

Huron University College

Department of Political Science

Political Science 3395F

Special Topics - International Criminal Justice

Fall 2020

Instructor: Dr. Laszlo Sarkany

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Class meetings: (On Zoom) Fridays 12:30pm – 2:30pm

Office hours: (On Zoom) Wednesdays 11:30am – 12:30pm

Course objectives:

The aim of this course is to introduce students to the institutional, political and legal origins and manifestations of international criminal justice. During the first part of the course, students will critically evaluate the origins of international humanitarian law, and other laws and conventions dealing with conduct in war. During the second part of the course, students will survey the political and diplomatic efforts which established institutions dealing with international criminal justice. Finally, students will assess the effectiveness of these institutions. The discussions will be animated by considering the Nuremberg and Tokyo trials, the ad hoc and hybrid tribunals addressing mass atrocities in Rwanda, the Balkans, Cambodia and Sierra Leone, and the situations before the International Criminal Court (ICC). Further attention will be paid contemporary 'situations' in the Philippines, Venezuela, Myanmar, Syria, Sudan, Libya, the Democratic Republic of the Congo, the Ukraine and Kenya.

Course grades will be determined by the following criteria:

Course Component	Percentage of Grade	Type	Due Date:
Participation on Zoom	15%	In-person	On-going
'Engage with the experts' Discussion Papers (4)	25%	Due weekly on OWL	Mondays at 11:59pm
Seminar Presentation on Zoom	20%	In-person	TBA
Essay Proposal	10%	Due on OWL	November 6th
Class essay	30%	Due on OWL	November 27th

I. IN-CLASS PARTICIPATION

You are expected to participate, on Zoom, during each of the lectures and meetings by asking question and providing unique and multifaceted insight into the readings. **Each of the lectures and meetings will last 1.5 hours, will be recorded and posted for those students who cannot attend in 'real time', and will be held during the assigned day and time set by the Registrar.** During the first hour, the instructor will lecture, or a seminar presentation will be held. During the remaining 30 minutes the students will be able to ask questions of the presenters or the instructor by:

- Asking questions verbally on Zoom
- Posting their questions and comments in the 'chat' window on Zoom. The presenters or the instructor will read out the questions to elicit responses to the questions.
- Students will also be able to post their comments on discussion boards created for each of the weeks during the term.

Any discussions regarding international criminal justice may lend themselves to multi-faceted discussions involving a variety of viewpoints and opinions, which may – or may not – be shared by all. Therefore, students are asked that they conduct themselves in such a way that they show the utmost respect to others who may – or may not – share their views. The key here is to respect each others' opinions and perspectives. Any student uttering any negative or derogatory comments towards the views of others will first be asked to change their behaviour, or will be asked to take a few minute break from the discussion.

II. 'ENGAGE WITH THE EXPERTS' DISCUSSION PAPERS

During the term you will be asked to complete four (4) discussions papers addressing the answers to some of the questions posed by the editors of the ‘ICC Forum’ of the UCLA Law School available at <https://iccforum.com/>. In another words, you will be tasked with choosing any of the ‘questions’ listed on the left side of the page, summarizing the responses from the experts, and finally stating which arguments you side with, and why. The ‘questions’ are posed by the curators of the site, and the answers are provided by leading international criminal law scholars.

You may choose which of the four (4) weeks during the term you would like to submit a discussion paper. The papers should be 1000-words, or four double-spaced pages long. The papers should be written in an essay format, and a bibliography will not be necessary for the paper. You will, however, be asked to cite – in a footnote – any outside sources you use to complete the paper.

III. SEMINAR PRESENTATION

A group of 2—3 student will provide a 15 - 20 minute presentation on **most of the readings and sources** assigned for a particular week. We will decide on the order of presentation on the second day of the lectures. The penalty for going over the 20-minute limit will be 2% per each minute over the maximum.

