

Economies of Development

CGS 3516G | Winter 2021

Instructor Name: Dr. Matthew McBurney

Office: n/a

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Scheduled class times: Fridays, 1:30 – 3:30 (Zoom schedule will be posted on Owl)

Office Hours: Wednesdays 1:30-2:30 or by appointment

Prerequisites: 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

COURSE DESCRIPTION

This course critically examines tools for assessing development, such as development indicators and indices (GNP/GDP, Human Development/Poverty Indices, Physical Quality of Life Index, Gender Empowerment Measure), community-based indicators, and explanations of economic development in micro and macro contexts. A critical perspective will be used to analyze the validity and usefulness of these tools.

COURSE LEARNING OBJECTIVES

On completing this course students will:

- Demonstrate analytical knowledge of various economic strains of thought and the evolution of these thoughts in relation to development.
- Critically assess and engage with organizational policy literature on global development.
- Demonstrate familiarity with existing tools and measures for assessing development.
- An ability to present and evaluate some of the key authors in the field of development economics.
- Demonstrate and convey these competencies in a clear, critical and reflexive communication style.

DESCRIPTION OF CLASS METHODS

Classes will consist of a combination of online and participatory learning methods. The class is structured for the current online learning environment in which we all find ourselves. Students are required to engage with the readings and with each other during the weekly forums and online sessions. All class materials and notes will be posted on Owl to each corresponding week. Combined with the weekly readings, the notes posted to each week will contain all of the material/information needed for the course. There are no obligatory live lectures, but there will be Zoom sessions/seminars (see below for a schedule/dates) where attendance is voluntary but highly recommended. These Zoom sessions will not be recorded or posted on Owl. These sessions will be a chance for students to engage in-person (virtually) with each other in discussion about forum posts and course material and readings and to ask clarifying questions about upcoming assignments (see schedule below for the dates and a brief description of each online session). Zoom sessions will not take place every week. Zoom links will be provided on Owl with the dates and times of each assigned seminar class.

REQUIRED RESOURCES

Todaro, Michael and Stephen Smith. 2015. *Economic Development*. 12th Edition. Pearson.

You must choose **ONE** of the following books for your development economist assignment (details below)

Banerjee, Abhijit V. and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. 1st ed. New York: PublicAffairs.

Easterly, William. 2007. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin Books.

Max-Neef, Manfred. 1992. *From the Outside Looking in: Experiences in 'Barefoot Economics'*. Zed Books.

Sachs, Jeffrey. 2005. *The End of Poverty: How We Can Make It Happen in Our Lifetime*. New York: Penguin Books.

Sen, Amartya. 1999. *Development as Freedom*. 1st. ed. New York: Knopf.

All of the other weekly readings found below can be accessed through the Huron Library system for free.

EVALUATION

Forum Participation 10%

Considering the fact that this is an upper year course, emphasis will be place on student participation and interaction in forums. Due to the current circumstances, a majority of interaction will take place on Owl through forums. In total, there will be 10 required forum posts, beginning with an introductory post in Unit/Week 1. Questions will be posed in the other forums and students are asked to answer the question(s) by engaging with the course material and readings. In order to receive full marks, students must respond to another student's post (with Week 1 being the exception). Forums posts must meet the following requirements:

1. Be 200-300 words in length
2. Engage with the question through the course material/readings, citing where necessary
3. Respond to 1 other post from another student.

Forums are due the following dates, but forums will be open from the first day of class. The last day to post to any forum is the date listed below, at which point the forum will be closed and no submission will be accepted beyond the due date.

Forum	Topic	Due Date
1	Introduction – Provide a brief introduction of yourself, your department/field of study, your reasons for taking the course, and what you hope to learn. You do not need to respond to someone else's post this week.	Sunday, Jan 15
2	Defining Development – Choose one of the ways in which development economics has historically defined development. Explain why this definition is pros and cons of defining development in this way.	Sunday, Jan 31
3	Measuring Poverty – Discuss the weekly readings on poverty. Explain some of the ways in which poverty is measured in development. What do these poverty measures tell us? What do these measurements not tell us? What is	Sunday, Feb 7

