

Centre for Global Studies 3515G

GLOBAL CULTURES OF GENDERING AND ORIENTATION

**Centre for Global Studies
Huron University College**

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

**January – April, 2018
Room# HC – W106
Tuesdays 11:30am. – 1:20pm.
Thursdays, 11:30am. – 12:20pm.**

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and by appointment

GENERAL COURSE INFORMATION

Course Description

This course is devoted to investigating, examining, and considering how it is that gender, sex, sexuality, and reproduction are central aspects through which attempts are made to order life in the world through the logic of nations and the authority of sovereign states. Across the humanities and social sciences, there are new traditions of critical scholarship that study how gendered and sexed persons, along with their sexual and reproductive lives, are impacted as such, comparatively, by differing states' policies and the politics of nationalism. However, in contrast, this course considers the relations of gender, sex, sexuality, and reproduction to nation and state sovereignty on more radical registers. It brings focus to how the gendering and sexing of persons, along with the policing and management of their sexuality and reproduction, are core cultural components by which the modern nation and state sovereign are rendered possible. We will study how modern forms of gender and sexual orientation, as conventionally known and analysed, are produced through the will to nation and sovereignty, as well as the will to know the world in these terms and categories. And we will examine how gender, sex, sexuality, and reproduction are mobilised as key signifiers of identity,

belonging, and threat in the world. In these regards, we will consider also how critical study of and engagements with cultures of gendering and orientation can serve to refuse monolithic orderings of both and effectively challenge the nation and state sovereignty as categories through which we analyse, live, and support life in the world.

Learning Objectives

The primary aim of this course is that students will learn how to recognise and effectively study and analyse the ways in which orders of gender and sexual orientation function as organising principles in the contemporary world. It is expected that students will become aware of how determinations and the policing and management of gender, sex, sexuality, and reproduction are key means by which so much of the world becomes ordered in terms of nations and the sovereignty of states. And the course aims to teach students how to interpret and analyse these manners of ordering. Students will learn also how to employ critical analyses of these issues for the purpose of challenging the ordering of life in the world in terms of nation and state sovereignty

Students in this course will gain considerable experience in the following academic practices: critical interpretation of texts; critical oral dialogue with peers; interdisciplinary research and writing in both informal and formal academic styles.

Methods of Class Instruction and Class Dynamics

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

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

READING MATERIALS

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

Sara Ahmed, *Queer Phenomenology: Orientations, Objects, Others* (Duke University Press, 2006).

Eithne Luibhéid, *Pregnant on Arrival: making the illegal immigrant* (University of Minnesota Press, 2013).

David A. B. Murray, *Real Queer? Sexual Orientation and Gender Identity Refugees in the Canadian Refugee Apparatus* (Rowman & Littlefield, 2016).

Mark Rifkin, *The Erotics of Sovereignty: Queer Native Writing in the Era of Self-Determination* (University of Minnesota Press, 2012).

Cynthia Weber, *Queer International Relations: Sovereignty, Sexuality and the Will to Knowledge* (Oxford University Press, 2016).

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

ASSIGNMENTS AND EVALUATION

Oral and Aural Contributions to the Learning Environment:

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

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

other's statements, questions, and ideas; and demonstrate caring for each other's contributions and efforts to learn.

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

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

Ten Weekly Writing Assignments (Questions & Responses):

Over the eleven weeks of class meetings that we will have over Weeks Two through Thirteen, as indicated in the Class and Reading Schedule below, students are expected to submit a minimum of 10 sets of writing assignments related to the readings they are to study for those weeks. At the beginning of at least 10 of the Tuesday classes over those weeks, students are expected to submit: three questions related to these readings; and one 250 – 300 word written response to one or more of the three questions that they themselves have written for that week. Both the questions and the responses are to engage the readings assigned for that specific week, prior to our discussion of them within the Tuesday and Thursday classes of that week.

Each set of questions that a student writes, as part of this assignment, for a given week is worth 1% of that student's final grade in the course. And each response that a student writes to one or more of per questions for that week is worth 3% of that student's final grade in the course. Together, the questions and written response that a student submits for each of these weeks is worth 4% of per final grade. And, altogether, the 10 sets of these weekly assignments that a student submits over the term is worth a total of 40% of that student's final grade.

Students are welcome to submit these weekly writing assignments for all of the 11 possible weeks, and their top 10 scores will be recorded in that case. All questions and responses should be either neatly written or typed/printed on paper and submitted in person at the beginning of Tuesday classes. Under normal circumstances, electronic submissions are not acceptable.