The presentation will be followed by a 5-minute ‘question and answer’ period. During this time, the presenters will be able to answer any clarifying questions

*****Please note that one week prior to your presentation, you will need to consult with the instructor about the readings and other sources you wish to use for the presentation.*****

Presentations should include the following:

- i. Selecting two key (2) questions which will guide the overall presentation
10%
- ii. Summary of the main arguments in the readings
30%
- iii. Analysis of the strengths and weaknesses of the arguments
30%
- iv. Offering at least **two to three key questions** for further discussion
20%

IV. ESSAY PROPOSAL 2020

November 6th,

In preparation for the class essay, students will be asked to submit a 1000-word essay proposal.

The components of the proposal will be as follows. **(You MUST use the format outlined below.)**:

Section I – 'Research Question(s)' – maximum three questions should be posed, and they should all *closely* relate to the central topic of the essay.

Section II – 'Introduction' – no longer than 250 words – which must include a clearly identifiable thesis statement.

Section III – Listing of all of the subsections of the essay, entitled 'Section 1 – Section 'n'. Under each subsection, there needs to be a sentence or two describing the themes/topics/arguments/cases discussed.

Section IV – 'Conclusion', which will include a brief summary of the arguments.

V. MAJOR RESEARCH ESSAY

November 27th, 2020

You will be responsible for writing a **class essay** worth 30 % of the final mark. The essay will be due on the last day of classes during the fall term. **The essay should be 10-12 double spaced pages long.**

****Students are highly encouraged to write the class essay on a topic discussed either during their seminar presentations, or while commenting on a seminar presentation.*

- v. Formatting should be as follows: Size 12, Times New Roman font, with 1" – 1.25" margins. I will accept Chicago style, the Modern Languages Association (MLA) style, and the American Psychological Association (APA) style formatting of footnotes, endnotes, in-text referencing, bibliography, etc.
- vi. In regards to the sources used for the essays, please note the following order:
 - a. Books
 - b. Journal articles
 - c. Policy papers
 - d. Discussions in the media with wide readership – approximately 500,000 readers and above
- vii. You are asked to consult and cite at least 10-12 sources.
- viii. Extensions will only be granted on compassionate grounds, and only if I am notified in writing of your circumstance.

- ix. **If you hand in a late essay, I will deduct 15% from the grade you achieve. Late essay will only be accepted up to a week after the deadline. If your paper is late, you will automatically receive a 15% deduction, regardless when you hand in the paper.**
- x. With respect to the topic of the essay, it will be your responsibility to contact me about your topic. If you choose not to do so, I reserve the right to directly criticize the topic of the essay, which will most certainly have an impact on the mark you achieve in the course.

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>

As a final note, students are strongly encouraged to take advantage of the instructor's office hours to discuss course readings and lectures, or exam performance.

WEEKLY READING ASSIGNMENTS:

WEEK 1 (September 11th): INTRODUCTION TO THE COURSE

- Introductions
- Organizational overview of the course
- Explanation of grading

Ferencze, Benjamin, 'A Prosecutor's Personal Account'. *Journal of International Affairs*, Spring, 1999

WEEK 2 (September 18th): HISTORY OF INTERNATIONAL CRIMINAL JUSTICE

Meron, Theodore. "From Nuremberg to the Hague" 149 *Military Law Review* (1995): 107 – 112

Bassiouni, M. Cherif. "From Versailles to Rwanda in Seventy-Five Years: The Need to Establish a Permanent International Criminal Court." *Harvard Journal of Human Rights*, vol. 10, no. 11 (1997): 9 – 62.

Bassiouni, M. Cherif. "Establishing An International Criminal Court: Historical Survey." 149 *Military Law Review* (1995): 49 – 63.

Deak, Istvan. "Post-World War II Political Justice in a Historical Perspective" 149 *Military Law Review* (1995) pp. 137-144.

