

**CGS 1021F INTRODUCTION TO GLOBAL CULTURE**

The Centre for Global Studies

Huron University College

Fall 2020

Dr. Katherine Lawless



Edward Burtynsky, *Shipbreaking #3, Chittagong, Bangladesh* (2000)

**Course Description**

This course examines what it means to take culture as a site of analysis and “the global” as a lens of interpretation. We begin by asking simple questions: What is culture? How is culture understood across different fields of inquiry and intellectual traditions? What tensions and contradictions mark its conceptualization and historical production? We use our answers to introduce an expanded set of inquiries: What makes culture “global”? How is culture shaped by and does it participate in the forces and flows of globalization? Can we speak of a global culture in the singular? Or must we always speak of global cultures in the plural? How is the concept of global culture leveraged as a means for exercising power and legitimating violence? By whom and for whom? Finally, we consider the ways in which the qualifier of “the global” changes or modifies our understanding specific cultural practices, including tourism, memory, and political resistance. Each set of weekly readings will broach these questions and introduce a series of problems unique to the study of global culture through a combination of primary and secondary as well as historical and contemporary sources.

## Course Information

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<i>Professor</i>	Dr. Katherine (Kate) Lawless
<i>Contact Information</i>	519-438-7224 x705; <a href="mailto:klawles@uwo.ca">klawles@uwo.ca</a>
<i>Class Time</i>	Tuesdays 11:30-1:30 and Thursdays 11:30-12:30

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## Learning Outcomes

Upon completing this course, students will be able to:

- 1) Recognize and define key terms associated with the study of global culture
- 2) Understand and explain theories of culture across different fields of inquiry
- 3) Map and participate in key debates concerning issues in global culture
- 4) Identify a problem related to global culture and produce an original argument in response
- 5) Understand the relationship between a text and its audience
- 6) Identify and evaluate the argument, structure, and evidence in diverse scholarly works
- 7) Apply the skills of research, reviewing, rewriting, and reflection in the production of original research

## Methods of Instruction, Conduct and Expectations

The ongoing global pandemic has presented us with a unique situation in which Huron has elected to disallow in-person classes in order to help slow the spread of COVID-19. As a result, CGS 1021 will be offered using exclusively virtual delivery methods. This means our approach to achieving the learning outcomes will be altered, and we may have to make some impromptu accommodations throughout the semester.

### What you can expect from me:

I see my role in the classroom as one of mentorship and dialogue. My aim is to guide you toward new modes of understanding, which sometimes means revealing uncomfortable truths. I do not always have answers. My job is not to tell you how things really are, but to ask and help you to ask the right questions so that you can find answers for yourself. While I recognize that you all bring valuable ideas and perspectives to the classroom that reflect your unique life experiences, at times I may challenge your ideas, not to be dismissive but to force you to reflect on your founding assumptions. My primary aim is to inspire you not only to learn about the world but to change it. To this end, I strive to make my classroom a space in which we can safely question both our own and others' ideas of how things do and should work.

I make certain foundational assumptions that guide my teaching. **First:** Despite the fact that the university is a highly normative institution, a university education is inherently valuable—not just in order to “get a job,” but to create more robust forms of human sociality. **Second:** Despite a

tendency toward hierarchy, traditional forms of education have merit. **Third:** Punitive measures are not a good source of motivation and often punish those who are already disadvantaged. **Fourth:** Boundaries are important for individual and social development. In line with these assumptions, you will see me use a variety of teaching methods in my classroom, some traditional (i.e. lectures) and some not (i.e. student-centered learning). You will notice that I do not use punitive measures such as “late penalties”; but I do draw clear boundaries regarding what I can and cannot do (i.e. I cannot provide feedback on late work). In general, I will be as generous with my time as possible while ensuring that I am not overextended.

