

Centre for Global Studies 1021F

INTRODUCTION TO GLOBAL CULTURE

**Centre for Global Studies
Huron University College**

September – December, 2017

Room# HC – W 112

Tuesdays 2:30 – 3:20pm.

Thursdays, 3:30 – 5:20pm.

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and by appointment

GENERAL COURSE INFORMATION

Course Description

This term's version of CGS 1021F/G offers an introduction to global culture studies primarily by examining problems in the ways in which culture is often reduced to questions of "cultures," in the plural. In our engagements with one another in the world, there is often a tendency to reduce questions of culture between us as matters of supposedly given cultural differences, wherein persons are essentialised as belonging to, practicing, or residing within a particular culture versus another. Consequently, people are prone to engage culture in terms of questions only of cultural diversity, tolerance, and equality, as well as cultural norms. And the power relations by which persons are divided from one another and grouped, in terms of the production of cultural identities, then, are easily neglected. And the power practices by which 'normal' or 'universalisable' cultural outlooks gain dominance are often overlooked as well. This course considers how such cultural divisions and unities are made to appear and what is at stake in the neglect of cultural practices at these levels.

To this end, in this course we will reflect critically on how the essential distinctions and divisions by which cultural differences are affected are constituted in terms of the racialisation and ethnicisation of ourselves and others, specifically into groupings of "us" and "them." And to understand how it is that persons are able to race and distinguish one another ethnically, for either benevolent or destructive purposes, we

will examine how cultural difference, particularly in the forms of race and ethnicity, are established in terms of acts of temporalisation. To understand how race and ethnicity are achieved as boundaries of difference, it is important to appreciate how social and historical relations and experiences between persons are conditioned by time and efforts to temporalise.

With respect to the aims outlined above, this course revolves around studies produced by four different authors. We will first engage Sara Ahmed's *On Being Included*, in which she critically examines problematic ways in which cultural and racial diversity issues are too often reduced to matters of addition, forgetting about the conditions under which the differences that "diversity" represents are formed through cultural violence and exclusions. On a more theoretical level, we will then engage with Johannes Fabian's classic examination of the temporality of differentiation in our studies and development of knowledge on "others," in his *Time and the Other*. To better appreciate how it is that difference is constituted culturally through temporality and temporalisations, we will go on to examine Mark Rifkin's arguments in *Beyond Settler Time*, in which he troubles some of Fabian's observations and indicates the temporal complexities of merely trying to include Indigenous Peoples within the monolith of modern Time as well as the need to critically challenge the supposed cultural universality of modernity. Finally, we will engage with Christina Sharpe's *In the Wake*, wherein she traces the ways in which experiences of being raced black are caught within the pull of temporalities that are not overcome by simply announcing a new common historical condition.

Learning Objectives

The class-based work that we will take up in this course, centred on both required readings and questions and points of discussion developed in lectures, will focus on helping students gain skills in interpretive analysis. The reading and ideas to be engaged in this course are challenging, and they afford excellent opportunities for students to gain practice in effective reading, interpretation, critical analysis, and reflective thinking.

The written assignments required of students in this class aim to give them practice in academic research, writing, and analysis throughout the term. Emphasis will be placed on developing strong and effective academic approaches to the development of written assignments and style in the writing of these assignments. In addition, though, the aim across these assignments is to give students sufficient challenge and practice in creative and inventive thinking. The assignments in this course require students to practice forms of cultural analysis and creative reasoning. And it is a core aim of this course that students develop strong rudimentary skills in both.

Overall, it is the aim of this course that students gain a strong understanding of their own creative roles in engaging the world, both practically and theoretically, for the purpose of developing skills in critical analysis and inventive public practice. As a result, it is hoped that students will gain appreciation for their responsibilities as learners in the world.

Methods of Class Instruction and Class Dynamics

During the three hours that we meet as a class each week over the term, the main methods of instruction will involve the interplay of lectures and class discussions. The form of this interplay will change from meeting to meeting, as needed and desired.

The key thing that is going to drive the learning process in our course is direct conversational engagements with one another. While I will spend some time each week making lecture-like presentations, the whole purpose of these presentations is to bring about and provoke strong, useful, and important discussions with one another over our studies. Thus, not only is it imperative that all class members attend our classes, it is absolutely crucial that everyone complete per assigned readings for each week before coming to class. Our lectures and discussions in class will not be aimed at simply covering what is already written in the assigned readings. Rather, our lectures and discussions will aim to use these readings as bases for our discourse in class, so that we may take questions, observations, challenges, and insights that are raised in these readings a great deal further. Therefore, it is expected that students in this course attend all classes, except when ill, of course. And, all students are expected to have truly read and studied the readings that are assigned for each week, before those classes are held.

