

**POL 3359F**  
**The Politics and Governance of Africa**  
**Fall 2021**

**Professor:** Dr. Lindsay Scorgie

**Office:** A210

**Office Hours:** Tuesdays 9:30-10:30am and Wednesdays 10:00-11:00am

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**COURSE DESCRIPTION**

**Overview:**

POL3359F will introduce students to the politics of contemporary Africa, with a particular emphasis on addressing the question of why Africa continues to be the poorest and arguably most volatile continent. The course will explore this query through the use of both theoretical literature on Africa's underdevelopment, as well as focused case studies of particular countries. It will cover the history, politics, economics, and socio-cultural factors of development in Africa, starting with the precolonial era, but with particular emphasis on the 20<sup>th</sup> and 21<sup>st</sup> centuries.

The course begins with an exploration into precolonial and colonial political structures, before moving on to the legacies of colonial rule with regards to leadership styles and governance trends in the latter half of the 20th century. Students will then look into the causes and consequences of conflict in Africa, including consideration of the 'greed versus grievance' debate, the 'resource curse', the violent politics surrounding poaching, weak states and borderland spaces, as well as the approaches taken by different countries towards transitional justice and reconstruction in the aftermath of war. Finally, the course will consider a range of other issues currently affecting African politics, including China's extensive neocolonial presence on the continent, practices of foreign aid by the international community, the increasing involvement of women in the political sphere, and the HIV/AIDS crisis and other health issues such as the COVID-19 pandemic.

**Learning Objectives:**

By the end of the course, students will have a thorough understanding of trends in contemporary African politics. They will be familiar with the historical developments that contributed to such trends, and particularly be able to identify the lasting ramifications of colonialism and continuing neo-colonial dynamics on the continent.

**Course Methodology:**

POL3359F is a seminar course; many classes will start with a 30-45min. lecture, followed by a student-led presentation of the readings, and then discussion amongst the class. However, a number of classes will follow more interactive formats, such as debates, persuasive speeches, and so on. As such, there will be a strong emphasis upon class participation. Students must be willing to be active members of the class, and it is essential that they arrive to class prepared. Adequate preparation includes having completed the 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.

### Course Communication:

I am happy to meet with students during office hours, both to discuss issues relating to the course, as well as one's academic career more generally. If it is not possible to make the scheduled office hour time, please get in touch via email and an alternate time to meet can be arranged. I endeavor to respond to student emails within **48 hours** on weekdays.

Students are required to check their UWO email accounts on a regular basis, as items such as the following will be posted throughout the term: additional readings, further instructions for assignments, notifications of any changes in the class schedule, etc.

## COURSE READINGS

All readings are available under the 'Resources' folder on OWL. Please note that all listed readings are **required readings**, to be done in advance of class. Students are **strongly** encouraged to follow news from Africa, as many of the issues covered in the course will be developing in real time somewhere on the continent. Some suggestions of the best sources include the *BBC*, *The New York Times*, *The Washington Post*, *The Guardian*, *The Independent*, *France 24*, *Le Monde*, *The Economist*, *Al Jazeera*, and *Vice News*. Some excellent podcasts that I recommend subscribing to are *Africa Today*, *The China in Africa Podcast*, *Debate Africa*, and *Africa Daily*.

## COURSE REQUIREMENTS

Assignment:	% of Grade:	Due Date:
Map Quiz	Value 15%	Sept. 29
Seminar Discussion	Value 10%	TBD
Newsreel	Value 5%	TBD
Participation	Value 15%	Ongoing evaluation
Research Essay	Value 30%	December 1
Exam	Value 25%	During the December Exam Period

### Map Quiz:

In the fourth week of the course students will write a map quiz. Students will be given a blank political map of Africa and be expected to write in the name, capital city, and former colonial ruler of each country.

\*\*A 2% bonus mark (**to the entire course grade**) is available to those students who can also correctly identify the leader (last name only) of each African state. No partial bonus marks will be given – all leaders must be correctly identified.

