

Course conduct with respect to the COVID-19 pandemic

Although the intent is for this course to be conducted in-person, the changing COVID-19 landscape may necessitate some or all of the course to be conducted online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be carried out online as determined by the course instructor.

Centre for Global Studies 1021G (sec. 550)

INTRODUCTION TO GLOBAL CULTURE

**Centre for Global Studies
Huron University College**

pre-requisite: none

January – April, 2022

Tuesdays, 10:30 - 11:20am., room # H221

Thursdays, 9:30 - 11:20am., room # H221

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office hours/individual student consultations: by Zoom (please just email me to
arrange an appointment)

GENERAL COURSE INFORMATION

Course Description

To study within the domain of what is understood in this course as "global culture" is to learn how the world, as things that we encounter, know, and engage, is formed and transformed culturally. In this course, we seek to consider ways in which any ideas or understandings we have of the world in which we live are established through cultural practices and the generation of cultural representations and orders, on global or world-wide scales. It is also to consider how the world(s) that we live are sites in which we ourselves can be and are culturally productive, responding to and giving shape and meaning, on cultural levels, to what can be known on this scale. In these regards, we

will study how cultural production in and of our world is situated in social and material life and relations.

Within this specific iteration of CGS 1021G, we will be examining and reflecting on studies that investigate how some dominant cultural formations of the modern and contemporary global are based in practices of coloniality, racism, liberalism, and capitalism, as well as the interrelations between them. As well, we will be studying efforts to challenge, resist, and overcome these cultural formations, emphasising the aesthetic dimensions of cultural production in social practices.

Over the first half of this course, we will study and investigate the critical readings put forward by two significant scholarly analyses of how the modern world and fundamental global inequalities are formed, through cultural practices, into broad social and political geographies and in terms of specific liberal ideologies. In the first sense, our primary focus is Edward W. Said's *Orientalism*, in which he examines how much of the world has been subject to divisive and discriminatory practices that give rise to ideas and orders of West vs. the East or West vs. the Rest. In this regard, we will reflect on the significance of the ways in which formations of "the West" have been granted cultural dominance, on registers of the global, through interrelations of intellectual, social, and political violence. In the second sense, we will study Lisa Lowe's *The Intimacies of Four Continents*, in which she examines how culturally specific liberal notions of "the human" and "human freedom" have been privileged, on world-wide bases, against the complex cultural denigration of others, in practices of racism, enslavement, territorial dispossession, and social/economic marginalisation, as connected to global commerce and the generation of wealth and authority for some over others.

With an understanding of how the modern global is subject to dominant forms and politics of representation, centering cultures of so-called Western progress, liberalism, capitalism, and identity as allegedly both universalisable and globally desirable, in the second half of the course, we will focus our studies on how such globally oppressive cultural forms may be critically interpreted, resisted, and challenged. We will study T. J. Demos' *The Migrant Image* to gain exercise in understanding ways in which critical perspective, on the register of aesthetics, can be gained in the face of human experiences, positions, and interests which are typically not articulated or even recognisable in the culture of the modern global. And, through the studies of Jennifer Ponce de León, in her *Another Aesthetics is Possible*, we will examine and consider how it is possible to productively take up the kinds of points of critical leverage that Demos reveals, with respect to global cultural inequalities, and engage in cultural practices and activism that can revolutionise the world in which we live on the aesthetic grounds of what it is that we are encountering, knowing, and engaging in the world.

Learning Objectives

In this course, students will gain practice in analysing cultural forms on world-wide scale, on a general level. As persons functioning within a typical North American institution of liberal higher education, students will have opportunities to recognise and

critically consider specific ways in which they are already situated as agents within cultures of understanding the world that are colonial, patriarchal, and racist in their foundation. They will gain skills in interpreting and critically analysing this cultural positioning. And, through studying and reflecting on a wide range of critical challenges to these cultural positions of knowing, students in this course will have the opportunity to gain perspective on how we may begin to produce and mobilise knowledge of the world that cuts through the confines of European liberal humanism and the treatment of differences as mere given objects of knowledge.

