

HIST 3410F: The British Empire: Sex, Books and Violence

Dr. Amy Bell

Huron University College 2020

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Class Scheduled Time: Mondays 1230-230, Wednesdays 130-230

Office Hours: Please email for an appointment via Zoom or phone

Course Description

This course explores social and cultural connections within the British Empire through the themes of sexuality, crime, and publishing. These examples are used to examine the passionate historical debate surrounding Empire: was it a violent system based on exploitation and coercion, or a network of fruitful and civilizing exchanges?

Beginning with a broad historical overview of the Empire, the course narrows to focus on sexuality, crime and publishing as ways to examine the ways in which the Empire facilitated the meeting of people and ideas in new ways. Were these new relationships coercive or liberatory? The contemporary concerns over 'racially mixed' marriages, obscene publications, prostitution and venereal disease highlight the ambivalent nature of colonial sexual relationships, while examples of violent crimes expose the differences between the justice system for British colonizers and native peoples. Tracing the history of publishing in the Empire through missionary texts, pornography, and abolitionist tracts reveals the complex exchanges of ideas across imperial boundaries. Students will build on the knowledge they acquire through class readings and lectures with an analysis of primary texts, and a review and debate of current historiographical debates.

Course Objectives

By the end of the course, students will be able to:

1. Demonstrate their understanding of the broad sweep of British imperial history as it relates to sex, violence and books;
2. Develop the close readings skills that will equip them for advanced study in history, law or education (readings and responses);
3. Improve their writing skills; their ability to organize their time; their critical and analytical faculties; their ability to develop, discuss, and

defend their ideas in person and in writing (responses, tutorials, research assignments, film review);

4. Conduct original research using primary and secondary materials, and present their research findings effectively through written assignments and in class (research assignments, tutorials and film review);
5. Increase their understanding of how current global events are rooted in the historical past; to demonstrate the value of historical inquiry to the present; to encourage students to engage politically as historians.

Assignments:

Statue Research Project	15%	Sep 21 by 5 p.m.
Cap. Cook Primary Source Paper	25%	Oct 19 by 5 p.m.
Film Analysis	10%	Nov 18 by 5 p.m.
Participation	20%	
Take Home Exam	30%	TBA, as scheduled by the Office of the Registrar

Required Text: Phillipa Levine, *The British Empire: Sunrise and Sunset*, 3rd ed (2019) is available through the Western Bookstore, who will ship it.

The E-Text is available through the publisher:

<https://lb.ca/cgi-bin/cgiwrap/additem.bbx?/Z109991/I9781351259668>

Other articles are available via the Western Library (W-Lib), J-Stor and OWL, as marked.

Online Learning

Our learning environment has been transformed for 2020-1, and we will be continually adapting together. All our course material will be available through OWL, using, Word, Voice Thread and Zoom applications. All your assignments will be submitted through OWL. We will have some synchronous tutorials via Zoom in class time. To help you navigate the enhanced OWL course platform and online learning protocols, please see the "Online Courses" section in the *History Department Practical Student Handbook* in the OWL course site.

Academic Integrity

All your work, including your readings responses, must be based on your own research and in your own words. All assignments will be checked through the anti-plagiarism software Turnitin. The usual penalties for academic offenses will apply.

Late Penalties and Last Day to Submit: Late assignments are penalized 5% per day, including weekends. Essays must be submitted within a week of the deadline; no essays will be accepted after the seventh day (unless the student has been granted Academic Accommodation). No late exams will be accepted. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Academic Accommodation: No assignment worth less than 10% can be accommodated **for any reason**, which includes all participation assignments. No late submissions will be accepted.

Academic Accommodation on Non-Medical Grounds: Non-medical absences from tests, exams, or extensions for late essays or assignments will only be considered in extraordinary and extenuating circumstances (such as bereavement) and only if the student has first been granted Academic Accommodation through the appropriate Faculty Dean's Office. Vacations and travel, academic workload, computer failure, multiple course deadlines, conflicts with job schedules, extracurricular activities, etc., are not grounds for make-ups or extensions.

