

Western University
Department of Political Science

Globalization and Urban Politics

Political Science 4210F / 9755A
Fall 2021

Instructor: Martin Horak
E-mail: mhorak@uwo.ca
Office Hours: by appointment on Zoom
Physical Office: SSC4223

Class Time and Location: Thursdays, 1:30 – 3:30pm, SSC 4112

Course Description

Cities have long been engines of social and economic change. Over the past thirty years, cities around the world have been focal points for globalization and have in turn been transformed by it. *How social and economic change affects city politics at the local level is the central theme of this course.* How can – and how do – local governments respond to changing urban economic conditions, the cultural diversification of urban populations, increasing social inequality, the need for new infrastructure, and a host of other changes and challenges? What do they do when they lack the powers and resources to respond on their own? When and how urban politics help to overcome social and economic divisions, and when and how does it make them worse? These are the kinds of questions that we will be discussing. The primary empirical focus is on Canadian and American cities, but in broader and global comparative perspective.

The course begins with five weeks of foundational material. We will discuss the institutions and processes through which cities are governed; what globalization is and how it has re-shaped cities; and how and why local governments have responded differently to the challenge of thriving in a global economy. Some of the reading may be review for those of you who have taken other urban politics courses, but we will synthesize it in new and different ways.

During weeks 6 through 12 we will examine a series of thematic issues and/or case studies of urban politics and governance in a global age. *The syllabus for four of these weeks is co-designed by the students and the instructor* (see below).

Prerequisites and Antirequisites

You must have taken at least 1 full course equivalent in Political Science at the 2200 level in order to enroll. POL3363F/G (Power in the City), while not a prerequisite, is particularly useful as background. Other useful courses include POL2140A (Globalization) and GEO2460 (Intro to Urban Development). POL3364 F/G and POL3368E are antirequisites for this course.

Course Format and Readings

This is a mixed-format course. For classes during the first five weeks of the course, which discuss foundational conceptual and theoretical material, I will present short lectures with visuals (30-40 minutes) at the start of our class; we will follow these with discussion. I may also present occasional short lecture segments later in the course. However, most class time will be devoted to discussion. This means that **you** control the agenda of the course to a significant degree by contributing your questions and insights to our discussion in regular class time.

During the week of October 18 – 22 (Week 7 of the course), our regular class will be replaced by a four-hour (approximately) **field trip** featuring a walking tour of downtown redevelopment in London, Ontario. The exact timing of this trip will be determined through discussion in class. Participation in the field trip is required and will count towards your course participation grade.

You will also influence the agenda of the course by choosing topics for Weeks 9-12 of the course (four weeks in total). We will do this during the third class. See course outline and reading schedule below for a list of possible topics.

Please note: While we are scheduled to meet in person throughout the term, if COVID-19 conditions change, I reserve the right to shift our class to Zoom format if necessary.

4210G / 9755B is a reading-based course. The reading load, while not overwhelming, is substantial, and some of the readings (especially in the early weeks of the course) are quite challenging. *You must be committed to reading the assigned material before each class.* Advance reading is a prerequisite for doing well in the course. All readings will be posted on the course's OWL site unless otherwise noted. No purchase of materials is necessary.

Course Evaluation for Undergraduate Students

The final grade for this course will be composed of the following elements:

1. Participation in class discussion (15%).

In a reading-based course such as this one, lively class discussion is what brings ideas to life and helps to produce a valuable learning experience for all. *Attendance in every class of the term is expected*, and you are expected to participate as actively as you are able in discussion and debate. I will take attendance at the start of each class and will subtract 1% from your participation grade for each unexcused absence.

Starting with Week 2, I will post **discussion questions** for each week's material on OWL one week before the class. Please come to class with some thoughtful, informed responses based on your engagement with the week's readings.

2. Downtown redevelopment blog (15%).

Following our field trip you will write a response blog of about 1000 words, in which you will integrate observations from the field trip with concepts discussed in class. The blog

post will be due approximately one week after the field trip. Detailed guidelines will be handed out in class the week before the field trip.

3. Two short reading response essays (15% each; 30% total).

During the course, you will write two short essays of about 1500 words each. You will write one short essay during each half of the course. In Week 1, you will choose either Week 3, 4, 5 or 6 during which to write your first short essay. In Week 6, you will choose either Week 8, 9, 10 or 11 in which to write your second short essay.

In each essay, you will be asked to analyze that week's reading material based on a question developed by the instructor. The instructor will post the essay question one week ahead of the due date, along with the discussion questions for that week (see above). The essay will be due on OWL immediately before the class in which the relevant material is discussed. Your short essays will present a clearly developed argument that responds to the assigned question. They will be written in standard academic format, with citations and a (short) reference list. Research beyond the class readings is not necessary for these essays, although you may choose to do some.

