

Political Science 3320E – SJPS 3320E 270/230

Fall/Winter 2020-2021

Women in Civic Leadership

Coordinator, instructor and academic support
Professor: Dr. Jacquetta (Jacquie) Newman
Email: jnewman@uwo.ca

Office: FB101 (Virtual for 1st term)
Ext. 4513

Instructor
Professor: Anne Marie DeCicco-Best
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Office: Virtual office appointments

Instructor
Professor: Shawna Lewkowitz
Email: slewkowi@uwo.ca

Office: TBD (Virtual for 1st term)

Office Hours:

Dr. Newman (King's): Virtual for the First term

Prof. Anne Marie DeCicco-Best (Brescia): By appointment virtually

Prof. Shawna Lewkowitz (King's): Virtual for the First term

If you would like to meet with us during office hours at a location on campus other than our offices, please let us know and we will make arrangements.

Class Times and Location(s):

This is a blended class combining synchronous and asynchronous access to course materials and interactions. A predominately online course, where most aspects of the course are delivered via OWL synchronously (through zoom) and information provided that can be viewed asynchronously (at home).

Course Description:

Women continue to be underrepresented in civic leadership. This course offers a unique experience for students who identify as women and are interested in becoming engaged in civic leadership and community building. Students are paired with a female civic leader to learn about the opportunities and barriers facing women.

Antirequisites: Social Justice and Peace Studies 3398F, 3399G in 2016-2017; Social Justice and Peace Studies 3320E.

Prerequisites: 1.0, or the equivalent, from: Social Justice and Peace Studies 2301A/B, 2302A/B, 2303A/B, 2304F/G, Political Science 2230E, 2236E, 2255F/G, DOL 2233A/B; and permission of the Program Co-ordinator/Chair.

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.

Women in Civic Leadership Course | 2020-2021

A Partnership of King's, Brescia University Colleges & City of London

Coordinator, instructor, and academic consultant
Professor: Dr. Jacquetta (Jacquie) Newman
jnewman@uwo.ca Ext. 4513

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As professors, we are here for you in two different ways. As a group, we will have time at the end of each class for informal conversations and discussions. Here, you may have questions about your assignments, projects or other topics not covered specifically during class.

You may also have personal questions for the professors where you can book time individually with any or all of them outside of class time. You can book zoom appointments directly by email based on the availability of each person(s).

Course Description

The impacts, effects, and responses to COVID-19 are and were not gender-neutral and many women are and were at the forefront in dealing with COVID-19 at the local as well as national level. This year the Women in Civic Leadership class through partnership with women civic leaders and engagement with community organizations in London, will examine and assess London's experience of COVID-19. By telling the stories of how women community leaders in London responded and are responding to the pandemic, the class will show how gender is intrinsic to crises and crisis responses and how gender-balanced (GBA+) and intersectional approaches can help guide future responses and policy.

This course offers a unique experience for women-identified students interested in becoming engaged in civic leadership. Students have access to women-identified civic leaders who are mentors to the course and provide their first-hand experience of what civic leadership looks like as a woman.

Antirequisites: Social Justice and Peace Studies 3398F, 3399G in 2016-2017; Social Justice and Peace Studies 3320E.

Prerequisite: 1.0, or the equivalent, from: Social Justice and Peace Studies 2301A/B, 2302A/B, 303A/B, 2304F/G; Political Science 2230E, 2236E, 2255F/G; DOL 2233A/B; and permission of the Program Coordinator/Chair.

Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been successfully completed, and that they are aware of any antirequisite course(s) that they may have taken. Unless you have either the requisites for this course or written special permission to enroll in it, you may be removed from the 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.

Texts: Leslie Kern. 2019. *Feminist City A Field Guide*. Toronto: Between the Lines.

Course Objectives (with competencies)

- Experience first-hand the influence of gender and leadership at the local level (*inquiry and analysis, self-awareness and development*).
- Understand how gender, race, ethnic, ability, sexual orientation and class differences result in different experiences and practices of the political. (*critical thinking, inquiry and analysis, problem solving, self-awareness and development, valuing*)
- Develop skills in applying intersectional and feminist lenses to the examination of social, political, and economic activities. (*critical thinking, inquiry and analysis, problem solving, self-awareness and development, valuing*)
- Identify the process and structures of local government and how they impact on everyday lives through an insider view of municipal politics (*problem solving, inquiry and analysis*).
- Explore the impact of community organizing and activism on local systems
- Develop and improve research and field-work skills through practice (*communication, critical thinking, inquiry and analysis*).
- Develop presentation skills including alternative modes of knowledge mobilization (data visualization, online and social media platforms, and print reports and briefings. (*communication and problem solving*).
- Investigate applied education, where students make the links between academics and community problem-solving (*inquiry and analysis, self-awareness and development, problem solving*).

