

CENTER FOR GLOBAL STUDIES

Winter 2020: CGS 3523G- Law in Global Relations and Languages of Power

Dr. Ritika Shrimali

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Class Meeting: Monday, 2:30-5:20 pm

Class Location: W18

Office Hours: Thursday: 12:30-2 pm

Office Location: A104

Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies

Course Description

The central question that this course seeks to address is this – why is it that in contemporary society, law of a nation-state is often at loggerheads with the majority of its people? Through the course we will explore the judicial decisions, legal discourse and legal reform initiatives undertaken to analyze the narratives that inform the debates on development that impact marginalised sections of the society. An argument that we will think about/reflect upon is this - Law must , especially in contemporary conditions of articulate law-making by legislators, respond to social change, if it is to fulfil its function as a paramount instrument of social order. The idea of the course rests on the belief that legal rules and decisions must be understood in social context. In other words, law is not autonomous, standing outside of the social world, but is deeply embedded within society.

In particular, we place strong emphasis on law as a dynamic interrelationship of space, place, time and movement. In this course, we study the role of law *in* society. Specifically, we will explore 4 debates – (i) Popular culture, Piracy and Intellectual Property Rights (IPR) (ii) Sovereignty, creation of the ‘Muslim’/ other and Anti-Terror Laws in India (iii) ‘Criminalisation’ of ‘third’ gender in India and (iv) Judicial Activism and Environment. For each of the debate we will reflect on the existing discourses that circulate in the society and the limits and challenges they pose.

Course Learning Objectives:

1. Students will learn about the perspective of role of law *in* society and how law is socially and historically constructed.
2. Students will learn about the ‘social-life’ of law and how law both reflects and impacts culture, and how inequalities are reinforced through differential access to, and competence with, legal procedure and institutions.
3. Understand how law is a site of constant resistance: What does the law say-why does the law say what it says-who resists-why

4. Understand implications of contemporary anti-terror laws/anti-piracy laws/Intellectual Property/role of judicial activism/urban- environmental laws within a historical and social context
5. Understand the impact of these laws on democracy, rights and communities
6. The course engages with material regarding the South Asian experience but will provide students with adequate information to draw on experiences from elsewhere.
7. Read, think, ask questions, re-read, re-think, ask questions – understand.

Course Requirements and Deadlines

Students will be evaluated on the basis of the following requirements

Assignment	% marks	Word limit	Due dates	Learning outcome
Class participation	10	-	ongoing	1,2,3,4,5
Film Discussion and Response Papers	10x2	750-1000	Week after movie is screened.	1,2,3,5,6
Reflection Paper on graphic novel	20	1500	March 2	2,3
Reading Response Questions	5x4 =20	250-300	ongoing	7
Research Paper	30	2500-3000	March 30	1-7

NOTE: Late submissions will be accepted but late penalty fine of 2% for every extra day will be deducted.

Class Participation: 10%

Your participation grade will be based upon your attendance, completing all required readings, being properly prepared for all teaching sessions, the thoughtfulness and quality of your active contributions to group discussions, and your ability to critically and constructively engage with your fellow classmates in a rigorous, balanced and respectfully considerate way. The success of this course will depend, in part, upon substantive student participation, and regular attendance is expected; absences that are not justified will have a negative impact upon your final mark.

Reading Response Questions: 5x4=20% - 250-300 words
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You are expected to prepare a brief synopsis outlining what you believe to be the main purpose and themes discussed in **2** of the required readings for the week that you have been assigned, as well as offer **2 questions per reading** that are derived from your personal observations about the issues that are raised for you in the required readings. In your Reading Response you must clearly explain *how* and *why* your questions have emerged from the readings, and thus *justify the*

questions that you pose. Reading Responses are used to help initiate discussion within the group during the seminars. You can choose to do reading responses for any 4 weeks, starting week 4

Students are not expected to simply summarize the required readings in the Reading Response. Rather, in examining the main themes, consider the ideas, theories or concepts that are used in the readings, and think about how these ideas, theories and concepts assist in developing an argument that explains what the author is claiming. In preparing questions, consider any problems that you feel result from the argument that is offered, and indicate some of the issues that a revised argument would have to address. Good questions will thus :

