

**POL 3359G / GLE 3001G**  
**Virtual Experiential Learning in Post-Genocide Peacebuilding:**  
**Rwanda in Comparative Context**

**Dr. Lindsay Scorgie (with Dr. Denis Bikeshu, Dean of Law, University of Rwanda)**

**Office:** A215 (but office hours will be held virtually on an appointment basis)

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**This is a virtual course with no in-person component. Each day of class will be held synchronously at 10am-12pm (EST). Students are encouraged to attend as many classes as possible synchronously, however if they are not able to, the professor can accommodate this. Anyone who has to do the course (or parts of the course) asynchronously should get in touch with Dr. Scorgie as soon as possible.**

**Background to POL 3359G / GLE 3001:**

For the past several years Dr. Scorgie has led an experiential learning course to Rwanda for senior undergraduate students at Huron College, Western University (UWO). The course has traditionally been composed of two components: first, extensive Huron-based preparation in order for students to familiarize themselves with Rwanda's history, politics, and culture, and second, a ten-day intensive stay in Rwanda over the spring break.

While in February 2020 it was possible to still implement the travel component of the course, unfortunately the scheduled course for 2021 was cancelled. However, Dr. Scorgie together with the Dean of the School of Law at the University of Rwanda (UR), Dr. Denis Bikeshu, received the Association of Commonwealth Universities' Virtual Mobility Grant, which provides an exciting opportunity for students to still learn about Rwanda's recovery in an in-depth and immersive manner. It will allow them to gain valuable global and intercultural experiences through partnering with UR, and having the opportunity to study alongside senior Rwandan undergraduate students. The course will thus be run in conjunction with Dr. Bikeshu's undergraduate students at UR. It will be co-taught by Dr. Scorgie and Dr. Bikeshu, and will involve approximately twenty senior undergraduate students from each institution.

**Thematic focus**

Rwanda is well known for its horrific 1994 genocide in which approximately one million Tutsis and moderate Hutus were killed in the space of 100 days. Since then the country has made enormous and impressive strides to recovery, becoming a beacon of relative prosperity and stability in a troubled and tumultuous region. The road to recovery is more complex and challenging than first meets the eye, however. There is often debate amongst academics, the international community, humanitarians, and others, over strategies for post-genocide recovery, peacebuilding, and transitional justice. This course is designed to expose students to these debates, exploring various facets of contemporary Rwanda in order to better understand: (1) the methods of recovery that Rwanda has pursued, and (2) political, economic, and socio-cultural dynamics of peacebuilding.

The thematic focus of the online summer school will be expanded from the experiential learning course of years past, including having students consider the experience of Canada and its cultural genocide of Indigenous peoples. In particular, the summer school will have three areas of focus:

1. Genocide studies, peacebuilding, and transitional justice in a wider and comparative context.
2. Rwanda's post-genocide recovery, with particular attention to its transitional justice process (i.e. International Criminal Tribunal for Rwanda, the Gacaca Courts, and ordinary courts), reconciliation experience, and local/community-level peacebuilding initiatives.
3. Canada's post-genocide recovery, with particular attention to the lasting impact of its residential school system, the transitional justice process (i.e. the Truth and Reconciliation Commission of Canada), reconciliation experience, and local/community-level peacebuilding initiatives.

**The course:**

**Day 1: Introduction to genocide studies, transitional justice, and peacebuilding**

Before becoming well-versed in the Rwandan and Canadian experiences, students will have an opportunity to first place these case studies within the larger genocide studies, peacebuilding, and transitional justice context. Looking briefly at several other modern genocides – such as Cambodia, Bosnia, Darfur, the Yazidis, and the Rohingya – the students will consider broader patterns of 20<sup>th</sup> and 21<sup>st</sup> century genocides and their aftermaths (including transitional justice and peacebuilding attempts).

#### **Days 2-5 (except for day 4): Rwanda – The 1994 Genocide Against the Tutsis, and the post-genocide recovery**

After day one's introduction, students will spend the next five days of the summer school learning in-depth about the Rwandan case study. They will virtually attend guest lectures by Rwandans involved in a myriad of dimensions of Rwanda's recovery process, ranging from academics to community peacebuilders. A list of the speakers and a brief description of them is provided below:

- Dr. Jean Damascène Gasanabo of the National Commission for the Fight Against Genocide, which conducts academic and investigatory work on the subject of genocide denial.
- Dr. Ruvebana Etienne, School of Law at UR, who is an expert on genocide prevention.
- Professor Kabwete Mulinda, Dean of the School of Governance at UR, who will discuss the genocide's historical context.
- Samuel Munderere, Chief Executive of Survivors Fund (SURF), and a survivor of the genocide. SURF works to assist some of the most vulnerable survivors of the genocide both financially and psychosocially.
- D'artagnan Habintwali, tour guide at the Kigali Genocide Memorial and board member of GAERG, which is an organization of student survivors of the genocide.
- Dr. Alphonse Muleefu, Principal of UR, and expert on transitional justice and the Gacaca Courts.

