Political Science 3397G (550)
State and Society in the Middle East
Huron University College

Seminar:	Tuesdays 6:30-8:30 p.m.
Location:	Online (Zoom) and W17 (when in person)
Instructor:	Dr. Zheger Hassan
Email:	zhassan3@uwo.ca
Office & Office Hours:	Online -- Tuesday 5:15:6:15 p.m.

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

Course Description:
This course will introduce students to the political, social, and economic institutions of the modern Middle East. We will examine key themes such as political systems (i.e., regime-types), social and political culture, economic structures and outcomes, and state-society relations. We will also assess the role of key actors such as governments, non-governmental actors, interest groups, and individual citizens. In this sense, the course will provide a comparative approach to the domestic and regional politics of the Middle East. We will begin by outlining general approaches and challenges to understanding the region so that we have the tools to ask relevant questions such as: What explains the persistence of authoritarianism in the region? Why did the Arab Spring produce mass protests (and changes) in some countries, but not others? How does religion influence and shape government and society in the countries of the Middle East? These questions will be explored in weekly seminars by surveying the political, social, and economic institutions of various countries in the region.

Course Objectives:
By the end of the course students should be able to:
- Identify and understand the geographical and historical place of the modern Middle East;
- Demonstrate knowledge of the political, social, and economic institutions of the countries of the Middle East;
- Develop an understanding of the relationship between religion and politics and how these two ideas impact society in the Middle East;
- Ask questions and evaluate possible solutions by using core concepts, theories, and methods related to studying the politics of the Middle East;
- Synthesize and evaluate information from scholarly literature and engage with the ideas and arguments from the literature;
- Develop the ability to critically assess ideas and information and to clearly communicate your knowledge in written and oral form; and

- Improve organizational, time management, research, and analytical skills through independent and group work.

Note on course content and delivery:
From January 11-25, 2022, the course will be delivered to students remotely by synchronous instruction. Starting February 1, 2022, provided that public health and university regulations allow, we will begin in person instruction.

> The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to OWL, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Student Non-Academic Code of Conduct and/or Code of Academic Conduct, and will result in appropriate penalties. Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with Huron University College.

Required Readings:
1. The required readings (articles and book chapters) will be made available on the course website through OWL.
2. Students are also encouraged to consult the media on a regular basis to stay updated on matters concerning the politics of the Middle East. Some suggestions include reading/listening to *The New York Times*, *Haaretz*, *BBC Middle East, Jadaliyya, and Al Ahram English*.

One of the best ways to learn about the culture and politics of the Middle East is to visit the region. (Obviously this is not possible right now.) The next best way is to read fiction from writers of the region (and to eat lots of kebab). Below is a very short list of some contemporary writers from the region whose work is worth exploring:
· Naguib Mahfouz (Children of Gebelawi)
· Taha Hussein (The Days)
· Nawal El Saadawi (Woman at Point Zero and The Hidden Face of Eve)
· Tahar Ben Jelloun (The Sand Child and The Sacred Night)
· Orhan Pamuk (Snow and The Museum of Innocence)
· Assia Djebar (Women of Algiers in Their Apartment)
· Sadegh Hedayat (The Blind Owl)

Course Requirements and Evaluation:

Assignment	Value	Date
Attendance and Participation	30	Ongoing
Seminar Presentation	20	TBD
Research Paper 1	25	February 15, 2022

Attendance and Participation:
Students are expected to master the assigned readings prior to coming to class and to actively participate in and contribute to the weekly discussions. The participation grade will be based on attendance, evidence of preparation, quality of comments, capacity to analyze ideas, ***reference to the readings***, and engagement with the views expressed by others. To receive full credit for participation, students must not only have completed the reading assignments for that week and actively participate in the discussion, but they must also demonstrate higher-order critical thinking in their engagement. Students are expected to participate in a constructive and respectful manner.

Seminar Presentation:
All students will be required to give one oral presentation based on readings assigned for the class. The presentation should include a *brief* summary of the material (assume that everyone has done the reading), contain a critical analysis of the ideas and issues arising from the readings, and identify key weaknesses and omissions. The presentation is to be a critical assessment of the readings (not a summary) and it should be between 10-15 minutes in duration. You are also expected to raise issues and to pose questions for your classmates, and to facilitate (along with the professor) class discussion. The presentation should be accompanied by a ***one-page handout*** covering the main points of the presentation. (The handout may be distributed electronically and it may be in point form.) Students may also use PowerPoint to deliver the presentation.