Students will study how cultural production is at work in the world and in making the world possible on grounds that far exceed mere ideas, concepts, or the imagination. They will study how cultural production is at work in social, political, and economic struggles in the world and how it forms an integral bases to the practical realities that people live in and as the world.

Students in this course will gain ample practice in the reading and interpretation of difficult scholarly arguments from the social sciences and humanities. And they will gain ample practice in the development of their own abilities to critically analyse scholarly sources and build and articulate their own assessments of cultural analysis.

Methods of Class Instruction and Class Dynamics

Remote Learning: January 10th – 31st (and any other weeks, if necessary, as required by the university)

As you are already well aware, we remain within social conditions that are necessarily restrained as a result of our efforts to minimise the spread of the COVID-19 virus, within the context of a global pandemic. Consequently, our community at Huron University College has made the decision to not allow students and faculty members to meet one another in-person, as classes, within our institution's buildings for the period of January 10th – 31st. Rather, we are teaching and engaging in our studies and learning practices in our courses over these weeks remotely. And, unavoidably, our manners of teaching, learning, and interactions with one another over this time are changed quite radically from what usually occurs on campus.

In order to achieve the learning objectives in this course, over these first few weeks of the term CGS 1021G will be conducted remotely via online media and tools. Students will be engaged in significant independent directed reading and study, supported by rich opportunities for online engagements between professor and student and amongst the students in this class generally. I have organised our studies in this course most substantially around a very strong set of weekly assigned readings. These assigned readings will provide the core substance of the course. It is expected that all students in this course carefully read and study all assigned book chapters, weekly. And all discussions between students and students and myself will be based on prior reading and engagements with these assigned texts.

While we are conducting our course remotely over these weeks, during this time I will be guiding you through your studies in CGS 1021G by means of weekly written directions and lecture notes on how to engage and study assigned readings. As well, we will have the opportunity to meet with one another, as a full class, over Zoom for our weekly class period scheduled for each Thursday, through the term, for tutorial seminar discussions over the readings and questions arising in our engagements with them. These Thursday tutorial discussions will begin at 9:30am. and run as late as 11:20am. EST, depending on how much we have to discuss and engage with one another. I will also be available to you each week to work with you on your individual questions, concerns, and assignments via email and through individual office hours meetings via Zoom that we can arrange by appointment (just email me to make an appointment) . And, as a class of students, you will have weekly access to each other at any time via the topic-oriented Forum discussion pages available on the OWL site for our course.

Weekly Introduction to Assigned Readings and Lecture Notes: Each week, by Friday afternoon, I will post for everyone in the class a short textual introduction to the book chapters you are to read and study for the week to come and longer written lecture notes on these chapters. I will submit this as a text within the Week's folder in the **Resources** tool of our OWL course site. In these writings, I will certainly give you an understanding of how to interpret and contextualise these materials, and I will present you with questions and problems on which I would like you to focus in your study of these materials. Where I feel it is necessary, I will expand my written notes into a longer set of lecture notes, to help you work through the details and arguments of the assigned readings.

Thursday tutorial discussions via Zoom: During the contact hours scheduled for CGS 1021G on Thursdays, 9:30 – 11:20am. EST., I have scheduled our entire class for Zoom tutorial discussions. You will be able to link to these Zoom discussions via the **Zoom** tool in the OWL site for our course. During these Zoom discussions, we will have the opportunity to discuss with one another issues and questions that arise regarding our studies of required readings each week. I will certainly come to these meetings with my own questions and points that I wish to engage with you. And it will very often be the case that I will spend a good amount of this time lecturing to you or overtly leading discussions on the assigned readings, to ensure that you have a good understanding of what we are studying. However, this is also a very important time when every student in the class should feel comfortable in bringing their questions and ideas, to pose to one another for discussion. During these Thursday Zoom seminars, we will engage the specific materials assigned for that particular week, according to the schedule in the syllabus, below. Please note, you will need to register for these Zoom meetings, but, once you have registered for the first one, you should be automatically registered for all of them, for the rest of the term.