Each week I will provide two or three mini-lectures or videos from external sources that elaborate on some of the most important ideas in the reading material. Video lectures and other multimedia content will be embedded on the appropriate lesson page in OWL and uploaded to VoiceThread for additional asynchronous discussion. This content will be accompanied by weekly study guides that point you toward key ideas in the readings and provide some guiding questions for further reflection. You will find clear guidelines and rubrics for each assignment on the appropriate assignment page in OWL.

I will be available during the designated class times on Tuesdays and Thursdays for synchronous discussion pending extenuating circumstances. If I have to cancel class for some reason, I will make every attempt to let you know in advance. I recognize that we are all balancing multiple and sometimes competing commitments, myself included. For this reason, it is important that we keep the lines of communication open. I will communicate with you primarily using the announcements and messages features on OWL. In addition, I will monitor discussion forums on OWL and VoiceThread and provide guiding commentary when necessary.

#### What I expect from you:

I see your role in the classroom as one of dedicated participant and willing collaborator. I expect you to take yourself and your peers seriously. Each week you must be prepared to engage in meaningful intellectual conversation. This entails doing the required readings, watching the pre-recorded lectures and videos, viewing other multimedia content and studying the material. As you do this, you should ask many questions and reflect on your own assumptions as well as those made by your interlocutors. You will not understand everything you read, and this is absolutely fine. Learning how to read scholarly material is like learning a new language; understanding will come with time and practice.

My courses require a high degree of self-motivation and self-regulation. This means you must develop and exercise a good sense of organization, hold yourself accountable and seek various forms of external help when necessary. While I provide clear guidelines for each assignment, it is up to you to put in the work of interpreting and implementing them. Overall, I expect you to be honest and forgiving with yourself and your fellow collaborators while maintaining a high level of intellectual and academic rigour. You will get out of this course as much as you put into it. On average, you can expect to dedicate roughly 6-8 hours per week to this class; this includes time spent on readings (1-2 hours), assignments (2-3 hours), and lectures/discussions/workshops (3 hours).

Foundational Premises:

This course is not neutral. It presumes that the university, along with most other modern Western institutions, is a sexist, racist and colonial enterprise in which we are all complicit, however unintentionally. For this reason, it presumes that ignorance is never an excuse for injury. It also presumes that the production and exchange of knowledge can open new and better ways of thinking, living and being. To this end, it presumes that thinking does things in the world; put differently, ideas have material effects. Finally, it presumes that practices of care are foundational to a good education. This not only requires us to pay attention to one another's needs and be generous with one another's thoughts, but also implies an ethic of beneficence and non-maleficence.

Remote learning methods:

This course uses an array of digital tools, but primarily OWL, VoiceThread and Hypothesis. It requires that you have reliable Internet access. If you do not, please contact me to discuss your options. Weekly lessons pages are housed in the Lessons section of OWL. These lessons include a brief text-based introduction to the content, embedded video and other multi-media resources, and a weekly checklist. In general, the course is set up so that you can succeed even if you have barriers that prevent you from accessing synchronous elements of the course.

Class time:

Scheduled class time will be organized as follows. **Tuesdays:** The first hour is reserved for discussion regarding the readings and lectures. The second hour is reserved for tutorials or workshops regarding upcoming assignments. Some of these workshops will be led by members of the broader Huron community. **Thursdays:** This hour is reserved for individual or group meetings with me.

Opportunities for engagement:

There is no participation grade for this class, but there are many opportunities for engagement through and beyond the course material. These opportunities will not only enhance your experience of the course but also encourage deeper learning. I have set up weekly text-based discussion forums using the OWL Forums function. This will facilitate asynchronous dialogue regarding course content and upcoming assignments. VoiceThread can also be used in this way by allowing you to post video or written comments to all uploaded materials, which will include my pre-recorded lectures. Together, these discussion tools will allow you to pursue meaningful discussion with peers outside of the designated synchronous meetings. In addition, there is a special forum on OWL monitored by Mandy Penney at the Huron Writing Centre that you may use to ask writing-related questions. I have created a course group using Hypothesis, an open source software and annotation tool that provides another avenue for asynchronous discussion and collaboration. In order to use this software, you must create a free account: <https://web.hypothes.is/>. It can then be used to contribute to collectively annotated online documents. Finally, the Huron Writing Centre hosts a weekly "Writing Café" that you may consider joining. It is an excellent way to carve out time for writing and receive valuable feedback in a supportive environment.

