



**POL2293F**  
**Genocide, Famine, and Other Mass Atrocities**  
September – December 2020  
Class: Wednesdays 6:30pm-9:30pm

**Professor:** Dr. Lindsay Scorgie

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

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

**Email:** [lscorgi@uwo.ca](mailto:lscorgi@uwo.ca)

## COURSE DESCRIPTION

POL2293F will introduce students to the key theoretical frameworks, concepts, and debates within the study of genocide and other mass crimes of the state (including famine and ethnic cleansing). The course will begin with a conceptual and historical overview of genocide, as well as an examination of the definition of genocide provided by the United Nations 1948 Genocide Convention. We will then move on to consider some of the most profound cases of genocide and mass violence over the past century, starting with the Armenian genocide, and ending with discussion of the Islamic State's persecution of the Yazidi population. Each week will focus in-depth on one key case study. Through the lectures, readings, and class discussions, we will consider: (1) the background, sources, causes, and effects of the particular genocide, and (2) the international community's involvement (or rather in most cases, lack thereof). We will consider throughout the course the paradox regarding increasing awareness of genocide, yet lack of improvement in prevention and responses.

## LEARNING GOALS

By the end of the course, students will not only have a strong grasp of the concepts and theories of genocide, but will also be able to critically analyze the role of international responses in shaping the course of such events.

## CLASS METHODOLOGY

POL2293F is a lecture and tutorial course. The first two hours (approximately) of most classes will involve a lecture delivered by the professor via Zoom, while the last hour will focus on class discussion. The professor will be assigning all students to break-out groups that will meet during the last hour of class. There will be a strong emphasis on class participation, and it is accordingly essential that students 'arrive' to class prepared. Adequate preparation includes having completed weekly readings in advance, and being willing to discuss the reading and lecture material with fellow classmates. As the final exam will include reading, lecture, and discussion material, it is strongly advised that students take notes re. all three course components.

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

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

## REQUIRED COURSE READINGS

Power, Samantha. *A Problem From Hell'': America and the Age of Genocide* (New York: Harper Collins, 2002).

Jones, Adam. *Genocide: A Comprehensive Introduction. Third Edition* (New York: Routledge, 2017).

Both texts are available from Amazon or Indigo. Power's book is quite inexpensive, while Jones' runs higher.

For those of you unable to purchase the texts, they are available as well from Huron Library: <https://www-fulcrum-org.proxy1.lib.uwo.ca/concern/monographs/47429948w?locale=en> (Power) and [https://ocul-uwo.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01OCUL\\_UWO:UWO\\_DEFAULT&docd=alma991044433950805163](https://ocul-uwo.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01OCUL_UWO:UWO_DEFAULT&docd=alma991044433950805163) (Jones).

You can also access these via downloading the books (access for 7 days) or reading online (access several hours). Unfortunately, only three concurrent users are able to access these at any given time. Therefore, I am going to make this a rule of our class that anyone accessing these books via the library, choose the read online option in order to facilitate high demand. If you are having issues accessing and suspect someone may have chosen the 'download' option, please get in touch with me immediately. Thanks everyone for your cooperation on this!

All readings listed on the syllabus are required readings, to be done in advance of class. Those readings not found in either the Power or Jones texts, are provided under the 'Readings' tab found within the 'Resources' folder on the course website (or the URL is provided on the syllabus below). The professor recognizes that some weeks have a more significant reading requirement – however please keep in mind that the last two weeks of the course have no required readings at all.

## COURSE REQUIREMENTS

<b>Participation</b>	Value 15%	Ongoing evaluation
<b>Research Presentation</b>	Value 10%	Either November 25 or December 2
<b>Critical response paper</b>	Value 15%	7 October 2020
<b>Research essay</b>	Value 35%	18 November 2020
<b>Final exam</b>	Value 25%	During final exam period

### Participation:

Class participation will be graded on the basis of attendance during lectures and active participation in class. The professor will take attendance every week, at different times throughout the 6:30-9:30 time period. In other words, it is expected that students attend for the entire duration of the class. Dr. Scorgie will take into account the quality of one's contributions – not simply the quantity – when assessing participation in class, and will particularly reward those students who are able to integrate reading material into class discussion.

### Critical response paper:

Students will be required to write a critical response paper examining the assigned readings for weeks one through four (Sept. 9-30). The papers should be roughly 1,200-1,500 words in length. The purpose of the paper is not to summarize the readings. Rather, students should critically engage with two or three significant points addressed throughout the readings.

