:

- Demonstrate an understanding of the main theoretical approaches and discussions in political communications;
- Critically evaluate competing media sources and narratives;
- Describe the key features and challenges of media in different political systems;
- Explain the dilemmas of information warfare and the impact of media on the political process;
- Express themselves clearly and analytically in oral and written assignments.

Methods of Evaluation:

The grading breakdown is as follows:

Seminar Participation 20%
Seminar Presentation 20%
Media Monitoring 10%
Research Paper 25%
Exam 25%

Course Materials:

Most of the readings are available on-line, those which are not will be posted on OWL. Additional readings may be suggested during the course.

Useful background readings include:

Scammell, Margaret and Holli Semetko (eds.) *The Media, Journalism and Democracy*. (London and New York: Routledge, 2000. On-line edition 2018)
Semetko, Holli A. and Margaret Scammell (eds.) *The SAGE Handbook of Political Communications* (Los Angeles, London, New Delhi, Singapore, Washington, DC: SAGE, 2012)
Street, John. *Mass media, politics, and Democracy* 2nd ed. (Houndmills, Basingstoke, Hampshire, New York: Palgrave Macmillan, 2011)

COURSE SCHEDULE

I. INTRODUCTION

Week 1. Introduction

(10 September 2019)

Keane, John, *The Media and Democracy* (Cambridge: Polity Press, 1991), preface.
Scammell, Margaret and Holli Semetko (eds.) *The Media, Journalism and Democracy*.
(London and New York: Routledge, 2000. On-line edition 2018), Introduction.
<http://alpha.lib.uwo.ca/record=b7101223>

Week 2. Democracy and Media Revisited

(17 September 2019)

Blumler, Jay G. and Stephen Coleman, "Democracy and the Media – Revisited," in
Javnost: The Public, Vol. 22, No. 2, 2015, pp.111–128,
Stephen Coleman, Giles Moss and Katti Parry, "Introduction: Can The Media Serve
Democracy?" in Stephen Coleman, Giles Moss, Katti Parry, John Halperin and
Michael Ryan (eds.) *Can the Media Serve Democracy: Essays in Honour of Jay
G. Blumler* (Palgrave Macmillan, 2015), pp. 1-18, on-line:
<https://ebookcentral.proquest.com/lib/west/detail.action?docID=1952978>
Plattner, Marc F. "Media and Democracy: The Long View," in *Journal of Democracy*,
Vol. 23, No. 4, October 2012, pp. 62-73

II. THE POLITICAL ECONOMY OF MEDIA

Week 3. Politics and Media Systems – Do They Matter?

(24 September 2019)

Chadwick, Andrew. *The Hybrid Media System: Politics and Power*. 2nd ed. (New York:
Oxford University Press, 2017), Introduction and Conclusion, on-line:
<http://www.oxfordscholarship.com.proxy1.lib.uwo.ca/view/10.1093/oso/9780190696726.001.0001/oso-9780190696726>
McChesney, Robert, *Rich Media, Poor Democracy: Communication Politics in Dubious
Times* (Chicago: University of Illinois Press, 1999), Chapter 1, pp. 15-77.
Hanretty, Chris. *Public broadcasting and political interference*. (New York: Routledge,
2011), Introduction, Chapter 1.

Recommended:

Goidel, Kirby, Keith Gaddie, and Marco Ehrl. "Watching the News and Support for
Democracy: Why Media Systems Matter," in *Social Science Quarterly*, Vol. 98,
No. 3, September 2017, pp. 836-855.

Herman, E and Noam Chomsky, *Manufacturing Consent: The Political Economy of Mass Media* (New York: Pantheon, 2002) 2nd ed., Introduction, pp. xi – lviii
Iannelli, Laura. *Hybrid Politics: Media and Participation* (London: SAGE Publications, 2016), Introduction, pp. 18-40, on-line:
<https://ebookcentral.proquest.com/lib/west/reader.action?docID=4631577&ppg=10>

Week 4. Non-Democratic States

(1 October 2019) **RESEARCH PAPER PROPOSAL DUE**

Guosong Shao, Jiayin Lu, and Ye Hao, "Assessing China's Media Reform," in *Asian Perspective* 40.1 (Jan-Mar 2016), 27–50
Hadland, Adrian, *Media-State Relations in Emerging Democracies* (Palgrave/Macmillan, 2015), Chapter 2, "Key Features of Media-State Relations in Emerging Democracies," pp. 45-72
Skillen, Daphne. *Freedom of Speech in Russia. Politics and Media from Gorbachev to Putin* (London: Routledge, 2016), Introduction, Chapter 8. On-line:
<https://www-taylorfrancis-com.proxy1.lib.uwo.ca/books/9781317659891>