	problematic about the ways in which poverty has historically been measured?	
4	Classical Theoretical Perspectives	Friday, Feb 12
5	Contemporary Theoretical Perspectives	Sunday, Feb 28
6	Pick 1 of the “Issues in Economic Development” week and discuss it in further detail. Use the class readings to answer the following questions: <ul style="list-style-type: none"> • Why do you think this is a pressing issue in development economics? • How has development economics historically addressed the issue and what can be improved? 	Sunday, Mar 14
7	Pick one of the readings from the Critical Perspectives week. Discuss AT LEAST one critique of the reading that is particularly compelling. Answer the following question: <ul style="list-style-type: none"> • Explain why do you think this author’s critique is or is not valid? 	Sunday, Mar 28
8	Post about one other person’s SDG presentation. Provide 1 element/aspect of the presentation that was educational or that provided a unique analysis/perspective that you have not thought about before. Based on the presentation, pose 1 question to the presenter(s).	Sunday, Apr 4
9	Discuss how, if at all, your perspective on development economics, or economic development, has changed after taking this course. Engage with the material, where applicable.	Friday, Apr 9

Critical Reading of Development Economist (Suggested due date Sunday, Mar 14) 30%

You are required to choose a contemporary development economist from the list below and write about their work. You will be graded on your ability to engage critically with the work of your chosen development economist. Focus on how their work has influenced development economics, what alternatives do they propose, how is their thinking different from other development economists (engage with other writings). Think about how their work has helped you understand development from the standpoint of economics.

This is not a research paper and, as such, does not require a thesis statement, but you will be graded on format and grammar, much like an essay, and your level of critical analysis and engagement with the economist’s work (and other economist’s work) will affect your grade. Your paper must be between 2000 – 2250 words in length. You are allowed to use any citation format, but please use the format correctly and consistently.

Banerjee, Abhijit V. and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. 1st ed. New York: PublicAffairs.

Easterly, William. 2007. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin Books.

Max-Neef, Manfred. 1992. *From the Outside Looking in: Experiences in 'Barefoot Economics'*. Zed Books.

Sachs, Jeffrey. 2005. *The End of Poverty: How We Can Make It Happen in Our Lifetime*. New York: Penguin Books.

Sen, Amartya. 1999. *Development as Freedom*. 1st. ed. New York: Knopf.

You will notice that this assignment has a “suggested due date” of March 21, which is reflected on the Owl due date for this assignment. This is my suggestion to students in order to maintain a good schedule and not become overloaded at the end of the semester. Students can hand in their paper before or after the suggested due date. Papers handed in by this date will receive feedback and will be graded within the normal 2 week (maximum) turnaround. However, students can choose to hand in this assignment any time before the last day of class on Friday, April 9 (11:55pm). Students that choose to hand in the paper after the suggested due date will not receive a penalty, but the assignment will have very little feedback and will be graded at some point before final grades are due (with no guaranteed turnaround).

Sustainable Development Goal Project Proposal (Due Sunday, Feb 29 11:55pm) 10%

This project can be done individually or in a group. If you decide to work in a group, please email me with the first and last names of all group members. The proposal will be a maximum 2 page proposal (not including bibliography) for the final SDG project. The proposal must include a brief description of and justification for the chosen SDG, a brief outline of the of the final essay, including a description/outline of the critical analysis of the SDG and its measurements, and an annotated bibliography with a minimum of 5 peer-reviewed, scholarly sources.

Sustainable Development Goal Project (Due Sunday, Mar 28 11:55pm) 40%

Students will be asked to elaborate a critical analysis of one of the SDGs as it relates to a specific country and/or region. More specifically, students are asked to engage critically with the course material and apply what they have learned throughout the course to analyze the way(s) in which the SDG is being measured on a global or local scale. This assignment is an extension of the previous proposal and can be done in a group. This analysis must take into account readings discussed during the course and show the ability to engage critically with development definitions, measurements, and policies, as well as the tools used to measure them. Students must critically analyze the chosen SDG by engaging with the ways in which the SDG is being measured. Students are encouraged to use real-world examples, such as countries/regions, to support their argument(s). For example, students can analyze various development policies and projects in a specific country or countries and the ability of these policies and projects to achieve the chosen SDG. The assignment must be between 2,000-2,500 words and must use a minimum of 10 scholarly, peer-reviewed sources. The format of the project is an essay and will be graded using the grading scheme below. The assignment must contain a thesis that presents the central argument(s) of the paper/analysis.

