

**Huron University College**  
**Political Science 2270E: Women and Politics**  
**Fall/Winter 2020**

**Political Science 2270E: Women and Politics**

Day and time of lectures: Recorded lectures will be posted to OWL every Tuesday at 3:30 PM

Instructor: Crystal Gaudet

Office hours: By appointment (Telephone)

Email: [cgaudet5@uwo.ca](mailto:cgaudet5@uwo.ca)

Course Description

This course focuses on how women participate in and effect political change. It examines women's subordination and political underrepresentation through an intersectional lens as well as the wide-range of emancipatory struggles women have undertaken to achieve equality. Attention will be paid to the history of the women's movement in Canada, including the links between feminist theory, women's social and political activism, and public policy advocacy.

Learning Outcomes

By the end of the course students should be able to:

- Recognize sex/gender, sexuality, race, and class as socially constructed and mutually constituted relations of power that shape women's lived and material realities
- Critically analyze women's political (under)representation and participation through an intersectional lens
- Differentiate between and explain key theoretical perspectives and concepts covered in this course, including how they inform women's social and political activism and policy advocacy
- Discuss the various ways women effect political change through formal and informal avenues in historical and contemporary contexts

In addition, the course will enable students to develop their:

- Written and oral communication skills
- Analytical and critical thinking skills

**Lectures**

Content for this course will be delivered via recorded lectures and PowerPoint slides. Lectures will be made available every Tuesday at 3:30pm. Readings should be completed prior to viewing the lecture. Students are expected to view all lectures and participate in any polls and/or lecture discussion forums included for each week's topic. Ideally, students should aim to view the

lectures and participate in our weekly discussions within 48 hours from the time they are posted. Lecture slides and recordings can be found in OWL under the “Course Content” tab.

### Required Texts

Required readings for this course will be made available through OWL in the “Readings” folder under the “Resources” tab. Please note that the reading schedule may be subject to change prior to the first day of class.

### Email Policy

Please email me using my UWO email ([cgaudet5@uwo.ca](mailto:cgaudet5@uwo.ca)) and NOT through the message tool in OWL. I will try to respond to emails within 24 hours (except on weekends). If you do not receive a response within 24 hours, it is okay to send a follow-up email. Please use your UWO account to avoid your emails being caught in the spamtrap and be sure to list the course code in the subject heading.

### Course Evaluation and Methods of Assessment

Detailed instructions for each assignment will be provided in lecture and in OWL in the “Assignments” folder under the “Resources” tab.

*Weekly Lecture Participation* 10% - (Ongoing)

*Online Discussion Posts (300-400 words each X 5)* 20%

*Mid-Term Exam* 25% - (December Exam Period)

*Final Essay* 45%

- Essay Proposal/Presentation 5% - Due Jan 26<sup>th</sup> by 3:30pm EST
- Annotated Bibliography 10% - Due March 2<sup>nd</sup> by 3:30pm EST
- Final Paper (8-10 pages) 30% - Due in Spring Exam Period (Exact date TBD)

#### **Weekly Lecture Participation 10%**

Each lecture will include some combination of polls and/or forums that ask you to respond to questions related to that week’s readings and/or lecture topic. Weekly discussion questions will be posted along with the lecture slides every Tuesday at 3:30pm under the “Lecture Content” tab in OWL.

Please note that student participation in lecture discussions is mandatory and will be graded based on the overall consistency and quality of student contributions to class discussions throughout each term. Students should aim to contribute to our weekly discussions within 48 hours from the time lectures are posted (Tuesday at 3:30pm).

Participation will be assessed according to the following criteria:

4 points: Student always participates in weekly lecture discussions in a timely manner;  
Demonstrates an excellent understanding of course readings and lecture content

3 points: Student regularly participates in weekly lecture discussions in a timely manner;  
Demonstrates a strong understanding of course readings and lecture content

2 points: Student occasionally participates in weekly lecture discussions in a timely manner;  
Demonstrates an adequate understanding of course readings and lecture content

1 point: Student rarely participates in weekly lecture discussions in a timely manner;  
Demonstrates a limited understanding of the readings/lecture content

0 points: Student never participates in weekly lecture discussions

### **Online Discussion Posts (300-400 words each X 5) 20%**

Every Thursday students will have an opportunity to participate in a discussion forum by writing and posting responses to the assigned discussion questions for that week. Participation in these forums is separate from participation in weekly lecture discussions and will involve a more sustained conversation with your peers around a particular topic. In total, students will write five discussion posts throughout the course (three in the first semester and two in the second semester). Discussions will be framed around specific questions that focus on required readings and/or on themes/issues covered in lecture for that week, so be sure to read and follow instructions carefully. Students are also expected to respond to other student's posts and offer their own opinions informed by the readings/lectures (\*\*Note that you will not be able to see other students' posts until you post your initial response to the question). All posts should be written in full sentences and in proper paragraph form.