Assignments

Participation: 20%

The course is designed to keep you moving through our weekly modules. Ten of our classes will have a marked participation component, worth 2% each. An excellent response will get 2%, and adequate one 1% and a weak or absent one 0%. These must be completed by the Wednesday class time (1:30 pm) of that week. No late submissions will be accepted for any reason. Four of the participation assignments will be Zoom tutorials in the Wednesday class time, graded the same way. Please check the schedule and book the times. If for some reason you can't attend the scheduled Zoom tutorial, please contact me by the Monday of that week to arrange an alternative assignment. Students will also gain participation marks by making substantive comments on the course material and on their colleagues' presentations through Voice Thread.

Statue Research Project

15%

Sept 21 by 5 p.m.

This introductory research project will trace the history of a contested statue in Britain or in a former British colony, and trace how contemporary political debates are informed by the imperial past. The final assignment can be in any format- a formal paper of 1,000 words, a vlog, a slide show, a podcast, etc., but must include a brief presentation on Voice Thread, a footnoted write-up of at least 400 words and a formal bibliography. Full details are on OWL.

Captain Cook Primary Source Paper 25%

Oct 19 by 5 p.m.

For this assignment, you will analyse **one** of four primary sources (or a primary source of your choice) relating to the voyages of Captain James Cook in the context of **three** assigned readings on Cook (or scholarly articles of your choice- check with the professor).

What does your source reveal about Cook's voyages; for example, the explorer and his crew's intentions, their actions, the relationship of the crew and the indigenous peoples they encountered, and Cook's contemporary reputation? How does it fit into contemporary historical assessments of him? Your paper must be written in scholarly form, with a thesis statement, an introduction which lays out your argument, and a conclusion. Your paper must use footnotes or endnotes in the History Department (Chicago) format. Full instructions are on OWL.

Film Analysis

10%

Nov 18 by 5 p.m.

Students will watch the NFB film ""The Other Side of the Ledger": An Indian View of the Hudson's Bay Company" (1972) and assess how it represents the history of colonialism in Canada from an indigenous perspective. Papers will examine how the filmmakers represent the relationship between the Hudson's Bay Company and indigenous peoples in Canada, and how the film compares to other primary sources we examine in this class. Full instructions are on OWL.

Take Home Exam

30%

TBA

On December 7th, students will be given an essay question to answer with reference to the course readings, themes and discussions. No outside research is required or permitted. No late exams accepted.

MODULE SCHEDULE

September 9

Week 1: Introduction

Read: Levine, Chapter 1 "Uniting the Kingdom", 1-12 **AND**

Leslie Howsam, "What the Victorian Empire Learned: A Perspective on History, Reading and Print in Nineteenth-Century Textbooks," *Journal of Victorian Culture*, 25:1 January 2020, 47-62 (W-Lib).

Participate: Post a short video or audio intro of yourself and your interest in this subject on Voice Thread in OWL. (1% bonus)

Checklist: Listen to the lecture, read this week's reading, think about the main debates in British imperial history. Post an introduction of yourself for the class via VoiceThread on OWL, and watch other students' intros.

Sept 14-16

Week 2: Toppling the Statues: Debates in Imperial History

Read: Timothy Stanley, "Commemorating John A. Macdonald: Collective Remembering and the Structure of Settler Colonialism in British Columbia," *BC Studies*; 204, (Winter 2019/2020): 89-113. (W-Lib)

Listen: Talk Radio, Julia Hartley-Brewer, "Our past is one based on empire and the slave trade, and also ending the slave trade." Read some comments.

<https://www.youtube.com/watch?v=yPadgFE3xkU>

Participate: Reading Response 1: 2%

Checklist: Listen to the lecture, and the talk radio excerpt. Read this week's reading, and choose a contested statue for your research project. Think about the importance of imperial history in contemporary historical debates. Prepare your reading response.

