

TJ 3001G/PoliSci 3001G

Studies in Transitional Justice and Post-Conflict Reconstruction

Term: Winter 2021

Location and Time: Wednesdays 1:30-4:30pm (Online)

Instructor: Sandra Biskupski-Mujanovic

Email: sbiskups@uwo.ca

Office Hours and Location: Office located in Lawson Hall 3251. However, office hours will be held virtually on zoom on Thursdays from 10am-12noon. Zoom meeting links will be available on OWL. Meetings can also be scheduled by appointment.

Please note: I would like to recognize that we are located on the traditional land of the Anishinaabeg, Haudenosaunee, Lenape and Attawandaron peoples.

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 of recent attempts to establish just responses to conflict within affected communities.

We will be gathering on zoom every Wednesday at 1:30pm for a seminar. Please come prepared and ready to discuss the assigned readings.

Required Text:

There is no textbook required for this course and all readings will be available on OWL.

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 in the event that you are dropped from a course for failing to have the necessary prerequisites.

Learning Objectives

This course has the following learning objectives.

1. To reinforce students' knowledge of the important theories, perspectives and issues that shape the context and nature of the field of transitional justice and post-conflict reconstruction. This body of ideas will continue to add to students' foundation in the field for any future interests and research in this area and establish a comparative basis for further study.
2. To develop critical thinking skills. These skills will be applied to specific issues and case studies in transitional justice and post-conflict reconstruction.
3. To help students appreciate how power, culture and history condition and influence how you understand particular issues and events. These questions are of real consequence to

the field of transitional justice and post-conflict reconstruction, but also to an understanding of the world in which we live.

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

1. Discuss different approaches to transitional justice and post-conflict reconstruction
2. Describe the key components of the field
3. Evaluate the effectiveness of a transitional justice and post-conflict reconstruction response
4. Discuss a current transitional justice and post-conflict reconstruction issue in historical context
5. 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. You are always welcome to discuss any concerns you have with me before the subject comes up in class and you can discuss any personal reactions to the course material with me afterwards also.

Methods of Assessment

This course will be assessed based on the following components:

Critical Analysis Papers (2 @ 15 marks each)	30%
Participation in Weekly Synchronous Learning	20%
News Media Analysis	15%
Essay Proposal	5%
Essay	30%

Critical Analysis Papers: The critical analysis papers will allow students to spend more time on the readings that interest them the most. Students will prepare a 1000-word reflection on readings from any of the following weeks: January 20-March 31 (except reading week). It is the students' responsibility to plan when they want to submit these assignments, which must be submitted by the start of class each Wednesday (1:30pm) via OWL and will not be accepted after this time each week. Students should use all assigned readings from a given week to write their paper. Important considerations when writing these papers include identifying, questioning and assessing the claims in the papers (how the papers do well and where gaps remain). Show me your thinking.

Weekly Synchronous Learning: For your participation grade in this course, we will have weekly synchronous seminars for all weeks (from January 13-April 7 except reading week) via zoom. This will take place during class time from 1:30pm and will last 1-1.5 hours. All zoom links will be posted on OWL and will require you to use your UWO login information and a password. You will be expected to arrive having read the assigned readings for the week and ready to participate in a virtual seminar-style discussion on zoom.

News Media Analysis: Students will pick a (relatively current) news article from a reputable source and analyze the story. Students can choose any article that interests them and is related to course material, that engages with transitional justice. This is an opportunity for students to demonstrate creativity and rigor in their engagement with the course themes and critical reading. Students should engage with course concepts and attach a copy of the article to their assignment. The instructor will read the news stories; therefore, the focus should not be on describing the issue at hand. The focus should be on an analysis that assumes the reader is familiar with the news story. Be analytical not descriptive. This paper should be between 1000-1500 words (not including original news article). Due February 10th, 2020.

Final Essay: The final research paper will be on a topic of the students' choosing. It is expected to be 2500-3500 words and include a minimum of five 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 five 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 five sources is highly recommended.