SDG Project Presentation (Final 2 Weeks of Class) 10%

Students will present the findings of their SDG analysis and the suggestions and alternatives laid forth. Students will be graded on the quality of their presentations and ability to assess critically the suggestions in the brief and to put forth their own viable alternatives. Students will have 10-15 minutes to present their analysis. These presentations will be done via Zoom during the last 2 weeks of class time. Students can attend ALL presentations, but they will only be required to

attend the day of their own presentation and to participate in (listen to) the presentations on that day. A sign up schedule will be provided on a first come, first serve basis and a PowerPoint presentation must be part of the final presentation. The PowerPoint must also be handed in on Owl under the correct assignment tab.

Grade	Research	Argument (Intro/Conclusion)	Analysis (Body of Paper)	Clarity	Format
A	<p>a significant amount of independent, scholarly research was undertaken</p> <p>the majority of sources are from peer-reviewed publications, those that aren't are used as primary research only.</p> <p>research is solidly within the parameters of the analysis and thesis argument</p>	<p>an innovative and provocative thesis is clearly stated at the beginning of the paper</p> <p>the method of proving that thesis is established early on and justified on scholarly terms</p> <p>the thesis provides the backbone of analysis and reaches a satisfying conclusion based on what was proposed at the beginning</p>	<p>based on excellent research and an original thesis, the analysis is strong, and clearly follows established research questions</p> <p>the research is artfully woven throughout the analysis, shoring up and thoughtfully supporting the argument</p> <p>new information is well contextualized and serves to propel the argument towards a satisfying conclusion</p>	<p>the paper is easy to read, analysis flows expertly</p> <p>language is sophisticated without using jargon</p> <p>terms of analysis and argumentation are clearly laid out and well-defined</p>	<p>TimesRoman 12pt, double spaced, 1-inch margins, page numbers</p> <p>a cover page provides pertinent information</p> <p>the bibliography follows a recognized scholarly style</p> <p>citations are thorough and well documented throughout the paper</p>
B	<p>a reasonable amount of independent, scholarly research was undertaken</p> <p>sources are mainly from peer-reviewed publications</p> <p>research is sound but predictable</p>	<p>an interesting but predictable thesis is clearly stated at the beginning of the paper</p> <p>the thesis tends toward more description than argument, leading to a weak conclusion</p> <p>the methodology is there but isn't clearly laid out, or is laid out but not followed</p>	<p>the analysis is good but there are some significant weaknesses or lapses</p> <p>the paper occasionally drifts off-topic or into territory that isn't adequately supported by the research</p> <p>the research questions are interesting but potentially unrealistic in terms of the</p>	<p>the paper is well written but suffers from some significant grammatical inconsistencies or spelling errors</p> <p>language is clear but lacks scholarly depth</p> <p>there are some lapses in definition and explication of terms</p> <p>segue between points in</p>	<p>the paper basically follows the technical requirements, with a few minor exceptions</p> <p>citations are solid but not thorough, with some noticeable omissions</p>

		through on an expert level	type and/or level of research undertaken	the analysis are weak	
C	the minimum amount of independent, scholarly research was undertaken sources also rely on non-scholarly publications research is weak and unoriginal	the thesis is fundamentally descriptive or dependent on a value judgment (good/bad, right/wrong) the method is vague or poorly laid out the argument fails to reach a satisfying conclusion, with the paper simply petering out	analysis is uninteresting or uninspired, tending toward description research questions are poorly laid out and inadequately explored the research does not adequately support the analysis	there are significant but not quite major problems in grammar and spelling language is unclear and/or shallow terms are not well defined and analysis leaps erratically from point to point	there are some significant problems with the technical requirements of the paper that affect the strength of its analysis citations are weak and/or the bibliography is incomplete
D	less than the minimum amount of independent, scholarly research was undertaken sources depend heavily on non-scholarly publications research is weak and unoriginal, but also fails to adequately support the argument	there is no easily identifiable thesis and/or little in the way of method there is no conclusion because no argument was established early on	research questions are not identified at the outset there is little interaction between research and analysis what is supposed to pass as analysis is little more than description	major problems with grammar and spelling language is murky, confused and difficult to follow there is a paucity of definitions or context for analysis	there are major problems with the technical requirements of the paper that affect the strength of the analysis there are next to no citations and/or no bibliography or it does not follow a scholarly style
F	little to no research undertaken, scholarly or not little evidence of scholarly research in the paper	there is no thesis and/or no method the conclusion is deeply flawed or outright non-existent	analysis is nearly non-existent, weak, minimal and unsupported by research	language is sub-par for university, riddled with grammatical and spelling errors analysis is difficult to follow and lacks any sense of flow	the paper does not follow a scholarly format