OWL site Forums: On the OWL site for CGS 1021G, I have created a set of forum sites for each book that we are studying over the term, which, not surprisingly, you can find in the **Forum** tool. These forum sites are offered to students in the course only for the purpose of giving everyone the chance to share questions and ideas with one another on an informal basis. Essentially, these forums will serve as online study-group sites, where you can ask questions of one another and develop discussions over our studies

and the assignments. There are no assignments related to participation in the forums themselves. These forums are set up only as tools for those who want them, for the purpose of developing online discussions with peers about the materials and topics we are studying in the course. Over the term, I will certainly have a look at the dialogue and discussions that are emerging in these forums, just to see how the conversations are developing. However, I will not participate in them myself, and the posts made on the forums will not be evaluated or graded.

In-Person in-class Learning: February 1st – April 8th (unless shifting back to remote learning for any weeks of this period, when we will return to remote dynamics described above)

Our current plan is to meet in-person as a class twice each week over the weeks covering February 1st – April 8th, for one hour on Tuesdays and for two hours on Thursdays. During these classes, our time will be divided into a series of practices. I will spend time lecturing, in relation to assigned readings and problems or examples that I put in relation to these readings. On occasion, we may also examine the content of images and films in relation to these readings. As well, portions of the time will also be spent in discussion over specific readings and the problems they raise.

It is expected that all students in this course attend every in-class meeting, except where illness or other serious personal issue makes it impossible to do so. It is also expected that all students come to class having read and studied readings assigned for these classes. Students should be fully prepared, with reading and study notes, to engage in full discussion over the assigned readings and to critically engage with the questions they raise for us.

It should be understood that studying the assigned readings is not an adequate substitute for attending and participating in classes and that attending and participating in classes is not an adequate substitute to studying assigned readings. The course is designed and will be carried out on the premise that students need to do both in order to learn and succeed in the course. It is necessary to have read and studied the assigned readings each week, before attending that week's classes, in order to fully understand and appreciate the lectures and discussions that occur during class time. As well, it is necessary to attend classes and participate in an engaged way in these classes in order to be sufficiently well prepared to succeed with assignments in this course. Students who do not attend and participate in classes, on a regular basis, are likely to not develop an effective understanding of the required assignments and are likely to do poorly in the carrying out of these assignments.

Please Note: I approach our activities in our class time with one another truly as *events* in learning. I treat them as moments in which everyone comes together in *relations* of learning through which we push each other's thinking, perspectives, and understandings. In this regard, I understand learning and education to function as something that students and faculty members do with one another, as *relational practices*. Consequently, I approach the teaching of this course with the understanding that education and learning are not mere commodities or "deliverables" and that students are not merely consumers or receivers of such commodities in what some might call "a pedagogical marketplace" or "a site of transference." Therefore, I

understand that the learning in our classroom is going to take place to the extent that everyone is actually paying attention to and actively participating in the events and practices we form with one another. When anyone in the classroom is spending time distracted from or only loosely connected to the presentations, discussions, and debates, this actually takes away from our practices in learning with one another. So, I respectfully ask that you do not spend time in class attending to other studies or non-class related matters on your laptops, tablets, or small-phones. Class time is a period in which we need to be engaged with one another on studies in this course. It is not adequate to pay only half-attention to the class lectures and discussion, while exploring the internet or communicating with others outside of the classroom on electronic devices.

Also, for the weeks in which we will be engaging our studies with in-person classes, the OWL site forums will still be available to students, divided by Weeks of studies, as listed in the Class and Reading Schedule below.