Writing the three weekly questions: To fulfill this part of the weekly writing assignments, each student is asked to prepare and write three questions related to the readings assigned for and to be engaged in that week classes. These questions must be carefully written or typed on a piece of paper and submitted to the professor at the very beginning of the Tuesday class in which the pertinent readings are being discussed and

engaged. In developing their questions each week, students should aim to write questions that point to the most crucial issues and problems at stake in the assigned readings for that week. These questions should demonstrate, as much as possible, critical insight into what is being presented and argued in the assigned readings, and these questions should require one to reflect seriously and effectively on the core issues at work in these readings. When preparing these questions, students should not ask something that is merely factual about the readings themselves. Rather, students should seek to develop questions that do indeed require critical reflection on and the development of insight on the most significant problems, issues, and arguments developed in these assigned readings.

These weekly sets of questions will be evaluated in terms of the expectations set out above. These weekly sets of questions will be assigned grades but will not be addressed individually with written comments. Rather, as the professor, I will speak to the quality and effectiveness of the respective questions developed by students, week to week, to the class in general. And, students are always more than welcome to speak with me individually about their questions outside of class time.

Writing the weekly written responses: To fulfill this part of the weekly writing assignments, each student is asked to respond to one or more of the three questions regarding the readings that per has prepared according to the instructions above. This written response should be 250 – 300 words in length and should be either neatly written or type-written on paper and submitted to the professor at the beginning of the Tuesday classes during the week in which these readings are engaged. In writing these responses, students should aim to be as direct as possible in their approaches. They should avoid extraneous introductions or contextualisations. Rather, these assignments should be written with direct response to the issues being presented and the questions being asked.

These written responses will be evaluated in relation to how well the students demonstrate accurate and insightful understandings of what is written in the assigned readings and in relation to how well they can communicate these understandings in the word limit allotted. And, while these weekly written responses will be assigned grades (each counting for 3% of a student's final grade), they will not be addressed individually with written comments. Rather, as the professor, I will speak to the quality and effectiveness of the responses written by students, week to week, to the class in general. And, students are always more than welcome to speak with me individually about their written responses outside of class time.

Paper Proposal

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

- a clear and detailed description of the scope and field of analysis to be

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

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

- required length of paper proposal: no less than 600 words, plus annotated bibliography
- due date/time of paper proposal: no later than the beginning of class., Tuesday, February 27th
- manner of submission: in-class, in person, in paper form

Research Paper

Each student is required to write and submit a major research paper in which the project is designed to examine how some manner of the ordering of gender, sex, sexuality, and/or reproduction functions in the formations of groupings, divisions, and/or managements of persons in the world. The core concern of the course is to study how cultures of gendering, sexing, sexualisation, or the ordering of reproduction are employed in forming, in particular, a world of nations and sovereign state orders. And it is expected that most research projects would have at least an interest in those dynamics, if not a central focus on them. However, students are encouraged to think broadly and creatively about the ways in which these dynamics are at work in other ways in the development of the categories, groupings, oppositions, differences, and boundaries by which the world around us is made. And the focus of these research projects may be narrow or broad. In any event, please consult with your professor about the nature of your research interests and intents before getting too deep into the development of a particular project. You should be seeking informal approval before even developing your paper proposal project.

In the development of these research paper projects, students should aim to identify and address a serious point of contention in how orders of gender, sex, sexuality, or

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

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

- number of substantial sources to be referenced and included in bibliography: no less than 10 (in addition to books assigned for class readings)
- required length of research paper: no less than 2,500 words, plus bibliography
- due date/time of research paper: no later than the beginning of class, Tuesday, April 10th
- manner of submission of research paper: in person, in class, in paper form

Style and Referencing for Paper Proposal and Research Essay: For the Paper Proposal and Research Paper, please be sure to write your bibliographies of research materials and make proper references to all sources from which you draw information, ideas, and/or words, consistently, in Chicago Style. Information on the Chicago Style of referencing is available at the Reference Desk in the library at Huron University College. However, you can find helpful examples of Chicago referencing at the Quick Guide to referencing at the Online Chicago Manual of Style:

http://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 /or research
- 70 – 79 (B) good to very good work, displaying strong analysis, effective approaches, and demonstrating a high degree of success in meeting requirements for the assignment;
- 60 – 69 (C) competent work, meeting basic requirements;
- 50 – 59 (D) fair work, minimally acceptable but not fulfilling all requirements;
- 0 – 49 (F) unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved by students in their class participation, weekly writing assignments, paper proposal, and research paper. The distribution of the components adding to a final grade in this course is as follows:

– oral & aural contributions to the learning environment	10%
– ten weekly writing assignments (questions & responses)	40%
– paper proposal	10%
– research paper	40%

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

A Note on Due Dates/Times of all written assignments: All writing assignments in this course, including the weekly questions and responses, the paper proposal, and the research paper are due no later than the times and days indicated above. Any assignment submitted after the due date and time specified for it will be considered late and, normally, will not be accepted for grading. Late assignments will be accepted and graded only where students have received a recommendation for Academic Accommodation from Academic Advising.