## Course Requirements

<b>Assignment</b>	<b># of Pages</b>	<b>Worth</b>	<b>Due Date</b>	<b>Learning Outcomes</b>
<b>Weekly Assignments</b>	<b>9-12 (total)</b>	<b>70%</b>	<b>Dec 1</b>	
<i>Wk. 3-8: Keyword entry (G)</i>	1	P/F	various	1
<i>Wk. 4: Paper proposal</i>	1	P/F	(Oct 3)	4, 5
<i>Wk. 5: Reverse outline (G)</i>	2	P/F	(Oct 10)	5, 6
<i>Wk. 6: Mapping assignment</i>	1-2	P/F	(Oct 17)	2, 3
<i>Wk. 8: Peer review (G)</i>	1-2	P/F	(Oct 31)	6, 7
<i>Wk. 9: Position paper</i>	2-3	P/F	(Nov 14)	4, 5
<i>Wk. 10: Counterargument</i>	1-2	P/F	(Nov 21)	3, 4, 7
<b>Final Take-Home Exam</b>	<b>8-11 (total)</b>	<b>30%</b>	<b>TBD, as scheduled by the Registrar during the exam period</b>	
<i>Research component</i>	6-8	20%		3, 4, 5, 7
<i>Reflection component</i>	2-3	10%		7

## Assignment Descriptions

### *General information*

The assignments in this class are designed to demystify the research process and (hopefully) make the production of a full-length paper less daunting. Accordingly, you will complete seven short assignments that will be compiled to produce a final research paper. Each individual assignment represents one step in the research process and is oriented toward the cultivation of a particular research or writing skill. The advantages of this process are threefold: (1) the steps of the research process become transparent and their purpose explicit; (2) the final research paper is broken down into manageable “bits” to be completed throughout the semester; and (3) feedback can be given on each step of the research process, which will allow you to revise your ideas and incorporate revisions as you go. Overall, this results in a research paper that incorporates meaningful feedback and reflection and is completed over time rather than all in one go.

### *Working groups*

After the first round of introductions and the completion of the introductory questionnaire, I will break the class into 6 or 7 working groups with 4-5 members each. I will attempt to place you with others who have similar interests and compatible or complementary life situations in order to facilitate a productive and safe learning environment. Each group will have their own exclusive discussion board using the Forums function on OWL. I will check in with each working group on a weekly basis.

*Keyword entry (group)*

Each group will be responsible for identifying and defining a key concept from the course readings for a pre-determined week to be signed up for in week 2. In addition to providing a definition for the selected concept, you will generate a series of cognates or synonyms for this concept that can be used as potential search terms in the research process. These entries will be added to the collective lexicon on OWL for use by all members of the class. The purpose of this assignment is to generate a vocabulary that will serve as a foundation for both your understanding of global culture and the research process.

*Paper proposal (independent)*

For this assignment, you are asked to write a short 1-page proposal for your research paper. This proposal should identify a problem related to global culture and explain its significance; generate a working hypothesis; and propose a preliminary list of potential sources. A list of possible problems will be provided, but you are more than welcome to generate your own research problem. The purpose of the paper proposal is to give you a chance to formulate your ideas and test your hypothesis/thesis statement and research trajectory before committing to a full paper. You must include a minimum of two course texts and two external texts in this assignment. Please provide a works cited page using Chicago style (author-date).