4. Research project (10% proposal, 30% final paper; 40% total).

Your research project is a chance for you to investigate in depth some aspect of urban politics or policy that you are particularly interested in. You will devise your own *research question*. You should develop an explanatory research question about *how or why* something happens the way that it does in your area of interest. Your paper will then answer your question by bringing together academic work on your subject with examples from one or more cities.

There are two elements to your research project:

- a) By Week 9 of the course (November 11), you will develop a research proposal of about 1000 words. The proposal will lay out your research question and your plan for completing your research. It is worth 10% of your course grade.
- b) At the end of the course, you will hand in a 3500 to 4000-word research paper in which you develop a well-crafted answer to your research question. The paper is worth 35% of your grade and is due on December 6 (Monday after last class).

Detailed guidelines for the proposal and the paper will be handed out in Week 4 or 5.

Graduate Student (POL9755) Requirements and Evaluation

Graduate students will have **additional reading and assignment requirements**, as follows:

1. Instead of the two short reading response essays, graduate students will write two longer (about 3000 words) critical response papers. Each of these papers will engage with an *additional* set of 7 – 10 academic readings. These readings will be set by the instructor,

based on a conversation with each graduate student about their research interests. The first paper will be due on October 7; the second on November 18.

2. Final course papers will be longer – approximately 5000 – 6000 words.
3. All writing by graduate students will be evaluated in accordance with standards of quality appropriate to the stage of education of each student (ie, MA or PhD candidate).

Course Policies

Submitting assignments: All written work should be submitted via the course's OWL site. Work handed in late will be subject to a penalty of 2% for each day past the deadline, weekends included. Extensions due to illness require a medical certificate. If you foresee problems meeting submission deadlines please consult the instructor early; accommodations can always be made with adequate advance notice. This means *at least one week before the deadline*.

Academic integrity: To protect and uphold academic integrity in the class, it is the responsibility of each student to be able to demonstrate the originality of his or her work. At a minimum, for every assignment, the sources of all information and ideas must be properly referenced using a standard academic referencing style such as Chicago, APA, or MLA. Failure to properly reference ideas, concepts, and quotations in an assignment that are not your own will result in academic penalties as required by university policy:

<http://www.uwo.ca/univsec/pdf/academicpolicies/appeals/scholasticdisciplineundergrad.pdf>.

All upper-year students are expected to have a thorough understanding of the rules and conventions of academic writing. If you are unclear about what constitutes plagiarism or how to reference sources, please visit the Writing Support Centre <http://www.sdc.uwo.ca/writing/> or review information at: <http://www.lib.uwo.ca/tutorials/plagiarism/>

Instructor contact: I encourage you to bring any questions or concerns about course material, requirements or assignments to me. My office hours will be held on Zoom by appointment. Questions or concerns can also be sent my e-mail to: mhorak@uwo.ca. I will usually respond within 24 hours, except on weekends and holidays.

Help with writing: Learning to express ideas clearly is a central goal of the university experience. If academic writing does not come easily to you, you are strongly encouraged to make use of the Writing Support Centre: <http://www.sdc.uwo.ca/writing/>

Accommodations on medical grounds: Students seeking academic accommodation on medical grounds for any missed participation components and/or assignments must apply to the Academic Counseling office and provide documentation. Academic accommodation cannot be granted by the instructor or department. Please refer to the Policy on Accommodation for Medical Illness <https://studentservices.uwo.ca/secure/index.cfm> and download a Student Medical Certificate (SMC): <https://studentservices.uwo.ca/> under the Medical Documentation heading. Students who are in emotional/mental distress should refer to Mental Health@Western http://www.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.

COURSE OUTLINE AND READING SCHEDULE

- *The assigned readings are best read in the order listed on the schedule below.*
- *All readings will be posted on the course's OWL website.*

Part I: Globalization and the New Urban Governance: Theoretical Foundations

Week 1 (Sept 9): Introduction: An Urbanizing World

Soja, Edward and J. Miguel Kanai. 2007. "The Urbanization of the World." In Ricky Burdett and Dejan Sudjic, eds., *Endless City*. London: Phaidon. 54–69.

We will also discuss the structure and requirements of the course.

** students choose first short essay week (Weeks 3 – 6) **

Week 2 (Sept 16): Institutions, Democracy, and Urban Politics

Sellers, Jefferey, Anders Lidstrom and Yooil Bae. 2020. Ch. 1, "Introduction: Taking Local Institutions Seriously." *Multilevel Democracy: How Local Institutions and Civil Society Shape the Modern State*, pp. 1-18. Cambridge: Cambridge University Press.

