



ENGLISH 4881G  
Fourth Year Seminar in English and Cultural Studies

**COURTESAN STORIES**

<b>Instructor</b>	<b>Dr. Teresa Hubel</b>
<b>Telephone</b>	519-438-7224, ext. 219 <sup>1</sup>
<b>email</b>	tdhubel@uwo.ca
<b>Office</b>	A306
<b>Virtual office hours</b>	Wednesdays, 1:30-2:30 pm (see note below regarding booking an appointment)
<b>Online class meetings</b>	Thursdays, 2:30 – 4:20 pm (meeting links will be provided)
<b>Course website</b>	Log in at <a href="http://owl.uwo.ca/">http://owl.uwo.ca/</a>

DESCRIPTION: Female performing artists have figured powerfully in the paintings, photographs, histories, stories, poetry, and film that have emerged from the Indian subcontinent in the last 300 years or so. Known by various names – most often as ‘devadasi’ in South India and ‘tawaif’ in the north – and practising their public art in diverse regions of India, these girls and women have been objects of fascination in popular as well as high culture during both the British imperialist and Indian nationalist eras. This course will give students the opportunity to examine representations of these dancers and singers, who might jointly be called ‘courtesans,’ though that term doesn’t effectively capture the distinctive functions that they served in their societies, which included creating and preserving many of the performing arts for which India is now famous. We will study films and literature about them from key historical moments and poetry, letters, and petitions by them in order to come to some way to grasp the profound difference that they embodied in terms of their performance of gender, caste, class, and sexuality.

**Prerequisites: Prerequisite(s):** 1.0 from English 3000-3999 or permission of the Department.<sup>2</sup>

**Antirequisites:** none

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<sup>1</sup> Owing to the pandemic, I will be using my office on campus infrequently throughout the term. Email is the best way to contact me.

<sup>2</sup> Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

COURSE LEARNING OBJECTIVES: By the end of this course students should be able to

- identify some of the major ideological shifts that have influenced the way that courtesans in India have been represented
- articulate, through online discussion and written critical analysis, effective interpretations of creative texts by and about courtesans
- question the values and assumptions that underpin these texts in order to more fully understand them
- write effectively in both standard and colloquial English
- orally present research findings in efficient and commendable ways
- locate and engage with secondary critical readings
- balance and integrate those readings with their own analysis of the primary creative texts

DESCRIPTION OF COURSE METHODS: This is an online course that will take place both synchronously and asynchronously. Students will be expected to complete all the required readings, viewings, and audio clips each week by the set deadline for that week, participate in online discussions and annotations, and submit their assignments for assessment in a timely manner.

<i>METHODS OF EVALUATION</i>		
<i>ASSIGNMENT</i>	<i>DUE DATE</i>	<i>WEIGHT</i>
<b>Attendance and Participation</b>		<b>20%</b>
<b>Article Review</b>	<b>Week 7</b>	<b>15%</b>
<b>Digital Seminar Presentation</b>		<b>30%</b>
<b>Seminar Respondent Presentation</b>		<b>15%</b>
<b><i>Final examination (on the entire term's material)</i></b>	TBD (during the April examination period)	<b>20%</b>

#### METHODS OF ASSESSMENT

##### **Attendance and Participation:**

Beginning with the first Zoom class on Thursday, January 14<sup>th</sup> at 2:30 pm, there will be a total of ten (10) Zoom classes (of 1-1½ hours in length) that you will be required to attend during the term. For each class you will be given one of three marks: 0 if you are absent; 1 if you are present and offer no effective participation; and 2 if you attend and participate in an effective manner (meaning that your comments are insightful, show knowledge of that week's readings, and are attentive to the previous responses of other students).

If, for whatever reason, you are unable to attend any of these Zoom classes, you can earn the 1 or 2 attendance and participation mark for that class by submitting a critical reflective journal entry (2-3 double-spaced pages) that describes and analyzes all of the readings/viewings for the week. These critical reflections are due by the Monday (at midnight) following the Zoom class on Thursday, and you can submit them to me via email.