### Research essay:

Students will be required to write a 2,000-2,500 word essay on a particular dimension of one of the case studies profiled in the course. Suggestions of possible topics include:

- Gender dimensions of genocide or famine
- Trajectory of survivors in post-genocide contexts
- How decisions to perpetrate genocide are decided upon
- Perpetrators' conception of the 'enemy'
- Role of bystanders
- Role of the media (international and/or local)
- Actions of a specific member of the international community

The essay is to be based on a minimum of ten academic sources (peer-reviewed journals, books, or book chapters), and is due 18 November 2020.

Formatting requirements for the essay are the following:

- 12-point Times New Roman font
- double-spaced (except for footnotes and bibliography)
- 2.5cm margins
- pages numbered
- title page with your name, date, course title, and paper title (your essay must have an actual title)
- footnotes and bibliography *must* be included
- Chicago Manual of Style citation format should be carefully and consistently followed throughout

Papers are due by the beginning of class on the specified due dates, and all papers will be checked for plagiarism via Turnitin.com. All forms of plagiarism will be taken extremely seriously.

Please note: other than for serious cases of emergency, extensions will not be granted. Thus, having multiple work assignments due around the same time, employment responsibilities, or being out of town, do not constitute valid reasons for extensions. The late penalty for papers is 5 percent per day (weekends included), and essays will not be accepted after 10 days past the submission deadline. Dr. Scorgie strongly believes in timely submission of assignments, and significantly frowns upon students asking for extensions (otherwise I am failing in my responsibility of preparing you for the workforce!).

### **Research Presentation:**

The last two classes of the semester will be devoted to student presentations on their research essay. The presentation should be 10 minutes in length, and focused upon the most significant research findings, followed by 5 minutes of class discussion. Students should be prepared to lead the class discussion, and should have 1-2 discussion questions ready. Please note that late penalties do not apply to this assignment; no extensions or alternative formats to the presentation will be granted.

### **Final exam:**

The final exam will take place during the December examination period, and will be 'take-home' in style. It will cover the entire course: readings, lectures by Dr. Scorgie, lectures by guest presenters, and tutorials/class discussions.

## **COURSE COMMUNICATION**

I am happy to meet with students during my virtual office hours, both to discuss issues relating to the course, as well as your academic career more generally. If getting in-touch by email, please note that I will respond within 24 hours during business days, and 48 hours during non-business days. I strongly encourage students to consult this syllabus and other material on OWL before getting in-touch about administrative issues for the course.

Students should check their UWO email account and OWL course site on a regular basis. The professor asks that students check their UWO email at least once every 24 hours during business days.