Second, students will virtually partake in a number of 'site' visits. These are locales that traditionally are visited by the Huron College students during their experiential learning course to Rwanda, and which provide important context to not only the genocide, but today's socio-cultural landscape of Rwanda. There will be virtual visits with the following locations:

- Kigali Genocide Memorial: Rwanda's primary genocide burial site and museum.
- Campaign Against Genocide Museum: a memorial and museum dedicated to the government's military endeavors to end the genocide.
- Mutobo Demobilization and Integration Centre: where ex-combatants learn the skills to successfully reintegrate socio-economically back into civilian life.

#### **Day 4: 'Narrating Transitional Justice: History, Memory, Poetics and Politics' conference**

Day 4 coincides with a virtual international conference – being hosted by McMaster University in Canada – entitled 'Narrating Transitional Justice: History, Memory, Poetics and Politics' (the conference's website can be accessed at the following address: <https://bit.ly/3mnM2be>). The conference is dedicated to looking comparatively at different country's experiences with transitional justice, through a multi-disciplinary lens. It features talks on the Rwandan experience with transitional justice, as well as other post-genocide states such as Cambodia. The central themes of the conference coincide perfectly with those of the summer school, and thus students will be encouraged to attend as many sessions of the conference as possible (which will run 9:00am – 5:00pm EST). The hosts of the conference have kindly granted access to all sessions for the participants of the summer school. During the conference, Dr. Scorgie will be presenting on Friday July 30, 1:30-3:00, and students are invited (but not obliged) to attend. They are in fact invited to attend any of Friday's panels, but given that Friday is not part of the course, there is no obligation to do so.

#### **Days 6-9: Canada – Cultural genocide against the Indigenous peoples, and its lasting legacies**

For the next four days students will learn about the residential school system in Canada – a system that amounted to cultural genocide – and the intergenerational trauma that has been created, as well as the country's attempts at post-genocide healing. Students will delve into the above themes through the following methods:

First, they will attend a number of guest lectures by experts on the subject, including:

- Dr. Thomas Peace, Associate Professor of History at Huron College, UWO, who will discuss the historical interaction of Indigenous peoples with colonial schools and colleges.
- Natalie Cross, MA Public History Candidate at Carleton University, who will deliver a lecture entitled 'Navigating

the Calls: Doing Historical Research and the TRC's Final Report'.

- Krista McCracken, Public Historian and Archivist, who will discuss the origins and operations of the residential school system.
- Raymond Deleary, Executive Director of Atlohsha Family Healing Services, who will lecture on the important healing work that Atlohsha does for the Indigenous community of London, Ontario.

Second, they will participate in a number of virtual 'site' visits, including:

- Shingwauk Residential Schools Center: a cross-cultural education center focused on collecting, preserving, and educating about, the residential school system.
- The Woodland Cultural Centre: a museum and education center that operates on the grounds of a former residential school in Brantford, Ontario.

### **Days 10-11: Student presentations**

The last two days of the course will feature student presentations.

#### **Learning outcomes:**

By the end of the course, students will have a thorough understanding of contemporary Rwandan political dynamics. They will be familiar with historical developments that contributed to such dynamics, and particularly be able to identify the circumstances leading up to the genocide, as well as the political, economic, and socio-cultural ramifications of the events of 1994. Students will furthermore have a solid understanding of Canada's residential school system and why this amounted to cultural genocide. They will be familiar with the Truth and Reconciliation Commission as well as other political and community reparation and transitional justice attempts. Finally, participants of the summer school will be able to place these two genocide case studies within a broader comparative context of 20<sup>th</sup> and 21<sup>st</sup> century genocides.

The summer school provides both the Canadian and Rwandan students with a valuable opportunity to develop their intercultural competencies. While of course all virtual, the students nevertheless will be able to attend lectures and panel discussions together, participate in break-out group discussions and debates with one another, and ultimately collaboratively work on group projects.

