

## **Transitional Justice 3001G/**

### **Political Science 3001G**

#### **Studies in Transitional Justice and Post-Conflict Reconstruction**

**Winter Term 2023**

**Instructor: Dr. Samar El-Masri**

**Times: Mondays at 1:30**

**Location: SSC-3026**

#### **Course Delivery:**

This course will be delivered in-person.

#### **Course Description**

This course explores issues inherent to regions facing the aftermath of large-scale events of social violence, including war, genocide, and authoritarian rule, with an emphasis on questions of justice and post-conflict reconstruction. Students will examine specific cases to help them understand issues that are tightly related to the success or failure of the TJ process (ex. civil societies and grassroots activism, political will), and to discuss responses to address past harm, their effectiveness, the challenges that they faced, and possible solutions.

#### **Course Materials**

Because the field of transitional justice and post-conflict reconstruction is new, and because it involves different areas and disciplines, there will be no one textbook that is required for this course. Instead, the reading list will involve academic articles, book chapters, and technical reports, that you will find in the “Course Readings” on this course OWL’s page. You are responsible for accessing them yourself.

#### **Important Notice re: Prerequisites/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 if you are dropped from a course for failing to have the necessary prerequisites.

## **How to think about this course**

This course is designed to reinforce ideas and theories in the field of transitional justice and post-conflict reconstruction. Cases from different regions are used not only to examine the major debates, approaches, and issues in the field, but also to show how these have been applied in practice.

The assignments and your evaluation in this course are designed to help you develop your critical thinking skills in ways that relate to your interests in specific areas or theories in the field of transitional justice and post-conflict reconstruction. We will cover a range of debates and issues, and while you may not agree with all of them, you should be able to discuss all of them intelligently. Your ability to accomplish these objectives will be assessed using the assignments and work outlined below.

Since the field of transitional justice is inter-disciplinary, your classmates will most likely come from different scholarly traditions and disciplines. This presents us with an exciting opportunity to look at different issues and events through the eyes of all those traditions and disciplines.

## **Objectives & Learning Outcomes**

1. Discuss and deepen the student's understanding of the different approaches to transitional justice and post-conflict reconstruction.
2. Help students assess how these theories/perspectives/tools were used in practice.
3. Describe the key components of the field.
4. Evaluate the effectiveness of a transitional justice and post-conflict reconstruction response.
5. Understand the importance of looking at issues that may not be part of the TJ process but that may have a great impact on its success or failure.
6. Discuss a current transitional justice and post-conflict reconstruction issue in historical context.
7. Analyze a current policy and political issues in transitional justice and post-conflict reconstruction.

## ***Course Content Note***

*The field of transitional justice and post-conflict reconstruction deals with disturbing events like war crimes, crimes against humanity, and genocide, and sometimes we will be discussing historical events that some students may find troubling. If you think specific material could be emotionally challenging for you, I would be happy to discuss any concerns you may have before the subject comes up in class. And if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome these discussions as an appropriate part of our scholarly work.*

*If you ever feel the need to step out of the classroom during a class discussion, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you*

*do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.*

### **Non-medical and medical accommodation**

Western University requires documentation from the medical community for students who require academic accommodation due to medical illness—even accommodation for medical illness of work worth less than 10% of the total course grade. Students are required to have their physician or health care provider fill out the Student Medical Certificate. Medical certificates will only be considered for students seriously affected by illness, who can not reasonably be expected to meet his/her academic responsibilities. Medical certificates may NOT be issued for minor illness like colds, non-acute vomiting or diarrhea, menstrual cramps, insomnia or for past illnesses.

If the requested accommodation is related to a death in the family, please see your Academic Counsellor directly.

Non-medical absences from lectures and tutorials will be noted. Absences will affect students' performance in the course, specifically the participation grade.

If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted by the student directly to the appropriate Faculty Dean's office and **not** to the instructor. It will be the Dean's office that will determine if accommodation is warranted.

For further information, please see the Policy on Accommodation for Medical Illness at <https://studentservices.uwo.ca/secure/index.cfm>.

### **Methods of Evaluation**

Participation	20%
Presentation	20%
Essay (proposal due Feb 13; essay due March 13)	40%
Advocacy Assignment (due March 27)	20%

### **Participation (20%)**

This assessment will be based on regular contributions to the class discussion, reflecting some grasp of the relevant materials and some analytical abilities in applying those materials in the discussion. Although the overall mark will factor in your attendance, you will be mainly evaluated on your in-class discussion and participation. Students should consult the handout "Student Participation" below, for criteria. Also students are encouraged to email me written responses to questions they think they didn't have adequate time to discuss in class. These responses will be then corrected and added to your participation mark.