Research Paper:
Students will write a research paper on a topic related to the course material. A list of topics will be made available to students, and students can also suggest their own topic. Topics must be related to the contents of the course and should demonstrate knowledge of the issue to be examined. It is recommended that students draft a proposal, which should include a brief outline of the topic, a clear statement of your primary research question(s), a tentative argument (i.e., thesis statement), and a provisional bibliography (including books and articles).

You will be required to write two papers, the second of which must be a revision of the first. They will be graded equally. You will make revisions and improve the first research paper on the basis of my feedback (i.e., suggestions and criticisms). You will also be credited for any improvements you make and so it is to your advantage to be self-critical.

Research Paper 1 must be 2,500 words, typed and double-spaced, in length not counting appendices or the compulsory title page or bibliography. The paper must be formatted in Times New Roman 12pt font with 2.54 cm margins all around. Papers that do not meet these basic criteria will be penalized. Students must conduct research with a MINIMUM of 12 references. Of these, reference at least **SIX** relevant academic sources. The other six sources must come from reputable media sources, think tanks, international organizations, and governmental publications. This assignment must include a bibliography and title page. References must follow a standard citation style (e.g., ASA, Chicago, or MLA), and must include specific page references for quoted passages. Students will be expected to submit their papers to turnitin.com. Detailed instructions and guidelines will be posted on MLS. If you're still reading, congratulations, you've

earned a chance to win two small prizes and bragging rights. To claim your prizes, you must be the first person to share the colours of the Kurdish flag with me on Zoom during our first session – you must type the colours in the chat within the first 15 minutes.

With Research Paper 2, you must submit (1) a 200-300 word statement (in point form) of the revisions you have made and how you have met my suggestions and criticisms; and (2) your revised paper. Every assertion in this outline must make reference to specific pages in Research Paper 2. (Grammatical revisions and other small changes can be noted in general terms.)

The Research Paper should be well-written and organized. Marks will be deducted for poorly written or poorly organized papers. Style, grammar, punctuation, and spelling are all important and will affect the grade.

Academic Offenses and Plagiarism:
Scholastic offenses are taken seriously, and students are directed to read the university policy regarding plagiarism. Huron University College uses software that can check for **plagiarism**. Students may be required to submit their written work in electronic form, and have it checked for plagiarism.

Late Policy:
Read carefully: Written assignments and exams must be submitted on the deadline by 11:55PM. If you fail to meet this deadline, your assignment <u>will be considered late</u>. Late assignments will receive a penalty of 15%. Late assignments are then due the following week at by 11:55PM. After that, the assignment will not be accepted and will receive a grade of zero.
Extensions will be granted ONLY under the following circumstances:
   (1) Humanitarian grounds (e.g., in the case of death or serious illness in the family); and
   (2) Medical grounds.
In either circumstance, you will be expected to provide documented evidence.

<u>Weekly Reading List and Class Schedule:</u>

Week 1 (January 11): Introduction to the course and organization of seminars
Readings: Please carefully read the course outline before this session.

Week 2 (January 18): Understanding the Modern Middle East
Readings:
- Michael Gasper, "The Making of the Modern Middle East," in Ellen Lust (ed.), *The Middle East.* Fifteenth Edition. (Thousand Oaks: Sage, 2020).
- Youssef M. Chouieri, "Review Article: The Middle East: Colonialism, Islam and the Nation State," *Journal of Contemporary History* Vol. 37, No. 4 (2004): 649–663.
- Lisa Blaydes, "State Building in the Middle East," *Annual Review of Political Science* Vol. 20, No. 1 (2017): 487–504.
- Bahgat Korany, "The Middle East Since the Cold War: Movement without Progress," in Louise Fawcett (ed.), *International Relations of the Middle East.* Fifth Edition. (Oxford: Oxford University Press, 2019).

- Al Jazeera: Sykes-Picot a Century On. [A century on: Why Arabs resent Sykes-Picot (aljazeera.com)](aljazeera.com)
- Frank Jacobs, "Winston's Hiccup," *The New York Times*. March 6, 2012. Available on OWL.
- Roderic Davison, "Where is the Middle East?" *Foreign Affairs* Vol. 38, No. 4 (1960): 665-675.