## CLASS SCHEDULE

Week of:	Topic:	Class Format:	Readings to Do:
Sept. 9	Introduction to POL2293F	<ul style="list-style-type: none"> <li>• Short lecture by Dr. Scorgie</li> <li>• Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>• Jones: Introduction</li> <li>• Power: Preface</li> </ul>
Sept. 16	Conceptual Frameworks: Understanding Genocide, Famine, and Other Mass Atrocities	<ul style="list-style-type: none"> <li>• Lecture by Dr. Scorgie</li> <li>• Classifying genocides exercise, in lecture break-out groups</li> </ul>	<ul style="list-style-type: none"> <li>• Jones: Chapter 2</li> <li>• Gellately, Robert, and Ben Kiernan. "The Study of Mass Murder and Genocide," in Robert Gellately, and Ben Kiernan, eds., <i>The Specter of Genocide: Mass Murder in Historical Perspective</i> (Cambridge: Cambridge University Press, 2003): 3-26</li> </ul>
Sept. 23	Armenian Genocide	<ul style="list-style-type: none"> <li>• Lecture by Dr. Scorgie</li> <li>• Class discussion on Turkish denial, in lecture break-out groups</li> </ul>	<ul style="list-style-type: none"> <li>• Power: Chapter 1</li> <li>• Jones: Chapter 4</li> <li>• "A rich history of pre-genocide Armenia hides in family heirlooms and handwritten notes," <i>LA Times</i> (17 Jan. 2020): <a href="https://lat.ms/39iJ699">https://lat.ms/39iJ699</a></li> </ul>
Sept. 30	Holodomor (Ukrainian Famine)	<ul style="list-style-type: none"> <li>• Short lecture by Dr. Scorgie</li> <li>• Viewing of "Dr. Jones" film</li> </ul>	<ul style="list-style-type: none"> <li>• Jones: Chapter 5</li> <li>• James E. Mace. "The Politics of Famine: American Government and Press Response to the Ukrainian Famine, 1932-1933." <i>Holocaust and Genocide Studies</i> 3, 1 (1988): 75-94</li> <li>• "Rare witness to horror of Stalin's Gulag prisons dies," <i>BBC</i> (24 July 2018): <a href="https://www.bbc.com/news/world-europe-44936736">https://www.bbc.com/news/world-europe-44936736</a></li> </ul>
Oct. 7	Holocaust	<ul style="list-style-type: none"> <li>• Lecture by Dr. Scorgie, including viewing of the short films, "The Hidden Holocaust" and "When There Are No Bystanders"</li> <li>• Class discussion on bystanders in lecture break-out groups</li> </ul>	<ul style="list-style-type: none"> <li>• Power: Chapters 2 &amp; 3</li> <li>• Jones: Chapter 6</li> <li>• "'A Small Town Near Auschwitz: Ordinary Nazis and the Holocaust' by Mary Fulbrook," <i>Washington Post</i> (30 November 2012): <a href="https://wapo.st/2CSRWhG">https://wapo.st/2CSRWhG</a></li> </ul>
Oct. 14	Cambodian Genocide	<ul style="list-style-type: none"> <li>• Lecture by Dr. Scorgie</li> <li>• Class jigsaw activity</li> </ul>	<ul style="list-style-type: none"> <li>• Power: Chapters 6 &amp; 7 (Chapter 7 is recommended, but not required)</li> <li>• Jones: Chapter 7</li> </ul>
Oct. 21	Ethiopian Famine	<ul style="list-style-type: none"> <li>• Lecture by Dr. Scorgie</li> <li>• Class discussion on celebrity</li> </ul>	<ul style="list-style-type: none"> <li>• De Waal, Alex. "Revolution, War-Famine, and Two Models of Relief," in <i>Famine Crimes: Politics and the Disaster Relief Industry in Africa</i> (Oxford: James</li> </ul>

		culture and the media's influence on international intervention, in lecture break-out groups	Currey, 1997) <ul style="list-style-type: none"> <li>• Moller, Tanja R. "'The Ethiopian Famine' Revisited: Bank Aid and the Antipolitics of Celebrity Humanitarian Action." <i>Disasters</i> 37, 1 (2013): 61-79</li> <li>• "A Famine is Never Just a Famine – It's Political Violence by Starvation," <i>UN Dispatch</i> (22 March 2017): <a href="https://bit.ly/3eSTNOO">https://bit.ly/3eSTNOO</a></li> </ul>
Oct. 28	Ethnic Cleansing and Genocide in Yugoslavia	<ul style="list-style-type: none"> <li>• Lecture by Dr. Scorgie</li> <li>• Class discussion on genocide denial, in lecture break-out groups</li> </ul>	<ul style="list-style-type: none"> <li>• Power: Chapters 9 and 11</li> <li>• Jones: Chapter 8</li> <li>• "Conspiracy Theories, Denial, and the Coronavirus," <i>The New Yorker</i> (18 July 2020): <a href="https://bit.ly/2WIPKR7">https://bit.ly/2WIPKR7</a></li> </ul>
Nov. 4	Reading Week	<ul style="list-style-type: none"> <li>• No class</li> </ul>	<ul style="list-style-type: none"> <li>• No readings</li> </ul>
Nov. 11	Rwandan Genocide Against the Tutsis	<ul style="list-style-type: none"> <li>• Short lecture by Dr. Scorgie</li> <li>• Guest lecture by D'artagnan Habintwali (Genocide survivor and guide officer for AEGIS Trust and Kigali Genocide Museum) on transitional justice and reconciliation in post-genocide Rwanda</li> </ul>	<ul style="list-style-type: none"> <li>• Power: Chapter 10</li> <li>• Jones: Chapter 9</li> </ul>
Nov. 18	Yazidis Genocide	<ul style="list-style-type: none"> <li>• Short lecture by Dr. Scorgie</li> <li>• Guest lecture by Caroline Schneider (PhD Candidate at the University of Newcastle), on forcible child transfer during the Yazidi Genocide</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
Nov. 25	Presentation Roundtable Day 1	<ul style="list-style-type: none"> <li>• Presentations followed by Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>• No readings; prep for presentation</li> </ul>
Dec. 2	Presentation Roundtable Day 2	<ul style="list-style-type: none"> <li>• Presentations followed by Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>• No readings; prep for presentation</li> </ul>



### **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>