READING MATERIALS

As you will see in the Reading Schedule below, there are required readings assigned for our study in each week of our course. All of the required readings are drawn from the following four books:

T. J Demos, *The Migrant Image: The Art and Politics of Documentary during Global Crisis* (Duke University Press, 2013).

Lisa Lowe, *The Intimacies of Four Continents* (Duke University Press, 2015).

Jennifer Ponce de León, *Another Aesthetics is Possible: Arts of Rebellion in the Fourth World War* (Duke University Press, 2021).

Edward Said, *Orientalism* (Vintage 1979).

It is expected and required that you do indeed read, study, and think about these materials each week, as scheduled. You need to do so to keep up with studies in our course. And, it will be necessary to do so in order to complete your essay assignments.

Copies of all four of these books have been ordered with and are available for purchase at the Book Store at Western University. A paper copy of Said's *Orientalism* is available on two-hour loan from the front desk at Huron's Library. And digital versions of the other three books are also available through the Course Readings tool of the OWL course site for CGS 1021G.

ASSIGNMENTS AND EVALUATION

Participation: 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, when we are able to return to in-person teaching and learning, from February 1st and onwards, active participation in the classroom is a key assignment in this course. During the weeks in which we are able to teach and learn with one another in the classroom, all students in the class are expected to make strong efforts to participate in discussions, debate, and collaborative work regarding one another's learning 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.

Please note: Active participation during our weekly class meetings will be subject to evaluation and grading only for those weeks when we can teach and learn in-person in the classroom. As indicated, it is expected that we will be meeting in the classroom for in-person teaching and learning from February 1st onwards. And, students' participation in the in-class learning dynamics over these remaining weeks of the course will be evaluated and graded, contributing to 10% of their final grades. However, if we must spend further weeks during the term teaching and learning remotely and less than six weeks of our course are conducted in the classroom, then the participation component of students' requirements in this course will be reduced to 5% of the final grade. And the remaining 5% portion of final grades designated for class participation will be calculated as an average of the grades students achieve on their four essays, instead. If we end up having to conduct the course remotely for the entire term, then the full 10% portion of students' final grades designated for Participation in the course will be calculated as an average of the grades students achieve on their four essays.

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 in-class class time over the term, without official academic accommodation, will be considered to be in poor attendance, and her or his participation grade may attract a poor to failing grade as a result.

Four Short Essays:

Given the fact that there is a very heavy load of assigned readings in CGS 1021G, I am not asking you to develop assignments that require research beyond the texts that I am already assigning you to read and study every week through this course. I want you to concentrate fully on our assigned readings and our critical engagements with them. So, all assignments require only that you work closely and effectively with these assigned readings.

For your assignments in this course, over the term you are required to write and submit four essays in which you address a particular question related to readings assigned over a specific set of weeks in the course. The essay question you will be given for each assignment will require you to engage directly with problems regarding the central themes and problems at the root of our course of studies, as relevant to the specific texts and ideas studied in the weeks at issue.

In each of these essay assignments, you will be asked to offer very close and substantial critical analyses of the texts and ideas we engage over a specific period of the term, responding to the specific essay question you are given through close readings of these texts and substantiating your readings with ample textual evidence. You will be given the essay questions as we near the end of our studies of a specific set of readings. And, your essays will be due 18 days after that. The fourth and final essay will serve as a "take home" final assessment, due in the Final Exam period in April.

The four essay assignments are organised around specific weeks of readings and topics as follows:

Essay One — Edward Said's *Orientalism* (Weeks One, Two, & Three)

- essay question distributed: January 27th
- essay due no later than: February 14th (by midnight)

Essay Two — Lisa Lowe's *The Intimacies of Four Continents* (Weeks Four, Five, & Six)

- essay question distributed: February 17th
- essay due no later than: March 7th (by midnight)

Essay Three — T. J. Demos' *The Migrant Image* (Weeks Seven, Nine, & Ten)

- essay question distributed: March 17th
- essay due no later than: April 4th (by midnight)

Essay Four — Jennifer Ponce de León's *Another Aesthetic is Possible* (Weeks Eleven,