Experiential Learning

This course is an experiential learning course combining academic and theoretical knowledge with community-based experiences. Much more than a placement, the course includes a pedagogical framework of concrete experiences, critical analysis, reflection and synthesis.

Course Requirements

- Students will be assigned in groups with community-partners as consultants to work on a substantial project intended to contribute to the community. Projects will be assigned the first week of classes.
- Students are required to commit to an average of three hours per week of research and work for the duration of the academic year in both the classroom and the community (*self-awareness and development, communication, problem solving*).

This includes:

- Interacting with the community-partners, attending meetings and other events related to the work of and suggested by the community-partners. This includes the work required for the course project. (*communication, problem solving, self-awareness and development*).
- Attending the classroom sessions via Zoom held on Friday afternoons throughout the course. Schedule and readings are listed below.
- Completion of two projects: an Oral History with an analysis of London’s women leaders in the time of COVID-19, and the Changemakers Conference in March – April 2021. (*communication, critical thinking, self-awareness and development, problem-solving*).
- Completion of a community mentorship project. Working in conjunction with community partner, contribute 10 - 15 hours of work towards a project of partner’s choosing (research, communications, project proposal, fundraising, outreach as possible examples). (*communication, inquiry and analysis, valuing*).
- Completion of an interview assignment including undertaking the process of requesting ethics approval.
- Presentation of the final projects to a public audience.

Evaluation

Assignment	Evaluation	Description
Perusal Reading Commentaries Asynchronous (embedded in OWL) <i>(valuing, self-awareness and development)</i>	15% = 3 x 5% Ongoing - Marks available: Oct. 30 Feb. 12 March 19	<ul style="list-style-type: none"> ● Students help each other learn by collectively annotating readings in threads, responding to each other’s comments, and interacting. ● Bring the interactivity of a small seminar to a large lecture course, without sacrificing efficiency. ● Perusal automatically manages entire out-of-classroom experience and motivates participation via social connections and automatic engagement scores. ● Instead of the blank stares students often give to “Any questions?”, start class using Perusal’s “student confusion report” — a one-page summary of concepts students had trouble with or most engaged them, along with some of the best annotations. ● Perusal is accessed by clicking the left hand tab on the class OWL site.

<p>Participation in classroom sessions</p> <p>Synchronous</p> <p>1.5 – 2 hr. workshops to develop oral history and analysis project, development and check-in of Changemak[h]er Conference, discussion sessions, and occasional live-streamed panel webinar.</p> <p><i>(communication, critical thinking, inquiry and analysis)</i></p>	<p>15% = 3 x 5%</p> <p>On-going</p> <p>Marks will be available: Oct. 30 Feb. 12 March 19</p>	
<p>Interview and Community Mentorship Project:</p> <p>Community Mentorship Project</p> <p>One-page outline of proposed project.</p> <p>Full project completed</p> <p><i>(communication, critical thinking, self-awareness and development, problem-solving)</i></p> <p>Oral history and interview project</p> <p><i>(communication, inquiry and analysis)</i></p>	<p>5% Due: Oct 30</p> <p>15% Due: Dec. 11</p> <p>20% Due: Jan. 29, 2021</p>	<p>The student would be available to work on a project for the community partner that they interview, that is of the partner’s choosing. This could be as simple as writing a blog for the organization, working on a webpage/information site for the group, or anything that would add value to the organization. The student would be graded based on their execution of the project as agreed to by both parties. Mentors will be asked for input to assist in the grading.</p> <p>Using questions and focusing on themes developed in class, the oral history will be collected through a very in-depth semi-structured interview or series of interviews. This will comprise a significant part of the final class project.</p>
<p>Final Projects:</p>	<p>30%</p>	
<p>Oral history and Gender analysis of London during the pandemic <i>(communication, inquiry and analysis, critical thinking, problem solving)</i></p>	<p>15% Due: March 19, 2021</p>	<p>Includes synchronous presentation and presentation in other forms to be determined in class.</p> <p>To be presented during final class session</p>

Changemak[h]er Conference	15% Due: By the end of the 2020-2021 school year	Putting on Changemak[h]er Conference planning 2021.
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Late assignments

Late assignments and papers will have 2% per day late penalty. In the event of a medical emergency, students are requested to contact the Academic Dean's Office or Academic Advisor immediately to determine a course of action. This typically requires medical documentation or other relevant proof as to why an absence was unavoidable.