Discussion forums will **open every Thursday at 10am** and will **close at 11pm EST on the following Saturday** (For example, the forum for Week 2 will open on Thursday September 24<sup>th</sup> at 10am and will close at 11pm on Saturday Sept 26<sup>th</sup>). Discussion forums will start in Week 2 and can be found in the "Forums" tab in OWL. Please paste your response directly into the discussion forum (do not submit it as an attachment).

Students can choose the five discussion forums in which they would like to participate; however, **3 posts must be completed in the first semester** and **2 posts must be completed in the second semester**.

Discussion posts will be graded based on the student's ability to engage critically with theories, concepts, themes, and/or arguments from readings and lectures and to clearly and concisely communicate their ideas in a way that sustains further discussion (See grading rubric for online discussion posts in the "Assignments" folder under the "Resources" tab).

**Mid-Term Exam 25% - (Exact Date TBD – During December Exam Period)**

The mid-term exam will consist of an essay question and/or short answer questions. The mid-term will cover all content (lectures and readings) covered up to Dec 1<sup>st</sup> 2020. Questions will be posted to OWL and students will have 48 hours to complete the exam. Completed exams should be submitted as a Word document to OWL under the “Assignments” tab. More detailed information will be provided in lecture.

### **Essay Proposal/Presentation 5% - Due January 26<sup>th</sup> 2021 by 3:30pm EST**

Prior to submitting the final paper, students will be asked to create a 5-10 minute presentation introducing the person they plan to profile in their final essay. Presentations should include a short bio of the politician/activist, highlighting significant details of their life/career/work/pathway to leadership as well as a brief explanation of why they chose this particular person. The purpose of this assignment is to give you an opportunity to propose a topic for investigation and get feedback from the instructor as well as your peers. You do not have to appear in the video if you are not comfortable (using slides/images with voiceover is another option); however, the presentation must be narrated using your own voice.

A recording of the presentation should be uploaded to OWL under the “Voice Thread” tab on January 26<sup>th</sup> by 3:30pm EST (See instructions on how to upload a video/presentation to VoiceThread in the “Assignment Instructions” folder under the “Resources” tab in OWL). Please also submit a written transcript of your presentation, including a bibliography citing any sources consulted in developing content for the proposal/presentation, to OWL under the “Assignment” tab. There will be no lecture on January 26<sup>th</sup>, in order to give students an opportunity to view their peer’s presentations. Students are expected to post a constructive comment or thoughtful question in response to at least one of their classmate’s presentations (Note that this is part of the assignment expectations – See grading rubric in OWL).

### **Annotated Bibliography – Due March 2<sup>nd</sup> 2021 by 3:30pm**

Prior to submitting the final essay, students will complete an annotated bibliography. The purpose of this assignment is to give you an opportunity to conduct preliminary research for the final paper and get feedback on the sources located through your own research. Papers must include annotations for **one course reading** and **two additional scholarly sources**, located through your own research, that will be used in the final paper. Each of the 3 sources should be listed with a full bibliographic reference in either APA or MLA format, followed by a brief summary (in your own words) of the topic of the book/article/report etc, the author’s argument(s) and findings as well as an explanation of how the source informs your analysis. It is crucial that you clearly explain how the source informs your analysis of the politician/activist selected. Each annotation should be between 300-500 words single spaced and written in 12pt Times New Roman font. The instructor will provide feedback and make suggestions for improvement in the final essay. Further instructions, as well as a grading rubric, will be provided in OWL and discussed in lecture.

### **Final Essay (8-10 pages) 40% - Due Date (Exact Date TBD – During Spring Exam Period)**

Students will be asked to complete a final paper that focuses on a female politician or political activist of their choice. The person selected must have either run for/held political office or engaged in significant political activism throughout their life. The paper should include a brief bio of person selected that contextualizes their political career, work, and/or activism within the time and place in which it occurred. Students will then be asked to identify two course themes that relate to the person selected and that inform their analysis of the person’s political career, activism or work. Papers should include a thorough explanation of how the person’s life/experience/work speaks to or exemplifies the identified themes. Two relevant course readings in addition to 5-6 outside scholarly sources must be engaged in formulating your analysis. Your thesis statement should include a concise synthesis of your analysis of the politician/activist. Papers must be 8-10 pages double spaced and written in 12-point Times New Roman font. Further instructions, as well as a grading rubric, will be provided in OWL and discussed in lecture.