#### **Assignments:**

The following are the assignments that each student will be required to complete:

##### **1. Critical Responses (30% of final grade):**

Students are expected to write a short critical response paper (4-5 paragraphs) for 6 classes. Eligible classes for this are noted below. Each critical response is worth 5% of the total grade. The purpose of these responses are to demonstrate that students have done the readings and critically reflected upon them – i.e. that they have compared and contrasted them, perhaps, or identified some common themes linking them, etc. There is a guide for writing critical responses on OWL under the 'Resources' tab; students should carefully read and follow this. Responses are due by 10am on the morning of the class in question. ***Because we are under a 'time crunch' in terms of getting the readings done, I will not be able to accept late critical responses.*** Please upload papers to OWL, under the 'Assignments' tab.

Please note that it is expected that students complete ***all readings*** regardless of whether they are doing a critical response on that particular day. As this is a condensed course, the reading list may feel heavy at times, but there are several days with no readings at all. Please use such days strategically in order to make sure that all readings are done ***in advance*** of each class.

##### **2. Participation (20% of final grade):**

It is expected that students will actively engage in discussion with the various organizations and individuals that they encounter during the summer school. For students unable to attend synchronous sessions, it is expected that they will make full use of the online forum in order to attain participation marks. The professor will take into

account the *quality* of one’s contributions – not simply the quantity – when assessing participation.

**3. Essay (35% of final grade):**

Students will be required to write a 2,500-word essay on a topic of their choice (within the overall subject of genocide, peacebuilding, and transitional justice). Students will be encouraged to think about ways to acquire primary information/observations on their topic while attending the summer school. The essay will be due on the last day of class at 10am. *It is not possible to be granted an extension for this assignment, as it is an extremely tight timeframe re. essays getting marked and final grades submitted.*

**4. Group Project / Presentation (15% of final grade):**

Throughout the course there will be a strong emphasis on interaction between the Canadian and Rwandan students. As such, part of each student’s overall course grade will be based on their development of a collaborative short research project and presentation. The projects will be done in groups of 4, with equal composition of Canadians and Rwandans. The groups will be expected to communicate and/or meet outside of class time (at times of their choosing and which are conducive to all group members) to first choose their topic, and then to work on their research and final output.

Groups will deliver their presentations on the last two days of class. The presentations will be 15 minutes in length, followed by a 15 minute discussion, to be led by the group members. Students are encouraged to practice their presentations in advance and pay particular attention to timing, as the time limits are strict (!). Further instructions will be delivered to students on the first day of class.

**Program (subject to alteration on short notice if speakers’ schedules have to change)**

WEEK ONE			
1 <sup>st</sup> Day			
Date	Activity	Time	Facilitator and Readings
<u>26 July 2021</u>	Introduction to course (talk will be recorded)	4-5pm (Rwanda) 10-11am (Canada)	Dr. Scorgie and Dr. Bikesha <ul style="list-style-type: none"> <li>RR: Please read the course syllabus in its entirety, in-depth</li> </ul>
	Introduction to genocide, transitional justice, and peacebuilding (talk will be recorded)	5-6pm (Rwanda) 11am-12pm (Canada)	Dr. Scorgie and Dr. Bikesha <ul style="list-style-type: none"> <li>RR: Adam Jones. <i>Genocide: A Comprehensive Introduction. Chapter One</i></li> <li>RR: Philip Gourevitch. 18 December 1995. “Letter from Rwanda: After the Genocide.” <i>The New Yorker</i>. <a href="https://www.newyorker.com/magazine/1995/12/18/after-the-genocide">https://www.newyorker.com/magazine/1995/12/18/after-the-genocide</a> *This is an excerpt (essentially) from Gourevitch’s well-known book, <i>We Wish to Inform You That Tomorrow We Will Be Killed With Our Families</i>. This is an excellent book, and I strongly advise you to read it in its entirety (it’s not a long read)</li> <li>RR: Ervin Staub. 2008. “Promoting Reconciliation After Genocide and Mass Killing in Rwanda – and Other Post-Conflict Settings: Understanding the Roots of Violence, Healing, Shared History, and General Principles,” in Arie Nadler et al (eds.) <i>The Social Psychology of Intergroup Reconciliation</i>, pp. 395-421 <a href="http://people.umass.edu/estaub/18-Nadler-Chap17.Staub.pdf">http://people.umass.edu/estaub/18-Nadler-Chap17.Staub.pdf</a></li> </ul>