CLASS & READING SCHEDULE

Week One: January 9 & 11

readings: from Ahmed, *Queer Phenomenology*

– "Introduction: Find Your Way," pp. 1–24

Week Two: January 16 & 18

readings: from Ahmed, *Queer Phenomenology*

- "Chapter 1: Orientations Toward Objects," pp. 25–63
- "Chapter 2: Sexual Orientation," pp. 65–107

Week Three: January 23 & 25

readings: from Ahmed, *Queer Phenomenology*

- "Chapter 3: The Orient and Other Others," pp. 109–156
- "Conclusion: Disorientation and Queer Objects," pp. 157–179

Week Four: January 30 & February 1

readings: from Weber, *Queer International Relations*:

- "1. Sovereignty, Sexuality, and the Will to Knowledge," pp. 1 – 17
- "2. Queer Intellectual Curiosity as International Relations Method: Developing Queer IR Theoretical and Methodological Frameworks," pp. 18–46

Week Five: February 6 & 8

readings: Weber, *Queer International Relations*:

- "3. The 'Perverse Homosexual' in International Relations: The 'Underdeveloped' and the 'Undevelopable'," pp. 47–71
- "4. The Out-of-Place and On-the-Move 'Perverse Homosexual' in International Relations: The 'Unwanted Im/migrant' and the 'Terrorist'," pp. 72–103

Week Six: February 13 & 15

readings: from Weber, *Queer International Relations*:

- "5. The 'Normal Homosexual' in International Relations: The 'Gay Rights Holder' and the 'Gay Patriot'," pp. 104–142
- "6. The 'Normal and/or Perverse Homosexual' in International Relations: The 'Eurovision Bearded Drag Queen'," pp. 143–191
- "7. Sovereignty, Sexuality, and the 'End of Man'," pp. 192–199

Week Seven: Reading Week

Week Eight: February 27 & March 1

readings: from Murray, *Real Queer?*

- "Introduction," pp. 1–17
- "1. Queering the Queer Migration to Liberation Nation Narrative," pp. 19–37
- "2. Becoming an 'Authentic' SOGI Refugee," pp. 39–59
- "3. How to Be Gay (Refugee Version)," pp. 61–80

Week Nine: March 6 & 8

readings: from Murray, *Real Queer?*

- "4. Producing Documentation for SOGI Refugee Claims," pp. 81–94
- "5. Discourse and Emotion in SOGI Refugee Hearings," pp. 95–115
- "6. National Documentation Packages and Expert Witness Reports," pp. 117–134

- "7. The Challenge of Home," pp. 135-151
- "Conclusion: The New Normal," pp. 153-165

Week Ten: March 13 & 15

readings: from Luibhéid, *Pregnant on Arrival*:

- "Introduction," pp. 1-29
- "1. Shifting Boundaries through Discourses of Childbearing," pp. 31-53
- "2. Counternarratives of Migration Law and Childbearing," pp. 55-85
- "3. Baby Gives Birth to Parents: Direct Provision and Subject Formation," pp. 87-123

Week Eleven: March 20 & 22

readings: from Luibhéid, *Pregnant on Arrival*:

- "4. The 'Right to Life of the Unborn' and Migration Controls," pp. 125-147
- "5. Reproductive Futurism and the Temporality of Migration Control," pp. 149-174
- "6. From Childbearing to Multiple Sexuality and Migration Struggles," pp. 175-189
- "Conclusion," pp. 191-209

Week Twelve: March 27 & 29

readings: from Rifkin, *The Erotics of Sovereignty*

- "Introduction," pp. 1-44
- "1. The Somatics of Haunting: Embodied Peoplehood in Qwo-Li Driskill's *Walking With Ghosts*," pp. 45-91

Week Thirteen: April 3 & 5

readings: from Rifkin, *The Erotics of Sovereignty*

- "2. Landscapes of Desire: Melancholy, Memory, and Fantasy in Deborah Miranda's *The Zen of La Llorona*," pp. 93-152
- "3. Genealogies of Indianness: The Errancies of Peoplehood in Greg Sarris's *Watermelon Nights*," pp. 153-214

Week Fourteen: April 10

readings: from Rifkin, *The Erotics of Sovereignty*

- "4. Laboring in the City: Stereotype and Survival in Chrystos's Poetry," pp. 215-266



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

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

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

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

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

Technology

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

Academic Accommodation for Medical/Non-Medical Grounds

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

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

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

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

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

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other

supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

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

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

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

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

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

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

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

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

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

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

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

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

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

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

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

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

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

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

Policy on Special Needs

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

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

Attendance Regulations for Examinations

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

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

Class Cancellations

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

Mental Health @ Western

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

Academic Advising

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

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

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