A good piece of academic reflective writing requires analysis and purposeful self-reflection. Here are two links that provide explanations of how to do effective reflective writing assignments:

From the University of Birmingham in the U.K.

<https://intranet.birmingham.ac.uk/as/libraryservices/library/asc/documents/public/Short-Guide-Reflective-Writing.pdf>

From the Australian National University

<https://www.anu.edu.au/students/academic-skills/writing-assessment/reflective-writing/learning-journals>

*Note – There will be no class Zoom meetings for Week 2 (Thursday, January 21<sup>st</sup>) and Week 3 (Thursday, January 28<sup>th</sup>). Instead, for these weeks I will be preparing two recorded lectures which you'll be required to watch, after completing the assigned readings and viewings.*

#### **Article Review:**

Go to the Courtesans of India website associated with my SSHRC research project:

<http://www.huronresearch.ca/courtesansofindia/>. Select one scholarly article or one book chapter from the Annotated Bibliography that interests you (this **must** be a scholarly text and **not** a creative one), and review it by describing its basic argument, tying it analytically into one or more of the readings you've done so far on the course, and offering any insightful critical reflections on it. Your article review should be 3-5 double-spaced pages long. *You cannot choose any of the assigned readings from the course for this assignment.*

#### **Digital Seminar Presentation:**

You won't be writing a research essay for this seminar course. Instead, you will be creating a seminar presentation using a digital program or platform of your choice. You will sign up to present your Digital Seminar on a specific week, and your seminar must be based on at least one of the assigned creative texts for that week.

There is no required format for this assignment, so I encourage you to be imaginative and ambitious in your work. You will decide which platform you wish to use to present your analysis to the rest of the class: OneNote; Zoom recording; YouTube video; Facebook; VoiceThread; a podcast; or any other platform that allows you to make your interpretation available to me and the other members of the course. *While you may choose to use a PowerPoint slideshow, it must be accompanied by some kind of audio or video component in which you explain the visual images and text on each of your slides.* But you aren't required to use a slideshow. You could, for instance, deliver your entire seminar by means of a video or a podcast. If you use OneNote for your seminar, you'll need to create video or audio files to upload to your OneNote page.

Under the Helpful Links tab on our course website, I will provide links to various tutorials that will assist you in the creation of your Digital Seminar Presentation. But you should also feel free to contact the WTS Helpdesk at <https://wts.uwo.ca/helpdesk/>.

Once you've completed your seminar and created a digital file or link to it, you will send me your file or link via email. I will post your Digital Seminar Presentation week to our website so that others in the course can see it and read/watch/listen to it before the Zoom meeting on Thursday. There will be two Digital Seminar Presentations scheduled in each of the 8 seminar weeks.

Digital Seminars are due on Monday by midnight on the week that they are scheduled. I will post them by 3 pm on Tuesday, and all students will be required to watch/listen and take notes on the seminars (after they've completed the assigned readings and viewings for that particular week) so that they can engage in discussion and offer insightful comments during the Zoom class on Thursday.

You will be marked on both your presentation as well as your critical analysis and interpretation of the creative text you've chosen as the subject of your seminar. Keep in mind that your job is to teach this text (or some important bit of it) to the class. Consequently, whatever you produce should be inviting and clear. Remember, your Digital Seminar will be assessed not only in terms of the calibre of its content, but also in terms of the presentation itself.

SEMINARS SHOULD BE NOT LONGER THAN 25 MINUTES IN LENGTH.

Those students who choose to do so can submit their Digital Seminar Presentations to Huron's **CURL (Centre for Undergraduate Research Learning) Conference**, which will occur in April 2021. More detail about this conference will be available on the course website and in the Zoom meetings.