- clearly demonstrate a student's engagement with the issues arising out of a reading
- bring out comparisons between readings and/or use the readings to raise new issues

You should avoid two types of questions:

1. Questions that can be answered simply by summarizing the text. Thus, 'What, according to author X is judicial activism?' is not a good question.
2. Questions that ask your reader to do all the work. It's important to recognize that while the questions are meant to start discussion, you need to put some of your own analytical effort into writing them. It's not enough to bring up an interesting topic, X, and say 'explain X' or 'discuss X' or 'what do you think about X' or 'do you agree with X' or 'compare and contrast X and Y' – you need to suggest **how** and **why** we should start to think about the issues at hand.

Send a copy of your Reading Response to me - the Course Director by no later than **9:00 a.m.** on the Monday on which the class will take place, with the course, the topic, your name and your student number clearly indicated. *Make sure you keep a hard copy for yourself, as you will need it during the seminar.*

Each week the Reading Responses of more than one student will be used to structure the class discussion, in that student questions arising out of Reading Responses will be discussed by *all* students in the seminar. Your responses will be evaluated based on the level of thought you have put into while working on the questions, and the nature of discussion that followed. Late submissions (after class) will be accepted but late penalty fine of 2% for every extra day taken will be deducted.

Film Discussion and Response Papers = 10x2= 20 : 750-1000 words each

During the next several weeks you will be reading articles that critically examine how law/legal discourses are also a result of global social forces. Relevant films will be screened that will demonstrate the ideas being discussed in class. This assignment requires that you examine any 2 of the movies and discuss the inter-relation between local and global actors in a specific context. Each film deals with specific issues of law *in* society and a relevant set of questions will be provided/discussed in class to help you re-think power of global forces and their implications on local people, culture and countries.

Using following films as data and illustrative examples, you will write an analysis of these movies which will **be watched together in class and discussed. You are required to do the readings**, view the film through the lens of the materials discussed in class and write a response to the film. With this assignment, you will learn how to **apply theoretical concepts** to understand case studies and think critically.

Supermen of Malegaon

Sus

Erin Brockovich/Litigating Disaster

More details will be provided in class.

Reflection paper on graphic novel – tinker.solder.tap – 20%: 1000 words

‘Everyday life of law’/Nomospheric Investigations

The illustrations in the graphic novel convey a vivid sense of local street life and changing technologies in India. The book is loaded with intertwined stories of “**innovation**” in school, home, civic, and street life, often determined by people’s taste for videos, CD’s, new music and the **underground markets** available to produce them. The graphic novel presentation of research allows the reader to “be there” with the information and reflections of the author as well as the people who inhabit these stories.

In week 4, we will begin the second section of the course - Popular Culture: Inclusion/Exclusion in Law and Piracy. The central question that this section seeks to address is this – what do the lived experiences of masses around issues of property, creativity and access tell us about law and ethical practice in India? And how can this renewed understanding address the challenges of exclusion in the emerging digital worlds of India? The readings will help us understand the central question posed. You are required to read the graphic novel (it will also be discussed in class) and respond to the content of the novel.

More details will be discussed in class.

Essay – 30%

All topics dealing with issues raised in course are acceptable. It is recommended that you discuss topic and secondary readings in advance with the course director.

Essay topics:

1. Law must, especially in contemporary conditions of articulate law-making by legislators, respond to social change, if it is to fulfil its function as a paramount instrument of social order.

Discuss

2. Law can be understood beyond the ‘doctrines’ of rules and regulations. Discuss

3. While intellectual property rights were created to ‘incentivise’ the ‘owners’/ ‘producers’ of knowledge, it actually raises questions of access to knowledge. Evaluate the strength and limitations of this statement using case studies.

More essay topics will be provided in class. You are required to write a well-researched essay (2500-3000 words), using 8-10 academic sources and 4-5 online sources that examine social changes emerging on global or trans-state scales that make demands of legal developments in different parts of the world.

A detailed handout will be provided in class.