*Reverse outline (group)*

This group assignment will generate a reverse outline for a model paper, which you will use to structure your own paper. You will choose one of three model papers provided by me. Begin by numbering each of the paragraphs in your model paper. In a separate document, explain the purpose of each paragraph in one sentence and mark it with the corresponding number. At the end of your document write two additional paragraphs, one on how the author uses language (i.e. tone, clarity, sentence structure) and another on how the author uses evidence (i.e. type, integration, application). This assignment is meant to help you not only recognize good writing but also understand what makes it good so that you can use it as a model for your own writing.

*Mapping assignment (independent)*

For this assignment, you will create a written or visual document that maps out where different writers stand on your chosen topic. You can begin with course materials and continue by using the search terms in the course lexicon to seek related resources using library databases. The aim of this assignment is to familiarize you with key debates in the field as well as the process of seeking sources. You are not asked to provide your own analysis of the problem or the relevant texts at this point; rather, you will simply explain or reiterate the different arguments encountered in the literature. You must include a minimum of two course texts and five external texts in this assignment.

*Peer review (group)*

For peer reviews, position papers will be exchanged between members of the working groups. Accordingly, you will review a draft paper for one other member of your group. A series of questions and prompts will be distributed to guide you through the review process. Along with

your written comments you will submit a mock evaluation of the paper using the assignment rubric.

### *Position paper (independent)*

For this short essay, you will choose one of the debates identified in your mapping assignment in which to intervene. Begin by analyzing the debate and explaining the various positions. Proceed to develop your own original response to this debate. This position may differ from the hypothesis or thesis statement you proposed in your paper proposal; this is fine—it shows development and growth in your understanding of the research problem. The goal of a position paper is to take a clear and specific position on a particular issue and show both how it relates to other positions on the same issue and why it is the superior position. Your audience for this paper is academic non-specialists. It should be written in clear, readable language and you should support your claims using sound logic as well as relevant evidence drawn from a variety of sources, including course readings, external sources, and personal experience (though you should be cautious with this last one). You must use a minimum of two course readings and two external texts in this paper. Please provide a works cited page using Chicago style (author-date).

### *Counterargument assignment (independent)*

For this assignment you will identify three potential counterarguments to the argument laid out in your position paper. Choose one of these counterarguments and elaborate on it, showing how it responds to your argument (drawing on external sources where necessary), and provide a rebuttal. The purpose of this assignment is to anticipate possible points of dissent and defend against them in advance. This demonstrates that you understand potential weaknesses in your own argument and have thought through how your argument stands in spite of them.

### *Final Take-Home Exam (independent)*

This is not a traditional examination. Rather than answering content-based questions, you are asked to complete two components related to your weekly assignments. First, in the *revision component* you will demonstrate an understanding of how to organize research and respond to feedback by compiling the work conducted in your weekly assignments into a 6-8-page final research paper. Second, in the *reflection component* you will write a 2-3-page critical reflection on the research process in response to a series of prompts regarding (a) the writing and revision process and (b) the relationship between your research paper and the course content.

### *Assignment Submission and Grading*

Deadlines for weekly assignments are suggested deadlines (though strongly encouraged). The absolute latest deadline for all weekly assignments is December 1, 2020. Each weekly assignment submitted by the suggested deadline will receive full written feedback; those handed in after the suggested deadline but before December 1 will receive a grade but no written feedback. Weekly assignments will be graded on a pass/fail basis. If you pass all of the weekly assignments, you will go into the final exam with 70%. The deadline for the final take-home exam will be scheduled by the Registrar during the exam period. Please submit all assignments using the appropriate assignment page on OWL.

## Course Texts

There are no required texts for this course. All assigned readings will be posted in the Resources section of our OWL site, which can be accessed using the left-hand toolbar.

