

**Centre for Global Studies 3529G**

## **GLOBAL GOVERNMENTALITY**

**Centre for Global Studies  
Huron University College**

**pre-requisite: 0.5 Centre for Global Studies course at the 1000-1099 level, or  
permission of the Centre for Global Studies**

**January – April, 2019  
Room# HC – W8  
Wednesdays, 2:30 – 5:20pm.**

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and by appointment

### **GENERAL COURSE INFORMATION**

This course explores how we may identify governmentality and employ this idea to analyse experiences, practices, and systems of globalization, global development, global culture, and the ordering of life in the world. We will examine how governmentality is of specific pertinence to global contexts and how attention to it provides especially useful tools for critical analyses within these interdisciplinary sites of study.

"Governmentality" is a term of analysis coined by Michel Foucault in the 1970s for the purpose of articulating specifically modern phenomena of social, political, and economic ordering. With this term, Foucault describes ways in which questions of politics within modern European traditions become displaced with questions of governance with the historical rise of territorially ordered sovereign states and the broadening of state-oriented colonial empires. In this regard, he traces ways in which political authorities and social institutions seek authority and dominance less through assertions of force and direct control and more through inciting conduct amongst persons and groups that accords with the political and economic interests of the state and its own coherence, largely in the exclusion of alternatives and in the denial of the ungovernability of life more broadly. Foucault worked to show that the rationalist and masculinist individualism on which modern liberal theorisations of state authority are legitimated were supported and given social referents through conducting the conduct of persons to reflect and pursue such ideals. And, in this way, he draws important

connections between late-modern forms of neoliberal social and economic orders with the mentality of governance through which the state is granted value, importance, and contemporary normality.

Since Foucault's early work on this subject, questions of governmentality have fueled social, political, and economic analyses of ordering processes in many fields of inquiry and across the world. Generally, it is an analysis of how social power functions to form modern state orders, marginalise alternatives, and render the right to not be governed less thinkable. As such, the idea of governmentality has become a central tool of critical inquiry in tracing the pervasion of "good governance" as a value in the world, and the patriarchal, neo-colonial, and oppressive rationalism that accompanies it. And, key to the analysis of governmentality is examining how state and social institutions succeed in inciting persons, over whom they seek authority, to govern themselves in the form of populations that support the interests of liberal ideals. In this regard, perspectives on governmentality typically examine ways in which the conduct of persons is conducted so as to privilege the supposed economic and political reason of states, giving over their very bodies and analytic capabilities as materials and tools for the ordering of common yet state-oriented social enterprises.

The particular lines of inquiry that we will take up in terms of governmentality in this course will begin with a rich and intense study of some of Foucault's most thorough analyses of the development of this discourse. And we will do so in relation to his companion notion of "biopower," studying the lectures of his most influential courses on this topic from the late-1970s. In these readings, though, we will keep an eye to how governmentality fits not simply within orders and sub-orders of the modern state but, also, within contexts of globalization and global development regimes. And our core objective will be to consider ways in which the richly studied phenomena of governmentality persists world-wide.

Following our studies of Foucault's lectures, we will spend the majority of our classes analysing the practices of global governmentality through four different cases. First, we will study how a historical analysis of governmentality may be traced through the politics of development in Tania Murray Li's study of global development strategies in Indonesia. Second, we will pursue a reading of the relations Foucault identifies between governmentality and contemporary neoliberalism with Verónica Gago's critical analysis of neoliberalism in Latin America as practices that persists and are reproduced socially, even when politically delegitimised. Third, through the examples she explores from the United States and Bangladesh, we will examine Michelle Murphy's analysis of how the biological life of women are rendered economic materials within a governable global economy. And, fourth, we give focus to examples of resistance to global governmentality through Martina Tazzioli's research into assertions of mobile autonomy practiced by migrants from Northern Africa into Europe, against the governmentality European societies and states attempt to exert in relation to these movements.

## Learning Objectives

It is the objective of this course that students will gain a deep and insightful understanding of governmentality as a term of analysis of social ordering processes in the world. Through our studies, students can expect to gain strong practice in close interpretative reading of theoretical complicated texts and cases analyses. And students can expect to gain significant practice in scholarly research and writing, employing governmentality as a critical perspective.

## 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 substantial lectures provoking 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 a good amount of time each week lecturing on the texts and ideas student are to have read and studied for each week, 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 readings assigned for our weeks of study are drawn from six books written by five different authors engaged in this course. I have ordered copies of all of these books for purchase in the Western University Bookstore. Also, I have placed copies of all of these books on Reserve Loan from Huron University College's Library. These books are as follows:

Michel Foucault. *Security, Territory, Population: Lectures at the Collège de France, 1977–1978*, ed. Michel Senellart, trans. Graham Burchell (Picador, 2007).