Keating, Michael. 1991. Ch. 2, "Systems of Local Government: Culture and Structure." In *Comparative Urban Politics: Power and the City in the United States, Canada, Britain and France*, pp. 13–35. Aldershot: Edward Elgar.

England, Kim and John Mercer. 2006. "Canadian Cities in Continental Context: Global and Continental Perspectives in Canadian Urban Development". In Trudi Bunting and Pierre Filion, eds. *Canadian Cities in Transition* (3rd ed), pp. 24-39. Oxford: Oxford University Press.

Week 3 (Sept 23): One World of Cities? Globalization and its Consequences

Sassen, Saskia. 2005. "The Global City: Introducing a Concept". *Brown Journal of World Affairs* 11: 27-43.

Borja, Jordi and Manuel Castells. 1997. "Chapter 2: The Impact of Globalization on the Spatial and Social Structure of Cities". In *Local & Global: Management of Cities in the Information Age*. London: Earthscan, pp. 16-44. NB: You do not need to read the inset case study boxes.

Robinson, Jennifer. 2002. "Global and World Cities: A View from Off the Map." *International Journal of Urban and Regional Research* 26(3): 531-54.

Week 4 (Sept 30): Urban Governance and Multilevel Governance in a Global Age

Stoker, Gerry. 1998. "Governance as Theory: Five Propositions". *International Social Science Journal* 155, pp. 17-28.

Harvey, David. 1989. "From managerialism to entrepreneurialism: the transformation of urban governance in late capitalism". *Geografiska Annaler* 71B, 3–17.

Horak, Martin. 2013. "State Rescaling in Practice: Urban Governance Reform in Toronto." *Urban Research & Practice* 6 (3):311–28.

Week 5 (Oct 7): Urban Growth and Development: Local Strategies in a Global Era

Savitch, H.V. and Paul Kantor. 2002. "Chapter 2: Toward a Theory of Urban Development". In *Cities in the International Marketplace*. Princeton: Princeton University Press, pp. 29-54.

Levine, Marc V. 2000. "'A Third World City in the First World': Social Inclusion, Racial Inequality, and Sustainable Development in Baltimore, Maryland". In Mario Polese and Richard Stren, eds. *The Social Sustainability of Cities*. Toronto: U. of Toronto Press, pp. 123-156.

Florida, R., 2003. "Cities and the creative class." *City & community*, 2(1), pp.3-19.

** graduate students: first critical response paper due **

** class chooses topics for weeks 9 – 12 **

Part II: Socio-Economic Change and Urban Politics: Three North American Case Studies

Week 6 (Oct 14): Toronto: Governing Diversity and Inequality in a Growing Global City

Joy, Meghan, and Ronald K. Vogel. 2015. "Toronto's Governance Crisis: A Global City under Pressure." *Cities* 49: 35–52.

Siemiatycki, Myer. 2011. "Governing Immigrant City." *American Behavioral Scientist* 55(9): 1214–34.

Silver, Daniel, Zack Taylor, and Fernando Calderón-Figueroa. 2020. "Populism in the city: The case of Ford Nation." *International Journal of Politics, Culture, and Society* 33(1): 1-21.

Hulchanski, J. David. 2010. *The Three Cities Within Toronto*. Toronto: Cities Centre, University of Toronto. *Scan this report quickly for the overall findings.*

Horak, Martin, and Aaron Alexander Moore. 2015. "Policy Shift without Institutional Change: The Precarious Place of Neighborhood Revitalization in Toronto." In Clarence N. Stine et al., *Urban Neighborhoods in a New Era*, pp. 182-208. University of Chicago Press.

CBC News. 2019. "Toronto city council approves 'comprehensive' plan on housing". CBC News, Dec. 17.

<https://www.cbc.ca/news/canada/toronto/toronto-city-council-housingto-2020-2030-action-plan-1.5400343>

** students choose second short essay week (Weeks 8 – 11) **

Week 7 (Oct 21): London, Ontario: Downtown Redevelopment in a Mid-Sized City

During this week, our regular class will be replaced by a four-hour (approximately) class field trip and walking tour of downtown London. Joined by local experts and policy leaders, we will explore the recent history of London's downtown revitalization initiatives.

The field trip is a required class component. *We will finalize the timing of the field trip based on mutual consultation early in the semester.* You will be writing a reflection blog based on your field trip experiences. If by chance COVID-19 conditions do not permit a group field trip, I will develop guidelines for a self-guided walking tour instead.