## **Presentation (20%)**

In the first class, students will be asked to pick their case and the specific aspect that they are interested in. They will have to supply a PowerPoint Presentation which will be shown in class (and posted on OWL with the student's permission). Each presentation should NOT exceed 8-10 minutes. Students are expected to provide at least ONE discussion question after their presentation.

## **Essay (40%)**

This mark will be divided as such:

- Essay proposal (5% of the mark) **due Feb 13** will go towards an essay proposal: I expect to see a thesis statement and explanation of what is it that you are trying to do and a basic outline. This should also be accompanied by three annotated bibliographic citations. When handed in to me, this proposal must contain both your name and student number.
- Essay (35 %) **due March 13**. You will be required to write one essay of 2250-2500 words (excluding footnotes and bibliography), presented as typed, double-spaced pages, using 12-point Times New Roman font with one-inch margins.

## Late Penalty

The completed paper must be submitted **at the beginning of class on the assigned due date**. **A late penalty of 10% per day will be applied to papers submitted at any point after that.**

## Turnitin

Essays must be submitted to Turnitin.com, using the "Assignments" link on OWL.

## Citation Style

Citations **must** be formatted using Chicago-style footnotes, **not in-text citations**. Students are advised to consult a writer's handbook when composing their essays in order to see how to format things like bibliography and footnotes. One excellent handbook is *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian. A useful link may be found at the following url: <http://www.wisc.edu/writing/Handbook/DocChicago.html>.

## Spelling and Grammatical Errors

Grammatical, spelling, and other errors are not acceptable. You are responsible for your own work, and, as such, you must be careful to proofread your work before turning it in.

## Bibliography

You must attach a Bibliography to your essay. Your bibliography must include a minimum of four academic sources (consult a librarian for clarification on what counts as an academic source (e.g. newspapers, magazines, and encyclopedias do not count). **Failure to include at least four**

**academic sources will result in a grade of “F”.** The highest grades in this course typically go to students that consult a large number of high-quality source materials. Consulting more than six sources is highly recommended.

### **Advocacy Assignment (20%)**

Students will prepare a 1000-word brief to Amnesty International on the Uyghur crisis in China. In their capacity as scholars of the subject of transitional justice and post-conflict reconstruction, students are expected to draw on the lessons learned throughout the term, and, using examples from each of the cases studied in class, to make a forceful argument for what should be done in this case. At the end of the assignment, students may choose to send their assignment to Amnesty International.

### **Turnitin**

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> ).

### **Attendance**

A student who, in the opinion of the instructor, is absent too frequently from class will be reported to the Dean of the Faculty of Social Science after due warning has been given.

### **Completion of Course Components**

Students who fail to complete all evaluation components of the course without supporting medical documentation or justifiable and documented extenuating circumstances will be disqualified from appealing the course's final grade.

### **Etiquette**

Discussion and debate are an important component of this course. However, at times, we will be dealing with sensitive and controversial topics. Therefore, our interactions in each forum must be guided by an ethic of respect. Uncivil, disrespectful, abusive, or other inappropriate behaviour will not be tolerated.

### **Electronics**

- All cellphones (and similar technologies) must be turned off, or set to silent ‘vibration’ mode during the duration of the class. The instructor reserves the right to ensure that you are not text-messaging, surfing the internet, or distracting any students; spot-checks may be conducted during class time.

- No digital taping (either voice or image) of the lectures is allowed.
- Disruptive behavior will be dealt with on a case-by-case basis.

### **Academic Dishonesty**

Many different types of actions may be considered academically dishonest. These might include, although not exhaustively, the following: cheating, submission of work not authored by you, double submission, fabrication, plagiarism. Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at

[www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). You are advised to familiarize yourself with the guidelines set out in the Academic Handbook, Rights and Responsibilities, Scholastic Discipline - Undergrad.