Michel Foucault. *The Birth of Biopolitics: Lectures at the Collège de France, 1978–1979*, ed. Michel Senellart, trans. Graham Burchell (Picador, 2008).

Verónica Gago. *Neoliberalism from Below: Popular Pragmatics & Baroque Economies*, trans. Liz Mason–Deese (Duke University Press, 2017).

Michelle Murphy. *The Economization of Life* (Duke University Press, 2017).

Tania Murray Li. *The Will to Improve: Governmentality, Development, and the Practice of Politics* (Duke University Press, 2007).

Martina Tazzioli. *Spaces of Governmentality: Autonomous Migration and the Arab Uprisings* (Rowman & Littlefield, 2015).

## ASSIGNMENTS AND EVALUATION

### Oral and Aural Contributions to the Learning Environment:

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. Thus, a significant portion of each student's final grade in this course is dependent on these efforts.

To participate and contribute successfully in our class meetings over the term, it is important that each student attempts to: respond effectively to questions posed by the professor and classmates in discussion; participate actively in class discussions, 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 over the term, due to illness, personal matter, or schedule conflict with an important event. 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 her or his participation grade will attract a poor to failing grade as a result.

## Two Short Essays on Foucault's Lectures

You are expected to write two short essays that engage directly with the two different lecture courses given by Foucault that we will read in the first four weeks of the course. For each of these essays, you will be given a specific essay problem to which you must respond in the form of an essay. Your essay should be written only in drawing from the texts of Foucault's lectures. You are not asked to engage in any research beyond the reading and analysis of Foucault's lectures.

Short Essay One: For this first essay, you will be given an essay problem that asks you to analyse Foucault's *Security, Territory, Population*. This essay problem will be given to you in class on January 16th. And you are required to submit your finished essay to me by the beginning of class on January 30th.

Short Essay Two: For this second essay, you will be given an essay problem that asks you to analyse Foucault's *The Birth of Biopolitics*. This essay problem will be given to you in class on January 30th. And you are required to submit your finished essay to me by the beginning of class on February 13th.

- required length of each essay: no less than 1,200 words
- required referencing style for essays: Chicago Style\*
- manner of submission of essays: in person, in class, in paper form

Each of these two essays will be evaluated in terms of:

- how well the assignment is structured and written as an essay;
- how effectively you have responded to the essay problem;
- the effectiveness of your arguments and methods of analysis;
- the extent to which you have built your arguments through textual examples and rich referencing and study of Foucault's lectures;
- the depth and breadth of knowledge that you display about Foucault's lectures and ideas that you engage, as they may be related to the respective essay problems;
- the accuracy and insight with which you interpret Foucault's lectures;
- the critical insight with which you engage Foucault's lectures;
- your ability to accurately use Chicago Style of referencing in your notes and bibliography.

## Eight Weekly Critical Reading Studies:

Over the eight weeks of class meetings that we will have over Weeks Five through Thirteen (which does not include our Reading Break, of course), as indicated in the Class and Reading Schedule below, students are expected to submit 8 short weekly writing assignments related to assigned readings. In each week, students are expected to submit what I am referring to as a "critical reading study" in which they engage directly and substantially with the readings assigned for study in that week's class. Each weekly critical reading study will be graded out of a total possible 3 points, and

the set of such assignments that students submit over the term will account for 24% of their final grades. Each weekly critical reading study that a student submits should be 300 - 400 words in length. And these weekly critical reading studies should be submitted at the beginning of each class to which the readings addressed are assigned.

When asking you to write a "critical reading study" over these weeks, what I am asking you to do is to offer a critical engagement with the range of readings assigned to you to study in preparation for that week's class. In this regard, you are asked to write a short consideration of what you determine to be the key issues and questions raised within and between the respective readings assigned for that week. The point is not to simply identify and summarise points, ideas, and questions raised in these readings themselves. You certainly may and should point to these things. However, the larger and more central objective in writing these critical reading studies is to offer a critical assessment of the overall significance of information, arguments, ideas, questions, and debates presented in the readings and how these elements bear upon one another between the readings. So, you should think about writing these short critical reading studies as mini essays, in which you try to identify one or more key points of insight that you have developed into the readings, based on your study of them and consideration of their interrelations with one another, and in which you discuss and evaluate these one or more points of insight in relation to what you have learned from the readings themselves.

Each critical reading study will be evaluated in terms of the following criteria:

- how well it shows knowledge and understanding of the assigned readings;
- the depth of critical insight it shows with respect to the problems, questions, and information that are presented and discussed in the assigned readings;
- the significance of the points raised;
- the quality of reasoning displayed;
- and the quality and style of writing.

