



POLITICAL SCIENCE 3395G 550
The Politics and Governance of Africa
Winter 2021

Professor: Dr. Lindsay Scorgie

Office Hours: <https://calendly.com/lscorgi/office-hours>

Dr. Scorgie's office hours will be changing on a regular basis in order to offer students a variety of times. Please consult the above link to see and book appointments. The calendar will be updated every week.

Email: lscorgi@uwo.ca

COURSE DESCRIPTION

Overview:

POL3395G will introduce students to the politics of contemporary Africa, with a particular emphasis on addressing the question of why Africa continues to be the poorest and arguably most volatile continent. The course will explore this query through the use of both theoretical literature on Africa's underdevelopment, as well as focused case studies of particular countries. It will cover the history, politics, economics, and socio-cultural factors of development in Africa, starting with the precolonial era, but with particular emphasis on the 20th and 21st centuries.

The course begins with an exploration into precolonial and colonial political structures, before moving on to the legacies of colonial rule with regards to leadership styles and governance trends in the latter half of the 20th century. Students will then look into the causes and consequences of conflict in Africa, including consideration of the 'greed versus grievance' debate, the 'resource curse', the violent politics surrounding poaching, as well as the approaches taken by different countries towards difficult issues of transitional justice and reconstruction in the aftermath of war. Finally, the course will consider a range of other issues currently affecting African politics, including China's extensive neocolonial presence on the continent, practices of foreign aid by the international community, the increasing involvement of women in the political sphere, and the HIV/AIDS crisis & other health issues such as the COVID-19 pandemic.

Learning Objectives:

By the end of the course, students will have a thorough understanding of trends in contemporary African politics. They will be familiar with the historical developments that contributed to such trends, and particularly be able to identify the lasting ramifications of colonialism and continuing neo-colonial dynamics on the continent.

Course Methodology:

The first hour (approximately) of most classes will involve a lecture delivered by the professor via Zoom, while the last hour will focus on class discussion. The professor will be assigning all students to break-out groups that will meet during the last hour of class. There will be a strong

emphasis on class participation, and it is accordingly essential that students ‘arrive’ to class prepared. Adequate preparation includes having completed weekly readings in advance, and being willing to discuss the reading and lecture material with fellow classmates. As the final exam will include reading, lecture, and discussion material, it is strongly advised that students take notes re. all three course components.

Course Communication:

I am happy to meet with students during office hours, both to discuss issues relating to the course, as well as one’s academic career more generally. If it is not possible to make the scheduled office hour times, please get in touch via email and an alternate time to meet can be arranged. I endeavor to respond to student emails within 48 hours on weekdays.

The lectures delivered by the professor on Zoom will be recorded, so as to be available to anyone unable to attend. While the break-out groups and discussion component of class will not be recorded, please note that if you ask a question during the lecture, it will automatically be incorporated into the lecture recording. It is expected that students follow proper Zoom etiquette; resources will be provided on OWL regarding this, and will also be discussed during the first class.

**Any student in a significantly different time zone, or with any other reason that may hinder attendance at times, will need to notify the professor during the first week of class. The professor and student will then arrange an appropriate plan to ensure that the student’s course experience is not significantly impeded.

COURSE READINGS

All readings are available under the ‘Resources’ folder on OWL. Please note that all listed readings are required readings, to be done in advance of class. At times additional readings on current topical subjects will be added to the required reading list. These will be particularly relevant for in-class discussions.

Students are strongly encouraged to follow news from Africa, as many of the issues covered in the course will be developing in real time somewhere on the continent. Some suggestions of suitable sources include the BBC, *The New York Times*, *The Washington Post*, *The Guardian*, *The Independent*, *The Economist*, *Al Jazeera*, and Vice news. An excellent podcast that I recommend subscribing to is BBC’s *Africa Today* (available at: <http://www.bbc.co.uk/podcasts/series/africa>).