READING MATERIALS

All of the weekly assigned readings in this course are drawn from the following four books:

Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life* (Duke University Press, 2012).

Johannes Fabian, *Time and the Other: how anthropology makes its object* (Columbia University Press, 2002/2014).

Mark Rifkin, *Beyond Settler Time: Temporal Sovereignty and Indigenous Self-determination* (Duke University Press, 2017).

Christina Sharpe, *In the Wake: On Blackness and Being* (Duke University Press, 2016).

All of the above books are available for purchase at the Western University Bookstore, and a copy of each is available for two-hour loan from the Reserve Loan section of Huron University College's Library. Below, you will find a full schedule of the readings assigned for each week's classes from these books.

ASSIGNMENTS AND EVALUATION

Participation and Class Contributions

Given that so much of the learning process in this class is going to take place through dynamic discourse and debate with one another in class, in relation to required readings and problems, questions, and cases raised in the classroom, active participation in the classroom is a key assignment in this course. All students in the class are expected to make strong efforts to participate in discussions and debate in the classroom, through the term. And all students are expected to make strong efforts to contribute positively to each other's learning experiences.

To participate and contribute successfully in our class meetings over the term, it is important that each student attempt to: respond effectively to questions posed by the professor and classmates in discussion; participate actively in class discussion by contributing ideas, questions, observations, challenges, and points of insight; listen attentively to each other; encourage the participation of others; show respect for each other's statements, questions, and ideas; and demonstrate caring for each other's contributions and efforts to learn.

In order to participate successfully in the manners above, it is necessary for all students to keep up with required readings, having not simply reviewed these readings but to have also studied carefully and reflected on the significance of these readings. Students should come prepared to develop and respond to questions and discussions based on what we have all read and learned from the required readings.

To participate in and contribute to the learning processes of our weekly class meetings with one another, it is necessary also for students to attend the scheduled classes. Without doubt, most members of the class will need to miss a class or two, due to illness, personal matters, or schedule conflicts with important events. However, any student who misses more than three hours of class time over the term, without official academic accommodation, will be considered to be in poor attendance, and per participation will attract a poor grade as a result.

Four In-class Writing Assignments

Students are required to write four scheduled in-class writing assignments over the term. Each of these four writing assignments will be assigned as a critical and interpretive response to ideas and arguments put forward in one of the four books that we are reading and studying in the course.

For each of these assignments, students will be presented in class with a short passage from one of the books that we are studying. And, students will be asked to write out an explanation and interpretation of the ideas and arguments being presented in the passage, with a view to the larger lines of arguments being presented by the author in the book in question. These assignments should be written with pen or pencil on paper

in class, which students should supply themselves. And students will be given 50 minutes to write out their responses after receiving the assignment.

In writing each of these in-class critical and interpretative responses to the passage presented for these assignment, students should do their best to demonstrate a clear understanding of what the author is writing in the passage. Moreover, they should do so in such a way that they demonstrate strong understanding of how it is that the specific statements in the passages are situated within the overall arguments and positions put forward by the author in per book. Students' assignments will be evaluated in relation to how well they demonstrate an understanding of the passage and how well they are able to demonstrate insight into how the passage relates to the overall themes and arguments of the book. These assignments will be evaluated also in relation to how well students are able to effectively articulate their analyses and ideas in their own writing.

Students may not consult books, notes, or one another while writing these in-class assignments.

These four in-class writing assignments are scheduled to address the four books we are reading in the course as follows:

1st in-class writing assignment: on Ahmed's *On Being Included*
beginning at 3:30pm., September 28th

2nd in-class writing assignment: on Fabian's *Time and the Other*
beginning at 3:30pm., October 26th

3rd in-class writing assignment: on Rifkin's *Beyond Settler Time*
beginning at 3:30pm., November 16th

4th in-class writing assignment: on Sharpe's *In the Wake*
beginning at 2:30pm., December 5th

**First Essay Assignment:
Critical Engagement With a University's Policy on Diversity and/or
Internationalization**

For this first essay assignment, students are to engage in a critical review, analysis, and evaluation of a university's policies regarding what is typically referred to as "internationalization" and/or diversity. In this regard, this assignment is to follow up and pursue the kinds of questions that Sara Ahmed raises in the first book we are studying in the course, *On Being Included: Racism and Diversity in Institutional Life*. And students are asked to critically consider the value and importance of the questions Ahmed raises with respect to efforts made by a particular university to positively address diversity issues in its institution and to render itself an inclusive site of study, research, and the production of knowledge.

