



Political Science 2294G | Cities in the Federation

Huron University College

Winter 2019, Wednesdays from 6:30 – 9:30pm

Room A1

Dr. Kate Graham

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Office Hours: By appointment (please book through email)

Prerequisite(s): Political Science 1020E, or permission of the Department

Course Description

Canada is an urban nation, with more than 80% of the population now living in cities. Canada's cities provide a high quality of life, fuel the nation's economic growth, and sustain critical services and amenities accessed by millions of Canadians every day. However, Canada's cities are also the places where many of the nation's greatest social, economic, environmental and political challenges are most concentrated. Are Canada's cities equipped to deal with these challenges? Do they have the power they need to meet the needs and expectations of their residents?

This course provides students with an opportunity to learn about the politics of Canada's cities, situated within a broad multilevel context of Canadian federalism, while engaging in contemporary urban public policy challenges. Students will learn about how the power of cities is defined and has been shaped over time - including through recent developments including the City Charters in Alberta and the 2018 Municipal Elections in the City of Toronto – and examine the ongoing negotiations across Canada's provinces and territories to empower cities.

This course will also provide students with a unique opportunity to engage with urban policy challenges in Huron's home community of London. Through the CityStudio London (see: CityStudioLondon.ca) partnership, students will have an opportunity to examine the challenge of NIMBYism in making progress as a city – and collectively contribute research to support the City of London in implementing contentious projects.

If you are interested in cities, mayors and local leaders, public policy, and political power – and if you care about the challenges facing Canada's cities today – this course is for you.

Course Learning Objectives

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

- Understand the contemporary landscape of cities in Canada, and their place and power within Canada's unique federalism;
- Identify and analyze local dimensions of national economic, social, environmental and political urban issues;
- Explain the current political and financial context of the City of London;
- Identify solutions to address NIMBY opposition faced in Canadian cities;
- Develop critical and creative thinking skills, expressed through both individual and collective work projects; and
- Become more active and engaged citizens of London, and the world.

Description of Class Methods

This course takes place in a classroom setting, including lectures, guest speakers, class discussions and activities; and beyond the classroom, including "real-life" exposure to urban challenges in the City of London and other Canadian cities.

Experiential Learning

This course is a part of the CityStudio London initiative. CityStudio London is a collaboration between the City of London, Brescia University, Fanshawe College, Huron University, King's University College, Western University, and Pillar Nonprofit Network. By furthering connections between City Hall, academic institutions, and local community, London's post-secondary students have more meaningful opportunities to apply their skills, creativity, and entrepreneurial spirit to real-world issues and challenges facing our community, and help shape a better and brighter future for all Londoners.

CityStudio is a proven model of experiential education and civic engagement, pioneered in Vancouver and adapted across Canada, working to develop tomorrow's leaders by turning the city into a classroom (see: CityStudioLondon.ca).

Course Outline

The course progresses through four modules:

- **Introduction to Cities in Canada (Weeks 1-3)** – the course begins with a broad overview of cities in Canada, including a discussion on their historical evolution, their place within Canadian federalism, and the features which make local governments

unique among governments in Canada. During this module, students also gain exposure to Huron's home community of London by experiencing the 2020 budget process and learning about the nature of local decision making.

- **Governance & Power (Weeks 4-6)** – the second module examines the governance and power dynamics in cities in Canada. It begins with a broad picture of the current legal and institutional landscape across provinces and territories, including an examination of efforts to adapt provincial-municipal relationships over time – as well as define federal-municipal and First Nations-municipal relationships. Students will learn about the politics of cities, including the range of governance arrangements across Canada. This module also includes a practical dimension, with an examination of four high profile incidents where provincial-municipal relations in Canada were put to the test.
- **Policy Challenges (Weeks 7-10)** – the course then turns towards a critical examination of some of the most pressing social, economic, environmental and political challenges in Canada concentrated in cities. Students will engage with the policy challenge of their choice and examine a specific project, initiative or development in one Canadian city aimed to address a larger problem which was met with local opposition. Students will prepare case studies on these specific examples, paying close attention to strategies which worked (and those that didn't work) to address local opposition.
- **Making Progress (Weeks 11 to 12)** – are Canada's cities equipped to address Canada's greatest social, economic, environmental and political challenges? What needs to change if we want to see greater progress? What strategies can cities employ to mobilize diverse communities towards making progress? What role do each of us as community members play in building thriving cities? The course concludes by tackling important and central questions on the topic of cities in the federation.

Textbooks and Other Required Resources

There is no single textbook for this course; instead, students are expected to engage with an eclectic array of materials including academic journals, media reports, podcasts and videos. All readings are posted in the schedule below, and when possible will be made available in OWL.