Students are also advised to utilize the Library's tools on plagiarism:

<http://www.lib.uwo.ca/tutorials/plagiarism/index.html>

### **Students with Disabilities**

Any student with a disability is advised to contact the Coordinator for Services for Students with Disabilities in order that arrangements can be made through them to accommodate that student. The Centre for Student Development is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at [ssc@sd.uwo.ca](mailto:ssc@sd.uwo.ca), or on the web at <http://www.sdc.uwo.ca/ssd/>

### **Mental/Emotional Distress**

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Other Resources**

There are many resources at Western designed to assist you in your learning. You are strongly advised to utilize these services. The Student Development Centre offers many services, including Effective Writing Programs and Learning Skills Services. The Student Development Centre is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at [exams@sd.uwo.ca](mailto:exams@sd.uwo.ca), or on the web at <http://www.sdc.uwo.ca/>. You should also become familiar with the services offered by the University Library System. The D.B. Weldon Library may be contacted by telephone at (519)661-3162 or by email at [dbwref@lib.uwo.ca](mailto:dbwref@lib.uwo.ca), or on the web at <http://www.lib.uwo.ca/weldon/#>.

## Course Outline by Topic

### January 9      **Introduction**

(No reading required)

### January 16      **Rwanda** and peacekeeping

Roméo Dallaire, *Shake Hands with the Devil* (Toronto: Random House Canada, 2003), chapters 3 and 4.

United Nations Department of Peacekeeping Operations and Department of Field Support, “Capstone Doctrine: UN Peacekeeping Operations: Principles and Guidelines,” (2008), 1-58; available from [https://www.unocha.org/sites/dms/Documents/DPKO%20Capstone%20doctrine%20\(2008\).pdf](https://www.unocha.org/sites/dms/Documents/DPKO%20Capstone%20doctrine%20(2008).pdf)

### January 23      **Post-War Germany** (The birth of international criminal law, courts used, and changing methods of prosecution)

David Cohen, “Transitional Justice in Divided Germany after 1945,” in *Retribution and Reparation in the Transition to Democracy*, ed. Jon Elster (New York: Cambridge University Press, 2006), 59-88.

### January 30      **ISIS (How to prosecute Sexual and Gender Based Crimes?)**

Samar El-Masri, “Prosecuting ISIS for the sexual slavery of the Yazidi women and girls,” *The International Journal of Human Rights* 22.8 (2018): 1047-1066.

Coalition for the International Criminal Court, “Sexual and Gender-Based Crimes,” available from <https://coalitionfortheicc.org/sexual-and-gender-based-crimes> (*read all drop-down menu pieces*).

### Feb 06      ***Uganda and Truth Telling***

Tristan Ann Borer, “Truth Telling as a Peace-Building Activity,” in *Telling the Truths: Truth Telling and Peace Building*, ed. Tristan Ann Borer (Notre Dame, Indiana: Notre Dame University Press, 2006), 1-58.

Joanna R. Quinn, “Constraints: The Un-Doing of the Ugandan Truth Commission,” *Human Rights Quarterly*, 26.2 (May 2004): 401-427

### February 13      **Argentina and Reparations**

Naomi Roht-Arriaza, “Reparations Decisions and Dilemmas,” *Hastings International and Comparative Law Review* 27.2 (2003-2004): 157-220.

Sveaass Nora, Anne Margrethe Sooneland, and Judith L Gibbons “Dealing with the past: Survivors’ perspectives on Economic Reparations in Argentina,” *International Perspective in Psychology* 4(4) 2015; 223-238.

#### ESSAY PROPOSAL DUE

Guest speaker Mark Drumbl (Washington and Lee Faculty of Law) on “Child Soldiers and Transitional Justice” from 3:30 to 4:20

### **February 18-26 Reading week**

#### *February 27* **Canada (And reconciliation)**

Luc Huyse, “Chapter Two: The Process of Reconciliation,” in *International IDEA Handbook on Reconciliation After Violent Conflict*, eds. Stef Vandeginste, David Bloomfeld, Teresa Barnes, Desmond Tutu (Stockholm: International IDEA, 2003).

Truth and Reconciliation Commission of Canada, “Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada,” (Ottawa: Truth and Reconciliation Commission of Canada, 2015). Pages 1-35

#### *HIGHLY RECOMMENDED READING:*

Finish reading the final report of the truth and reconciliation commission of Canada (the document above)

#### **March 06 Arab Spring: Is transitioning to democracy a common goal?**

Line Khatib “Challenges of Representation and inclusion: A Case study of Islamist groups in Transitional justice,” in *Transitional Justice and the Arab Spring*, Eds Kristen Fisher and Robert Stewart (Eds) (Oxen, Routledge: 2014)

Hugo Van Der Merwe “Transitions in the Middle East and North Africa: New Trajectories and Challenges for Transitional Justice?” in *Transitional Justice and the Arab Spring*, Eds Kristen Fisher and Robert Stewart (Eds) (Oxen, Routledge: 2014)

Guest speaker: Tracy Lemos, “Developing a Typology of Dehumanization with Cross-cultural Applicability,” from 3:30 to 4:20

#### *March 13* **Nepal and the Impact of the Civil Society**



Tazreena Sajjad, "Heavy Hands, Helping Hands, Holding Hands: The Politics of Exclusion in Victims' Networks in Nepal," *The International Journal of transitional Justice* 10 (2016) 25-45.