**Policy on Missed and Late Assignments**

Assignments submitted late without consulting the instructor or your academic advisor for accommodation prior to the due date will incur a late penalty of 2% per day, including weekends.

**Policy on Reviewing Graded Assignments**

Please note that I have a 24/7 rule in place to help with adjudication of assignments. After a grade is released, I ask that you please wait 24 hours before contacting me with any questions/concerns. This will allow you time to process and reflect on the grade and feedback given.

If upon reviewing the feedback, you feel as though your work may have been graded unfairly you have seven days from the time the grade is released to contact me to request that your assignment be re-evaluated.

Students wishing to have an assignment re-evaluated will be asked to complete the following tasks:

- Write, in paragraph form, what you believe was missed in the grading of your work.
- You must refer specifically to the assignment instructions and the feedback provided, including the grading rubric
- Please also include a brief explanation of why you disagree with the grade assigned

If a re-evaluation of your assignment is warranted, I will provide a response within seven days.

**Lecture Schedule and Required Readings**

Week	Date	Topic	Required Readings
<b>TERM I</b>			
Week 1	Sept 15 <sup>th</sup>	Introduction to Course	Ahmed (2017)

Week 2	Sept 22 <sup>nd</sup>	Engendering Politics	Celis, Kantola, Waylen, & Weldon (2013)
Week 3	Sept 29 <sup>th</sup>	The Politics of Sex/Gender and Race	Schiebinger (1993)
Week 4	Oct 6 <sup>th</sup>	History of the Women's Movement in Canada	Kinahan (2008) Excerpts from House of Commons Debate (1885)
Week 5	Oct 13 <sup>th</sup>	History of the Women's Movement in Canada II	Newman & White (2012) Chapter 4 Film: Status Quo
Week 6	Oct 20 <sup>th</sup>	Liberal, Radical, Marxist and Socialist Feminisms	Newman & White (2012) Chapter 2
Week 7	Oct 27 <sup>th</sup>	Post-Modern Feminism	Newman & White (2012) Chapter 3
	<b>Nov 2<sup>nd</sup> – 8<sup>th</sup></b>	<b>FALL READING WEEK</b>	<b>NO CLASSES</b>
Week 8	Nov 10 <sup>th</sup>	Anti-Racist and Intersectional Feminism	Dua (1999)
Week 9	Nov 17 <sup>th</sup>	Indigenous Feminisms	Green (2007) MMIW Final Report (2019) Chapter 4 (pgs. 229-258 only)
Week 10	Nov 24 <sup>th</sup>	Understanding the Gender Gap in Political Representation	Newman & White (2012) Chapter 5 Thomas (2013) Franceschet (2020)
Week 11	Dec 1 <sup>st</sup>	Media, Gender and Politics	Ross (2017) Pgs. 1-12 only Harp (2019) Film: Miss Representation <i>*Last date to participate in a discussion forum for Term I</i>
	<b>Dec 24<sup>th</sup> - Jan 3<sup>rd</sup></b>	<b>WINTER BREAK</b>	<b>NO CLASSES</b>
<b>TERM II</b>			
Week 12	Jan 5 <sup>th</sup>	Essay Workshop	<i>*No readings. Lecture will be devoted to reviewing the requirements for the final essay, including the essay proposal/presentation and annotated bibliography</i>
Week 13	Jan 12 <sup>th</sup>	Contested Perspectives on Gender Quotas	Baldez (2006) Krook (2016)
Week 14	Jan 19 <sup>th</sup>	Gender and Public Policy	Newman & White (2012) Chapter 6 Jensen (2015)

Week 15	Jan 26 <sup>th</sup>	Essay Proposal/Presentation	<i>*No lecture – Post your essay proposal/presentation to OWL under the “Forums” tab by 3:30pm. Please also take some time to view your classmate’s presentations in OWL and post a constructive comment or question for at least one of your peers</i>
Week 16	Feb 2 <sup>nd</sup>	Women, the Welfare State and Neoliberalism	Brodie (2008)
Week 17	Feb 9 <sup>th</sup>	Poverty and Welfare Policy	McKeen (2018) Power (2005)
	<b>Feb 13<sup>th</sup> – 21<sup>st</sup></b>	<b>SPRING READING WEEK</b>	<b>NO CLASSES</b>
Week 18	Feb 23 <sup>rd</sup>	Work/Life Balance and Child Care Policy	Newman and White (2012) Chapter 10 Holland (2012) Lindeman (2020)
Week 19	March 2 <sup>nd</sup>	Essay Workshop II	<i>*No readings. Lecture will include a workshop on academic writing and research. *Annotated Bibliography due by 3:30pm</i>
Week 20	March 9 <sup>th</sup>	Work/Life Balance and Child Care Policy II	Film – The Motherload
Week 21	March 16 <sup>th</sup>	Immigrant Women’s Activism and Organizing	Tungohan (2017) Lawson (2013)
Week 22	March 23 <sup>rd</sup>	Contemporary Social Movements	Palmater & McAdam (2018) Hudson & Khogali (2018) Moss & Maddrell (2017) <i>*Last date to participate in a discussion forum for Term II</i>
Week 23	March 30 <sup>th</sup>	Peer Review Essay Workshop	<i>*No readings or lecture. Students will be given time to exchange a draft of their final paper with another student for peer review.</i>