### Seminar Discussion:

Students will be required to lead one seminar discussion on a particular week's topic. In addition to the assigned readings that week, students will be required to do further research on the subject. Based on their research, each student will give a presentation of 10-12 minutes, which is to then be followed by a general discussion.

In terms of subject matter, it is important to keep in mind that the assigned readings are meant as the starting point for exploration into the topic. Therefore, it is imperative that students **do not provide a summary** of the readings in their presentation. They should very much rely on the **further research** they have conducted into the topic, and deliver a dynamic, argumentative, and analytical presentation.

Sign-up for presentation dates will take place in early September. Please note that late penalties do not apply to this assignment and no extensions will be granted. In other words, missed presentations will automatically result in a mark of zero.

### **Newsreel:**

Each student will be required to deliver a short (5 minutes maximum) presentation at the start of a class, on a current political news event occurring within Africa. 24 hours prior to the presentation – by the previous Tuesday at 12:30pm – the assigned student must email the professor a news article about the event, which will then be posted on OWL for the class to read.

Therefore, the first several minutes of each class will be devoted to discussing the news on the continent. This will aid immensely in understanding current political dynamics, and thus it is essential that all students do their part by (1) adequately preparing for their own news presentation, and (2) keeping on top of the news articles posted on OWL each Tuesday.

Sign-up for presentation dates will take place in early September. Please note that late penalties do not apply to this assignment and no extensions will be granted. In other words, missed presentations will automatically result in a mark of zero.

### **Participation:**

Class participation will be graded on the basis of active participation in class – **students do not get participation marks simply for showing up**. I will take into account the quality of one's contributions (i.e. demonstrating familiarity with, and understanding of, the readings) when assessing participation in class. Thus, to do well in the participation portion of the course, **it is imperative that students arrive to class having completed that week's readings**.

### **Research Essay:**

Students will be required to write a 3,000 word essay on a topic of their choice, within the overall subject of African politics and governance. The essay is to be based on a minimum of twelve academic sources (peer-reviewed journals, books, or book chapters), and is due December 1. Students must consult with the professor at least three weeks in advance of the due date about their preliminary thesis.

Formatting requirements for the paper 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, paper title (your essay must have an actual title), and word count
- footnotes and bibliography must be included
- Chicago Manual of Style citation format should be carefully and consistently followed throughout
- word limit excludes footnotes and bibliography; students are permitted to be within 200 words of the word limit, and 1 mark will be taken off for every 100 words below or above the specified word limit

The essay is due at the beginning of class, in person, on the specified due date. The late penalty for the paper is 5 marks per day, weekends included. If submitted during or after class on the due date, the late penalty will be 2.5 marks. Essays will not be accepted after ten days past the submission deadline (this includes weekends).

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, studying for the LSAT, or being out of town, do not constitute valid reasons for extensions. Extensions are very rarely granted; if requesting one, documentation of your reason (i.e. doctor's note, hospital records) must be provided to the appropriate sources.

In addition to submitting a hard copy of their papers, students will be required to submit an online copy to the course website, where it will be checked for plagiarism via Turnitin.com. All forms of plagiarism will be taken extremely seriously.

**Exam:**

The exam will take place during the December examination period; the specific date will be set by the Office of the Registrar. The two hour exam will cover the **entire** course: readings, lectures, newsreel topics, and student presentations and discussions. It will be a series of short answer questions.

## CLASS SCHEDULE

**Sept. 8**

**Introduction to African Politics**

- Diamond, Jared. "The Shape of Africa." *National Geographic* (2005).
- Gettleman, Jeffrey. "'Africa Rising?' 'Africa Reeling' may be more fitting now." *The New York Times* (17 October 2016). Available at: <https://www.nytimes.com/2016/10/18/world/africa/africa-rising-africa-reeling-may-be-more-fitting-now.html?ref=world&r=0>.
- Chazan, Naomi. "The Diversity of African Politics: Trends and Approaches," in Naomi Chazan, et al, eds., *Politics and Society in Contemporary Africa* (Boulder: Lynne Rienner, 1999): 5-34.