### **Seminar Respondent:**

In addition to the Digital Seminar Presentation, each student will be responsible for one Respondent Presentation during the term. As the respondent, your job is to lead the conversation that will follow the presentation, first by posing some well-considered questions to the seminar presenter (for around 5-10 minutes), then by opening up discussion to the rest of the class. As the respondent, you may wish to disagree with some of the presenter's claims, or to complement the presenter's points with others the class may wish to consider, or to suggest how some other theoretical approach might bring some additional insight into the work. Regardless of the nature of the response, though, **it is crucial that the respondent's questions, comments and/or suggestions are offered tactfully, respectfully and in the generous spirit of academic inquiry at its best.** **Respondents must contact the presenters one or two days prior to the presentation** in order to allow for a sufficiently informed response, and **respondents must hand in a copy of their notes to me.**

Along with your notes, you'll be required to submit via the Assignment tab on our OWL website **a list of three (3) Discussion Questions** based on the seminar and that week's assigned readings **by noon** on the Thursday before the Zoom meeting when you are the scheduled respondent. You will be graded on how well you facilitate the discussion of the presenter's Digital Seminar and on the effectiveness of your submitted Discussion Questions. *Although we may not be able to discuss all three of your discussion questions during the class, you should nevertheless be prepared to speak to any of your questions should the opportunity arise.* For further assistance on this assignment, see the "Guidelines for Facilitating Discussion and for Developing Juicy Discussion Question for Seminar Respondents," which you'll find under the Useful Links tab on our course website.

### **Final Exam:**

The final exam in this course will be a take-home examination, which will be scheduled during the regular exam period in April. You will watch a film that features a courtesan character and do an analysis of that film in terms of the other assigned readings and viewings from the course.

### **REQUIRED TEXTS**

Ruswa. *Umrao Jan Ada*. Translated by David Matthews, Rupa Publications, 1996. (available through the Western Bookstore)

Natarajan, Srividya. *The Undoing Dance*. Juggernaut. 2018. (available as an e-book through Amazon.ca or, if you prefer a hard copy, you can either purchase it through Amazon.ca or contact me, and I will arrange a copy for you for minimal cost.)

*Mandi*. Directed by Shyam Benegal, performances by Shabana Azmi, Smita Patil, Neena Gupta, Saeed Jaffrey, and Naseeruddin Shah, Blaze Entertainment, 1983.

*Begum Jaan*. Directed by Srijit Mukherji, performances by Vidya Balan, Naseeruddin Shah, Amitabh Bachchan, Flora Saini, Play Entertainment, 2017.

All other assigned readings and viewings for this course can be found through the course website, including the two Digital Seminar Presentations that you must watch/listen to before each of the 8 Thursday seminar Zoom meeting. A list of the readings, viewings, and audio clips for each week will be posted under the Course Content tab (located along the left side of the OWL website). Most of the readings and viewings are shown here on the syllabus, but I may be adding a few more as I find them, so please ensure that you check the relevant date button under the Course Content tab every few days. Through this tab you'll find links to the readings, viewings, or audio clips as well as pdfs, Word documents, and the Digital Seminars for each week. It's important that you complete all the weekly readings, viewings, and audio clips before attending the weekly Zoom meeting, during which we will be discussing the Digital Seminars as well as the weekly readings/viewings/audio clips.

Some of the lectures for the course will be recorded; you'll find them on the course OWL website – along with the readings, viewings and audio clips – by clicking on the button for each week. Other short lecture-discussions will occur in the weekly Zoom meetings.