Weekly readings may change or be added, as events develop (eg. relevant media articles about current events in Canadian cities will be added throughout the course).

Method of Evaluation

- **Class Participation (10%)** – students are expected to attend and actively participate in all class discussions and will be evaluated based on their in-class contributions. Marks will be provided at the mid-point and conclusion of the course (5% on February 12 and 5% on April 1, 2020).
- **City of London Budget Summary (10%)** – during Week 2 (Wednesday, January 15, 2020) students will be attending the City of London budget open house (6-8pm), with a follow up discussion at City Hall with Deputy Mayor Jesse Helmer (8-9pm). Following this event, students will write a 3-page summary of the City of London 2019 budget process, including an examination and assessment of one of the proposed business cases. More details will be provided during class on Week 1. This summary is due before class on Week 3, on Wednesday, January 22 at 4pm.
- **Group Presentation (15%)** – in groups, students will examine one of four recent high-profile examples of the ongoing negotiation about the place and power of Canada's cities. More details on the assignment will be provided in class. Presentations will be made during class on Week 6. Copies of the presentation deck should be submitted via OWL on Wednesday, February 12 at 4pm.
- **NIMBY Case Study Research (35%)** – as a part of the CityStudio London project with the City of London, students will engage with the policy challenge of their choice and research a specific project, initiative or development in one Canadian city aimed to address this large policy challenge which was met with local opposition (eg. the creation of a supervised consumption site; the development of local amenities such as skateboard parks; an expansion of public transit). Students will prepare case studies on these specific examples, paying close attention to strategies which worked (and those that didn't work) to address local opposition. This research will be presented in two formats:
 - A presentation to the class during Weeks 8, 9 and 10, worth 15%; and
 - A written case study, due on Week 10, worth 20%.

Importantly, students will work collectively during Week 11 to identify common themes and learnings across their cases, which will be packaged together as a report with recommendations for the City of London team.

- **Final Exam (30%)** – during the exam period (date TBD), students will complete a final written exam based on the materials covered during the course.

Class Schedule

<p>Week 1</p> <p>Wednesday, January 8, 2020 @ 6:30 – 9:30pm</p> <p>Huron University College</p>	<p>Module 1: Introduction to Cities in Canada</p> <ol style="list-style-type: none"> 1. Introductions & Course Overview 2. Canada’s Cities – an overview of Canada’s urban landscape and the historical overview of the evolution of cities; and, an introductory discussion on the ongoing negotiation about role and power of cities in Canadian federalism 3. City of London Budget – overview of budget content and process; summary of plans for next class and assignment due on January 22, 2020 <p>Readings: None</p>
<p>Week 2</p> <p>Wednesday, January 15, 2020 @ 6:30 – 9:30pm</p> <p>Goodwill Industries, 255 Horton St. & London City Hall, 300 Dufferin Ave.</p>	<p>Module 1: Introduction to Cities in Canada</p> <ol style="list-style-type: none"> 1. City of London Budget Open House – from 6:30 to 8:00pm, students will attend the budget open house at Goodwill Industries 2. Budget Discussion with Deputy Mayor Jesse Helmer – a conversation about the budget and 2020 business cases from 8:00 to 9:30pm at London City Hall (DM Helmer will meet students at the Open House and lead a walking tour to City Hall – dress warmly) <p>Readings:</p> <ul style="list-style-type: none"> • Draft 2020-2023 City of London Tax Supported Budget (read pg. 1-37) – available on OWL • Draft 2020-2023 City of London Business Cases (skim) – available on OWL
<p>Week 3</p> <p>Wednesday, January 22, 2020 @ 6:30 – 9:30pm</p> <p>Wortley YMCA, 165 Elmwood Ave. E.</p>	<p>Module 1: Introduction to Cities in Canada</p> <ol style="list-style-type: none"> 1. Local Decision Making – the unique features, and inherent challenges, of governance at the local level 2. CityStudio London – intro from Mischa Schlemmer 3. The Green in Wortley – an overview of the space, project and process over time (Andrew Macpherson) 4. Discussion on The Green, from multiple perspectives (speakers TBD; moderated by Dr. Graham) 5. Q&A + Discussion