Please refer to this policy:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

Perusall Reading Commentaries – (Individual participation)

To encourage deeper engagement with the assigned readings, this course will pilot a new collaborative learning and reading tool called Perusall. This platform was developed by four professors at Harvard University to transform course readings from a solitary to a collective experience.

The website, www.perusall.com, is free to use and allows students to read and comment on the material in a social media style environment. With the exception of textbook chapters and videos, all other readings will be made available through Perusall. Access to Perusall is through OWL. The tab is on the left hand side of the course OWL site. Detailed instructions will be provided in class and through OWL to help students sign up on the website, join our course, and begin engaging with the readings.

For weeks in which we hold a seminar, students will be expected to make a minimum of two substantive contributions per reading per week. A bi-weekly deadline of Thursday by noon before the Friday session will be set for reading completion and commentary.

Participation – (Individual and Group)

Students are required to attend all Friday sessions through zoom or possibly in classrooms sessions practicing appropriate social distancing. Students will come prepared to discuss and work on developing the two projects for the year and having read and thought about the readings assigned for the week to ensure robust and engaged discussion.

Please be advised that **three or more absences without an appropriate excuse will result in a 0 in participation**. If this becomes unavoidable for medical or such reasons students should approach the Dean's Office to make sure that proper accommodation is requested and given.

Participation will be judged on the basis of attendance, oral participation, the observed level of analytical and communicative skill during discussion and displayed preparation for the week's topic.

Positively Evaluated:

Responding to others' remarks or questions in a serious and thoughtful manner; drawing together ideas to create new ones; showing respect and interest for other arguments and points of view; engaging others in pertinent and informed dialogue; curiosity in the origin of other points of view; wit and insight.

Negatively Evaluated:

The domination of class discussion by means of volume, tone or sarcasm; 100% speaking or 100% listening with little attempt to balance both; refusal to acknowledge other points of view; not listening, or appearing to listen; intemperate interruptions; uninformed or glib answers; lack of weekly preparation.

Community Mentorship Project

Working in conjunction with community partner, contribute 10- 15 hours of work towards a project of partner's choosing (research, communications, project proposal, fundraising, outreach as possible examples). This project is meant to further the work of the partner or organizations and may or may not be directly tied to the themes of the course. The purpose is for the student to better understand the work of the community partner and provide a tangible contribution.

1. Provide a short one page or less outline of proposed project. **Due: Oct. 30, 2020**
2. A critical reflection paper (6-7) pages double spaced on what you learned through that project and working in relation to mentor. Connect it back to readings, class discussions and other learnings in your program. Include references in an appropriate citation/bibliographic format. **Due: December 11, 2020.**

(For the interview portion please see below.)

Final Project – (Class and Group)

As these projects do not fit within the normal framework of traditional classes, the evaluation has to keep in mind the diversity, hence the difficulty in applying a specific rubric. However, as communicated in the first month of the year, these projects fit within a broader approach to knowledge building and sharing.

1. Oral history and gender analysis of London during the time of COVID:

Through partnership with women civic leaders and engagement with community organizations in London, students will examine and assess London's experience of COVID-19. By telling the stories of how women community leaders in London responded and are responding to the pandemic, the class will show how gender is intrinsic to crises and crisis responses and how gender-balanced (GBA+) and intersectional approaches can help guide future responses and policy.

Interview assignment: Using questions and focusing on themes developed in class, this semi-structured interview with and oral history of a female London civic leader will comprise a significant part of the data collection for the final class project.

Expected outcomes final presentation of class findings and collected stories in synchronous and asynchronous forms, including profile stories for poster presentations and You Tube video-casts.

2. Changemak[er] Conference: This year the theme will be Women's Leadership in a Time of COVID and will be held March - April 2021.