<h2>COURSE SCHEDULE</h2>	
<h3>WEEK 1 (JANUARY 11<sup>TH</sup>): COURSE AND TOPIC INTRODUCTION</h3>	
<i>Assigned reading or viewing or listening</i>	<ul style="list-style-type: none"> <li>• “The Tawaif, the Anti-Nautch Movement, and the Development of North Indian Classical Music,” website by David Courtney</li> <li>• “Reform and Revival: The Devadasi and Her Dance,” essay by Amrit Srinivasan</li> </ul>
<i>Lectures (available for viewing on the OWL site)</i>	01: An Introduction to the OWL Site and to the course
<i>Thursday Zoom class (2:30-3:20 pm)</i>	<p><b><u>Our first live, weekly session will take place, via Zoom, on the first day of our course: Thursday, January 14<sup>th</sup> from 2:30 – 3:20 p.m.</u></b></p> <p>This will be an informal introductory meeting only. Please review the posted lecture, read and view the information on Courtney’s website, and explore our course OWL site prior to this Zoom session. Your questions are welcome.</p>
<h3>WEEK 2 (JANUARY 18<sup>TH</sup>): HISTORICAL BACKGROUNDS</h3>	
<i>Assigned reading and viewing</i>	<ul style="list-style-type: none"> <li>• “Lifestyle as Resistance: The Case of the Courtesans of Lucknow, India” by Veena Talwar Oldenburg</li> <li>• “Living History, Performing Memory: Devadasi Women in Telegu-speaking South India” by Daves Soneji</li> <li>• “Our Midnight Song   Ep 12   Yashoda Thakore: Identity and Agency in the Padam” (25-minute video)</li> </ul>
<i>Lectures</i>	02: The History of the Courtesans of India, Part 1
<h3>WEEK 3 (JANUARY 25<sup>TH</sup>): HISTORICAL BACKGROUNDS CONTINUED</h3>	
<i>Assigned reading and viewing</i>	<ul style="list-style-type: none"> <li>• “Are We Not Women Workers too? The Devadasis Petition the Government of Travancore,” contextual description and translation by J. Devika</li> <li>• “The Language of Colonialism: Contextualising the Representation of Courtesans in 19<sup>th</sup> Century Awadh,” essay by Tanya Burman</li> <li>• “Begum Samru: Confounding Imperial Rulership and Queering Global History,” paper by Teresa Hubel</li> </ul>
<i>Lectures</i>	03: The History of the Courtesans of India, Part 2

WEEK 4 (FEBRUARY 1 <sup>ST</sup> ): WRITING BY THE COURTESANS THEMSELVES	
Assigned reading	<ul style="list-style-type: none"> <li>• Poems by Muddupalani and Mah Laqa Bai Chanda, from <i>Women Writing in India</i>, Vol. 1</li> <li>• Poems by Kṣētrayya, from <i>When God is a Customer</i></li> <li>• Introduction to <i>When God is a Customer</i></li> <li>• Video clip of devadasi dancing in early Tamil film</li> <li>• “Ksetrayya: The making of a Telugu poet” by Harshita Mruthinti Kamath</li> <li>• “Mah Laqa Bai’s Role,” excerpt from <i>When the Sun Meets Moon</i> by Scott Kugle</li> </ul>
Thursday Zoom Session (2:30-4:20 pm)	Seminar 1 and Respondent 1 Seminar 2 and Respondent 2
WEEK 5 (FEBRUARY 8 <sup>TH</sup> ): THE BRITISH VIEW OF THE NAUTCH GIRL	
Assigned reading and viewing	<ul style="list-style-type: none"> <li>• “On the City Wall,” short story by Rudyard Kipling</li> <li>• “Nautch Girls,” chapter from Indrani Sen’s <i>Memsahibs’ Writings</i></li> <li>• “Sophia Plowden, Khanum Jan, and their Hindustani Aairs,” short description of research by Katherine Butler Schofield</li> <li>• “The Courtesan and the Memsahib: Khanum Jan meets Sophia Plowden at the 18<sup>th</sup> c Court of Lucknow” (38-minute podcast) from Listen Notes, <i>Histories of the Ephemeral</i></li> </ul>
Thursday Zoom class (2:30-4:20)	Seminar 3 and Respondent 3 Seminar 4 and Respondent 4
WEEK 6 (FEBRUARY 15 <sup>TH</sup> ): READING WEEK	
NO READINGS, LECTURES OR ZOOM MEETINGS	
WEEK 7 (FEBRUARY 22 <sup>ND</sup> ): COURTESANS AND THE NOVEL FORM	
Assigned reading and viewing	<ul style="list-style-type: none"> <li>• <i>Umrao Jan Ada</i> by Ruswa</li> <li>• “The Courtesan and the Indian Novel” by Vinay Lal</li> <li>• “Umrao Jan Ada: The First Modern Indian Novel,” from <i>Live History India</i> website</li> </ul>
Thursday Zoom session (2:30-4:20)	Seminar 5 and Respondent 5 Seminar 6 and Respondent 6
<b>*Due this week*</b>	Article Review, due Monday, February 22 <sup>nd</sup> by midnight
WEEK 8 (MARCH 1 <sup>ST</sup> ): A RECENT REVISIONING OF DEVADASI HISTORY	
Assigned reading	<ul style="list-style-type: none"> <li>• <i>The Undoing Dance</i>, novel by Srividya Natarajan</li> </ul>