	<p>Readings:</p> <ul style="list-style-type: none"> • City of London, Medway Valley Heritage Forest ESA Brochure -- available online and on OWL • London Free Press, “Medway Valley plan riles environmentalists” (April 15, 2018) – available on OWL <p>Notes:</p> <ul style="list-style-type: none"> • City of London Budget Summary Due (10%) – due at 4pm
<p>Week 4 Wednesday, January 29, 2020 @ 6:30 – 9:30pm</p> <p>Huron University College</p>	<p>Module 2: Governance & Power</p> <ol style="list-style-type: none"> 1. Cities in 1867 – a review of the state of local governments at the time of Confederation, and the institutional landscape established through the Constitution 2. Cities in 2020 – a contemporary review of the size, scale, role and responsibilities of Canadian cities in a modern context; and, the province by province landscape of the role and power of Canadian cities 3. Power Struggles - a discussion on the ongoing negotiation about role and power of cities in Canadian federalism, including the Charter Cities movement <p>Readings:</p> <ul style="list-style-type: none"> • Neil Bradford, “Part 1: Global Transformations – Economy, Society and Polity” in “Why Cities Matter: Policy Research Perspectives for Canada, CPRN Discussion Paper No. F23, June 2002 • Harry Kitchen, “Is ‘Charter-City Status’ A Solution for Financing City Services in Canada - or is that a myth?” University of Calgary School of Public Policy Paper, January 2016 – available on OWL • Listen to Spacing Radio 034 Podcast, “Provincial Creatures” available via OWL
<p>Week 5 Wednesday, February 5, 2020 @ 6:30 – 9:30pm</p> <p>Huron University College</p>	<p>Module 2: Governance & Power</p> <ol style="list-style-type: none"> 1. Governance of Cities – a summary of how urban governance is organized and operates, reflecting the diversity of Canadian cities 2. Politics of Cities – an examination of how and why politics at the local level is unique

	<p>3. Group Presentations Assignment – form groups, identify cases to be examined, begin working as a team in preparation of presentation in Week 6</p> <p>Readings:</p> <ul style="list-style-type: none"> • John Michael McGrath, “Cities say they want more money and more power,” TVO Blog, February 2017 • Kate Graham, “Does Canada have a ‘weak mayor’ system?” Paper prepared for CPSA, May 2017
<p>Week 6 Wednesday, February 12, 2020 @ 6:30 – 9:30pm</p> <p>Huron University College</p>	<p>Module 2: Governance & Power</p> <ul style="list-style-type: none"> • Group Presentations (4) – in groups, students will present on one of four recent high-profile examples of the ongoing negotiation about the place and power of Canada’s cities • Module 1 & 2 Summary – wrap up & summary of key themes, opportunity for discussion and debate • Case Study Assignments – review of the assignment, and organization for presentations in Weeks 8, 9 and 10 <p>Readings: None</p> <p>Notes:</p> <ul style="list-style-type: none"> • Group presentations are worth 15% of overall mark. Copies of the presentation deck should be submitted via OWL on Wednesday, February 12 at 4pm. • First half participation marks will be posted on OWL
<p>Reading Week – No Class on Wednesday, February 19, 2020</p>	
<p>Week 7 Wednesday, February 26, 2020 @ 6:30 – 9:30pm</p> <p>Huron University College</p>	<p>Module 3: Policy Challenges</p> <ol style="list-style-type: none"> 1. The Problems of Cities – an overview of the local dimensions of national economic, social, environmental and political policy issues in Canada today; and, the heightened importance of cities in an age of globalization 2. Local Challenges & NIMBY Opposition – what it is, how it is expressed, case studies of how it can influence the political process 3. Class Activity – NIMBY in action! The class will examine four recent Canadian examples of controversial projects, paying close attention to narratives and motivations

	<p>Readings:</p> <ul style="list-style-type: none"> • Meric S. Gertler, “Flows of People, Capital and Ideas,” ISUMA, Autumn 2001. Available on OWL • Garrett Dash Nelson, “How NIMBYs Made ‘Back Yard’ Mean ‘Entire Neighbourhood’”, CityLab, February 6, 2019. Available online and on OWL
<p>Week 8 Wednesday, March 4, 2020 @ 6:30 – 9:30pm</p> <p>Huron University College</p>	<p>Module 3: Policy Challenges</p> <ul style="list-style-type: none"> • Deeper Dive: Economic Issues – an examination of some of the most pressing economic policy issues facing cities • Deeper Dive: Social Issues – an examination of some of the most pressing social policy issues facing cities • Student Case Study Presentations – class 1/3 for presentations; worth 15% of mark <p>Readings: To be assigned closer to date (will be mostly media stories and/or podcasts)</p>
<p>Week 9 Wednesday, March 11, 2020 @ 6:30 – 9:30pm</p> <p>Huron University College</p>	<p>Module 3: Policy Challenges</p> <ul style="list-style-type: none"> • Deeper Dive: Environmental Issues – an examination of some of the most pressing economic policy issues facing cities • Student Case Study Presentations – class 2/3 for presentations; worth 15% of mark <p>Readings: To be assigned closer to date (will be mostly media stories and/or podcasts)</p>
<p>Week 10 Wednesday, March 18, 2020 @ 6:30 – 9:30pm</p> <p>Huron University College</p>	<p>Module 3: Policy Challenges</p> <ul style="list-style-type: none"> • Deeper Dive: Political Issues – an examination of some of the most pressing economic policy issues facing cities • Student Case Study Presentations – class 3/3 for presentations; worth 15% of mark <p>Readings: To be assigned closer to date (will be mostly media stories and/or podcasts)</p> <p>Notes:</p> <ul style="list-style-type: none"> • Written case study due, worth 20% of mark; due on OWL by Wednesday, March 18 at 4pm • Final class to be held at Huron; moving to Innovation Works