## Reading Schedule

### Week 1: Sept 8 & 10

#### Introductions

Course Syllabus

Edwards, Paul N. 2019. *How to Read a Book, v5.0*. School of Information, University of Michigan. Available at: <https://pne.people.si.umich.edu/PDF/howtoread.pdf>

### Week 2: Sept 15 & 17

#### What is culture?

Williams, Raymond. 1976/1985. "Culture." In *Keywords: A Vocabulary of Culture and Society*, 76-82. Oxford University Press. Available at: [https://www.d.umn.edu/~cstroupe/handouts/general/culture\\_williams\\_keywords.pdf](https://www.d.umn.edu/~cstroupe/handouts/general/culture_williams_keywords.pdf)

Barker, C. 2004. "Culture." In *The SAGE dictionary of cultural studies*, 45-46. London: SAGE Publications Ltd. (LIB)

Pieterse, Jan Nederveen. 2020. "Chapter 1: What is culture?" In *Globalization and Culture: Global Melange*, 7-20. New York: Rowman & Littlefield.

Pittsburgh University. 2011-2016. "What is a 'keyword'?" In *The Keywords Project*. Available at: <https://www.keywords.pitt.edu/whatis.html>

**Workshop:** Writing a keyword entry

### Week 3: Sept 22 & 24

#### Enter the global

Featherstone, Mike. 2006. "Genealogies of the Global." In *Theory, Culture & Society* 23, no. 2-3: 387-392. (LIB)

Isar, Yudhishtir Raj. 2012. "Global Culture, Media." In *Encyclopedia of Global Studies*, edited by Helmut K. Anheier and Mark Juergensmeyer, 654-660. Thousand Oaks, CA: SAGE Publications, Inc.

Pieterse, Jan Nederveen. 2020. "Chapter 4: Globalization and Culture: Three Paradigms." In *Globalization and Culture: Global Melange*, 59-80. New York: Rowman & Littlefield.

**Workshop:** Conducting academic research (hosted by Huron Library)

## **Week 4: Sept 29 & Oct 1**

### **Mass media as global culture?**

Horkheimer, Max and Theodor Adorno. 2002. "The Culture Industry: Enlightenment as Mass Deception." In *Dialectic of enlightenment: Philosophical fragments*, translated by Gunzelin Schmidt Noerr, edited by Edmund Jephcott, 94-136. Stanford, CA, CA: Stanford University Press.

Lash, Scott and Celia Lury. 2007. "Introduction." In *Global Culture Industry*, pp. 1-15. Polity Press.

**Workshop:** Writing a paper proposal (hosted by Huron Writing Centre)

## **Week 5: Oct 6 & 8**

### **Global terror**

Baudrillard, Jean. 2003. "The Violence of the Global." In CTHEORY, translated by Francois Debrix, edited by Arthur and Marilouise Kroker. Available at:  
[http://ctheory.net/ctheory\\_wp/the-violence-of-the-global/](http://ctheory.net/ctheory_wp/the-violence-of-the-global/)

Kellner, Douglas. 2004. "9/11, Spectacles of Terror and Media Manipulation." In *Critical Discourse Studies* 1, no. 1: 41-64.

"Put your thing down, flip it, and REVERSE it: Reverse outlining as told by Missy Elliot" (resource from Wesleyan University):  
<https://www.wesleyan.edu/writing/writingworkshop/Writing%20Workshop/reverse%20Outline.pdf>

**Workshop:** Creating a reverse outline

**Week 6: Oct 13 & 15****Between cosmopolitanism and statelessness**

Kant, Immanuel. 1795. "Toward Perpetual Peace: A Philosophical Sketch." Available at: <http://www2.hawaii.edu/~freeman/courses/phil320/21.%20Perpetual%20Peace.pdf>

Cheah, Pheng. 2006. "Cosmopolitanism." In *Theory, Culture & Society* 23, no. 2-3: 486-496.

Arendt, Hannah. 1943/2007. "We Refugees." In *The Jewish Writings*, edited by Jerome Kohn and Ron H. Feldman, 264-274. New York, NY: Schocken Books.

Agamben, Giorgio. 1995. "We Refugees." In *Symposium: A Quarterly Journal in Modern Literatures* 49, no. 2: 114-119.