Twelve, & Thirteen)

- essay question distributed: April 7th
- essay due no later than: April 25th (by midnight)

All essay questions will be distributed via the **Assignment Tool** in the CGS 1021G course OWL page. And, all completed essays must be submitted via the **Assignment Tool** in the CGS 1021G OWL page. And, please note, all essays will be subject to review for plagiarism by the Turnitin.com application.

length of each essay: *no less than* 1,200 words (and as long as you like after that)

referencing style: Chicago Style

(see: https://www.chicagomanualofstyle.org/tools_citationguide.html)

Each of your essays will be evaluated in terms of your success on several registers, as follows:

First, you should frame your essay in strong essay form, in direct relation to the essay question you are given. In the introduction to your essay, you should make it clear how you are interpreting and understanding the question, and you should make it precisely and exceptionally clear how you are responding to this question and why. You should frame your introduction, as well as the entire essay, around a clear articulation and understanding of the question and a clear thesis statement, indicating precisely what your response is and how you seek to substantiate your response in the body of your essay.

Second, the body of your essay should be built from a series of effective critical, analytical, and reflective arguments that seek to directly support your thesis statement. These arguments should be cognisant of the aims of the essay question, and they should be built with substantial textual evidence from the assigned readings and analysis of that textual evidence. And, remember, you are not being asked to do any research beyond the required readings. You should build your essays only as direct analyses of the assigned texts you are asked to engage in each respective essay.

Third, throughout your essay, you should aim to show a strong and accurate understanding of the texts you are asked to discuss. Regardless of how you respond to the essay question you are given, you should be able to read and interpret the texts you are discussing accurately and fairly.

Fourth, over the course of your essay, you should aim to develop strong critical insight into the texts you are discussing, the significance of your own arguments, and the issues at stake in the essay question.

Fifth, at the end of your essay, you should develop a short conclusion in which you reflect on the significance of the success of your own arguments and thesis.

Sixth, you should make sure that your grammar and spelling are correct before submitting your essay. Essays with awkward grammar and spelling mistakes will attract lower grades.

Seventh, you should properly cite and list all texts engaged in your essay with notes or in-line citations and a bibliography in proper Chicago Style. *And all references to the texts you provide must include page numbers, indicating the precise pages from which you are either quoting words or to which you are making reference.* If you are unfamiliar with the Chicago Style of referencing, please consult the Chicago Style website at: https://www.chicagomanualofstyle.org/tools_citationguide.html

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 interpretation of evidence;
- 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, with some significant weakness;
- 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 their assignments. The distribution of the components adding to a final grade in this course is as follows:

– Participation	10%
– Essay One	15%
– Essay Two	20%
– Essay Three	25%
– Essay Four	30% ("take home" final assessment)

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 essay assignments in this course are due no later than the days and times 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. However, of course, it is understood that personal problems, health issues, or accidents can make it difficult to complete and submit assignments on time. And, if genuine issues of this sort arise, assignments will be accepted late without penalty. Please note, though, that late assignments will be accepted and graded only where students have received written permission from the Professor or received a recommendation for Academic Accommodation from Academic Advising.

CLASS & READING SCHEDULE

Week One: January 11th & 13th

readings: from Edward W. Said, *Orientalism*:

- "Introduction," pp. 1-28
- "Chapter 1. The Scope of Orientalism":
 - "I. Knowing the Oriental," pp. 31-49
 - "II. Imaginative Geography and Its Representations: *Orientalizing the Oriental*," pp. 49-72

Week Two: January 18th & 20th

readings: from Edward W. Said, *Orientalism*:

- "Chapter 1. The Scope of Orientalism":
 - "III. Projects," pp. 73-92
 - "IV. Crisis," pp. 92-110