Simon Robins. "Transitional justice as an elite discourse: Human rights practice between the global and the local in post-conflict Nepal." A paper presented at the ISA Annual Convention 2010.

**\*\* ESSAY DUE AT BEGINNING OF CLASS \*\***

March 20     **Colombia and TJ from Below**

Kieran McEvoy and Lorna McGregor, "Transitional Justice from Below: An Agenda for Research, Policy and Praxis," in *Transitional Justice from Below: Grassroots Activism and the Struggle for Change*, eds. Kieran McEvoy and Lorna McGregor (Portland, OR.: Hart Publishing, 2008).

Catalina Diaz, "Challenging Impunity from Below: The Contested Ownership of Transitional Justice in Colombia," in *Transitional Justice from Below: Grassroots Activism and the Struggle for Change*, eds. Kieran McEvoy and Lorna McGregor (Portland, OR.: Hart Publishing, 2008).

March 27     **\*\* ADVOCACY ASSIGNMENT \*\***

April 3       **Concluding Discussion**

United Nations Secretary General, S/2004/616, *Report of the Secretary General: The Rule of Law and Transitional Justice in Conflict and Post-Conflict Societies*, 2004.

United Nations Secretary General, S/2011/634, *Report of the Secretary General: The rule of Law and Transitional Justice in Conflict and Post-Conflict Situations*, 2011.

## Essay Rubric

	0-8	9-12	13-16	17-20
Thesis	<ul style="list-style-type: none"> <li>-It is very hard to identify the thesis statement</li> <li>-The reader may reach the conclusion without understanding what the argument really is.</li> <li>- The topic may be inappropriate for this assignment.</li> </ul>	<ul style="list-style-type: none"> <li>-The thesis may or may not be in the introduction but it is hard to identify.</li> <li>-it is slightly inappropriate for the assignment</li> </ul>	<ul style="list-style-type: none"> <li>-The thesis is written in the introduction</li> <li>-It is clear and identifiable.</li> <li>-It is appropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>-The thesis is skilfully incorporated in the introduction</li> <li>-It is easily identifiable, clear, concise, and insightful</li> <li>-The issue that is chosen is appropriate and directly relates to what we have been studying in the course.</li> </ul>
Argument	<ul style="list-style-type: none"> <li>-The argument is unclear and weak</li> <li>-The student is unable to support his thesis with appropriate evidence</li> <li>-The quality of the evidence is lacking. The argument is based on pure opinion...</li> </ul>	<ul style="list-style-type: none"> <li>-The argument is evident but may not be defined clearly.</li> <li>-The claims are unevenly supported, with weak or unsubstantiated evidence.</li> </ul>	<ul style="list-style-type: none"> <li>-The claims are well supported but may not be completely convincing.</li> <li>-While the student discusses some counterargument, the student may not be successful in responding to those.</li> </ul>	<ul style="list-style-type: none"> <li>-Clearly defines the issue</li> <li>- Fully supports the thesis statement with sound reasons and evidence</li> <li>-effectively responds to counterarguments</li> </ul>
Style	<ul style="list-style-type: none"> <li>-Too many errors regardless of how strong the argument is.</li> <li>-The student does not follow the referencing style that is required in this assignment.</li> <li>-The formatting of the essay is incorrect (with respect to spacing,</li> </ul>	<ul style="list-style-type: none"> <li>-The piece is readable but the various mistakes in grammar, punctuations, or design “begin to create static in the reading experience.”</li> <li>-The student may follow the referencing style</li> </ul>	<ul style="list-style-type: none"> <li>-mostly correct, easy to read, rare errors that do not affect the reading experience.</li> <li>-sentences could be more concise</li> <li>-The student follows the referencing style but with some errors.</li> </ul>	<ul style="list-style-type: none"> <li>-correct, easy to read, no errors, concise clear sentences.</li> <li>-The student fully follows the referencing style with no errors.</li> <li>-Follows the formatting specification required.</li> </ul>