Thursday Zoom Session (2:30-4:20 pm) <b>And *Special Visit*</b>	Seminar 7 and Respondent 7 Seminar 8 and Respondent 8  Srividya Natarajan talks to us about her novel
<b>WEEK 9 (MARCH 8<sup>TH</sup>): THE UNDOING DANCE CONTINUED</b>	
Assigned reading	<ul style="list-style-type: none"> <li>• <i>The Undoing Dance</i>, novel by Srividya Natarajan</li> </ul>
Thursday Zoom Session (2:30-4:20 pm)	Seminar 9 and Respondent 9 Seminar 10 and Respondent 10
<b>WEEK 10 (MARCH 15<sup>TH</sup>): COURTESANS IN FILM</b>	
Assigned reading and viewing	<ul style="list-style-type: none"> <li>• <i>Mandi</i>, film directed by Shyam Benegal</li> <li>• "Anandi," short story by Ghulam Abbas</li> <li>• "Work," excerpt from <i>Dancing with the Nation: Courtesans in Bombay Cinema</i> by Ruth Vanita</li> <li>• "From Tawa'if to Wife? Making Sense of Bollywood's Courtesan Genre," essay by Teresa Hubel</li> </ul>
Thursday Zoom session (2:30-4:20 pm)	Seminar 11 and Respondent 11 Seminar 12 and Respondent 12
<b>WEEK 11 (MARCH 22<sup>ND</sup>): COURTESANS AND THE 20<sup>TH</sup> CENTURY</b>	
Assigned reading and listening	<ul style="list-style-type: none"> <li>• Introduction to <i>Partitioned Lives</i> by Nandi Bhatia and Anjali Gera Roy</li> <li>• "A Prostitute's Letter: to Pandit Jawaharlal Nehru and Qaid-E-Azam Jinnah," short story by Krishan Chander</li> <li>• "A Girl from Delhi," short story by Saadat Hasan Manto</li> <li>• "Where Did She Belong?" short story by Saraiya Qasim</li> <li>• "The Shah's Harlot," short story by Amrita Pritam</li> <li>• "Flowers for Her Feet," short story by K.A. Abbas</li> </ul>
Thursday Zoom session (2:30-4:20 pm)	Seminar 13 and Respondent 13 Seminar 14 and Respondent 14
<b>WEEK 12 (MARCH 29<sup>TH</sup>): REVISIONING THE INDIAN UPRISING</b>	
Assigned reading, viewing, and listening	<ul style="list-style-type: none"> <li>• <i>A Tale from the Year 1857: Azizun Nisa</i>, play by Tripurari Sharma</li> <li>• "The Courtesan as Virangana in Contemporary Historical Drama," chapter from <i>Performing Women/Performing Womanhood</i>," by Nandi Bhatia</li> </ul>