**Workshop:** Mapping the debate (hosted by Huron Library)

**Week 7: Oct 20 & 22****Global culture as hybrid**

Burke, Peter. 2009. "Introduction." In *Cultural Hybridity*, 1-12. Polity Press.

Bhabha, Homi. 2011. "Hybridity." *Translation: a transdisciplinary journal*: 19-20. Rome, Italy: Edizioni di storia e letteratura. (an excerpt from *The Location of Culture*, 1994)

Pieterse, Jan Nederveen. 2020. "Chapter 5: Globalization as Hybridization." In *Globalization and Culture: Global Melange*, 81-103. New York: Rowman & Littlefield.

**Workshop:** Writing a position paper (hosted by Huron Writing Centre)

**Week 8: Oct 27 & 29****The violence of globalization**

Nixon, Rob. 2011. "Introduction." In *Slow Violence*, 1-14. Cambridge, MA: Harvard University Press.

Shiva, Vandana. 2002. "The Violence of Globalization." *Canadian Woman Studies* 21: 15-17.

**Workshop:** Conducting a peer review

**READING WEEK: November 2-6****Week 9: Nov 10 & 12****Midterm check-in**

These classes are reserved for student-professor meetings.

**Week 10: Nov 17 & 19****Global Tourism**

Kincaid, Jamaica. 1988/2000. *A Small Place*. Farrar, Strauss and Giroux. Read excerpts: 1-19, 23-37, and 77-81.

MacNeille, Susan. 2009. "36 hours in Antigua." In *The New York Times*:  
<https://www.nytimes.com/2009/02/15/travel/15hours.html>

Drake, Monica. 2016. "Jamaica Kincaid's Antigua." In *The New York Times*:  
<https://www.nytimes.com/2016/07/17/travel/antigua-jamaica-kincaid.html>

**Workshop:** Addressing counterarguments

"Counterarguments" (from the Harvard University Writing Center):  
<https://writingcenter.fas.harvard.edu/pages/counter-argument>

**Week 11: Nov 24 & 26****Global memory**

Bell, Duncan, ed. 2006. "Introduction: Memory, Trauma and World Politics." In *Memory, Trauma and World Politics: Reflections on the Relationship Between Past and Present*, 1-29. New York, NY: Palgrave Macmillan Memory Studies.

Assman, Jan. 2010. "Globalization, Universalism and the Erosion of Cultural Memory" In *Memory in a Global Age: Discourses, Practices and Trajectories*, edited by Aleida Assmann and Sebastian Conrad, 121-137. New York, NY: Palgrave Macmillan Memory Studies: [http://archiv.ub.uni-heidelberg.de/propylaeumdok/1831/1/Assmann\\_Globalization\\_2010.pdf](http://archiv.ub.uni-heidelberg.de/propylaeumdok/1831/1/Assmann_Globalization_2010.pdf)

**Workshop:** Writing a reflection (hosted by Huron Writing Centre)

**Week 12: Dec 1 & 3****Global cultures of resistance**

Gilroy, Paul. 1993. "The Black Atlantic as a Counterculture of Modernity." In *The Black Atlantic: Modernity and Double-Consciousness*, 1-40. Connecticut, MA: Harvard University Press.

Simpson, Leanne, Rinaldo Walcott and Glen Sean Coulthard. 2018. "Idle No More and Black Lives Matter: An Exchange (Panel Discussion)." In *Studies in Social Justice* 12, no. 1: 75-89. <https://doi.org/10.26522/ssj.v12i1.1830>

**Additional Resources**

Our course reading schedule uses Chicago style citation (Author-Date System), which you can learn more about here:

[https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmos\\_formatting\\_and\\_style\\_guide/chicago\\_manual\\_of\\_style\\_17th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html)

Or here: <https://uwaterloo.ca/writing-and-communication-centre/resources-chicago-manual-style-author-date>

"How to Read an Assignment" (Harvard University Writing Center):  
<https://writingcenter.fas.harvard.edu/pages/how-read-assignment>