Week 3 (January 25): Religion and Sectarianism
Readings:
- Fanar Haddad, "'Sectarianism' and its Discontents in the Study of the Middle East," *The Journal of the Middle East* Vol. 71, No. 3 (2017): 363-382.
- Peter Mandaville, "Islam and International Relations in the Middle East: From *Umma* to Nation State," in Louise Fawcett (ed.), *International Relations of the Middle East.* Fifth Edition. (Oxford: Oxford University Press, 2019).
- Robert Lee and Lihi Ben Shitrit, "Religion, Society, and Politics in the Middle East," in Ellen Lust (ed.), *The Middle East.* Fifteenth Edition. (Thousand Oaks: Sage, 2020).
- Robert Lee, *Religion and Politics in the Middle East: Identity, Ideology, Institutions, and Attitudes* (Boulder: Westview Press, 2014), chapter 1.

Suggested:
- NPR: The origins of the Shiite-Sunni Split, http://www.npr.org/sections/parallels/2007/02/12/7332087/the-origins-of-the-shiite-sunni-split
- William Dalrymple, "The Truth about Muslims," *New York Review of Books.* November 4, 2004. Available at: https://www.nybooks.com/articles/2004/11/04/the-truth-about-muslims/?pagination=false

Week 4 (February 1): Life, Gender, and Culture
Readings:
- Mona Eltahawy, "Why Do They Hate Us? The Real War on Women in the Middle East," *Foreign Policy* (2012). Available at: https://foreignpolicy.com/2012/04/23/why-do-they-hate-us/
- Sara Mourad, "Politics at the Tip of the Clitoris: Why in Fact do they Hate us?" *Jadaliyya* (2012). Available at: [Jadaliyya - Politics at the Tip of the Clitoris: Why, in Fact, Do They Hate Us?](Jadaliyya)
- Valerie J. Joffman, "Gender Norms in the Muslim Middle East," in Valerie J. Hoffman (Ed.), *Making the New Middle East: Politics, Culture, and Human Rights* (Syracuse: Syracuse University Press, 2019).
- Lihi Ben Shitrit, "Gender, Religion, and Politics in Jewish and Muslim Contexts," in Larbi Sadiki (ed.), *Routledge Handbook of Middle East Politics: Interdisciplinary Inscriptions* (London: Routledge, 2020).

Suggested:

- Lila Abu-Lughod, "Do Muslim Women Really need Saving? Anthropological Reflections on Cultural Relativism and its Others," *American Anthropologist* Vol. 104, No. 3 (2002): 783-790.

Week 5 (February 8): The State, Governance, and Democracy
Readings:
- Oren Barak, "Security Networks, Deep States, and the Democratic Deficit in the Middle East," *The Middle East Journal* Vol. 72, No. 3 (2018): 447-465.
- Eva Bellin, "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective," *Comparative Politics* Vol. 36, No. 2 (2004): 139:157.
- Ellen Lust, "Missing the Third Wave: Islam, Institutions, and Democracy in the Middle East," *Studies in Comparative International Development* Vol. 46, No. 2 (2011): 163-190.
- Ellen Lust, "States and Institutions," in Ellen Lust (ed.), *The Middle East.* Fifteenth Edition. (Thousand Oaks: Sage, 2020).

Suggested:
- Joel Migdal, *Strong Societies and Weak States: State-Society Relations and State Capabilities in the Third World* (Princeton: Princeton University Press, 1988) pp. 181-205.

Week 6 (February 15): Political Economy of the Middle East
Readings:
- Eberhard Kienle, "'Economic Reform' Since the 1980s," in Larbi Sadiki (ed.), *Routledge Handbook of Middle East Politics: Interdisciplinary Inscriptions* (London: Routledge, 2020).
- Lisa Blaydes, "Distributive Politics in the Middle East," in Larbi Sadiki (ed.), *Routledge Handbook of Middle East Politics: Interdisciplinary Inscriptions* (London: Routledge, 2020).
- Timothy Mitchell, "Ten Propositions on Oil," in Joel Beinin, Bassam Haddad, and Sherene Seikaly (eds.), *A Critical Political Economy of the Middle East and North Africa* (Stanford: Stanford University Press, 2020).
- Rolf Schwarz, "The Political Economy of State-Formation in the Arab Middle East: Rentier states, Economic Reform, and Democratization," *Review of International Political Economy* Vol. 15, No. 4 (2008): 599-621

Suggested:
- Melani Cammett and Ishac Diwan, "The Political Economy of Development in the Middle East," in Ellen Lust (ed.), *The Middle East.* Fifteenth Edition. (Thousand Oaks: Sage, 2019).