These critical reading studies will be graded and returned the following week. I will also be sure to address in class the general problems and success that students display in their work on these assignments from week to week. And students are always welcome to speak with me outside of class time to discuss the development of their skills in writing these assignments.

### **Research Paper Proposal**

The final assignment required of students in this course is the writing of a major research paper assignment. For instructions pertaining to this research paper, read below. In preparation for writing the research paper, though, each student is also given the assignment of preparing and writing a paper proposal. In this paper proposal, students should aim to present the following:

- a clear description of the scope and field of analysis to be studied and examined in the research paper;

- a clearly articulated research question;
- a presentation and discussion of the rationale behind the research question, indicating the importance and value of taking up this question;
- an outline of the approaches and lines of analysis/study to be developed in the research paper;
- a statement indicating the scholarly objective of the research paper;
- an annotated bibliography of the research sources reviewed so far (at least eight sources).

The paper proposals will be evaluated in terms of: how effectively and appropriately you establish a scope and field of analysis that relates to the objective of the research paper assignment; how effectively you establish a serious research question and support this research question with an effective and appropriate rationale; how well you establish the importance of this research project and outline an appropriate approach to fulfilling its objectives; how well you identify and establish appropriate objectives for this research paper; how well you are establishing a strong basis of research materials for the fulfillment of the paper; and the quality of writing and style of presentation.

Required length of Paper Proposal: 500 - 800 words, plus annotated bibliography.

Style of reference and bibliography: Chicago Style  
[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)

Due date/time of paper proposal: no later than the beginning of class, March 6th

Manner of submission: in-class, in person, in paper form

## **Research Paper**

Each student is required to write and submit a major research paper that identifies and critically examines one or more practices of governmentality in relation to one or more themes at issue in the academic programs offered by the Centre for Global Studies. In the development of these research paper projects, students should aim to focus on a key issue or point of contestation in the event or problem of governmentality.

A large part of the work of these projects should be put into the development of a serious problem or question that ought to be addressed in terms of the focus of interest. In this respect, students should aim to express a high degree of understanding of the stakes of the problems they are addressing in their respective papers. And each student should anchor per paper around a clearly articulated and significant thesis statement that responds directly and substantially to the research question and that provides a direct guide for the arguments of the body of the paper to follow. The body of the paper should indeed be formed from a series of arguments that each directly support the thesis statement and that are built from direct consideration, examination, and critical assessment of the evidence and insights that are derived from the research materials from which the student draws. Finally, the paper should end with a

conclusion reflecting on the significance of and implications following the success of the thesis around which the paper is built.

Research papers will be evaluated in terms of: the pertinence of the project to the concerns and aims of the course; the significance and value of the research problem around which the paper is built; the clarity and significance of the thesis statement presented, as a direct response to the research question; how well the thesis is supported by clearly articulated and developed lines of argument and analysis; how well the lines of argument and analysis are supported by analytical engagement with research materials, the studies and ideas of others, and critical evaluation of these things and other evidence; the success of the paper in supporting the thesis; the soundness of the conclusion that is reached; the significance and value of the research materials that are drawn on in building the paper; and the quality of writing and style of presentation.

- number of substantial sources to be engaged, referenced, and included in the bibliography: a minimum of 12
- required length of research paper: no less than 2,500 words, plus bibliography
- Style of reference and bibliography: Chicago Style  
[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)
- due date/time of research paper: no later than April 10th
- manner of submission of research paper: electronically,  
via course OWL dropbox

## **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 by students in the assignments described above. The distribution of the components adding to a final grade in this course is as follows:

Oral and Aural Contributions to the Learning Environment	10%
Essay One on Foucault Lectures	10%
Essay Two on Foucault Lectures	10%
Eight Critical Reading Studies (3% each)	24%
Paper Proposal	6%
Research Paper	40%

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 all written assignments: All writing assignments in this course, including the essays, the weekly critical reading studies, the paper proposal, and the research paper 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 assignments will be accepted and graded only where students have received a recommendation for Academic Accommodation from Academic Advising.