To prepare for this assignment, students should engage in a broad review of the websites of universities of interest to them, searching for the policies that these universities have developed and are developing with respect to addressing issues of diversity and for the purpose of affirming and enacting an “internationalised” outlook to study and academic life. Students should aim to find a university that displays on its website and in documents made available through its website a rich effort to address diversity and/or internationalisation. And, having found such an institution, each student should then identify, review, and analyse the policies, actions, administrative offices, academic programs, and educational and research practices that this university has put in place as overt efforts to become diverse and/or internationalized. Each student would do well to also find any press releases or journalistic reviews pertaining to the university’s policies and actions in question.

In the writing of this essay, each student should aim to offer a critical evaluation of the university’s efforts to become diverse and/or internationalized. In this regard, each student should develop this essay around a research question that pertains to the aims of the university in question regarding diversity and/or internationalization, considering critically either the aims put forward by the university or the success of the university in actually addressing its aims. And this essay should be ordered around a thesis statement in the introduction that offers a direct response to this specific question or set of questions.

Through the body of the essay, each students should seek to support per thesis statement through an in–depth review and critical analyses of the policies, actions, administrative offices, academic programs, and educational and research practices that the university has put in place as overt efforts to become diverse and/or internationalized. Each student should aim to offer very direct and deep considerations of these elements, developing direct references to and critical engagements with these elements for the purpose of substantiating the thesis that per presents in the introduction to per essay.

Through the work of developing the lines of arguments in support of per thesis statement, through critical review and analyses of the policies and acts regarding the university’s address of diversity and internationalization, each student is expected to consider how Ahmed’s address of institutional diversity programs relates directly to the university in question. Each student should seek to draw on the core questions and concerns that Ahmed raises in *On Being Included* in the development of per arguments. It is expected that students directly reference and engage Ahmed’s book through their essay, demonstrating an understanding of how Ahmed’s arguments relate to their respective essay projects.

due time & date of first essay: no late than 2:40pm., Tuesday, October 17th

required manner of submission of first essay: in class, printed on paper

required length of first essay: 1,000 – 1,200 words, plus bibliography

required referencing style: Chicago Style, a guide to which may be found at:

http://www.chicagomanualofstyle.org/tools_citationguide.html

These first essays will be evaluated and graded with respect to the following criteria:

- how well you have developed a review of a university’s address of diversity and internationalization through a consideration of this university’s policies, statements, administrative offices, educational programs, and practices related to research, study, and community;
- how effectively you have developed critical analyses of the evidence regarding a university’s address of diversity and internationalization;
- how effectively and thoughtfully you have employed the questions and concerns raised by Sara Ahmed in *On Being Included* to develop the arguments in your essay, demonstrating an insightful understanding of her arguments in this book;
- how well you have structured the introduction to your essay, in terms of: establishing the scope and purpose of your essay; establishing a clear and relevant research question in relation to the aims of this assignment; grounding your essay in terms of the articulation of a clear and significant thesis statement that responds directly to your research question; and outlining the flow of your arguments to follow;
- how well you substantiate and support your thesis statement with effective critical analysis and consideration of evidence pertaining to your study;
- your ability to generate a thoughtful and relevant conclusion in relation to the success of your thesis and arguments;
- your accuracy and consistency in referencing your research materials and Ahmed’s book with footnotes and a bibliography in Chicago Style
- the quality and style of your writing.

**Second Essay Assignment:
Examining the Temporality of Racialised and Ethnicised Differences**

For the second essay assignment, students are to engage in the critical consideration of ways in which temporality figures in a contemporary example of racialised or ethnicised difference/differentiation. In this regard, students are to follow up on and pursue the kinds of questions and arguments put forward by Johannes Fabian in *Time and the Other*, Mark Rifkin in *Beyond Settler Time*, and Christina Sharpe in *In the Wake*. And they are to critically consider the value and importance of employing the ideas of these authors when analysing the stakes of a contemporary situation of a group of persons who experience differentiation in their society with respect to race or ethnicity.

To prepare for this assignment, each student is asked to identify a contemporary instance of a group of persons who either are identified as different or experience differentiation in their society in terms of racial or ethnic boundaries that have been socially and historically constructed. This should be an example on which it is possible to find a sufficiently rich array of journalistic reporting and/or scholarly study that one can develop a reasonable understanding of the acts of differentiation that these persons are undergoing and experience. Such examples may be specific to our local region or from a distance and can take the form of such phenomena as the experiences and/or treatments of: migrant populations; persons seeking refugee status; racialised minority groups; groups marginalised by ethnic status; or Indigenous peoples. They may relate to the experience of a small group or large population. And the experiences and treatments of such groups may include such acts as: affirmations of identity; civil and human rights struggles; disputes over self-determination; social diversity projects; community development projects; or the legal and political decisions over immigration or refugee status. In any regard, it is important to identify a contemporary example for study on which one can find a solid basis of credible information from which to build the basis of this essay.