Week 7 (February 22): Spring Reading Week

Week 8 (March 1): The Israel-Palestine Conflict
Readings:
- Simona Sharoni and Mohammed Abu-Nimer, "The Israeli-Palestinian Conflict," in Jillian Schwedler (ed.), *Understanding the Contemporary Middle East*. Fourth Edition. (Boulder: Lynne Rienner, 2013).
- Alexandre Kedar, Ahmad Amara and Oren Yiftachel, *Emptied Lands: A Legal Geography of Bedouin Rights in the Negev* (Stanford: Stanford University Press, 2018), Introduction and Chapter 1.

- Charles Smith, "The Arab-Israeli Conflict," in Louise Fawcett (ed.), *International Relations of the Middle East.* Fifth Edition. (Oxford: Oxford University Press, 2019), chapter 12.
- William Cleveland and Martin Bunton, *A History of the Modern Middle East*. Sixth Edition. (Boulder: Westview Press, 2017), chapter 23.

Suggested:
- Robert Malley and Aaron David Miller, "Trump is Reinventing the U.S. Approach to the Palestinian-Israeli Conflict," *The Atlantic* (2018). Available at: https://www.theatlantic.com/ideas/archive/2018/09/trump-israel-palestinians/570646/
- Cheryl A. Rubenberg, "The Palestinians: Justice Denied," in Valerie J. Hoffman (ed.), *Making the New Middle East: Politics, Culture, and Human Rights* (Syracuse: Syracuse University Press, 2019).

Week 9 (March 8): The Arab Spring
Readings:
- Jason Brownlee, Tareq Masoud, and Andrew Reynolds, *The Arab Spring: Pathways of Repression and Reform* (Oxford: Oxford University Press, 2015), Introduction and chapter 2.
- Marc Lynch, "Introduction" in Marc Lynch (ed.), *The Arab Uprisings Explained: New Contentious Politics in the Middle East* (New York: Columbia University Press, 2014).
- Eva Bellin, "Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring," *Comparative Politics* Vol. 44, No. 2 (2012): 127-149.

Suggested:
- Kristen Kao and Ellen Lust, "Why Did the Arab Uprisings Turn Out as They Did? A Review of the Literature," *POMED* (2017). Available at: https://pomed.org/pomed-snapshot-why-did-the-arab-uprisings-turn-out-as-they-did-a-survey-of-the-literature/
- George Joffé, "The Arab Spring in North Africa: Origins and Prospects," *The Journal of North African Studies* Vol. 16, No. 4 (2011): 507-532.

Week 10 (March 15): The Rise of ISIS
Readings:
- Fawaz A. Gerges, "ISIS and the Third Wave of Jihadism," *Current History* (2014): 339-343.
- Graeme Wood, "What ISIS Really Wants," *The Atlantic* (2015). Available at: http://www.theatlantic.com/magazine/archive/2015/03/what-isis-really-wants/384980/
- Simon Cottee, "What ISIS Really Wants" Revisited: Religion Matters in *Jihadist* Violence, But How?" *Studies in Conflict & Terrorism Vol.* 40, No. 6 (2017): 439-454.
- Charles Lister, *The Islamic State: A Brief Introduction* (Washington DC: Brookings Institution Press, 2015), pp. 1-49.
- Michael S. Smith, "Islamic State," in Shahram Akbarzadeh (ed.), *Routledge Handbook of International Relations in the Middle East* (London: Routledge, 2019).

Suggested:
- Fawaz A. Gerges, "ISIS and the Third Wave of Jihadism," *Current History* (2014): 339-343.

- Charles Lister, *The Syrian Jihad: Al Qaeda, the Islamic State and the Evolution of an Insurgency* (Oxford: Oxford University Press, 2015), chapter 11.

Week 11 (March 22): Iraq and Syria
Readings:
- Raymond Hinnebusch, "Syria," in Ellen Lust (ed.), *The Middle East.* Fifteenth Edition. (Thousand Oaks: Sage, 2020).
- Ayse Tekdal Fildis, "Roots of Alawite-Sunni Rivalry in Syria," *Middle East Policy* Vol. 19, No. 2 (2012): 148-156.
- Joost Jongerden, "Governing Kurdistan: Self- Administration in the Kurdistan Regional Government in Iraq and the Democratic Federation of Northern Syria," *Ethnopolitics* Vol. 18, No. 1 (2019): 61-75.
- Julia Choucair-Vizoso, "Iraq," in Ellen Lust (ed.), *The Middle East.* Fifteenth Edition. (Thousand Oaks: Sage, 2019).
- Adeed Dawisha, *Iraq: A Political History* (Princeton: Princeton University Press, 2013), chapter 11.
- Phebe Marr and Ibrahim al-Marashi, *The Modern History of Iraq.* Fourth Edition. (New York: Routledge, 2017), chapter 13.