COURSE REQUIREMENTS

Seminar Discussion	Value 15%	TBD
Participation	Value 20%	Ongoing evaluation
Research Essay	Value 40%	17 March 2021
Final Reflection/Exam	Value 25%	April exam period

Seminar Discussion:

In pairs, students will be required to lead one seminar discussion on a particular week’s topic. In addition to the assigned readings that week, students will be required to do further research on the

subject. Based on their research, each pair will give a presentation of approx. 40 minutes, which is to then be followed by a general discussion. Each member of the group must participate in the presentation, and thus it is advised that each student assume primary responsibility for one core theme/area of the topic.

In terms of subject matter, it is important to keep in mind that the assigned readings are meant as the starting point for exploration into the topic. Therefore, it is imperative that students do not provide simply a summary of the readings in their presentation. They should very much rely on the further research they have conducted into the topic, and deliver a dynamic, argumentative, and analytical presentation.

Sign-up for presentation dates will take place in early January. Please note that late penalties do not apply to this assignment and no extensions will be granted. In other words, missed presentations will automatically result in a mark of zero.

Participation:

Class participation will be graded on the basis of active participation in class – students do not get participation marks simply for ‘showing up’. I will take into account the quality of one’s contributions (i.e. demonstrating familiarity with, and understanding of, the readings) when assessing participation in class. Thus, to do well in the participation portion of the course, it is imperative that students ‘arrive’ to class having completed that week’s readings.

Research Essay:

Students will be required to write a 3,000-3,500 word essay on a topic of their choice (within the overall subject of African politics and governance). The essay is to be based on a minimum of twelve academic sources (peer-reviewed journals, books, or book chapters), and is due March 17, 2021. Students are strongly encouraged to consult with the professor well in advance of the due date about ideas for topics, theses, etc.

Formatting requirements for the paper are the following:

- 12-point Times New Roman font
- double-spaced (except for footnotes and bibliography)
- 2.5cm margins
- pages numbered
- title page with your name, date, course title, paper title (your essay must have an actual title), and word count
- footnotes and bibliography must be included
- Chicago Manual of Style citation format should be carefully and consistently followed throughout
- word limit excludes footnotes and bibliography; students are permitted to be within 200 words of the word limit, and 1 mark will be taken off for every 100 words below or above the specified word limit

The essay is due at the beginning of class, in person, on the specified due date. The late penalty for the paper is 2 marks per day. If submitted during or after class on the due date, the late penalty will be 1 mark. Essays will not be accepted after ten days past the submission deadline.

Please note: other than for serious cases of emergency, extensions will not be granted. Thus, having

multiple work assignments due around the same time, employment responsibilities, studying for the LSAT, or being out of town, do not constitute valid reasons for extensions. Extensions are very rarely granted; if requesting one, documentation of your reason (i.e. doctor's note, hospital records) must be provided to your academic advisor.

Students will be required to submit an online copy to the course website, where it will be checked for plagiarism via Turnitin.com. All forms of plagiarism will be taken extremely seriously.

Final Reflection/Exam:

**Details regarding this component of the course will be conveyed to students mid-January.

CLASS SCHEDULE

Jan. 13

Introduction to African Politics

- “The Heart of the Matter.” *The Economist* (11 May 2000). Available at: <http://www.economist.com/node/333437>.
- Diamond, Jared. “The Shape of Africa.” *National Geographic* (2005). Available at: http://ngm.nationalgeographic.com/ngm/0509/resources_geo2.html.
- Gettleman, Jeffrey. “‘Africa Rising?’ ‘Africa Reeling’ may be more fitting now.” *The New York Times* (17 October 2016). Available at: <https://www.nytimes.com/2016/10/18/world/africa/africa-rising-africa-reeling-may-be-more-fitting-now.html?ref=world&r=0>
- Chazan, Naomi. “The Diversity of African Politics: Trends and Approaches,” in Naomi Chazan, et al, eds., *Politics and Society in Contemporary Africa* (Boulder: Lynne Rienner, 1999): 5-34.

Jan. 20

Precolonial and Colonial Political Structures

- Ehret, Christopher. “Africa in the Era of the Slave Trade, 1640-1800,” in *The Civilizations of Africa: A History to 1800* (Charlottesville: University of Virginia Press, 2002): Chapter 9. Available: online via UWO library.
- Bates, Robert. “The Centralization of African Societies,” in *Essays on the Political Economy of Rural Africa* (Berkeley: University of California Press, 1987): Chapter 2.
- Rodney, Walter. “Colonialism as a System for Underdeveloping Africa,” in *How Europe Underdeveloped Africa* (London: Bogle-L'Ouverture Publications, 1972): Chapter 6.
- Herbst, Jeffrey. *States and Power in Africa: Comparative Lessons in Authority and Control* (Princeton: Princeton University Press, 2000): Chapter 3.