The Changemak(h)er conference was created with young women in mind, to build knowledge about what a career in politics can look like, and to build confidence so that young women can be change makers. Women continue to be underrepresented in all levels of elected office and while predominantly employees and volunteers in non-profits and community organization these numbers do not translate into senior positions, women of colour, indigenous women, and members of the LGBTQ+ community are especially scarce. The goal is to support the women who hold these positions and inspire the next generation of female-identifying leaders to shoot for the top.

Expected outcomes are the Annual Changemak(h)er Conference (virtual or in-person) and development of a formal and continuous presence (online or other) for the Changemak(h)er project

Assessment of the final projects shall be done by the course instructors and the coordinator.

Course Structure

Course content will be mainly provided in asynchronous and online forms such as online readings, keyword and concept mini-lectures, and recorded webinars in a “talk-show format.” Students will meet virtually every other Friday for an hour (or longer based on interest) for the duration of the academic year. These sessions will provide opportunities a) to develop and work collaboratively on the two class projects, b) to allow for larger class dialogue of readings, online mini-lectures, and webinars, and, c) for the occasional live-streamed webinars and presentations with visiting guest speakers.

Engagement and Contact with Your Instructors:

1. The Agony Aunties are in.
2. Virtual Office by Appointment.

As professors, we are here for you, our students, in two different ways. As a group, we will have time at the end of each class for informal conversations and discussions. Here, you may have questions about your assignments, projects or other topics not covered specifically during class.

You may also have personal questions for the professors where you can book time individually with any or all of them outside of class time. You can book these appointments directly by email, booked at the availability of each person(s) and can be accommodated virtually.

Course Schedule

(As this is an experiential learning course, speakers and readings may change as and/if different opportunities present themselves. Readings will be made available on-line)

Dates and Locations	Session Description	Readings and Course Content
<p>Friday, September 11, 2020</p> <p>2:00 – 3:30 pm Synchronous</p> <p>3:30 – 4:00 pm “The Agony Aunts are In” Group Chat / Office Hours</p> <p>Class lead: All</p>	<p>Session 1: Welcome! Overview and introduction</p> <p>Get to know session and discussion of issues:</p> <ol style="list-style-type: none"> 1. Introduction and review of syllabus 2. Discussion on group norms 3. Professor introductions about knowledge, experience, positionality 4. Student introductions 	<p>Watch the Canadian Urban Institute Video: Municipalities Responding to COVID-19 Spotlight on Ontario</p> <p>CBC London. Women are disproportionately affected by COVID-19 health unit shows.</p> <p>Women’s W News: Women Leaders Battling COVID</p> <p>Guardian. Women bear the brunt of COVID</p> <p>Guardian. Women showing leadership during COVID.</p>
<p>Friday, September 25, 2020</p> <p>2:00 – 3:30 pm Synchronous</p> <p>3:30 – 4:00 pm “The Agony Aunts are In” Group Chat / Office Hours</p> <p>Class Lead: Shawna</p>	<p>Session 2: Feminism and Intersectionality</p> <p>Discussion of feminism and intersectionality</p>	<p>Readings:</p> <p>Kern: <i>Feminist City: City of Fear</i></p> <p>Patricia Hill Collins and Sirma Bilge. 2020. What is Intersectionality? In <i>Intersectionality</i> 2nd edition. Cambridge, UK: Polity, pp. 1-36</p> <p>Video: Kimberle Crenshaw discusses intersectionality. Audre Lorde on oppression(s)</p>
<p>Friday, October 9, 2020</p> <p>2:00 – 3:30 pm Synchronous</p> <p>3:30 – 4:00 pm “The Agony Aunts are In” Group Chat / Office Hours</p>	<p>Session 3: Women and the City, Social Reproduction and Women’s Lives</p>	<p>Readings:</p> <p>Leslie Kern, <i>Feminist City: A Field Guide</i>, City of Moms</p> <p>Nancy Kleniewski and Alexander R. Thomas. 2019. “Women in Cities,” <i>Cities, Change, and Conflict: A Political Economy of Urban Life</i>. New York: Routledge, pp. 218-236</p> <p>Sylvia Federici. “Reproduction” in <i>Keywords for Radicals</i>. Oakland: A.K. Press, 2016, pp. 359-366.</p>