Suggested:
- Robert S. Ford, "The Syrian Civil War: A New Stage, But is it the Final One?" *Middle East Institute* (2019).
- Aron Lund, "Syria's Civil War: Government Victory or Frozen Conflict?" *Stockholm FOI* (2018).

Week 12 (March 29): Saudi Arabia and Egypt
Readings:
- Tarek Masoud, "Egypt," in Ellen Lust (ed.), *The Middle East.* Fifteenth Edition. (Thousand Oaks: Sage, 2020).
- Khalil al-Anani, "Upended Path: The Rise and Fall of Egypt's Muslim Brotherhood," *The Middle East Journal* Vol. 69*, No.* 4 (2015): 527-543.
- Dina Al Sowayel, "Kingdom of Saudi Arabia," in Ellen Lust (ed.), *The Middle East.* Fifteenth Edition. (Thousand Oaks: Sage, 2020).
- Feisal G. Mohamed, "The Military, the Islamists, and the Battle over Egypt's Constitution," in Valerie J. Hoffman (ed.), *Making the New Middle East: Politics, Culture, and Human Rights* (Syracuse: Syracuse University Press, 2019).

Suggested:
- Mariz Tadros, "Regime Ruptures and Sectarian Eruptions in Post-Mubarak Egypt," in Valerie J. Hoffman (ed.), *Making the New Middle East: Politics, Culture, and Human Rights* (Syracuse: Syracuse University Press, 2019).

Week 13 (April 5): Iran and Turkey
Readings:
- Mehrzad Boroujerdi, "Iran," in Ellen Lust (ed.), *The Middle East.* Fifteenth Edition. (Thousand Oaks: Sage, 2020).

- Ali M. Ansar, *Modern Iran since 1797: Reform and Revolution*. (Third Edition). (London: Routledge, 2019), chapter 13.
- Walter Posch, "Ideology and Strategy in the Middle East: The Case of Iran," *Survival* Vol. 59, No. 5 (2017): 69-98.
- Mine Eder, "Turkey," in Ellen Lust (ed.), *The Middle East.* Fifteenth Edition. (Thousand Oaks: Sage, 2020).
- Joshua D. Hendrick, "Old and New Battles for Turkish National Identity," in Valerie J. Hoffman (ed.), *Making the New Middle East: Politics, Culture, and Human Rights* (Syracuse: Syracuse University Press, 2019).

Suggested:
- Gul Aldikacti Marshall, "The Politics of Gender Equality in Turkey," in Valerie J. Hoffman (ed.), *Making the New Middle East: Politics, Culture, and Human Rights* (Syracuse: Syracuse University Press, 2019).
- Mohammad Ayatollahi Tabaar, "Iran's War Within," *Foreign Affairs* Vol. 100, Iss. 5 (2021): 155-160, 162-168.

Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Mandatory Use of Masks in Classrooms
Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency
In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct
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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf.

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 enroll in it, you may 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.

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.

Review the policy on Attendance Regulations for Examinations here: https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

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 (http://www.turnitin.com).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (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.

Statement on Use of Personal Response Systems ("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 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/accommodation_illness.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. Further details concerning policies and procedures may be found at: http://academicsupport.uwo.ca/.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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. If documentation is requested, the student will need to complete and submit the Student Medical Certificate. 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.

(b) **Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the

conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed Consideration Request Form. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult Huron Academic Advising at huronsss@uwo.ca for any further questions or information.

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/student-life/student-services/.

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/faculty-staff-directory/.

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 Advising website, https://huronatwestern.ca/student-life/student-services/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.

Huron Student Support Services: https://huronatwestern.ca/student-life/student-services/
Office of the Registrar: https://registrar.uwo.ca/
Student Quick Reference Guide: https://huronatwestern.ca/student-life/student-services/#1
Academic Support & Engagement: http://academicsupport.uwo.ca/
Huron University College Student Council: https://huronatwestern.ca/student-life/beyond-classroom/hucsc/
Western USC: http://westernusc.ca/your-services/#studentservices

Mental Health & Wellness Support at Huron and Western
University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit https://huronatwestern.ca/student-life-campus/student-services/wellness-safety for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, https://www.uwo.ca/health/.