Jan. 27

The Rise of Personalized Rule, and the Nature of the State in Post-Colonial Africa

- Morlin-Yron, Sophie. “What’s the real size of Africa? How Western states used maps to downplay size of continent.” *CNN* (23 March 2017). Available at: <http://edition.cnn.com/2016/08/18/africa/real-size-of-africa/index.html>.

- Jackson, Robert H., and Carl G. Rosberg. "Why Africa's Weak States Persist: The Empirical and the Juridical in Statehood." *World Politics* 35, 1 (1982): 1-24.
- Herbst, Jeffrey. *States and Power in Africa: Comparative Lessons in Authority and Control* (Princeton: Princeton University Press, 2000): Chapters 1 & 9.

Feb. 3 The Resource Curse

- Le Billon, Philippe. "Angola's Political Economy of War: The Role of Oil and Diamonds, 1975-2000." *African Affairs* 100, 398 (2001): 55-80.
- McMillan, John. "Promoting Transparency in Angola." *Journal of Democracy* 16, 3 (2005): 155-169.
- *The Economist*. "The Twilight of the Resource Curse?" *The Economist* (8 January 2015). Available at: <https://www.economist.com/middle-east-and-africa/2015/01/08/the-twilight-of-the-resource-curse>.

Feb. 10 Civil War in Africa: Greed or Grievance?

- Collier, Paul, and Anke Hoeffler. "Greed and Grievance in Civil War." *The World Bank* (1999).
- Reno, William. "Shadow States and the Political Economy of Civil Wars," in *Greed & Grievance: Economic Agendas in Civil Wars* (Boulder: Lynne Rienner Publishers, 2000): 43-68. Available at: https://www.idrc.ca/sites/default/files/openbooks/421-5/index.html#page_43.
- Berdal, Mats. "Beyond Greed and Grievance: And Not Too Soon...A Review Essay." *Review of International Studies* 31, 4 (2005): 687-698.
- Sousa, Ricardo Real P. "Greed, Grievance, Leadership and External Interventions in the Initiation and Intensification of the Civil War in Angola." *Janus.Net E-Journal of International Relations* 7, 1 (2016): 73-95. Available at: <http://www.redalyc.org/html/4135/413546002006/>.

Feb. 17 Reading Week

- No class or readings, however students are strongly encouraged to start research for their major research essay.

Feb. 24 Post-Conflict Reconstruction and Transitional Justice: Rwandan Case Study

- Hintjens, Helen. "When Identity Becomes a Knife: Reflecting on the Genocide in Rwanda." *Ethnicities* 1, 1 (2001): 25-55.
- Uvin, Peter, and Charles Mironko. "Western and Local Approaches to Justice in Rwanda." *Global Governance* 9, 2 (2003): 219-231.
- Clark, Phil. "When the Killers Go Home." *Dissent* 52, 3 (2005): 14-21.
- (*If you feel like you need more background/overview of what happened with regards to the Rwandan genocide, see this BBC article and explore further links on both the genocide and its aftermath: <http://www.bbc.com/news/world-africa-26875506> – this is not mandatory reading.*)
- Interventions in the Initiation and Intensification of the Civil War in Angola."

Janus.Net E-Journal of International Relations 7, 1 (2016): 73-95. Available at: <http://www.redalyc.org/html/4135/413546002006/>.

Mar. 3

Foreign Aid

- Sachs, Jeffrey. “A Pioneering Perspective: The Global Social Movement Against Extreme Poverty.” *Harvard International Review* 33, 1 (2011): 78-82.
- Easterly, William. “The Ideology of Development.” *Foreign Policy* 16, 1 (2007): 30-35.
- Zorbas, Eugenia. “Aid Dependence and Policy Independence: Explaining the Rwandan Paradox,” in Scott Straus and Lars Waldorf, eds., *Remaking Rwanda: State Building and Human Rights After Mass Violence* (Madison: University of Wisconsin Press, 2011): 103-117.
- Mariam, Al. “Trump’s suspicion of foreign aid to Africa is right on the money.” *The Hill* (3 September 2017). Available at: <http://thehill.com/blogs/pundits-blog/foreign-policy/323198-trumps-suspicion-of-foreign-aid-to-africa-is-right-on-the>.