**Reading List**

Baldez, L. (2006). “The Pros and Cons of Gender Quota Laws: What Happens When You Kick Men Out and Let Women In?” *Politics & Gender*, 2: 101-128.

Brodie, J. (2008). "We are all equal now: Contemporary gender politics in Canada." *Feminist Theory* 9, 2: 145-164.

Celis, K., Kantola, J., Waylen, G. and Weldon, S.L. (2013). "Introduction: Gender and Politics: A Gendered World, a Gendered Discipline." *The Oxford Journal of Gender and Politics*. Web. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199751457.001.0001/oxfordhb-9780199751457-e-34#oxfordhb-9780199751457-div1-7>

Dua, E. (1999). "Introduction: Canadian Anti-Racist Feminist Thought: Scratching the Surface of Racism." In *Scratching the Surface: Canadian Anti-Racist Feminist Thought*. Eds. E. Dua and A. Robertson, 7-31. Toronto: Women's Press.

Green, J. (2007). "Taking Account of Aboriginal Feminism." In *Making Space for Indigenous Feminism*, Ed. J. Green, 14-32. Nova Scotia: Fernwood Publishing.

Harp, D. (2019). "Chapter 4: Gender Expectations: Women and the Body." In *Gender in the 2016 US Presidential Election: Trump, Clinton and Media Discourse*, 76-109. London: Routledge.

Holland, M. R. (2012). "Funding and Framing Families: An Analysis of the Discursive Foundations of Family Allowance and the Universal Child Care Benefit." *Journal of the Motherhood Initiative* 3, 1: 39-52.

Hudson, S. and Khogali, Y. (2018). "We Will Win: Black Lives Matter – Toronto." In *Race and Racialization: Essential Readings*. Eds. Gupta, T. et al. Toronto: Canadian Scholars.

Jensen, J. (2015). "The Fading Goal of Gender Equality: Three Policy Directions that Underpin the Resilience of Gendered Socio-economic Inequalities." *Social Politics* 22, 4: 539-560.

Kinahan, A. (2008). "Transcendental Citizenship: Suffrage, the National Council of Women of Canada, and the Politics of Organized Womanhood." *Journal of Canadian Studies* 42(3): 5-27.

McKeen, W. (2018). "Welfare Mother" Activism, Mainstream Feminism, and the Cunning of History in Ontario's 1970s Welfare Debate. *Journal of Women, Politics & Policy* 39:1, 75-103.

Newman, J, and L. A White. (2012). *Women, Politics and Public Policy: Political Struggles of Canadian Women*. Canada: Oxford University Press.

- "Chapter 1: Introduction"
- "Chapter 2: Modern Feminist Theory"
- "Chapter 3: Contemporary Debates in Feminist Theory"
- "Chapter 4: The Women's Movement in Canada"
- "Chapter 5: Women's Participation in Formal Politics"
- "Chapter 6: The Practical Realities of Political Change"
- "Chapter 10: Challenging Market Rules and Balancing Work and Family Life"



Palmater, P. and McAdam, S. (2018). "Idle No More." In *Race and Racialization: Essential Readings*. Eds. Gupta, T. et al. Toronto: Canadian Scholars.

Ross, K. (2017). "Girls on Top? Winning and Losing the Political Crown." In *Gender, Politics, News: A Game of Three Sides*, 72-99. Chichester, England: Wiley Blackwell.

Schiebinger, L. (1993). "Theories of Gender and Race." In *Nature's Body: Gender and the Making of Modern Science*, 143-183. Boston: Beacon Press.

Thomas, M. (2013). "Barriers to Women's Political Participation in Canada." *University of New Brunswick Law Journal* 64: 218 – 233.



## **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](http://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](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](mailto: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](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://academicssupport.uwo.ca/>.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](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](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](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](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](mailto:huronsss@uwo.ca).

University Senate policy, which can be found at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](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](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](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwocom/mentalhealth/](http://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>