<p>Class Lead: Jacque</p>		<p>Video: Social Reproduction Theory and COVID https://www.youtube.com/watch?v=Xg5ASSAjMCc</p> <p>Recommended: Rebecca Wallace & Elizabeth Goodyear-Grant. News Coverage of Childcare During COVID-19: Where are Women and Gender? Politics and Gender. (Forthcoming) – part of the Cambridge Press Coronavirus Collection.</p>
<p>Friday, October 23, 2020 2:00 – 5:00pm</p> <p>4:00 – 4:30 “The Agony Aunts are In” Group Chat / Office Hours</p> <p>Class Lead: Jacque</p>	<p>Session 4: Intersectional History</p> <p>Develop themes and focuses for Oral History Project</p>	<p>Readings:</p> <p>Kern: <i>Feminist City: City of Men.</i></p> <p>Donald A. Ritchie. <i>Doing Oral History 3rd edition.</i> Oxford: Oxford University Press, 2015, pp. 1-25 & 33-34, 45-72, 73-102.</p>
<p>Friday, November 13, 2020</p> <p>2:00 – 2:30 Check in with students/projects</p> <p>2:30 – 4:00 Panel</p> <p>Class Lead: Anne Marie</p>	<p>Session 5: Gendered Impacts of crisis and Live Streamed Panel with Mentors</p>	<p>Readings:</p> <p>Kern: <i>Feminist City: City of One</i></p>
<p>Friday, November 27, 2020</p> <p>2:00 – 3:30 pm Synchronous</p> <p>3:30 – 4:00 pm “The Agony Aunts are In” Group Chat / Office Hours</p> <p>Class Lead: Shawna</p>	<p>Session 6: GBA+ Planning</p>	<p>Readings:</p> <p>Tovi Fenster (2006) The Right to the Gendered City: Different Formations of Belonging in Everyday Life, Journal of Gender Studies, 14:3, 217-231</p> <p>Jay Pitter. 2020. A Call to Courage: An Open Letter to Canadian Urbanists. June 2020. canurb.org</p> <p>Video: Cities in the Time of COVID-19: How do we respond to anti-black racism in urbanist practices and conversations.</p>
<p>Friday, December 11, 2020</p>	<p>Session 7: Neighbourhood and Mutual Aid</p>	<p>Readings:</p>

<p>2:00 – 3:30 pm Synchronous</p> <p>3:30 – 4:00 pm “The Agony Aunts are In” Group Chat / Office Hours</p> <p>Class Lead: Shawna</p>		<p>Leslie Kern, <i>Feminist City</i>: City of Friends.</p> <p>David Spade. 2020. "Solidarity Not Charity: Mutual Aid for Mobilization and Survival. Social Text. Vol. No. pp.</p> <p>Caroline Shenaz Hossein. 2020. Mutual Aid and Physical Distancing are Not New for Black and Racialized Minorities in the Americas. <i>HistPhil</i>. March 2020.</p> <p>Podcast: Mutual Aid on Lockdown: Madeleine from Mutual Aid Katarokwi on Creating Networks Of Neighbors to do Mutual Aid During A Pandemic (this is a podcast) https://podcasts.apple.com/us/podcast/5-madeleine-from-mutual-aid-katarokwi-on-creating-networks/id1508116476?i=1000473036129</p>
<p>2021</p>		
<p>Friday, January 8, 2021</p> <p>2:00 – 3:30 pm Synchronous</p> <p>3:30 – 4:00 pm “The Agony Aunts are In” Group Chat / Office Hours</p> <p>Class Lead: Jacque</p>	<p>Session 8: Movement Leadership</p>	<p>Readings:</p> <p>Leslie Kern, <i>Feminist City</i>: City of Protest</p> <p>Jacquetta Newman. “Acting In and On History; The Canadian Women’s Movement,” James Bickerton and Alain G. Gagnon(eds), <i>Canadian Politics 7th edition</i>. Toronto: University of Toronto Press, forthcoming.</p> <p>Sarah Maddison. 2007. Feminist Perspectives on Social Movement Research, in Sharlene Nagy Hesse-Biber (ed) <i>Handbook of Feminist Research: Theory and Praxis</i>. Thousand Oaks, CA: Sage Publications, pp. 391-407</p> <p>Video: Kimberle Crenshaw, What Intersectionality Really Means for Movements.</p> <p>Black Lives Matter https://www.youtube.com/watch?v=2mePrVz_4yk</p>
<p>Friday, January 22, 2021</p>	<p>Session 9: Nonprofit Leadership</p>	<p>Readings:</p> <p>Resetting Normal: Women, Decent Work and Canada’s Fractured Care Economy: A series of reports on gender</p>