SPECIAL INSTRUCTIONS

It is the expectation that students enrolled in CGS 3516G will submit electronic copies of assignments via Owl. Make sure to keep an electronic copy of your assignment until it has been graded and returned to you.

Extensions on assignments can be requested, but please make requests well in advance of the due date. Longer extensions being requested for emergency or medical reasons must be approved through academic advising. Be aware that I have the following policy on late assignments: any assignment receiving an extension or handed in late will be given less feedback and the grade may not be returned before submission of final grades.

Late assignments will only be accepted without penalty if a prior agreement with me has been made, or if academic advising has provided academic accommodation. Students who submit assignments late without making a prior agreement with me or without academic accommodation will be *penalized 5% for every 24-hour period* past the assignment deadline.

Please note that I adhere to a “24/7 rule” for reviewing graded course work. This means that you must wait 24 hours after an assignment is returned before approaching me about your grade, and you must make an appointment to speak with me about said grade no longer than 7 days after an assignment is returned.

CLASS SCHEDULE

* **Tasks** are suggested tasks that you should be completing during each Week (assignment due dates are not suggestions but reminders). I have outlined suggested steps for the assignments. I recognize that everyone works at a different pace and course work can pile up as the term moves forward. Staying ahead of assignments and readings is recommended and following (to some degree) the outlined tasks will avoid last minute assignment writing. Each Week is equivalent to 1 week of material and work; however, students are free to work through the material at a faster pace.

Week 1 (Jan 11 - 15) – Course Intro

Tasks	Read through the entire course outline
	Choose Development Economist book for Critical Reading assignment (hopefully you have already done this and ordered the book). If so, begin to read the book.
	Zoom Session Wed Jan 13 (2:30 – 3:30pm) – This session will be done on the first day of this class, a Wednesday. All other Zoom sessions will take place on Friday. This session will provide students with an introduction to the course and a review of the course outline and assignments.
	Post Forum 1 – Introduction (Due by Sunday, Jan 15 at 11:55pm)
Readings	Smith, Noah. 2015. “Most of What You Learned in Econ101 Is Wrong”. Bloomberg, 24 November. https://www.bloomberg.com/view/articles/2015-11-24/most-of-what-you-learned-in-econ-101-is-wrong

	De Janvry, Alain and Elisabeth Sadoulet. 2014. "Sixty Years of Development Economics: What Have we Learned for Economic Development?" <i>Revue d'économie du développement</i> 28, 9-19. https://www.cairn.info/revue-d-economie-du-developpement-2014-HS01-page-9.htm
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Week 2 (Jan 18 – 22) – Introducing Economic Development

Tasks	You should have chosen and begun to read your development economist book for the Critical Reading of Development Economist assignment.
	Zoom Session Friday, Jan 22 (link in Owl)
Readings	Todaro and Smith. <i>Economic Development</i> . Chapter 1

Week 3 (Jan 25 – 29) – Defining Development

Tasks	Continue reading Development Economist book of choice
	Look at Sustainable Development Goals (available here https://sdgs.un.org/goals) and begin to think about which goal you will choose for your SDG proposal and final assignment.
	No Zoom Session this week
	Post Forum 2 – Defining Development (Due Sunday, Jan 31 at 11:55pm)
Readings	Todaro and Smith. <i>Economic Development</i> . Chapter 2

Week 4 (Feb 1 – 5) – Measuring Poverty and Inequality

Tasks	You should have chosen your specific SDG and reviewed in detail how this SDG is being measured (see link above in Week 3)
	Zoom Session Friday, Feb 5 (link in Owl)
	Begin to search for articles, books, or reports on your chosen SDG. At this point, these can be academic or non-academic.
	Post Forum 3 – Measuring Poverty (Due Sunday, Feb 7 at 11:55pm)
Readings	Todaro and Smith. <i>Economic Development</i> . Chapter 5 (216-275)
	Rahnema, Majid. 1992. "Poverty" in <i>The Development Dictionary: A Guide to Knowledge as Power</i> . ed. Wolfgang Sachs. Zed Books: London. Available online for free through the Huron Library system (search for the book <i>The Development Dictionary</i>)

Week 5 (Feb 8 – 12) – Classical Theoretical Perspectives

Tasks	Begin to write SDG Project Proposal
	Zoom Session Friday, Feb 12 (link in Owl)
	Post Forum 4 – Classical Theoretical Perspectives (Due Friday, Feb 12 at 11:55pm)
Readings	Todaro and Smith. <i>Economic Development</i> . Chapter 3 (118-163)

Reading Week (Feb 15 – 19)

Week 6 (Feb 22 – 26) – Contemporary Theoretical Perspectives

Tasks	Sustainable Development Goal Project Proposal due Sunday, Feb 29 11:55pm
	Zoom Session Friday, Feb 26 (Link in Owl)
	Begin to write Critical Analysis of Development Economist (if you are on track to hand in on the suggested due date)
	Post Forum 5 – Contemporary Theoretical Perspectives (Due Sunday, Feb 28 at 11:55pm)
Readings	Todaro and Smith. <i>Economic Development</i> . Chapter 3 (164-215)

Week 7 (Mar 1 – 5) – Issues in Economic Development I

Tasks	Continue writing Critical Analysis of Development Economist (if you are on track to hand in on the suggested due date)
	No Zoom Session this week
Readings	Todaro and Smith. <i>Economic Development</i> – Chapter 9

Week 8 (Mar 8 – 12) – Issues in Economic Development II

Tasks	Critical Reading of Development Economist (Suggested due date Sunday, Mar 21) 30% Time will be taken in class this week to address any questions and provide further details and expectations about the assignment.
	Zoom Session Friday, Mar 12 (link in Owl)
	Post Forum 6 – Issues in Economic Development (Due Sunday Mar 14 at 11:55pm)
Readings	Todaro and Smith. <i>Economic Development</i> – Chapter 10

Week 9 (Mar 15 – 19) – SDG Workshop

Tasks	Zoom Session Friday, Mar 19 (link in Owl) – This session will be dedicated to the SDG final project and presentations
Readings	

Week 10 (Mar 22 – 26) – Critiques of the Dominant Paradigms of Development Economics

Tasks	Prepare SDG Presentation
	Zoom Session Friday, Mar 26 (link in Owl)
	Post Forum 7 – Critical Perspectives (Due by Sunday, Mar 21 at 11:55pm)
Readings All the readings are available online using the Western Library	Chapter 3 from Escobar, Arturo. 2011. <i>Encountering Development: The Making and Unmaking of the Third World</i> . Princeton: Princeton University Press (can be accessed for free online through the Western Library system)
	Fine, Ben. 2002. “Economics Imperialism and the New Development Economics as Kuhnian Paradigm Shift?” <i>World Development</i> , 30(12), 2057-2070.
	Collier, Paul. 2015. “Development Economics in Retrospect and Prospect.” <i>Oxford Review of Economic Policy</i> , 31(2), 242-25.

Week 11 (Mar 29 – Apr 2) – SDG Presentations

Tasks	Post Forum 8 – SDG Post (Due by Sunday April 4 at 11:55pm)
	Zoom Presentations during class times (sign up sheet to be provided)
Readings	No readings. Presentations in class

Week 12 (Apr 5 – 9) – SDG Presentations

Tasks	Post Forum 9 – Final Thoughts (Due by Friday, April 9 at 11:55pm)
	Zoom Presentations during class times (sign up sheet to be provided)
	Last day to hand in <i>Critical Reading of Development Economist</i> April 9 by 11:55pm on Owl
Readings	No readings. Presentations in class



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 fulfill the academic expectations they may have missed during the absence.

Please review the full policy at,

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

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

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

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>