Davis, Suzanne. 2019. "7 Sensational Essay Hooks that Grab Readers' Attention":  
<https://www.academicwritingsuccess.com/7-sensational-essay-hooks/#:~:text=A%20strong%20statement%20hook%20is,or%20disagrees%20with%20your%20statement.>

Critical Reading Handout (U of T):

<https://www.utoronto.ca/twc/sites/utoronto.ca.twc/files/resource-files/CriticalReading.pdf>

Guptill, Amy. 2016. *Writing in College: From Competence to Excellence*. Open SUNY Textbook:  
<https://opentextbc.ca/writingincollege/>

**COURSE POLICIES**

*Correspondence*

Please use the message function on OWL for all correspondence relating to course material. I will make every attempt to reply to messages on the same day if they are received between the hours of 9am and 5pm. I do not check my messages after 5pm on weekdays or at all on weekends. Kindly allow 48 hours before sending a gentle reminder. In the case of an urgent message, please contact me instead by email or telephone.

### *Office Hours and Appointments*

If you wish to utilize office hours, please contact me at least 24 hours in advance to make an appointment. Appointments are limited within the designated time and granted on a first-come, first-serve basis. If you are unable to attend office hours, please contact me to discuss an alternative appointment time; I will do my utmost to accommodate. For any appointment, please come prepared with specific questions and concerns to facilitate a productive meeting.

### *Class Cancellations*

In the event of unexpected class cancellations, I will post an announcement on OWL as soon as possible and I will circulate it as an email. Every attempt will be made to post cancellations in advance. Please check your email and/or OWL before each class.

### *Grading Scale*

\*This is an adaptation of the approved scale used by Western University\*

A+ (90-100)	Superb. No mistakes, well-written, well-researched, original thesis. One could scarcely expect better from a student at this level.
A (80-89)	Excellent. No mistakes, well-written and distinctive but not original. Superior work that is clearly above average.
B (70-79)	Good. No serious mistakes, well-written but not distinctive. Good work, meeting all requirements, and eminently satisfactory.
C (60-69)	Fine. Some errors but demonstrates a basic understanding of the material. Competent work, meeting basic requirements.
D (50-59)	Poor. Many errors, and a dubious grasp of the material. Fair work, minimally acceptable.
F (below 50)	Fail. Problematic on all fronts. No real grasp of material or complete lack of effort.

### *Accommodations*

If you are having difficulty completing your assignments by the designated due dates, please contact me **by email or phone in advance of the deadline** and we can make alternative arrangements. You can also go through academic advising if the reasons are sensitive or confidential. There are no late penalties in my classes; however, please note that work handed in after the deadline will not receive feedback.

### *Assignment Discussion and Grade Appeals*

I will provide detailed feedback on all assignments to make the assigned grade clear. If you wish to discuss or appeal your grade you must make an appointment after the assignment has been

returned. Before your appointment, please review the feedback in relation to assignment guidelines and grading scale (above).



## **Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021**

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: enter and leave quietly. Please see the Code of Student Conduct at:

[www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf](http://www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf).

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Adding / Dropping Courses**

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more

courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

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

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here: [https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Academic Student Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/contact-directory>.

### **Copyright Regarding Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

**Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

**Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading\\_189](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189) .

**Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://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.

**Clickers**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

**Academic Accommodation for Students With Disabilities**

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf).

**Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf) are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has

already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

#### **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.

Please note the following conditions that 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 and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a [Student Medical Certificate \(SMC\)](#), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- 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 fulfill the academic expectations they may have missed during the absence.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf).

#### **Policy on “Academic” Accommodation - Medical / Non-Medical Grounds**

**(a) Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca) .**

University Senate policy, which can be found at, [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf) , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**(b) Accommodation on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

### **Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwo.com/mentalhealth/](http://www.uwo.ca/uwo.com/mentalhealth/).

### **Important Dates & Directory**

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>