Neier, Aryeh, 'Bringing War Criminals To Justice, A Brief History'. *Social Research*, Winter 2002

WEEK 3 (September 25th): THE DEVELOPMENT OF INTERNATIONAL HUMANITARIAN LAW [INDRA]

Crowe, David, 'War Crimes and Genocide in History, and the Evolution of Responsive International Law'. *The Journal of Nationalism and Ethnicity*, Volume 37, 2009

Schindler, Dietrich, 'International Humanitarian Law: It's Remarkable Development, and Persistent Violation'. *Journal of the History of International Law*, 2003

Please read through the texts of the 'Laws of War' available on the following website:

http://avalon.law.yale.edu/subject_menus/lawwar.asp

Please also familiarize yourself with the following website:

<https://www.icrc.org/en/war-and-law>

WEEK 4 (October 2nd): THE TOKYO AND THE NUREMBERG TRIBUNALS

King, Henry T. Jr. "Nuremberg Context from the Eyes of a Participant", 149 *Military Law Review* (1995) 37-48

Mutua, Makau. "From Nuremberg to the Rwanda Tribunal: Justice or Retribution." *Buff. Hum. Rts. L. Rev.* 6 (2000): 77.

Walkinshaw, Robert B. "The Nuremberg and Tokyo trials: another step toward international justice." *American Bar Association Journal* (1949): 299-363.

WEEK 5 (October 9th): AD HOC TRIBUNALS

United Nations Security Council Resolution establishing the International Criminal Tribunal for the Former Yugoslavia (Res. 827 (1993)):
http://www.icty.org/x/file/Legal%20Library/Statute/statute_827_1993_en.pdf

Please also see: <http://www.icty.org/en/about/tribunal/establishment>

United Nations Security Council Resolution establishing the International Criminal Tribunal for Rwanda (Res. 955 (1994)) - [https://undocs.org/S/RES/955\(1994\)](https://undocs.org/S/RES/955(1994))

Please also see: <http://unictr.irmct.org/>

Rudolph, Christopher. (2001). 'Constructing an Atrocities Regime: The Politics of War Crimes Tribunals'. *International Organization*, 55, 3, 655-91

Martin-Ortega, Olga. "Prosecuting War Crimes, Home: Lessons from the War Crimes Chamber in the State Court of Bosnia and Herzegovina." *International Criminal Law Review*, vol. 12, no. 4, 2012., pp. 589-628

WEEK 6 (October 16th): HYBRID TRIBUNALS

Barria, Lilian A., and Steven D. Roper. "Providing Justice and Reconciliation: The Criminal Tribunals for Sierra Leone and Cambodia." *Human Rights Review*, vol. 7, no. 1, 2005., pp. 5-26

Knowles, Phoebe. "The Power to Prosecute: The Special Court for Sierra Leone from a Defense Perspective." *International Criminal Law Review*, vol. 6, no. 3, 2006., pp. 387-417

Raub, Lindsey. "Positioning Hybrid Tribunals in International Criminal Justice." *New York University Journal of International Law and Politics*, vol. 41, no. 4, 2009., pp. 1013-1054

WEEK 7 (October 23rd): THE INTERNATIONAL CRIMINAL COURT: ITS ORIGIN, AND JURISDICTION

Cenap QAKMAK, 'Evolution of the Idea of a Permanent International Criminal Court Prior to World War I' *Review of International Law & Politics* . 2008, Vol. 4 Issue 13, p135-149. 15p.

Benedetti and Washburn, 'Drafting the International Criminal Court Treaty: Two Years to Rome and an Afterword on the Rome Diplomatic Conference'.

David Scheffer, 'Fourteenth Waldemar A. Solf Lecture in International Law: A Negotiator's Perspective on the International Criminal Court'. *** Available on LEARN.

Fehl, Caroline. "Explaining the International Criminal Court: A 'Practice Test' for Rationalist and Constructivist Approaches." *European Journal of International Relations*, Vol. 10, No. 3 (2004): 357 – 394.