Having identified a suitable example, each student is asked then to develop per essay in terms of one or both of the following objectives: considering the extent to which the racial or ethnic identity of the group is built through temporal differentiation from the larger society in which it exists; considering the extent to which a temporal distinction exists between this group and the rest of its society, based on the racism or ethnic discrimination this group faces. In this respect, each student is asked to try to understand how the writings of Fabian, Rifkin, and Sharpe, respectively, would have one appreciate the temporal stakes of the situation of differentiation. And, equally so, each student is expected to critically consider the value of taking seriously the arguments of Fabian, Rifkin, and Sharpe, respectively, in understanding the circumstances of racial or ethnic differentiation experienced in the example that per is studying.

In the writing of this essay, each student should aim to offer a critical evaluation of the role of temporality in the building or reinforcement of racial or ethnic identity. In this regard, each student should develop this essay around a research question that pertains either to acts of racism, ethnicisation, and differentiation or to experiences of racialisation, ethnicisation, and differentiation. This research question should take up the problem of thinking such forms of differentiation in terms of temporality. And this essay should be ordered around a thesis statement in the introduction that offers a direct response to this specific question or set of questions.

Through the body of the essay, each student should seek to support per thesis statement through a review and critical analyses of the journalistic and/or scholarly information per has been able to collect regarding the example of contemporary racial or ethnic differentiation per examining. Each student should aim to offer very direct and deep considerations of this information, developing direct references to and critical engagements with these texts for the purpose of substantiating the thesis that per presents in the introduction to per essay.

Through the work of developing the lines of arguments in support of per thesis statement, through critical review and analyses of either the acts or experiences of differentiation per is studying, each student is expected to consider how Fabian's, Rifkin's, and Sharpe's respective addresses of temporality, race, and difference programs relate to the example being studying. Each student should seek to draw on the core questions and concerns that Fabian, Rifkin, and Sharpe raise in their respective books in the development of per arguments. It is expected that students directly reference and engage these three books through their essay, demonstrating an understanding of how arguments and observations put forward by Fabian, Rifkin, and Sharpe relate to their respective essay projects.

due time & date of first essay: no late than 2:40pm., Tuesday, December 5th

required manner of submission of first essay: in class, printed on paper

required length of first essay: 1,200 – 1,500 words, plus bibliography

required referencing style: Chicago Style, a guide to which may be found at:

http://www.chicagomanualofstyle.org/tools_citationguide.html

These first essays will be evaluated and graded with respect to the following criteria:

- how successful you have been in developing this essay around a contemporary example of racial or ethnic differentiation that you can effectively study for the purpose of this essay assignment, with substantial information from journalistic and/or scholarly sources;
- how well you have developed a critical understanding and review of the journalistic and/or scholarly materials pertaining to the contemporary example of racial or ethnic differentiation you are studying;
- how effectively and thoughtfully you have employed the questions and concerns raised by Fabian, Rifkin, and Sharpe in *Time and the Other*, *Beyond Settler Time*, and *In the Wake*, as they pertain best to the example you are studying, demonstrating an insightful understanding of their respective arguments in these books;
- how well you have structured the introduction to your essay, in terms of: establishing the scope and purpose of your essay; establishing a clear and relevant research question in relation to the aims of this assignment; grounding your essay in terms of the articulation of a clear and significant thesis statement that responds directly to your research question; and outlining the flow of your arguments to follow;
- how well you substantiate and support your thesis statement with effective critical analysis and consideration of evidence pertaining to your study;

- your ability to generate a thoughtful and relevant conclusion in relation to the success of your thesis and arguments;
- your accuracy and consistency in referencing your research materials and the books by Fabian, Rifkin, and Sharpe with footnotes and a bibliography in Chicago Style
- the quality and style of your writing.

Final Examination

All students are required to write a final examination in the course, to be scheduled by the Registrar during the normal exam period in December. This exam will be scheduled for three hours in duration, and students will be expected to write answers to several short-answer questions and two essay problems during this period. These problems will relate directly to arguments put forward in assigned readings and discussions developed during class meetings throughout the term.