**Sept. 15**

**Precolonial and Colonial Political Structures**

- Ehret, Christopher. "Africa in the Era of the Slave Trade, 1640-1800," in *The Civilizations of Africa: A History to 1800* (Charlottesville: University of Virginia Press, 2002): Chapter 9. Available at: online via UWO library.
- Bates, Robert. "The Centralization of African Societies," in *Essays on the Political Economy of Rural Africa* (Berkeley: University of California Press, 1987): Chapter 2.
- Rodney, Walter. "Colonialism as a System for Underdeveloping Africa," in *How Europe Underdeveloped Africa* (London: Bogle-L'Ouverture Publications, 1972): Chapter 6.
- Herbst, Jeffrey. *States and Power in Africa: Comparative Lessons in Authority and Control* (Princeton: Princeton University Press, 2000): Chapter 3.

- Sept. 22**      **The Rise of Personalized Rule, and the Nature of the State in Post-Colonial Africa**
- Morlin-Yron, Sophie. “What’s the real size of Africa? How Western states used maps to downplay size of continent.” *CNN* (23 March 2017). Available at: <http://edition.cnn.com/2016/08/18/africa/real-size-of-africa/index.html>.
  - Jackson, Robert H., and Carl G. Rosberg. “Why Africa’s Weak States Persist: The Empirical and the Juridical in Statehood.” *World Politics* 35, 1 (1982): 1-24.
  - Herbst, Jeffrey. *States and Power in Africa: Comparative Lessons in Authority and Control* (Princeton: Princeton University Press, 2000): Chapters 1 & 9.
- Sept. 29**      **Map Quiz**
- No readings.
- Oct. 6**      **The Resource Curse**  
**Guest Lecture: Dr. Dan Fahey, Former Lead Member of the United Nations Group of Experts on the DRC**
- Le Billon, Philippe. “Angola’s Political Economy of War: The Role of Oil and Diamonds, 1975-2000.” *African Affairs* 100, 398 (2001): 55-80.
  - McMillan, John. “Promoting Transparency in Angola.” *Journal of Democracy* 16, 3 (2005): 155-169.
  - Dizolele, Mvemba Phezo. “Dodd-Frank 1502 and the Congo Crisis.” *CSIS* (22 August 2017). Available at: <https://www.csis.org/analysis/dodd-frank-1502-and-congo-crisis>.
  - Seay, Laura E. “What’s Wrong with Dodd-Frank 1502? Conflict Minerals, Civilian Livelihoods, and the Unintended Consequences of Western Advocacy.” *Center for Global Development* (5 January 2012).
  - *The Economist*. “The Twilight of the Resource Curse?” *The Economist* (8 January 2015). Available at: <https://www.economist.com/middle-east-and-africa/2015/01/08/the-twilight-of-the-resource-curse>.
- Oct. 13**      **Civil War in Africa: Greed or Grievance?**
- Collier, Paul, and Anke Hoeffler. “Greed and Grievance in Civil War.” *The World Bank* (1999).
  - Reno, William. “Shadow States and the Political Economy of Civil Wars,” in *Greed & Grievance: Economic Agendas in Civil Wars* (Boulder: Lynne Rienner Publishers, 2000): 43-68. Available at: [https://www.idrc.ca/sites/default/files/openebooks/421-5/index.html#page\\_43](https://www.idrc.ca/sites/default/files/openebooks/421-5/index.html#page_43).
  - Berdal, Mats. “Beyond Greed and Grievance: And Not Too Soon...A Review Essay.” *Review of International Studies* 31, 4 (2005): 687-698.
  - Sousa, Ricardo Real P. “Greed, Grievance, Leadership and External Interventions in the Initiation and Intensification of the Civil War in Angola.” *Janus.Net E-Journal of International Relations* 7, 1 (2016): 73-95. Available at: <http://www.redalyc.org/html/4135/413546002006/>.
- Oct. 20**      **Post-Conflict Reconstruction and Transitional Justice: Rwandan Case Study**  
**Guest Lecture: Dr. Denis Bikeshu, Dean of the School of Law, University of**