September 21-23

Week 3: Explorers or Exploiters? Captain James Cook

Read: Levine, Chapter 2, "Slaves, Merchants and Trade", 13-30, Chapter 3, "Settling the New World", 31-42.

Watch: BBC's TimeWatch "Captain Cook: The Man Behind the Legend"

<https://www.youtube.com/watch?v=-5ApP0jr5Wg>

Participate: Post a brief presentation (5 minutes) on your statue project on Voice Thread and comment on three of your colleagues' presentations. 2%

*** September 21st: Statue Assignment Due 15%

Checklist: Listen to the lecture, and watch the BBC documentary. Read this week's reading, and think about the importance of heroes and villains in imperial history. Finish and submit your statue assignment, and prepare and post a brief overview of your research for the class.

September 28-30

Week 4: Tracing Connections: Sources

Read: Levine, Chapter 4, "After America", 43-62 and Chapter 5, "Britain in India", 63-82.

Participate: Zoom Tutorial 1 (Sept 28): 2%

Checklist: Listen to the lecture, and read this week's reading. Think about the challenges of comparing sources across the vastness of empire, and the particular sources we can use to study violence, sex and books in empire. Prepare for and participate in the Zoom tutorial. Choose your primary source for your Captain Cook research project.

October 5-7

Week 5: **Communal Violence in Empire**

Listen: History Hit Podcast with Kim Wagner (30 min)

<https://soundcloud.com/historyhit/the-amritsar-massacre-with-kim>

BBC Radio, "The Amritsar Massacre" (9 min)

<https://www.bbc.co.uk/programmes/w3csyx1p>

BBC Radio, "Avenging the Amritsar Massacre" (9 Min)

<https://www.bbc.co.uk/programmes/w3cszmr>

Read: Levine, Chapter 6, "Global Growth", 83-101 and Chapter 7 "Ruling an Empire", 102- 121.

Participate: Podcast Review: 2%

Checklist: Listen to the lecture, and the podcasts. Read this week's reading, and compare the podcasts and their discussion of the Amritsar massacre. Read the background articles for your Captain Cook research project.

October 12: Thanksgiving

October 14:

Week 6: **Murder Trials and Criminal Law**

Read: Jordanna Bailikin, "The Boot and the Spleen: When Was Murder Possible in British India?" *Comparative Studies in Society and History* 48, no. 2 (2006): 462-93. (J-Stor)

Participate: Reading Response 2: 2%

Checklist: Listen to the lecture, read this week's reading and prepare your reading response on crime and law in Empire. Finish the background articles for your Captain Cook research project and begin writing.

October 19-21

Week 7: **The Knowles Trial and British Justice**

Read: Primary Sources on the Knowles Trial [OWL]

Participate: Zoom Tutorial 2 breakout discussions (Oct 21): 2%

Checklist: Listen to the lecture, read the primary sources on OWL and discuss with your colleagues what they reveal about the violence, law, race

and gender and the judicial system in Empire. Finish and submit your Captain Cook research project.

*****Captain Cook Research Assignment Due Oct 19**

October 26-28

Week 8: Violence and Sex in the Imperial Army

Read: Levine, Chapter 8, "Being Ruled", 122-139. **AND**

Kim Wagner, "Savage Warfare: Violence and the Rule of Colonial Difference in Early British Counterinsurgency," *History Workshop Journal*, 85, 1 (April 2018): 217-37. (W-Lib).

Participate: Reading Response 3: 2%

Checklist: Listen to the lecture, read this week's readings and prepare your reading response on colonial warfare.

November 2-4

Week 9: Reading Week

November 9-11

Week 10: Sexuality in the Empire

Read: Levine, Chapter 9, "Gender and Sexuality", 140-161 **AND**

Trevor Burnard and Richard Follett, "Caribbean Slavery British Anti-Slavery and the Cultural Politics of Venereal Disease," *The Historical Journal*, