

Centre for Global Studies 1021G

INTRODUCTION TO GLOBAL CULTURE

Centre for Global Studies
Huron University College

pre-requisite: none

January – April, 2021
remote teaching/learning

contact hours: – Tuesdays, 2:30 - 3:30pm.
– Thursday, 3:30 - 5:30pm.

Dr. Mark Franke

office hours: email me for an appointment (meetings to occur over Zoom)

email: mfranke@huron.uwo.ca

GENERAL COURSE INFORMATION

Course Description

There are many possible ways in which we may introduce to one another problems, issues, and scholarly questions related to the notion of "global culture." To be engaged in studies designated as "global culture" situates one within a truly interdisciplinary context, rich with choices, challenges, and responsibilities. In this regard, "global culture" is not one or more objects to study as such. Rather, it is a complex of practices in which we are inevitably and inescapably involved and implicated. On this register, CGS 1021F/G tends to function as a course that examines and traces some important ways in which our respective and different situations within cultural relations on global scales are structured and function. And, within this work, it is important to consider how, as cultural actors and participants, we have the capacity to rethink and change

these structures and functions. Moreover, in this course, we will consider reasons as to why we may be motivated to do so.

As our particular introduction to the complexities of global culture and our responsibilities and acts within this scale of cultural interaction, this term's version of CGS 1021G focuses on problems of the representations and understandings of difference within the world. And, in doing so, we will take seriously and develop critical perspective on our own situations with respect to difference, as persons participating in the production of knowledge of the world within university settings. In this regard, we will consider examples of how it is that difference becomes a question for us, as scholars, ultimately on global scales. We will consider how it is that the very institutions in which we seek critical perspective on difference are themselves engaged with shaping difference. And we will study challenges to these traditions and the proposals for alternatives, grounded in critical work around epistemological culture and acts of knowing in the social sciences and humanities.

To propel us in this work, our studies in CGS 1021G will follow four phases. First, we will consider Sara Ahmed's critique of the visions of difference and "the international" typically promoted by European and European-influenced institutions of higher learning, in her *On Being Included*. Second, we will study a now classic critical examination of ways in which the world has been formed in geographies and communities of difference, from the perspective of European academies, in relations of West/East, in Edward W. Said's *Orientalism*. In both cases, our aims will be to learn to recognise how the academic and institutional culture through which we learn in European-influenced knowledge societies, such as Canada, are limited by the privilege accorded to so-called Western forms of knowing and discriminatory practices. Third, we will be examining, primarily, how Erin Manning, in her *Ephemeral Territories* shows how acts of self-identification and articulations of cultural and territorial homelands rest on complicated simultaneous acts of discrimination that are ultimately culturally dislocating. In conjunction with Manning's arguments, we will read a few chapters from Bernd Reiter's edited collected titled *Constructing the Pluriverse*, in which the authors seek ways in which to mobilise these kinds of cultural and territorial dislocations as positive bases from which to theorise our cultural lives in the world. And, fourth, we will be reading T. J. Demos' *The Migrant Image* in which he develops highly insightful critical explorations of ways in which photographers, filmmakers, and visual artists work to reveal and bring attention to the complexities of differences at work culturally in our world, looking specifically at the representation of conventionally marginalised identities, subject-positions, and cultural spaces.

Learning Objectives

In this course, as persons functioning within a typical North American institution of liberal higher education, students will have opportunities to recognise and critically consider 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 this cultural position 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 objects of knowledge.

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

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. Rather, we are teaching and engaging in our studies and learning practices in our courses remotely. And, unavoidably, our manners of teaching, learning, and interactions with one another are changed quite radically from what usually occurs on campus.

In order to achieve the learning objectives in this course, 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.

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, occasional audio lectures, and sets of concluding notes at the end of each week. 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 3:30pm and run as late as 5:20pm. 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, 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.

Reading and Study Schedule: As you will see in the syllabus, below, there are several texts, in the form of book chapters, assigned as required reading and viewing for each week of classes over the term. There is a specific schedule by which you need to have studied, reflected over, and taken notes on these materials each week, in preparation for our weekly tutorial discussions that will be conducted via Zoom. As well, it is necessary to keep up with these weekly readings and studies to prepare yourselves adequately to write the essay assignments in the course. Falling behind in your reading and studies will negatively impact your ability to prepare your essays effectively and submit them by their respective deadlines.

Weekly Direction, Lecture Notes, and Occasional Audio Lectures on Readings: Each week, by Friday afternoon, I will post for everyone in the class either a short textual introduction to the book chapters you are to read and study for the week to come or 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. And, with some readings, I am very likely to expand my introduction and analysis of assigned readings into full audio lectures, which you will be available through the **Podcast** and **Resources** tool via our OWL course site.

Weekly Concluding Remarks on Readings: Each week, by Friday afternoon, I will post for everyone in the class short concluding remarks, in written form, on the readings we will have studied in that week as well as problems and ideas discussed in our most recent

Thursday Zoom tutorial discussion. I will submit this as a text within the Week's folder in the **Resources** tool of our OWL course site. These remarks will not be lengthy. The main point of them will be to bring focus to what I believe we need to take away from our learning of that week and consider how these learning experiences relate to our studies in the week(s) to come.

Tuesday afternoon email contact: You will find my email address near the top of the first page of this syllabus. Of course, you are more than welcome to send me an email message any time you like, to ask questions about the course readings, your studies in the course, your own learning concerns or objectives, and the course assignments on which you are working. And I will respond to your emails as soon as I am able. However, I plan to ensure that I set aside the period of 2:30 - 3:30pm. on Tuesday afternoons as a period in which I will be actively checking and responding to emails regarding course-related concerns. So, it is useful to send in specific emails to me on Tuesdays. And I will do my best to respond to as many of your emails as possible during that particular period on Tuesday afternoons. Again, though, I will be responding to emails, as time allows, on other weekdays as well. However, please note, I am highly unlikely to respond to emails after 3:30pm. on weekdays, and I will try to avoid reading or writing emails altogether over weekends and holidays. It is also worth noting that I will try to focus on email for only specific periods on weekdays. So, please do not expect immediate responses from me. Outside of Tuesday afternoons, you may need to wait for up to two weekdays for a response. And, whenever you send to me a course-related email, please included "CGS 1021G" in the subject line, with any other keywords or topic indicators you want to use.

Thursday tutorial discussions via Zoom: During the contact hours scheduled for CGS 1021G on Thursdays, 3:30 - 5:20pm. 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.

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 five books:

- Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life* (Duke University Press, 2012)
- Edward W. Said, *Orientalism* (Vintage, 1979)
- Erin Manning, *Ephemeral Territories: Representing Nation, Home, and Identity in Canada* (University of Minnesota Press, 2003)
- Bernd Reiter, ed., *Constructing the Pluriverse: The Geopolitics of Knowledge* (Duke University Press, 2018) [...only some chapters from this book]
- T. J. Demos, *The Migrant Image: The Art and Politics of Documentary during Global Crisis* (Duke University Press, 2013)

It is expected and required that you do indeed read, study, view, 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.

While you may care to order hard copies of some or all of these books, please know that the chapters that we are studying from all five of these books are made available to you online. For your convenience, all readings are loaded up, by Week, in the **Course Reading platform** that the Library has created for CGS 1021G at: <https://course readings.lib.uwo.ca/ares/>. And you can find and link to all of these readings via the **Course Readings** tool in the OWL site for our course.

If, for some reason, you have any difficulty accessing any of these materials, please do not hesitate to get in contact with me. I will always be glad to help you get what you need. And, of course, the Librarians at Huron are glad to help you with any access problems as well.

ASSIGNMENTS AND EVALUATION: FOUR 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 roughly two to two and a half weeks after that. The fourth and final essay will serve as a "take home" final assessment, due in the Final Exam period in April.

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

Essay One — Sara Ahmed's *On Being Included* (Weeks One, Two, & Three)

- essay question distributed: January 25th
- essay due no later than: February 8th (by midnight)

Essay Two — Edward Said's *Orientalism* (Weeks Four, Five, and Seven)

- essay question distributed: February 12th
- essay due no later than: March 1st (by midnight)

Essay Three — Erin Manning's *Ephemeral Territories* and Bernd Reiter's *Constructing the Pluriverse* (Weeks Eight, Nine, & Ten)

- essay question distributed: March 19th
- essay due no later than: April 5th (by midnight)

Essay Four — T. J. Demos' *The Migrant Image* (Weeks Eleven, Twelve, & Thirteen)

- essay question distributed: April 6th
- essay due no later than: April 26th (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.