III. MEDIA EFFECTS

Week 5. What Are Media Effects? RESEARCH PAPER PROPOSAL DUE

(8 October 201)

Gurevitch, Michael, Stephen Coleman and Jay G. Blumler, "Political Communication: Old and New Media Relationships," in Doris A. Graber (ed.) *Media power in politics* 6th ed. (2011), Chapter 4, also Introduction by Graber.
Perse, Elizabeth M and Lambe, Jennifer L. *Media effects and society*. 2nd ed. (New York: Routledge, 2017), Chapters 1, 2. P94.P384 2017
Valkenburg, Patti M. and Jochen Peter, "The Differential Susceptibility to Media Effects Model," in *Journal of Communication*, Vol. 63, No. 2, April 2013, pp. 221-243

Recommended

Hall, Stuart, "Encoding/Decoding," in S. Hall, D. Hobson, A. Lowe and P. Willis (eds.) *Culture, Media, Language* (London: Hutchinson, 1980); 128-38

Week 6. Media Power!

(15 October 2019)

Freedman, Des, *The contradictions of media power* (London: Bloomsbury Academic, 2014), Chapter 1.

Prat, Andrea. "Media Power," in *Journal of Political Economy*, 2018, Vol. 126, No. 4, 2018, pp. 1747-1783.

Walker, Christopher and Jessica Ludwig. "The Meaning of Sharp Power. How Authoritarian States Project Influence," in *Foreign Affairs*, Vol. 96, No. 6. 16 November 2017

Recommended

Curran, James, *Media and Power* (New York and London: Routledge, 2002) on-line Street, Mass media... Ch 11

IV. NEW MEDIA, NEW POLITICS?

Week 7. How is Political Communication Transforming?

(22 October 2019)

Dalhgren, Peter, "The Internet, Public Spheres, and Political Communication: Dispersion and Deliberation," in *Political Communication*, Vo. 22, No. 2, 2005, pp. 147-62.

Mancini, Paolo. *Between Commodification and Lifestyle Politics. Does Silvio Berlusconi Provide a New Model of Politics for the Twenty-First Century?* (RIJS: Oxford, 2011)

Putnam, Robert D. "Tuning in, Tuning out: The Strange Disappearance of Social Capital in America," in *PS: Political Science and Politics*, Vol. 28, No. 4, December 1995, pp. 664-683.

Week 8. New Effects?

(29 November 2019)

Bennett, W. Lance, "Changing Societies, Changing Media Systems: Challenges for Communication Theory, Research, and Education," Chapter 14 in Stephen Coleman, Giles Moss, Katti Parry, John Halperin and Michael Ryan (eds.) *Can the Media Serve Democracy?: Essays in Honour of Jay G. Blumler* (Palgrave Macmillan, 2015), pp. 151-163.

Flaxman, Seth, Sharad Goel and Justin M. Rao, "Filter Bubbles, Echo Chambers, and Online News Consumption," in *Public Opinion Quarterly*, Vol. 80, No. 1, April 2016, pp. 298-320.

Nieminen, Hannu. "Digital divide and beyond: What do we know of Information and Communications Technology's long-term social effects? Some uncomfortable questions," in *European Journal of Communication*, Vol. 3, No. 1, 2016, pp. 19-32.

4-10 November 2019 NO CLASS, FALL READING WEEK

V. 'THE POST-TRUTH ERA'

Week 9. Information Warfare

(12 November 2019)

Hulcoop, Adam, John Scott-Railton, Peter Tanchak, Matt Brooks, and Ron Deibert.

"Tainted Leaks. Disinformation and Phishing with a Russian Nexus," in The Citizen Lab, May 25, 2017, <https://citizenlab.ca/2017/05/tainted-leaks-disinformation-phish/>

Lucas, Edward. "Winning the Information War Redux," in *CEPA Reports*, 24 April 2017, <https://www.cepa.org/infowar-redux>

McNair, Brian. *Fake news: falsehood, fabrication and fiction in journalism* (London, New York: Routledge, 2018), Chapter 1, pp. 1-16., on-line: <https://www.taylorfrancis.com/books/9781351392891>

Peter Pomerantsev, "Authoritarianism Goes Global (II), The Kremlin's Information War," in *Journal of Democracy*, Vol. 26, No. 4, October 2015, pp. 40-50.