<b>2<sup>nd</sup> Day</b>			
<b>27 July 2021</b> *Eligible for critical response	Rwanda – background and history of the genocide (talk will be recorded)	4-5pm (Rwanda) 10-11am (Canada)	Dr. Charles Kabwete Mulinda, Dean of the School of Governance, UR <ul style="list-style-type: none"> <li>RR: Helen Hintjens. 2001. “When Identity Becomes a Knife: Reflecting on the Genocide in Rwanda.” <i>Ethnicities</i> 1(1), pp. 25-55</li> <li>RR: Lee Ann Fujii. 2004. “Transforming the Moral Landscape: The Diffusion of a Genocidal Norm in Rwanda.” <i>Journal of Genocide Research</i> 6(1), pp. 99-114</li> </ul>
	Rwanda – the experience of survivors	5-6pm (Rwanda) 11am-12pm (Canada)	Mr. Munderere Samuel, Chief Executive of Survivors Fund <ul style="list-style-type: none"> <li>RR: Maggie Zraly and Laetitia Nyirazinyoye. 2010. “Don’t let the suffering make you fade away: An ethnographic study of resilience among survivors of genocide-rape in southern Rwanda.” <i>Social Science &amp; Medicine</i> 70(10), pp. 1656-1664</li> <li>RR: Jennie E. Burnet. 2012. <i>Genocide Lives in Us: Women, Memory, and Silence in Rwanda, Chapter Two</i></li> </ul>
<b>3<sup>rd</sup> Day</b>			
<b>28 July 2021</b> *Eligible for critical response	Rwanda – the role of denial in distortion and trivialization of the genocide	4-5pm (Rwanda) 10-11am (Canada)	Dr. Gasanabo Jean Damascene, National Commission for the Fight Against Genocide <ul style="list-style-type: none"> <li>RR: Andrew Wallis, 2015. “Denying Genocide: The Rwanda Plan.” <i>Open Democracy</i> <a href="https://www.opendemocracy.net/en/denying-genocide-rwanda-plan/">https://www.opendemocracy.net/en/denying-genocide-rwanda-plan/</a></li> <li>RR: Andrew Wallis, 2015. “Denying Genocide: How the West Failed Rwanda (Again).” <i>Open Democracy</i> <a href="https://www.opendemocracy.net/en/denying-genocide-rwanda-plan/">https://www.opendemocracy.net/en/denying-genocide-rwanda-plan/</a></li> </ul>
	Rwanda – genocide prevention (talk will be recorded)	5-6pm (Rwanda) 11am-12pm (Canada)	Dr. Ruwebana Etienne, School of Law, UR <ul style="list-style-type: none"> <li>RR: Etienne Ruwebana and Marcel Brus. “Before It’s Too Late: Preventing Genocide by Holding the Territorial State Responsible for not Taking Preventive Action.” <i>Netherlands International Law Review</i> 62 (1): 25-47.</li> <li>RR: Samantha Power. 2001. “Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen.” <i>Atlantic Monthly</i> 288(2), pp. 84-109</li> <li>OR: Gregory H. Stanton. 2004. “Could the Rwandan genocide have been prevented?” <i>Journal of Genocide Research</i> 6(2), pp. 211-228</li> </ul>
<b>4<sup>th</sup> Day</b>			
<b>29 July 2021</b>	Transitional Justice in comparative context (nothing to be recorded)	3-11pm (Rwanda) 9am-5pm (Canada)	Transitional Justice conference at McMaster University <ul style="list-style-type: none"> <li>RR: None</li> </ul>
<b>WEEK TWO (Monday is a holiday in Canada and thus no class)</b>			
<b>5<sup>th</sup> Day</b>			
<b>3 August 2021</b>	Rwanda – transitional	4-5pm (Rwanda)	Dr. Denis Bikeshu and Dr. Alphonse Muleefu