### **Rwanda, and former Director of the Gacaca Courts in Rwanda**

- Uvin, Peter, and Charles Mironko. “Western and Local Approaches to Justice in Rwanda.” *Global Governance* 9, 2 (2003): 219-231.
- Clark, Phil. “When the Killers Go Home.” *Dissent* 52, 3 (2005): 14-21.
- Felix Mukwiza Ndahinda & Alphonse Muleefu. “Revisiting the Legal and Socio-Political Foundations and (Western) Criticisms of Gacaca Courts.” *African Perspectives on Tradition and Justice* (2012): 149-173.
- Kabwete, Charles Mulinda. “Towards Justice and Reconciliation in Post-Conflict Countries.” *ACCORD* 1 (2018). Available at: <https://www.accord.org.za/ajcr-issues/towards-justice-and-reconciliation-in-post-conflict-countries/>.
- (If you feel like you need more background/overview of what happened with regards to the Rwandan genocide, see this BBC article and explore further links on both the genocide and its aftermath: <http://www.bbc.com/news/world-africa-26875506> – this is not mandatory reading).

**Oct. 27**

### **Foreign Aid**

- Sachs, Jeffrey. “A Pioneering Perspective: The Global Social Movement Against Extreme Poverty.” *Harvard International Review* 33, 1 (2011): 78-82.
- Easterly, William. “The Ideology of Development.” *Foreign Policy* 16, 1 (2007): 30-35.
- Zorbas, Eugenia. “Aid Dependence and Policy Independence: Explaining the Rwandan Paradox,” in Scott Straus and Lars Waldorf, eds., *Remaking Rwanda: State Building and Human Rights After Mass Violence* (Madison: University of Wisconsin Press, 2011): 103-117.
- Mariam, Al. “Trump’s suspicion of foreign aid to Africa is right on the money.” *The Hill* (3 September 2017). Available at: <http://thehill.com/blogs/pundits-blog/foreign-policy/323198-trumps-suspicion-of-foreign-aid-to-africa-is-right-on-the>.

**Nov. 3**

### **Reading Week**

- No readings.

**Nov. 10**

### **China in Africa**

- Nyadera, Israel, et al. “China-Africa Relations: Do Non-Economic Drivers Matter?” *Africa Review* 13, 2 (2021): 175-198.
- Albert, Eleanor. “China in Africa.” *Council on Foreign Relations* (12 July 2017). Available at: <https://www.cfr.org/background/china-africa>.
- Larmer, Brook. “Is China the world’s new colonial power?” *The New York Times* (2 May 2017). Available at: <https://www.nytimes.com/2017/05/02/magazine/is-china-the-worlds-new-colonial-power.html>.
- Poplak, Richard. “The new scramble for Africa: how China became the partner of choice.” *The Guardian* (22 December 2016). Available at: <https://bit.ly/3eU5wBI>.
- Madowo, Larry. “Should Africa be wary of Chinese debt?” *BBC* (3 September 2018). Available at: <https://www.bbc.com/news/world-africa-45368092>.

Nov. 17

### Women and Politics

- Dube, Rumbidzai. “Only boys allowed: Seven faces of Zimbabwe’s political patriarchy.” *African Arguments* (11 July 2018). Available at: <http://africanarguments.org/2018/07/11/boys-allowed-7-faces-zimbabwe-patriarchy/>.
- Al-Karib, Hala. “The dangers of NGO-isation of women’s rights in Africa.” *Al Jazeera* (13 December 2018). Available at: <https://bit.ly/3hXRIxk>.
- Tripp, Aili Mari. “Women and Politics in Africa Today.” *Democracy in Africa Blog Posting* (2013). Available at: <http://democracyinafrica.org/women-politics-africa-today/>.
- Burnet, Jennie. “Gender Balance and the Meanings of Women in Governance in Post-Genocide Rwanda.” *African Affairs* 107, 428 (2008): 361-386.