Recommended:

Disinformation: Panel I. Panel II. A primer in Russian active measures and influence campaigns: hearing before the Select Committee on Intelligence of the United States Senate, One Hundred Fifteenth Congress, first session, Thursday, March 30, 2017, <http://alpha.lib.uwo.ca/record=b7018435>

Week 10. Countering Disinformation

(19 November 2019)

Bjola, Corneliu, "The Ethics of Countering Digital Propaganda," in *Ethics and International Affairs*, Vol. 32, No. 3, Fall 2018, pp. 305-315.

Garrett, Kelly R. "The "Echo Chamber" Distraction: Disinformation Campaigns are the Problem, Not Audience Fragmentation," in *Journal of Applied Research in Memory and Cognition* Vol. 6, 2017, pp. 370–376

McGeehan, Timothy P. Parameters, Carlisle Barracks, "Countering Russian Disinformation," in *Carlisle Barracks*, Vol. 48, No. 1, Spring 2018, pp. 49-57

Rutenberg, Jim. "How 'Fake News' Changed The New York Times--and Didn't," in *The Wilson Quarterly*, Vol. 42, No. 1, Winter 2018: <http://go.galegroup.com.proxy1.lib.uwo.ca/ps/i.do?p=AONE&u=lond95336&id=GALE|A551651586&v=2.1&it=r&sid=summon>

Week 11. Ukraine as a Testing Lab

(26 November 2019) **RESEARCH PAPER DUE**

Dyczok, Marta, "Was Kuchma's Censorship Effective? Mass media in Ukraine before 2004." *Europe-Asia Studies*, Vol. 58, No. 2 (March 2006): 215-238

Maheshwari, Vijai, "Ukraine's fight against fake news goes global. Countering Kremlin disinformation is one area where Kiev has the upper hand," in *Politico*, 12 March 2017, <https://www.politico.eu/article/on-the-fake-news-frontline/>

Onuch, Olga. "'Facebook Helped Me Do It': Understanding the EuroMaidan Protester 'Tool-Kit'," in *Studies in Ethnicity and Nationalism* Vol. 15, No. 1, April 2015, pp. 170-184

Ukraine Was a Testing Laboratory for Information Wars,
<https://hromadske.radio/en/podcasts/ukraine-calling/ukraine-was-a-testing-laboratory-for-information-wars-stop-fake-co-founder-yevhen-fedchenko>

Week 12. A Free Press?

(3 December 2019)

Fast, Karin, "A Discursive Approach to Mediatisation: Corporate Technology Discourse and the Trope of Media Indispensability," in *Media and Communication*, Vol. 6, No. 2, 2018, pp. 15–28

Rucker, Philip and Robert Costa. "Bob Woodward's new book reveals a 'nervous breakdown' of Trump's presidency," in *The Washington Post*, 4 September 2018, https://www.washingtonpost.com/politics/bob-woodwards-new-book-reveals-a-nervous-breakdown-of-trumps-presidency/2018/09/04/b27a389e-ac60-11e8-a8d7-0f63ab8b1370_story.html?utm_term=.c53054d5449e

Tucker, Joshua A., Yannis Theodoridis, Margaret E. Roberts, and Pablo Barberá. "From Liberation to Turmoil: Social Media and Democracy," in *Journal of Democracy*, Vol. 28, No. 4, October 2017, pp. 46-59

Turner, Graeme. "The media and democracy in the digital era: is this what we had in mind?" in *Media International Australia*, Vol. 168, No. 3, 2018, pp. 3-14.

Additional Statements

Any non-illness absences from class and the midterm must be explained in writing to the instructor. For accommodation for illness please see: Policy on Accommodation for Illness:

(http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf).

Accommodation for illness absences require documentation which must be submitted by the student directly to the appropriate Faculty Dean's office and not to the instructor. It will be the Dean's office that will determine if accommodation is warranted.

***EXAMINATIONS/ATTENDANCE**

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

- A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 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 through a personal e-mail.
- 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.

Statement on Use of Electronic Devices

Any and all electronic devices may be used during class but will not be allowed during the examination.

Statement on Academic Offences

The statement: "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/scholastic_discipline_undergrad.pdf

Support Services

All course outlines should contain the following statement: "Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.

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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.