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

referencing style: Chicago Style

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:

- Essay One 20%
- Essay Two 25%
- 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 — contact days of: January 12th & 14th

readings: from Sara Ahmed, *On Being Included*:

- "Introduction: On Arrival," pp. 1–17
- "1. Institutional Life," pp. 19–50

Week Two — contact days of: January 19th & 21st

readings: from Sara Ahmed, *On Being Included*:

- "2. The Language of Diversity," pp. 51–81
- "3. Equality and Performance Culture," pp. 83–111

Week Three — contact days of: January 26th & 28th

readings: from Sara Ahmed, *On Being Included*:

- "4. Commitment as a Non-performative," pp. 113–140
- "5. Speaking about Racism," pp. 141–171
- "Conclusion: A Phenomenological Practice," pp. 173–187

Week Four — contact days of: February 2nd & 4th

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 Five — contact days of: February 9th & 11th

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

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

Week Six: READING WEEK

Week Seven — contact days of: February 23rd & 25th

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 Eight — contact days of: March 2nd & 4th

readings: from Erin Manning, *Ephemeral Territories*

- "Introduction. Close to Home: Canadian Identity, Nationalism, and Errant Politics," pp. xv–xxxi
- "1. An Excess in Seeing: Territorial Imperatives in Canadian Landscape Art," pp. 1–30
- "2. Beyond Accommodation: National Space and Rascaltrant Bodies," pp. 31–59

Week Nine — contact days of: March 9th & 11th

readings: from Erin Manning, *Ephemeral Territories*:

- "3. Where the Zulu Meets the Mohawk," pp. 61–91
- "4. Face-to-Face with the Incommensurable: Srinivas Krishna's *Lulu*," pp. 93–120
- "5. Dwelling with the Language of the Other," pp. 121–147
- "Conclusion: Water from the Rock," pp. 149–155

Week Ten — contact days of: March 16th & 18th

readings: from Bernd Reiter, ed., *Constructing the Pluriverse*:

- Raewyn Connell, "1. Meeting at the Edge of Fear: Theory on a World Scale," pp. 19–38
- Arturo Escobar, "3. Transition Discourses and the Politics of Relationality," pp. 63–89
- Walter D. Mignolo, "4. On Pluriversity and Multipolar World Order: Decoloniality after Decolonization: Dewesternization after the Cold War," pp. 90–116
- Aram Ziai, "5. Internationalism and Speaking for Others: What Struggling against Neoliberal Globalization Taught Me about Epistemology," pp. 117–134

Week Eleven — contact days of: March 23rd & 25th

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 Bar 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 Twelve — contact days of: March 30th & April 1st

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 *Nervus Rerum*," pp. 144–159
- "*Transit*: Going Offshore," pp. 160–168

Week Thirteen — contact days of: April 6th & 8th

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

CALENDAR OF REQUIREMENTS, INSTRUCTION, AND ASSIGNMENT DEADLINES

Friday, January 8th	– receive directions and introductory/lecture notes on assigned readings for Week One
prior to Thursday, January 14th	– complete reading and studying of course syllabus, available on the CGS 1021G OWL site; – complete reading and studying all required readings assigned for Week One
Thursday, January 14th, 3:30pm.	– meet on Zoom as a class to: – review and discuss course syllabus; – engage in tutorial discussion over problems and issues raised in readings assigned for Week One.
Friday, January 15th	– receive concluding remarks on studies in Week One; – receive introductory/lecture notes on assigned readings for Week Two
Thursday, January 21st, 3:30pm.	– meet on Zoom as a class to engage in tutorial discussion over problems and issues raised in readings assigned for Week Two
Friday, January 22nd	– receive concluding remarks on studies in Week Two; – receive introductory/lecture notes on assigned readings for Week Three