Nov. 24

### Borderlands and Weak State Spaces

- Scorgie, Lindsay. *Conflict at the Edge of the African State: The ADF Rebel Group in the Congo-Uganda Borderland* (Washington: Lexington Books, 2021): Chapters 3 and 6.
- Naish, Dominic. “Security and Conflict Management in the African Borderlands: A People-Centered Approach.” *ACCORD* 1 (2017). Available at: <https://www.accord.org.za/conflict-trends/security-conflict-management-african-borderlands/>.
- Scogie, Lindsay, and Mallory Dunlop. “Congo officials claim that a rebel group is tied to the Islamic State. That could backfire.” *The Washington Post* (8 July 2021). Available at: <https://www.washingtonpost.com/politics/2021/07/08/congo-officials-claim-that-rebel-group-is-tied-islamic-state-that-could-backfire/>.
- Aniche, Ernest Tooichi. “Borderlands in West Africa are ungoverned: why this is bad for security.” *The Conversation* (1 July 2021). Available at: <https://theconversation.com/borderlands-in-west-africa-are-ungoverned-why-this-is-bad-for-security-161453>.

Dec. 1

### HIV/AIDS and Other Health Crises

- Falisse, Jean-Benoît. “Why have so many African leaders died of COVID-19?” *BMJ Global Health* 6 (2021): 1-6.
- Mwesigwa, Alon, & Peter Beaumont. “Did children die because of ‘white saviour’ Renee Bach?” *The Guardian* (17 October 2019). Available at: <https://www.theguardian.com/global-development/2019/oct/17/did-a-white-saviours-evangelical-zeal-turn-deadly-uganda-renee-bach-serving-his-children>.
- Piot, Peter, et al. “Squaring the Circle: AIDS, Poverty, and Human Development.” *PLOS Medicine* 4, 10 (2007). Available at: <http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.0040314>.
- Timberg, Craig, & Daniel Halperin. “Colonialism in Africa helped launch the HIV epidemic a century ago.” *The Washington Post* (27 February 2012). Available at: <https://wapo.st/2W8gvAK>.
- Garrett, Laurie. “The Next AIDS Pandemic.” *Foreign Policy* (26 July 2017). Available at: <https://foreignpolicy.com/2017/07/26/the-next-aids-pandemic/amp/>.

Dec. 8

### **The Politics and Ethics of Poaching and Conservation**

- Holmes, Oliver, & Nick Davies. “Revealed: the criminals making millions from illegal wildlife trafficking.” *The Guardian* (26 September 2016). Available at: <https://bit.ly/2UH7gak>.
- Marijnen, Esther, and Judith Verweijen. “Selling Green Militarization: The Discursive (re)Production of Militarized Conservation in the Virunga National Park, Democratic Republic of the Congo.” *Geoforum* 75: 274-285.
- Annecke, Wendy, and Mmoto Masubelele. “A Review of the Impact of Militarization: The Case of Rhino Poaching in Kruger National Park, South Africa.” *Conservation and Society* 14, 3 (2016): 195-204.
- Newburger, Emma. “‘Filthy bloody business:’ Poachers kill more animals as coronavirus crushes tourism to Africa.” *CNBC* (24 April 2020). Available at: <https://www.cnbc.com/2020/04/24/coronavirus-poachers-kill-more-animals-as-tourism-to-africa-plummets.html>.



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

### **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.

### **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>.

### **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](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](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](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](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](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](mailto: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](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto: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](mailto: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](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, <https://www.uwo.ca/health/>.