<p>2:00 – 3:30 pm Synchronous</p> <p>3:30 – 4:00 pm</p> <p>“The Agony Aunts are In” Group Chat / Office Hours</p> <p>Class Lead: Anne Marie</p>		<p>equality and the COVID-19 pandemic in Canada. They explore risks to human rights exposed by the pandemic and propose new ways to build a gender-equal Canada in pandemic recovery efforts.</p> <p>Decent Work for Women: A literature review of women working in Ontario’s nonprofit sector. (March 2018) Ontario Nonprofit Network</p> <p>Stelian Medianu and Victoria Esses (Sept 2016) Report: Visible Minorities and Women in Senior Leadership Positions: London, Hamilton and Ottawa http://diversecityonboard.ca/wp-content/uploads/2017/08/visible_minorities_and_women_in_senior_leadership_positions_report_1.pdf</p>
<p>Friday, February 5, 2021</p> <p>2:00 – 3:30 pm Synchronous</p> <p>3:30 – 4:00 pm</p> <p>“The Agony Aunts are In” Group Chat / Office Hours</p> <p>Class Lead: Anne Marie</p>	<p>Session 10: Live Streamed Panel with Partners/Mentors</p>	<p>Readings:</p> <p>Stelian Medianu and Victoria Esses (Sept 2016) Report: Visible Minorities and Women in Senior Leadership Positions: London, Hamilton and Ottawa</p> <p>Jacquetta Newman. 2009. “Small-P politics: Women working outside formal political structures,” in Mark Charlton and Paul Barker eds., <i>Crosscurrents: Contemporary Political Issues</i>, 6th edition. Toronto: Nelson Education Ltd., pp. 253-263.</p>
<p>Friday, February 19, 2021</p> <p>2:00 – 3:30 pm Synchronous</p> <p>3:30 – 4:00 pm</p> <p>“The Agony Aunts are In” Group Chat / Office Hours</p> <p>Class Lead: Anne Marie</p>	<p>Session 11: Political Leadership – Local Government and Civic Engagement</p>	<p>Readings:</p> <p>Jacquetta Newman. 2009. “No: Say it Five Time Fast, The Pitfalls of Small-P Politics,” in Mark Charlton and Paul Barker eds., <i>Crosscurrents: Contemporary Political Issues</i>, 6th edition. Toronto: Nelson Education Ltd.</p> <p>Andrew Sancton. 2015. “Chapter 1: What is Local Government: An Urban Perspective, 2nd Edition (Don Mills: Oxford University Press) pp. 12-26</p> <p>Podcast: Municipal World. Triumphs and failures of evidence-based policy-making, Part 2 – Ashleigh Weeden</p>
<p>Friday, March 5, 2021</p> <p>2:00 – 3:30 pm Synchronous</p> <p>3:30 – 4:00 pm</p> <p>“The Agony Aunts are In” Group Chat / Office Hours</p>	<p>Session 12: Final Symposium Prep and Trial run</p>	

Class Lead: all		
Friday, March 19, 2021 2:00 – 3:30 pm Synchronous 3:30 – 4:00 pm “The Agony Aunts are In” Group Chat / Office Hours Class Lead: all	Session 13: Presentations Along with the community partners, this session will be open to the public	

Course Competencies

- **Communication:** The ability to exchange information and meaning across cultures, space, and time through appropriate means of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.
- **Critical Thinking:** The ability to engage in thinking characterized by rational, informed, independent, and open-minded exploration of issues, ideas, and events accepting or formulating a conclusion.
- **Inquiry and Analysis:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.
- **Problem solving:** The ability to create and execute a strategy or answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives and decide when an acceptable outcome has been reached.
- **Self-Awareness and Development:** The ability to draw meaning, knowledge, and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.
- **Valuing:** The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students also must be able to understand the ideas informing one’s beliefs and be accountable for their actions.

2020-21 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

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

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements 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. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

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

1. Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the 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;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate 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 fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such

requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](http://brescia.uwo.ca/academics/registrar-services/), <http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC 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: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

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.

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 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. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls

within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