## CLASS & READING SCHEDULE

### Week One – January 9th

- readings: from Foucault, *Security, Territory, Population*
- "one. 11 January 1978," pp. 1–27
  - "two. 18 January 1978," pp. 29–53
  - "three. 25 January 1978," pp. 55–86
  - "four. 1 February 1978," pp. 87–114
  - "five. 8 February 1978," pp. 115–134
  - "six. 15 February 1978," pp. 135–161

### Week Two – January 16th

- readings: from Foucault, *Security, Territory, Population*
- "seven. 22 February 1978," pp. 163–190
  - "eight. 1 March 1978," pp. 191–226
  - "nine. 8 March 1978," pp. 227–253
  - "ten. 15 March 1978," pp. 255–283
  - "eleven. 22 March 1978," pp. 285–310
  - "twelve. 29 March 1978," pp. 311–332
  - "thirteen. 5 April 1978," pp. 333–361

### Week Three – January 23rd

- readings: from Foucault, *The Birth of Biopolitics*
- "one. 10 January 1979," pp. 1–25
  - "two. 17 January 1979," pp. 27–50

- "three. 24 January 1979," pp. 51–73
- "four. 31 January 1979," pp. 75–100
- "five. 7 February 1979," pp. 101–128
- "six. 14 February 1979," pp. 129–157

#### Week Four – January 30th

- readings: from Foucault, *The Birth of Biopolitics*
- "seven. 21 February 1979," pp. 159–184
  - "eight. 7 March 1979," pp. 185–213
  - "nine. 14 March 1979," pp. 215–237
  - "ten. 21 March 1979," pp. 239–265
  - "eleven. 28 March 1979," pp. 267–289
  - "twelve. 4 April 1979," pp. 291–316

#### Week Five – February 6th

- readings: from Li, *The Will to Improve*
- "Introduction: The Will to Improve," pp. 1–30
  - "1. Contradictory Positions," pp. 31–60
  - "2. Project, Practices, and Effects," pp. 61–95
  - "3. Formations of Capital and Identity," pp. 96–122
  - "4. Rendering Technical?," pp. 123–155

#### Week Six – February 13th

- readings: from Li, *The Will to Improve*
- "5. Politics of Contention," pp. 156–191
  - "6. Provocation and Reversal," pp. 192–229
  - "7. Development in the Age of Neoliberalism," pp. 230–269
  - "Conclusion," pp. 270–283

#### Week Seven – **Reading Break**

#### Week Eight – February 27th

- readings: from Gago, *Neoliberalism from Below*
- "Introduction: Neoliberalism from Below: A Perspective from Latin America," pp. 1–28
  - "1. Between the Proletarian Microeconomy and the Transnational Network: La Salada," pp. 29–77
  - "2. Between La Salada and the Workshop: Communitarian Wealth in Dispute," pp. 78–107

#### Week Nine – March 6th

- readings: from Gago, *Neoliberalism from Below*
- "3. Between Servitude and the New Popular Entrepreneurship: The Clandestine Textile Workshop," pp. 108–152
  - "4. Between the Workshop and the Villa: A Discussion about Neoliberalism," pp. 153–177.
  - "5. Between Postnational Citizenship and the Ghetto: The Motley City," pp. 178–217
  - "6. Between Populism and the Politics of the Governed:

- Governmentality and Autonomy," pp. 218–233
- "Conclusion: Neoliberal Reason," pp. 234–236

#### Week Ten – March 13th

- readings: from Murphy, *The Economization of Life*
- "Introduction," pp. 001–014
  - "ARC I — Phantasmagrams of Population and Economy," pp. 017–056

#### Week Eleven – March 20th

- readings: from Murphy, *The Economization of Life*
- "ARC II — Reproducing Infrastructures," pp. 059–109
  - "ARC III — Investable Life," pp. 113–134
  - "Coda: Distributed Reproduction," pp. 135–145

#### Week Twelve – March 27th

- readings: from Tazzioli, *Spaces of Governmentality*
- "Introduction," pp. ix–xix
  - "1. Border Interruptions: Working with Foucault between Migrant Upheavals and Spaces of Governmentality," pp. 1–32
  - "2. Troubling Mobilities: Migrants' Discordant Practices of Freedom and the Power's Hold over Time and Life, pp. 33–62
  - "3. 'Which Europe?': Migrants' Uneven Geographies and Counter-Mapping at the Limits of Representation," pp. 63–85

#### Week Thirteen – April 3rd

- readings: from Tazzioli, *Spaces of Governmentality*
- "4. Democracy as a Strategy of Containment and Migration in Crisis in Revolutionized Tunisia," pp. 87–116
  - "5. The Desultory Politics of Mobility: Mediterranean Patchy Invisibility and the Humanitarian–Military Border," pp. 117–146
  - "6. Unspeakable Maps: Towards a (Non–Cartographic) Counter-Mapping Gaze," pp. 147–172
  - "Conclusion," pp. 173–184



#### Appendix to Course Outlines

##### **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 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 Conduct* at:

<https://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 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](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](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](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 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 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 Dean. The instructor's decision is appealable to the 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](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 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.**

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](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 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.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

### **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](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

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:

<https://huronuc.ca/student-life-campus/art-social-science>