Essential Readings:

1. Eve Darian-Smith (2013). *Laws and Societies in Global Contexts – Contemporary Approaches*, Cambridge University Press
2. David Delaney (2010). *Nomospheric Investigations – The Spatial, the legal and the Pragmatics of World Making*. Routledge.

Section 1: What is the relation between law and society? How is legal knowledge getting produced? What is the history of emergence human rights, underlying assumptions of universal application of human rights and challenges?

January 6 – Week 1

Introduction to the course: What is the relation between law and society?

Eve Darian-Smith (2013). *Laws and Societies in Global Contexts – Contemporary Approaches*, Cambridge University Press – chapter 1, 2

Jan 13 – Week 2

How is legal knowledge getting produced?

Eve Darian-Smith (2013). *Laws and Societies in Global Contexts – Contemporary Approaches*, Cambridge University Press – chapter 3,4

Jan 20 – Week 3

What is the history of emergence of human rights, underlying assumptions of universal application of human rights and challenges?

Eve Darian-Smith (2013). *Laws and Societies in Global Contexts – Contemporary Approaches*, Cambridge University Press, chapter 5 and 7

Section 2: Popular Culture: Inclusion/Exclusion in Law and Piracy

Jan 27 – Week 4

David Delaney (2010). *Nomospheric Investigations – The Spatial, the legal and the Pragmatics of World Making*. Routledge, Chapter 2-3-4

Mark Goodale (2017). *Anthropology and Law – A Critical Introduction* , chapter 5

Margaret Thornton (2002). *Law and Popular Culture: Engendering Legal Vertigo* (chapter 1) in *Romancing the Tomes – Popular Culture, Law and Feminism* ed by Margaret Thornton.

Feb 3 - **Week 5**

Prasad, Bhagwati Tinker. Solder. tap : Graphic Novel – downloadable at :
<http://archive.sarai.net/files/original/9913bf753536c419becc8fe8f5216a9a.pdf>

Lawrence Liang, *Porous Legalities and Avenues of Participation*, in Sarai Reader 05: BARE ACTS 6. Available to download at
<http://archive.sarai.net/files/original/8d57bfa1bcb57c80a7af903363c07282.pdf>

Menso Heus, *Innovating Piracy: The bare act of stealing and Shaping the future* in Sarai Reader 05 – Bare Acts. Available to download at:
<http://archive.sarai.net/files/original/5197fca933eac676ed88e1ffc02002a7.pdf>

Piracy, Media and the City – Complicating the City - Media Itineraries. Available to download at: <http://archive.sarai.net/files/original/aef191199c0f686974c5bcfe8ca7457c.pdf>

Recommended Readings:

<http://www.infosys-science-foundation.com/prize/laureates/2017/lawrence-liang.asp>
<https://peoplepill.com/people/lawrence-liang/>

Peter Manuel (1993), *Cassette Culture: Popular Music and Technology in North India*

Feb 10 – Week 6

Film and Research Paper Discussion

Supermen of Malegaon – Film

David Delaney (2010). *Nomospheric Investigations – The Spatial, The legal and the Pragmatics of World Making*. Routledge, chapter 4-5-6

Tiwary, Ishita. “The Discrete Charm of Local Practices: Malegaon and the Politics of Locality.” *BioScope: South Asian Screen Studies* 6, no. 1 (January 2015): 67–87.

Liang, Lawrence. (2009). *Piracy, creativity and infrastructure: Rethinking access to culture*. Retrieved Dec 27, 2019, from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1436229

Week 7 - Reading break

Week 8 - Feb 24

Section 2: Judicial Activism : In what ways the role of the legislator, as an initiator of social change becomes most evident in these cases? How can law be imagined as source of domination as well as site of resistance?