Thursday Zoom session (2:30-4:20 pm)	Seminar 15 and Respondent 15 Seminar 16 and Respondent 16
<b>WEEK 13 (APRIL 5<sup>TH</sup>): FINAL THOUGHTS</b>	
Assigned reading, viewing, and listening	<ul style="list-style-type: none"> <li>• “Indian Popular Culture and its Others: Bollywood Dance and Anti-Nautch in 21<sup>st</sup> Century Global India,” essay by Anna Morcom</li> <li>• Sammitha Sreevathsa’s article “Classical Dance and Appropriation: How to think about a field whose foundations rest on cultural violence,” from <i>First Post</i></li> <li>• “A young dancer takes a hard look at Bharatanatyam’s burden of caste,” short article from <i>The Indian Express</i> by Arun Janardhanan</li> <li>• “How Can Classical Dance be a Form of Political Resistance?” 2-minute youtube video featuring Ranjana Dave</li> <li>• “Can there be a progressive, feminist Bharathanatyam: Class, Caste, and Representation,” paper by Nrithya Pillai</li> </ul>
Thursday Zoom session (2:30-4:20 pm)	We will wrap things up with this final session, which will be devoted to i) discussing the readings for the week; ii) any lingering thoughts or questions you may have regarding the course material and iii) some information regarding the final exam, which will require you to watch the 2017 film <i>Begum Jaan</i> .
<b>FINAL EXAMINATION PERIOD: APRIL 14<sup>TH</sup> – APRIL 30<sup>TH</sup></b> Details regarding your final exam will be made available by the time classes end.	

### A NOTE REGARDING THE SUBMISSION OF ASSIGNMENTS

Assignments in ENG 4881G are **generally due by midnight on Mondays**, though the 3 Discussion Questions and the notes you’ll be submitting as part of your Seminar Respondent assignment are due by noon on the Thursday when the Digital Seminar Presentation you’ll be facilitating is scheduled. All assignments must be submitted via the Assignments tab on our course website with the exception of the Digital Seminar Presentation, which must be submitted to me via email so that I can upload it to the course website, and any reflective journal entries you write as a result of missing a class. Always keep an electronic copy of any work you submit.

**Extensions** will be granted **for medical or compassionate reasons only**. Assignments may not be accepted after the last class in April unless provision has been made through the Dean's office for a grade of “Incomplete.”

The **English and Cultural Studies Departmental policy** is that late assignments will be **penalized at the rate of 2 marks per calendar day** to a **maximum of seven days**. After seven days the assignment will not be accepted and a **mark of 0%** will be awarded.

You would be wise to familiarize yourselves, if you haven't already done so, with the excellent **writing support** available to you at Huron through Writing Services, which is now offering **online tutoring** (see <https://huronatwestern.ca/library/writing-services>).

#### **A NOTE ON CONTACTING/MEETING WITH ME (VIRTUALLY) OUTSIDE OF CLASS TIME**

In order to facilitate one-on-one meetings during my virtual office hour (indicated above), I will require you to *email me to request a meeting by 8:30 am on Wednesdays*. When you have done so, I will send you a Zoom link for our meeting. Regarding other email contact, I will respond to **BRIEF email messages/inquiries** as promptly as I can, but please be aware that—like you—I have my busy times, and I often have to deal with large volumes of email; normally, however, you should expect a reply within one or two business days. Longer messages requiring a detailed reply will likely be met with an invitation to meet online because email correspondence of that kind can be extremely time-consuming. I will not usually read email messages during evenings and weekends, so please be aware that messages sent late on a Friday will probably not be read until the following Monday.



### **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](http://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](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](mailto: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](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](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](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](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](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](mailto:huronsss@uwo.ca) .**

University Senate policy, which can be found at,  
[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](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](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](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwocom/mentalhealth/](http://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>