Mar. 10

China in Africa

- Albert, Eleanor. “China in Africa.” *Council on Foreign Relations* (12 July 2017). Available at: <https://www.cfr.org/backgrounder/china-africa>
- Larmer, Brook. “Is China the world’s new colonial power?” *The New York Times* (2 May 2017). Available at: <https://www.nytimes.com/2017/05/02/magazine/is-china-the-worlds-new-colonial-power.html>
- Poplak, Richard. “The new scramble for Africa: how China became the partner of choice.” *The Guardian* (22 December 2016). Available at: <https://www.theguardian.com/global-development-professionals-network/2016/dec/22/the-new-scramble-for-africa-how-china-became-the-partner-of-choice>
- Choksi, Mansi & Kim Wall. “Inside the Ugandan mall at the center of China’s East African investments.” *Vice* (22 May 2016). Available at: https://www.vice.com/en_us/article/5gqzgd/chinatown-syndrome-v23n3.

Mar. 17

Women and Politics

- Tripp, Aili Mari. “Women and Politics in Africa Today.” *Democracy in Africa Blog Posting* (2013). Available at: <http://democracyinafrica.org/women-politics-africa-today/>.
- Devlin, Claire, and Robert Elgie. “The Effect of Increased Women’s Representation in Parliament: The Case of Rwanda.” *Parliamentary Affairs* 61, 2 (2008): 237-254.
- Burnet, Jennie. “Gender Balance and the Meanings of Women in Governance in Post-Genocide Rwanda.” *African Affairs* 107, 428 (2008): 361-386.
- Dube, Rumbidzai. “Only boys allowed: Seven faces of Zimbabwe’s political patriarchy.” *African Arguments* (11 July 2018). Available at: <http://africanarguments.org/2018/07/11/boys-allowed-7-faces-zimbabwe-patriarchy/>.

- Mar. 24 HIV/AIDS and Other Health Crises**
- Poku, Nana K. “HIV Prevention: The Key to Ending AIDS by 2030.” *The Open AIDS Journal* 10, 1 (2016): 65-77.
 - Epstein, Helen, and Kristin Ashburn. “Why is AIDS Worse in Africa?” *Discover* (2004). Available at: <http://discovermagazine.com/2004/feb/why-aids-worse-in-africa>.
 - Piot, Peter, et al. “Squaring the Circle: AIDS, Poverty, and Human Development.” *PLOS Medicine* 4, 10 (2007). Available at: <http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.0040314>
 - Timberg, Craig, & Daniel Halperin. “Colonialism in Africa helped launch the HIV epidemic a century ago.” *The Washington Post* (27 February 2012). Available at: https://www.washingtonpost.com/national/health-science/colonialism-in-africa-helped-launch-the-hiv-epidemic-a-century-ago/2012/02/21/gIQAyJ9aeR_story.html?utm_term=.12013779bbad&noredirect=on.
 - Garrett, Laurie. “The Next AIDS Pandemic.” *Foreign Policy* (26 July 2017). Available at: <https://foreignpolicy.com/2017/07/26/the-next-aids-pandemic/amp/>.
 - Reading on Africa’s experience with COVID-19 TBD.
- Mar. 31 The Politics of Poaching – Guest Lecture TBC**
- Readings TBD.
- Apr. 7 Wrap-Up and Exam Review**
- No readings.



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already

taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: enter and leave quietly. Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

Attendance Regulations for Examinations

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

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising> .

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/contact-directory> .

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

Computer-Marked Tests/Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must

see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Accommodation for Students With Disabilities

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

Requests for Academic Consideration Using the Self-Reported Absence Form

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

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a [Student Medical Certificate \(SMC\)](#), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

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

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

- (a) Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

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

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

- (b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the

medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>