EVALUATION OF ASSIGNMENTS AND GRADING

Marking/Grade Point Scale

All grades achieved in course assignments and requirements are presented in numerical form along with letter-grade equivalents, with respect to the following grading system:

- 90 – 100 (A+) excellent and extraordinary in meeting and exceeding at least most requirements;
- 80 – 89 (A) exceptionally accomplished work, exhibiting well-developed critical skills, and an approach that is highly thoughtful, credible, insightful, and grounded in appropriate and solid analysis and /or research
- 70 – 79 (B) good to very good work, displaying strong analysis, effective approaches, and demonstrating a high degree of success in meeting requirements for the assignment;
- 60 – 69 (C) competent work, meeting basic requirements;
- 50 – 59 (D) fair work, minimally acceptable but not fulfilling all requirements;
- 0 – 49 (F) unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved in the three written assignments, the final exam, and class participation and contributions. The distribution of the components adding to a final grade in this course is as follows:

- | | |
|---|-----|
| – Participation and Class Contributions | 5% |
| – Four In-class Writing Assignments (5% each) | 20% |
| – First Essay Assignment | 15% |
| – Second Essay Assignment | 30% |

– Final Examination 30%

Significant improvement in the quality of students' assignments over the course of the term *may* be taken into consideration in the calculation of their final grades.

A Note on Due Dates/Times of Essays: The two essay assignments in this course are due no later than the times and days indicated above. Any assignment submitted after the due date and time specified for it will be considered late and, normally, will not be accepted for grading. Late essays will be accepted and graded only where students have received a recommendation for Academic Accommodation.

CLASS AND READING SCHEDULE

Week One: Sept. 7 **Introduction**

– review of syllabus and outline of learning objectives in course

Week Two: Sept. 12 & 14

– readings: from Ahmed, *On Being Included*:
 – “Introduction: On Arrival,” pp. 1–17
 – “1. Institutional Life,” pp. 19–50
 – “2. The Language of Diversity,” pp. 51–81

Week Three: Sept. 19 & 21

– readings: from Ahmed, *On Being Included*:
 – “3. Equality and Performance Culture,” pp. 83–111
 – “4. Commitment as a Non-performative,” pp. 113–140

Week Four: Sept. 26 & 28

– readings: from Ahmed, *On Being Included*:
 – “5. Speaking About Racism,” pp. 141–171
 – “Conclusion: A Phenomenological Practice,” pp. 173–187

Week Five: Oct. 3 & 5

– readings: from Johannes Fabian, *Time and the Other*
 – “Chapter 1: Time and the Emerging Other,” pp. 1–35
 – “Chapter 2: Our Time, Their Time, No Time:
 Coevalness Denied,” pp. 37–69

Week Six: READING BREAK

Week Seven: Oct. 17 & 19

– readings: from Fabian, *Time and the Other*
 – “Chapter 3: Time and Writing About the Other,” pp. 71–104

Week Eight: Oct 24 & 26

- readings: from Fabian, *Time and the Other*
 - “Chapter 4: The Other and the Eye: Time and the Rhetoric of Vision,” pp. 105–141
 - “Chapter 5: Conclusions,” pp. 143–165

Week Nine: Oct. 31 & Nov. 2

- readings: from Rifkin, *Beyond Settler Time*
 - “One. Indigenous Orientations,” pp. 1–47

Week Ten: Nov. 7 & 9

- readings: from Rifkin, *Beyond Settler Time*
 - “Two. The Silence of Ely S. Parker,” pp. 49–94
 - “Three. The Duration of the Land,” pp. 95–128

Week Eleven: Nov. 14 & 16

- readings: from Rifkin, *Beyond Settler Time*
 - “Four. Ghost Dancing at Century’s End,” pp. 129–178
 - “Coda. Deferring Juridical Time,” pp. 179–192

Week Twelve: Nov. 21 & 23

- readings: from Sharpe, *In the Wake*
 - “Chapter One. The Wake,” pp. 1–22

Week Thirteen: Nov. 28 & 30

- readings: from Sharpe, *In the Wake*
 - “Chapter Two. The Ship,” pp. 25–62
 - “Chapter Three. The Hold,” pp. 68–101

Week Fourteen: Dec. 5 & 7

- readings: from Sharpe, *In the Wake*
 - “Chapter Four. The Weather,” pp. 102–134



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol 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.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario 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.

In the 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 to be seated 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: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

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 is 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.

Academic Accommodation for Medical/Non-Medical Grounds

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://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://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:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.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 Provost and Dean. The instructor's decision is appealable to the Provost and 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 Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

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 Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

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, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 and 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 Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

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.

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.

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.

Policy on Special Needs

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://www.sdc.uwo.ca/ssd/?requesting_acc

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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Mental Health @ Western

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

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>