<p>Week 11 Wednesday, March 25, 2020 @ 6:30 – 9:30pm</p> <p>Innovation Works, 201 King Street</p>	<p>Module 4: Making Progress</p> <ul style="list-style-type: none"> • CityStudio London Workshop Date – students have developed case studies on a specific project, initiative or development in one Canadian city aimed to address a larger problem which was met with local opposition. How was this local opposition addressed? Was progress possible – and why or why not? What can be learned from this collection of cases? This workshop date will provide the class with an opportunity to examine these cases collectively – and identify strategies that work (and, that don't work) to make progress as a community • Parks Planning Focus – students will then more closely examine some of the pressing challenges facing the Parks Planning in executing projects, and apply the recommendations developed above for this context. The product of this workshop will be to collectively contribute research and ideas which can support the City of London in pursuing potentially contentious neighbourhood projects <p>Readings:</p> <ul style="list-style-type: none"> • A summary of all of the cases developed by the class will be shared in advance for review • Frank Noto, "Overcoming NIMBY Opposition," <i>Public Sector Digest</i>, February 2010. Available on OWL
<p>Week 12 Wednesday, April 1, 2020 @ 6:30 – 9:30pm</p> <p>Innovation Works, 201 King Street</p>	<p>Module 4: Making Progress</p> <ul style="list-style-type: none"> • The Great Debate - are Canada's cities equipped to address Canada's greatest social, economic, environmental and political challenges? What needs to change if we want to see greater progress? The course concludes by tackling important and central questions on the topic of cities in the federation. Guests may be invited to be part of the discussion <p>Notes:</p> <ul style="list-style-type: none"> • Second half participation marks will be posted on OWL
<p>Final Exam – date and time TBD during exam period</p>	
<p>CityStudio London Hubbub – event date TBD (details available at https://citystudiolondon.ca/events)</p>	

ADDITIONAL NOTES

Prerequisites

Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course, and you do not have written special permission from your Dean to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision 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.

Late Penalties

Assignments submitted after the stated due date, without prior approval from Dr. Graham, will be deducted 5% per day for up to 10 days at which time the assignment will receive a grade of zero.

Plagiarism

Plagiarism is an academic offense and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair, or Dean's Office, as well as the Huron University College Statement on Plagiarism, available at the Reference Desk in the Huron University College Library and at www.huronuc.on.ca. In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources can be found at www.huronuc.on.ca/library&computing~styleguides. Plagiarism detection software may be used in this course. Students may be required to submit their work in electronic form.



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

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

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

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

Please see the Code of Student Conduct at:

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

Technology

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

Attendance Regulations for Examinations

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

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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

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

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

Class Cancellations

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

Academic Student Support Services

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

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Their contact information can be found on the Huron website at: <https://huronatwestern.ca/student-life-campus/art-social-science> and at <https://huronatwestern.ca/student-life-campus/management-and-organizational-studies> .

Adding / Dropping Courses

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

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

Statement on Academic Integrity

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

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

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;

- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

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

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

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

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

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

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

Statement on Academic Offences

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

Turnitin.com

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

Computer-Marked Tests/exams

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

Clickers

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

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

Policy on “Special” Accommodation

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

Academic Consideration for Missed Work

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

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

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

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

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

Requests for Academic Consideration Using the Self-Reported Absence Form

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

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

- a. students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

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

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

University Senate policy, which can be found at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf , requires that

all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

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

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

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

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

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

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

(c) Non-Medical Grounds: Consult your Instructor directly.

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

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student’s ability to complete

work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support at Huron and at Western

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

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

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

Important Dates and Directory at Huron and Western

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

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