The research paper will allow students to explore an issue that is of particular interest to them and will be graded based on the quality of their writing and argument formation as well as engagement with relevant scholarship. More information on expectations will be provided in advance of the due date. The final paper is due on the last day of class, April 7. An essay proposal is due March 17th. The proposal should include a thesis statement, along with a paragraph explaining what the student plans to argue and cover in the paper, as well as 5 annotated academic sources the student wants to use. The proposal should be approximately 2 pages.

All written work must be in 12-point font with normal margins. Please submit all written work on OWL by 1:30pm on the date it is due. For dealing with any technical issues submitting online, it is required to e-mail the instructor the assignment as an attachment within 10 minutes of said issue and describing the issue at hand or a late penalty will be applied.

Policies

- **Communication:** E-mail is the best way to reach the instructor and e-mails will be responded to within 48 hours. Please include the course code, TJ3001, in the subject line of all e-mails to the instructor.
- **Late Policy:** Late assignments will be penalized 10 % per day unless there is a valid medical or other reason and documentation has been filed with the Office of the Dean of the student's faculty. For further information, please see the Policy on Accommodation for Medical Illness at <https://studentservices.uwo.ca/secure/index.cfm>.
- **Medical Policy:** Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. For UWO

Policy on Accommodation for Medical Illness see the online Academic Calendar; information can also be found here: <https://studentservices.uwo.ca/secure/index.cfm>.

- **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 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 and Turnitin.com.
- **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 https://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, 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.
- **Absenteeism:** Persistent absenteeism (3 weeks or more) may be rendered grounds for failure in the course.
- **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 is 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 behavior will not be tolerated.

Weekly Course Readings

January 13

Week 1: Introduction

No assigned readings- Introduction to course and assignments.

January 20

Week 2: South Africa

Chapman, Audrey and Ball, Patrick. (2001). The Truth of Truth Commissions: Comparative Lessons from Haiti, South Africa and Guatemala. *Human Rights Quarterly* 23 (1): 1-43.

Kraft, Robert. (2015). The Good Intentions of Violent Perpetrators: A Qualitative Analysis of Testimony from South Africa's Truth and Reconciliation Commission. *Peace and Conflict* 21 (3): 359-377.

January 27

Week 3: Colombia

Jaramillo, Sergio, Giha, Yaneth and Torres, Paula. (2009). Transitional Justice and DDR: The Case of Colombia. *International Center for Transitional Justice*. Available from <https://www.ictj.org/publication/transitional-justice-and-ddr-case-colombia-case-study>

Theidon, Kimberly. (2007) Transitional Subjects: The Demobilization, Demilitarization and Reintegration of Former Combatants in Colombia. *International Journal of Transitional Justice* 1 (1): 66-90.

February 3

Week 4: Rwanda

Dallaire, Romeo. (2003) *Shake Hands with the Devil*. Random House Canada. Chapters 3 and 4.

United Nations Department of Peacekeeping Operations. (2008). Capstone Doctrine: UN Peacekeeping Operations: Principles and Guidelines. 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)

February 10

Week 5: Bosnia

Clarke, Janine. "Transitional Justice as Recognition: An Analysis of the Women's Court in Sarajevo," *International Journal of Transitional Justice* 10 (2016): 67-87.

Mertus, Julie, "Shouting from the Bottom of the Well: The Impact of International Trials for Wartime Rape on Women's Agency," *International Feminist Journal of Politics* 6.1 (2004): 110-128.

February 17

Week 6: Uganda

Quinn, Joanna. (2012). The Supposed Accountability/Peacebuilding Dilemma in Uganda. In Sriram, Chanda, García-Godos, Jemima, Herman, Johanna, and Martin-Ortega, Olga. (Eds.). (2012). *Transitional Justice and Peacebuilding on the Ground : Victims and Ex-Combatants*. Routledge.