Week Three: January 25th & 27th

readings: from Edward W. Said, *Orientalism*

- "Chapter 2. Orientalist Structures and Restructures":
 - "I. Redrawn Frontiers, Redefined Issues, Secularized Religion," pp. 113-123
 - "II. Silvestre de Sacy and Ernest Renan: *Rational Anthropology and Philological Laboratory*," pp. 123-148
- "Chapter 3. Orientalism Now":
 - "I. Latent and Manifest Orientalism," pp. 201-225

Week Four: February 1st & 3rd

readings: from Lisa Lowe, *The Intimacies of Four Continents*

- "Chapter 1. The Intimacies of Four Continents," pp. 1-41
- "Chapter 2. Autobiography out of Empire," pp. 43-71

Week Five: February 8th & 10th

- readings: from Lisa Lowe, *The Intimacies of Four Continents*
- "Chapter 3. A Fetishism of Colonial Commodities," pp. 73–99
 - "Chapter 4. The Ruses of Liberty," pp. 101–133

Week Six: February 15th & 17th

- readings: from Lisa Lowe, *The Intimacies of Four Continents*
- "Chapter 5. Freedoms Yet to Come," pp. 135–175

Week Seven: **READING BREAK**Week Eight: March 1st & 3rd

- readings: from T. J. Demos, *The Migrant Image*:
- "Charting a Course: Exile, Diaspora, Nomads, Refugees: A Genealogy of Art and Migration," pp. 1–20
 - "Departure A: Moving Images of Globalization," pp. 21–32
 - "1. Indeterminacy and Bare Life in Steve McQueen's *Western Deep*," pp. 33–53
 - "2. 'Sabotaging the Future': The Essay Films of the Otolith Group," pp. 54–73
 - "3. Hito Steyerl's Traveling Images," pp. 74–89
 - "*Transit*: Politicizing Aesthetics," pp. 90–94

Week Nine: March 8th & 10th

- readings: from T. J. Demos, *The Migrant Image*:
- "Departure B: Life Full of Holes," pp. 95–102
 - "4. The Art of Emily Jacir: Dislocation and Politicization," pp. 103–123
 - "5. Recognizing the Unrecognized: The Photographs of Ahlam Shibli," pp. 124–143
 - "6. The Right to Opacity: On the Otolith Group's *Nervous Rerum*," pp. 144–159
 - "*Transit*: Going Offshore," pp. 160–168

Week Ten: March 15th & 17th

- readings: from T. J. Demos, *The Migrant Image*:
- "Departure C: Zones of Conflict," pp. 169–175
 - "7. Out of Beirut: Mobile Histories and the Politics of Fiction," pp. 177–200

- "8. Video's Migrant Geography: Ursula Biemann's *Sahara Chronicle*," pp. 201–220
- "9. Means Without End: Ayreen Anastas and Rene Gabri's *Camp Campaign*," pp. 221–244
- "*Destination: The Politics of Aesthetics during Global Crisis*," pp. 245–250

Week Eleven: March 22nd & 24th

readings: from Jennifer Ponce de León, *Another Aesthetics Is Possible*

- "Introduction," 1–27
- "1. Through an Anticolonial Looking Glass," pp. 29–79

Week Twelve: March 29th & 31st

readings: from Jennifer Ponce de León, *Another Aesthetics Is Possible*

- "2. Historiographers of the Invisible," pp. 80–125
- "3. Reframing Violence and Justice: Human Rights and Class Warfare," pp. 126–191

Week Thirteen: April 5th & 7th

readings: from Jennifer Ponce de León, *Another Aesthetics Is Possible*

- "4. State Theater, Security, T/Errorism," pp. 192–245
- "Conclusion: Another Aesthetics—Another Politics—Is Possible," pp. 247–250



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

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 enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

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.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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 website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website:

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

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 (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (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.

Statement on Use of Personal Response Systems (“Clickers”)

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

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

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/accommodation_illness.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.

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. Further details concerning policies and procedures may be found at: <http://academicssupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at:

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

Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

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. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

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/faculty-staff-directory/>.

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 Advising website, <https://huronatwestern.ca/student-life/student-services/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.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

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
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.