Monday, January 25th	– receive essay problem for Essay One (via Assignment Tool on OWL page)
Thursday, January 28th, 3:30pm.	– meet on Zoom as a class to engage in tutorial discussion over problems and issues raised in readings assigned for Week Three
Friday, January 29th	– receive concluding remarks on studies in Week Three; – receive introductory/lecture notes on assigned readings for Week Four
Thursday, February 4th, 3:30pm.	– meet on Zoom as a class to engage in tutorial discussion over problems and issues raised in readings assigned for Week Four
Friday, February 5th	– receive concluding remarks on studies in Week Four; – receive introductory/lecture notes on assigned readings for Week Five
Monday, February 8th, no later than midnight	– submit Essay One assignment (via Assignment Tool on OWL page)
Thursday, February 11th, 3:30pm.	– meet on Zoom as a class to engage in tutorial discussion over problems and issues raised in readings assigned for Week Five
Friday, February 12th	– receive concluding remarks on studies in Week Five; – receive introductory/lecture notes on assigned readings for Week Seven – receive essay problem for Essay Two (via Assignment Tool on OWL page)
February 15 – 19	READING BREAK
Thursday, February 26th, 3:30pm.	– meet on Zoom as a class to engage in tutorial discussion over problems and issues raised in readings assigned for Week Seven
Friday, February 27th	– receive concluding remarks on studies in Week Seven; – receive introductory/lecture notes on assigned readings for Week Eight
Monday, March 1st, no later than midnight	– submit Essay Two assignment (via Assignment Tool on OWL page)
Thursday, March 4th, 3:30pm.	– meet on Zoom as a class to engage in tutorial discussion over problems and issues raised in readings assigned for Week Eight
Friday, March 5th	– receive concluding remarks on studies in Week Eight; – receive introductory/lecture notes on assigned readings for Week Nine

Thursday, March 11th, 3:30pm.	– meet on Zoom as a class to engage in tutorial discussion over problems and issues raised in readings assigned for Week Nine
Friday, March 12th,	– receive concluding remarks on studies in Week Nine; – receive introductory/lecture notes on assigned readings for Week Ten
Thursday, March 18th, 3:30pm.	– meet on Zoom as a class to engage in tutorial discussion over problems and issues raised in readings assigned for Week Ten
Friday, March 19th	– receive concluding remarks on studies in Week Ten; – receive introductory/lecture notes on assigned readings for Week Eleven – receive essay problem for Essay Three (via Assignment Tool on OWL page)
Thursday, March 26th, 3:30pm.	– meet on Zoom as a class to engage in tutorial discussion over problems and issues raised in readings assigned for Week Eleven
Friday, March 27th	– receive concluding remarks on studies in Week Eleven; – receive introductory/lecture notes on assigned readings for Week Twelve
Thursday, April 1st, 3:30pm.	– meet on Zoom as a class to engage in tutorial discussion over problems and issues raised in readings assigned for Week Twelve
Friday, April 2nd	– receive concluding remarks on studies in Week Twelve; – receive introductory/lecture notes on assigned readings for Week Thirteen
Monday, April 5th, no later than midnight	– submit Essay Three assignment (via Assignment Tool on OWL page)
Tuesday, April 6th	– receive essay problem for Essay Four (via Assignment Tool on OWL page)
Thursday, April 8th, 3:30pm.	– meet on Zoom as a class to engage in tutorial discussion over problems and issues raised in readings assigned for Week Thirteen
Monday, April 26th, no later than midnight	– submit Essay Four assignment (via Assignment Tool on OWL page)

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

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

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

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

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

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

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

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

Class Cancellations

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

Attendance Regulations for Examinations

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

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

Please see the policy on Attendance Regulations for Examinations here:

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

Academic Student Support Services

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

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

<https://huronatwestern.ca/contact/contact-directory> .

Copyright Regarding Course Material

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

Statement on Academic Integrity

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

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

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;

- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

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

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

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

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

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

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

Statement on Academic Offences

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

Turnitin.com

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

Computer-Marked Tests/Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

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

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

Academic Accommodation for Students With Disabilities

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

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

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

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

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This

option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

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

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

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

University Senate policy, which can be found at,

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

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

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

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

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

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

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

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

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

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

Mental Health & Wellness Support at Huron and Western

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

Wellness Services: huronwellness@huron.uwo.ca

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, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

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

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