Nivedita Menon – Environment and the Will to Rule: Supreme Court and Public Interest Litigation in the 1990s in Mayur Suresh and Siddharth Narain (ed). *The Shifting Scales of Justice: The Supreme Court in Neoliberal India*

Awadhendra Sharan – ‘New Delhi: Fashioning an Urban Environment through Science and Law – Sarai Reader, 2005. -

<http://archive.sarai.net/files/original/dd6eaf4b757501c4b09dff9a8c2d1db.pdf>

Ravi Aggarwal (2005) – Standardised, Packaged, Ready for Consumption, Sarai Reader 2005 – Bare Acts. Available for free download at -

<http://archive.sarai.net/files/original/f445f806b29a9077625dd3bf56e1f9e9.pdf>

Benjamin, Solomon (2005) – Touts, Pirates and Ghosts – available for free download at –

<http://archive.sarai.net/files/original/08b72ac76aa4a127012198387cdf5d55.pdf>

Recommended readings:

Upendra Baxi (2010), ‘Writing About Impunity and Environment: the "Silver Jubilee" of the Bhopal Catastrophe’, *Journal of Human Rights and the Environment* 1:1, pp. 23-44.

Week 9 - March 2

FILM: ERIN BROKOVICH/ LITIGATING DISASTER

Week 10 – March 9 :**Anti-Terror Laws:** How state regimes have responded to 'terrorist' violence, and also how law itself can unleash regimes of terror. Understand the relationship between law, violence and state power. How they are implicated in discourses of nationalism, and how they result in the creation of suspect communities.

Section 3: Sovereignty and Anti-terror laws

Myriam Feinberg (2016) *Emerging Voices: ‘Sovereignty in the Age of Global Terrorism’ What is the Role of International Organizations?*. Accessed from -

<http://opiniojuris.org/2016/08/18/emerging-voices-sovereignty-in-the-age-of-global-terrorism-what-is-the-role-of-international-organizations/>

Singh, U. K. (2006). *The Silent Erosion: Anti-Terror Laws and Shifting Contours of Jurisprudence in India*. *Diogenes*, 53(4), 116–133. <https://doi.org/10.1177/0392192106070363>

Eve Darian-Smith (2013). *Laws and Societies in Global Contexts – Contemporary Approaches*, Cambridge University Press – chapter 4

Ujjwal Singh, (2018). *National Human Rights Commission of India*

The 'Inside–Outside' Body, Economic and Political weekly, Vol. 53, Issue No. 5, 03 Feb, 2018

Ujjwal Singh, (2006). POTA and the Case of Raja Bhaiya, Economic and Political Weekly, Vol. 41, Issue No. 01, 07 Jan, 2006.

Week 11 March 16

Film - SUS

Section 4: Gender and Law

Week 12 - March 23

Yogesh S (2019). "Transgender Bill: Denying Constitutional Rights to the Community" in Githa Harisharan and Salim Yusufji (ed) *Battling for India – A Citizen's Reader* – pp 294-297

Siddhartha Narrain (2005). "The Queer Case of Section 377" in *Sarai Reader 05: Bare Acts* - Available to download at:<http://archive.sarai.net/files/original/67296a7644a5664a9733aabf58b238b1.pdf>

D'Souza, Radha. 2005. "The 'Third World' and Socio-Legal Studies: Neo-Liberalism and Lessons from India's Legal Innovations." *Social & Legal Studies* 14 (4): 487-513.

Week 13 March 30

FILM – TBA



Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

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.

In the 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 to be seated 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: sit in an aisle seat and 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 is 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.

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.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

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 at: <https://owl.uwo.ca/portal>, and on the Huron website at www.huronuc.on.ca/about/accessibility .

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. Their contact information can be found on the Huron website at:

<https://huronatwestern.ca/student-life-campus/art-social-science> and at <https://huronatwestern.ca/student-life-campus/management-and-organizational-studies> .

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider 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.

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 and 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 a 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 Western University and 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.

Policy on “Special” Accommodation

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://www.sdc.uwo.ca/ssd/index.html> .

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.

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

- a. students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. 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. Please see section 4 below for more details.
- c. 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;
- d. 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;
- e. 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;
- f. 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;
- g. 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.
- h. 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.

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds (if absence is not self-reported)

- (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 your Instructor directly.

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

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 at Western

Students who are stressed, emotionally distressed or in mental health crisis, please refer to: <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly.

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

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

Important Dates and Directory at Huron and Western

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>
- **Western – 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>