Quinn, Joanna. (2015). The Impact of Internal Conflict on Customary Institutions and Law: The Case of Uganda. *Journal of African Law* 59 (2): 220–236

February 24

Week 7: Reading Week

No Readings, No Class!

March 3

Week 8: Democratic Republic of Congo

Coalition for the International Criminal Court. Thomas Lubanga Dyilo. Available from:<https://www.coalitionfortheicc.org/cases/thomas-lubanga-dyilo>
*read all drop down menu pieces

Freedman, Jim. (2017). *A Conviction in Question: The first trial at the International Criminal Court*. University of Toronto Press. Chapters 5 and 6.

March 10

Week 9: Guatemala

Steinberg, Michael and Taylor, Matthew. "Public Memory and Political Power in Guatemala's Postconflict Landscape," *Geographical Review* 93.4 (2003): 449-468.

Barsalou Judy and Baxter, Victoria. (2007). The Urge to Remember: The Role of Memorials in Social Reconstruction and Transitional Justice. *United States Institute of Peace, Stabilization and Reconstruction Series No. 5*. Available from <https://www.usip.org/sites/default/files/srs5.pdf>.

March 17

Week 10: Canada

Crown Indigenous and Northern Affairs Canada. (2008). Statement of apology to former students of Indian Residential Schools. Available from:

<https://www.rcaanc-cirnac.gc.ca/eng/1100100015644/1571589171655>

Rudd, Kevin. (2008). Apology to Australia's Indigenous Peoples. Parliament of Australia. Available from :

https://www.aph.gov.au/Visit_Parliament/Whats_On/Exhibitions/Custom_Media/Apology_to_Australias_Indigenous_Peoples

Cornassel, Jeff and Holder, Cindy. (2008). Who's Sorry Now? Government Apologies, Truth Commissions, and Indigenous Self-Determination in Australia, Canada, Guatemala and Peru. *Human Rights Review* 9: 465-489.

March 24

Week 11: Poland

David, Roman. (2011). *Lustration and Transitional Justice: Personnel Systems in the Czech Republic, Hungary and Poland*. University of Philadelphia Press.

*Introduction, Chapters 2, 3 and 7

March 31

Week 12 : Syria/ISIL

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 www.coalitionfortheicc.org/fight/strong-icc/sexual-and-gender-based-crimes

*read all drop-down menu pieces

April 7

Week 13: Conclusion

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 GRADING GUIDE

Argument	
Organization of the Essay	
Quality of evidence	
Communication Skills	
Use of quotations and footnotes	
Other Comments	
Grade	

PARTICIPATION GRADING GUIDE

Grade	Attendance	Discussion	Reading
17-20	Always	<u>Excellent</u> : 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
13-16	Almost always	<u>Very Good</u> : thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
9-12	Frequent	<u>Good</u> : 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
5-8	Occasional	<u>Somewhat Poor</u> : 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	<u>Poor</u> : rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

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

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.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

https://counselling.ssc.uwo.ca/procedures/medical_accommodation.html for information on Medical Policy,

Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

University Policy on Cheating and Academic Misconduct

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

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

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

- The Registrar's office can be accessed for Student Support Services at www.registrar.uwo.ca
- Student Support Services (including the services provided by the USC listed here) can be reached at: <https://westernusc.ca/your-services/>
- Student Development Services can be reached at: <http://sdc.uwo.ca/>

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

Procedures for Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

Submitting a Self-Reported Absence form provided that the conditions for submission are met;

- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are not an appropriate basis for a self-reported absence;
- must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration is not normally intended for students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic Accommodation for Students with Disability.

Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Requests for Academic Consideration Using the Self-Reported Absence Form

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

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

- a maximum of two self-reported absences between September and April;

- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.

- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person to Academic Counselling in their Faculty of registration in the form of a completed, signed Student Medical Certificate (SMC) 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 Absences.

Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation to Academic Counselling in their Faculty of registration 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 Absences.