	font style and size, page numbers...	but with too many errors.  -Some errors with respect to formatting.	-Mostly follow the formatting required in this assignment	
Organization	Unfocused title, boring introduction, unclear topic sentences and weak transitions. The article does not flow.	-okay title.  -Introduction is too broad, even though the focus is seen later on.  -conclusion is not focused, may be unrelated to the main idea.	-title works well.  -good introduction but without catching our attention.  -Conclusion summarizes the argument but without recommending or talking about the implications of the argument.  -clear topic sentences but may not clearly contribute to an understanding of the overall argument.  -Generally speaking, the essay flows well.	-clever title  -effective introduction  -great conclusion with a clear answer to the "so what" or "So what now" question.  -Clear transitions, and topic sentences...  -The essay flows very well.

### Student Participation

#### Participation Grading Guide:

<b>Grade</b>	<b>Attendance</b>	<b>Discussion</b>	<b>Reading</b>
20	Always	Excellent: leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
15-19	Almost always	Very Good: thoughtful comments	Has done most readings; provides

		and questions for the most part; willing, able and frequent contributor	competent analysis of reading when prompted by others
10-14	Frequent	Good: has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
5-9	Occasional	Somewhat Poor: remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
0-4	Rare	Poor: rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

### Student Presentation

#### Presentation Grading Guide:

<b>Grade</b>	<b>Presentation style</b>	<b>Presentation content</b>	<b>Post-presentation discussion</b>
20	Excellent presentation of the material. Always clear. Always engaging the listeners	Excellent: covered and explained all the important points in the readings. Went above and beyond to ensure that the issue is covered from all sides. Used various sources from outside the reading list.	Clearly has done and prepared questions to be discussed in the class. Did an excellent job in leading the discussion and intelligently kept the class engaged and the discussion flowing.

15-19	Very good and clear presentation	Very Good: covered and explained most of the important points in the readings. Used some outside sources.	Clearly prepared questions to be discussed in class. Showed a very good ability to lead the discussion and was able to keep the discussion flowing.
10-14	Good presentation that covered the major points in the readings with a decent ability to relay the information to students	Good: has basic grasp of key concepts and ideas of the reading; arguments are sporadic and at times incomplete or poorly supported; did not use outside sources	Provided questions. Basic ability to initiate a discussion.
5-9	Somewhat poor presentation. Some unclear thoughts and confusing explanations.	Somewhat Poor: misunderstood many of the issues in the reading.	Provided poor questions. Unable to lead a discussion.
0-4	Poor presentation, confusing and vague.	flawed understanding of the readings.	Provided no questions. Unwilling or unable to lead a discussion.

## **APPENDIX TO UNDERGRADUATE COURSE OUTLINES DEPARTMENT OF POLITICAL SCIENCE**

### **Prerequisite checking - the student's responsibility**

"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."

### **Essay course requirements**

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

### **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."

**Security and Confidentiality of Student Work** (refer to current *Western Academic Calendar* <http://www.westerncalendar.uwo.ca/>)

**"Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

### **Duplication of work**

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

### **Grade adjustments**

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

### **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 Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Submission of Course Requirements**

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

**THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.**

### **Attendance Regulations for Examinations**

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) 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.

## **Absences from Final Examinations**

If you miss the Final Exam, please contact the Academic Counselling office of your Faculty of Registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

**Note:** Missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

## **Accommodation and Accessibility**

### **Religious Accommodation**

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the

Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

## **Accommodation Policies**

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

## **Academic Policies**

The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy,

[https://www.uwo.ca/univsec/pdf/policies\\_procedures/section1/mapp113.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf),

the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

During exams/tests/quizzes, no electronic devices (e.g. a phone, laptop, iPad) are allowed and must be powered down and stored out of reach.

**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 Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

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>).

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

If a course uses remote proctoring, please be advised that you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including



some biometric data) and the session will be **recorded**. Completion of a course with remote proctoring will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at:

<https://remoteproctoring.uwo.ca>.

## Support Services

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](https://www.uwo.ca/academic_counselling/)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

if you have any questions regarding accommodations.

Learning-skills counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: <https://www.uwo.ca/se/digital/>.

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

## Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

**Plagiarism Checking:** "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>)."

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

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. [https://www.uwo.ca/univsec/academic\\_policies/index.html](https://www.uwo.ca/univsec/academic_policies/index.html)

### PLAGIARISM\*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

#### **A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.**

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

**B. In adopting other writers' ideas, you must acknowledge that they are theirs.**

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

\*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991