*Eligible for critical response	justice and the Gacaca Courts	10-11am (Canada)	<ul style="list-style-type: none"> <li>RR: Felix Mukwiza Ndahinda and Alphonse Muleefu. 2012. "Revisiting the Legal and Socio-Political Foundations and (Western) Criticisms of Gacaca Courts." <i>African Perspectives on Tradition and Justice</i>, pp. 149-173</li> <li>RR: Peter Uvin and Charles Mironko. 2003. "Western and Local Approaches to Justice in Rwanda." <i>Global Governance</i> 9(2), pp. 219- 231</li> <li>RR: A.L.M. de Brouwer and E. Ruwebana.. 2013. "The Legacy of the Gacaca Courts in Rwanda: Survivors' Views." <i>International Criminal Law Review</i> 13(5), pp. 937-976</li> </ul>
	Rwanda – transitional justice and ex-combatants	5-6pm (Rwanda) 11am-12pm (Canada)	Mr. D'artagnan Habintwali, Kigali Genocide Memorial Site <ul style="list-style-type: none"> <li>RR: Phil Clark. 2005. "When the Killers Go Home." <i>Dissent</i> 52(3), pp. 14- 21</li> <li>OR: Allan Thompson. 11 April 2009. "The father and daughter we let down." <i>The Toronto Star</i> <a href="https://bit.ly/2VIFcn9">https://bit.ly/2VIFcn9</a></li> </ul>
<b>6<sup>th</sup> Day</b>			
<b>4 August 2021</b> *Eligible for critical response	Canada – the residential school system	4-5pm (Rwanda) 10-11am (Canada)	Krista McCracken, Public Historian and Archivist <ul style="list-style-type: none"> <li>RR: Mary Jane Logan McCallum. 2018. "Indigenous People, Archives, and History" <a href="https://shekonneeche.ca/2018/06/21/indigenous-people-archives-and-history/">https://shekonneeche.ca/2018/06/21/indigenous-people-archives-and-history/</a></li> <li>RR: Samantha Cutara. 2021. "Death was the Point: Interrupting our shock at colonial practices. Thoughts on the Kamloops discovery" <a href="http://activehistory.ca/2021/06/death-was-the-point/">http://activehistory.ca/2021/06/death-was-the-point/</a></li> </ul>
	Canada – tour of former residential school	5-6pm (Rwanda) 11am-12pm (Canada)	Shingwauk Residential Schools Center virtual tour (hosted by Krista McCracken) <ul style="list-style-type: none"> <li>RR: Explore this site (especially for those relatively unfamiliar with the subject): <a href="https://bit.ly/3ksDMHI">https://bit.ly/3ksDMHI</a></li> </ul>
<b>7<sup>th</sup> Day</b>			
<b>5 August 2021</b> *Eligible for critical response	Canada – colonial schools and colleges	4-5pm (Rwanda) 10-11am (Canada)	Dr. Thomas Peace, Associate Professor of History at Huron <ul style="list-style-type: none"> <li>RR: TRC 4<sup>th</sup> Volume. 2015. <i>Executive Summary and Chapter One</i></li> </ul>
	Canada – the TRC	5-6pm (Rwanda) 11am-12pm (Canada)	Natalie Cross, MA Public History Candidate at Carleton University <ul style="list-style-type: none"> <li>RR: TRC Calls to Action. 2015. <a href="https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf">https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf</a></li> </ul>
<b>WEEK THREE</b>			
<b>8<sup>th</sup> Day</b>			
<b>9 August 2021</b> *Eligible for critical response	Canada –	4-5pm (Rwanda) 10-11am (Canada)	James Cullingham, Professor, Seneca College <ul style="list-style-type: none"> <li>RR: TBC</li> </ul>
	Canada – local healing services	5-6pm (Rwanda) 11am-12pm (Canada)	Raymond Deleary, Executive Director of Atlohsa Family Healing Services <ul style="list-style-type: none"> <li>RR: TBC</li> </ul>

9 <sup>th</sup> Day			
<b><u>10 August 2021</u></b> *Eligible for critical response	Canada –tour of former residential school with debrief (different zoom link to be distributed later)	4-6pm (Rwanda) 10am-12pm (Canada)	Woodland Cultural Centre virtual tour of the former Mohawk Institute Residential School <ul style="list-style-type: none"> <li>RR: Crystal Fraser et al. 2021. "A doctor's century-old warning on residential schools can help find justice for Canada's crimes." <i>The Globe and Mail</i></li> <li>RR: Krista Cabel. 2019. "Reconciliation and Restorying in Rwanda and Canada: A narrative." <i>Antistasis</i> 9(1), pp. 216-229</li> </ul>
10 <sup>th</sup> Day			
<b><u>11 August 2021</u></b>	Student project presentations	4-6pm (Rwanda) 10am-12pm (Canada)	Students <ul style="list-style-type: none"> <li>RR: None</li> </ul>
11 <sup>th</sup> day			
<b><u>12 August 2021</u></b>	Student project presentations	4-6pm (Rwanda) 10am-12pm (Canada)	Students <ul style="list-style-type: none"> <li>RR: None</li> </ul>

RR = Required Reading

OR = Optional Reading

If links to readings are not provided above, the reading will be available under the 'Required Readings' folder under the 'Resources' tab



## 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://academicssupport.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/>.