To prepare for our field trip, read the following documents:

Bradford, Neil. 2010. "Economic ideas and development strategy: The case of London, Ontario." *Canadian Journal of Urban Research* 19(1): 1-22.

City of London Reports (to read selectively for an overall sense of contents):

2015. *Our Move Forward: London's Downtown Plan*

2019. *State of the Downtown 2017*

2019. *Making a Difference: Core Area Action Plan*

Week 8 (Oct 28): Detroit: Governing Urban Decline

Start by reading these three brief non-academic pieces online:

Capps, Kriston. 2015. "How Detroit's Foreclosure Auction Fails Homeowners". *CityLab*, Sept. 17.

<https://www.citylab.com/equity/2015/09/how-detroits-foreclosure-auction-fails-homeowners/404797/>

Barrionuevo, Alexel. 2016. "Detroit's Billionaires Hope to Change Downtown with Development Spree". *Curbed Detroit*, Mar. 30.

<https://detroit.curbed.com/2016/3/30/11327192/detroit-downtown-development-dan-gilbert>

Klinefelter, Quinn. 2018. "Detroit's Big Comeback: Out of Bankruptcy, a Rebirth". NPR, Dec. 28.

<https://www.npr.org/2018/12/28/680629749/out-of-bankruptcy-detroit-reaches-financial-milestone>

Neill, William J.V. 2015. "Carry on Shrinking?: The Bankruptcy of Urban Policy in Detroit". *Planning Practice & Research*, 30(1): 1-14.

Schindler, Seth. 2016. "Detroit after bankruptcy: A case of degrowth machine politics." *Urban Studies* 53(4): 818-836.

Alperovitz, Gar and Steve Dubb. 2015. "A Community Wealth-Building Vision for Detroit – and Beyond". In Michael Peter Smith, and Owen L. Kirkpatrick, eds. *Reinventing Detroit: The Politics of Possibility*. New York: Routledge, pp. 183-200.

** downtown redevelopment blog due Friday Oct 29 **

Part II: Selected Topics in Urban Politics and Governance

Weeks 9 to 12 (Nov 11, Nov 18, Nov 25, Dec 2):

As noted earlier, topics for these four weeks will be selected by students early in term. I propose the following list of topics to choose from, but we could add others if you have good ideas:

Race and Urban Politics in the United States and Canada – There is a rich literature on how local politics has reproduced racial inequality in the US, and we could explore some of this work and how it helps us to understand the current crisis of race and local policing.

COVID-19 and Urban Politics – The pandemic has affected cities in many ways, ranging from decreased public transit use and changing mobility patterns, to housing price inflation and the re-imagining of public spaces. How these changes have been managed politically by often fiscally stressed local governments, provides many opportunities for discussion and learning.

Urban Transit and Transportation – For this topic, we could focus on various areas, including the fascinating politics of building big transportation projects like freeways and subways (an area for my own research) and the challenge of environmental sustainability.

Public Space and Private Space in Cities – In an age of globalization and privatization, public and open-access spaces in many cities are being privatized. What are the political and social implications of this? How are the uses of public space changing, and could they change further after Covid? Are gated communities a legitimate expression of the interests of their residents?

Space and Political Cleavages in the Urban Landscape – Central city residents often differ from suburbanites in their political leanings in North America. But the geography of political

cleavages is complex and has far-reaching implications for politics at all scales. We would draw on some interesting new research on this subject, which has just begun to get academic attention.

The Multicultural City – Large, globalized cities are home to immigrants from all over the world, bringing both tremendous vitality and social strain. How do local governments respond to immigrant needs and concerns? How should they respond? Toronto would probably be a case focus for this week

Vancouver – A Pacific Rim City – Since the 1970s Vancouver has been transformed from a somewhat staid regional hub to a cosmopolitan, incredibly expensive global gateway. How has local politics and planning wrestled with the growing pains that accompany this transition?

Silver Bullets? Mega-projects and Mega-events – Those who govern large cities with global aspirations sometimes turn to huge infrastructure projects and mega-events such as the Olympics to secure a global reputation and attract residents, investors and visitors. Who benefits and who loses from such projects? What are their political dynamics?

Governing the Suburbs – North American suburbs are not just ‘bedroom communities’ – they are socially and economically complex and diverse places, but they aren’t so often the focus of academic study. What do we know about the politics of suburbs and their residents?

** research proposals due Nov 11 **

** second graduate student critical response paper due Nov 18 **

** final research papers due on OWL Dec 6 (Monday after last class) **

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.