WEEK 8 (October 30th): THE INTERNATIONAL CRIMINAL COURT; ITS OPERATION

Please read through the answers to the at least some of the questions posed on this site:

<https://iccforum.com/>

Please read through the following set of 'Core Texts':

<https://www.icc-cpi.int/resource-library#legal-texts>

Please read through the following websites:

<https://www.icc-cpi.int/pages/situation.aspx>

<https://www.icc-cpi.int/pages/pe.aspx>

<https://www.icc-cpi.int/Pages/cases.aspx>

Sarkany, Laszlo. 'The Budget of the International Criminal Court: 'Rome was not built in a day', nor on one aureus!' – Paper presented during the annual meetings of the International Studies Association, San Francisco, USA, April 2018. ***Available on OWL.

***** NOVEMBER 2nd – NOVEMBER 8th: FALL STUDY BREAK *****

WEEK 9 (November 13th): THE ICC AND NON-GOVERNMENTAL ORGANIZATIONS

Lohhe, Kjersti (2018). 'Locating International Criminal Justice,' in 'Advocates of Humanity: Human Rights Advocates in International Criminal Justice,' available on-line via the UWO library catalogue.

Lohne, Kjersti (2018). 'From Moral Entrepreneurs to Moral Advocates,' in 'Advocates of Humanity: Human Rights Advocates in International Criminal Justice,' available on-line via the UWO library catalogue.

Lohne, Kjersti (2018). 'Networks of Global Justice Making,' in 'Advocates of Humanity: Human Rights Advocates in International Criminal Justice,' available on-line via the UWO library catalogue.

Marie Tornquist-Chesnier, 'How the International Criminal Court Came to Life: The Role of Non-governmental Organisations'. ***Available on LEARN.

WEEK 10 (November 20th): THE ICC AND THE US

Lee, Mathew. (2020). 'The United States Imposes Sanctions on International (tribunal) Prosecutor; Aid,' available at <https://www.pbs.org/newshour/politics/watch-pompeo-announces-sanctions-on-international-tribunal-prosecutor-aide>

'Full Text of John Bolton's Speech to the Federalist Society' – Al Jazeera

<https://www.aljazeera.com/news/2018/09/full-text-john-bolton-speech-federalist-society-180910172828633.html>

Scharf, Michael P. (1999). 'The Politics Behind the US Opposition to the International Criminal Court', *New England International and Comparative Law Annual* 5.

WEEK 11 (November 27th): THE ICC AND AFRICA

Brown, Stephen, and Chandra L. Sriram. "The Big Fish Won't Fry Themselves: Criminal Accountability for Post-Election Violence in Kenya." *African Affairs*, vol. 111, no. 443, 2012., pp. 244-260

Fisher, Kirsten J. "Africa's Role in the Progression of International Criminal Justice: A Moral and Political Argument." *The Journal of Modern African Studies* 56.4 (2018): 541-68.

Mills, K., & Bloomfield, A. (2018). African resistance to the international criminal court: Halting the advance of the anti-impunity norm. *Review of International Studies*, 44(1), 101-127.

Ssenyonjo, Manisuli, and Saidat Nakitto. "The African Court of Justice and Human and Peoples' Rights 'International Criminal Law Section': Promoting Impunity for African Union Heads of State and Senior State Officials?" *International Criminal Law Review*, vol. 16, no. 1, 2016., pp. 71

WEEK 12 (December 4th): DOES INTERNATIONAL CRIMINAL JUSTICE MATTER?

'I will arrest you': Duterte warns ICC lawyer to steer clear of Philippines' – Reuters

<https://www.reuters.com/article/us-philippines-duterte-icc/i-will-arrest-you-duterte-warns-icc-lawyer-to-steer-clear-of-philippines-idUSKBN1HK0DS>

Wolman, Andrew. "The International Criminal Court and North Korea: Prospects for Deterrence." *Korea Observer*, vol. 46, no. 4, 2015., pp. 599-631

'Eradicating Ecocide: One Law to Protect the Earth – International Road Map to Earth Protection and Climate Justice.' - <https://eradicatingecocide.com/>

Meernik, James. "The International Criminal Court and the Deterrence of Human Rights Atrocities." *Civil Wars*, vol. 17, no. 3, 2015., pp. 318-339



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>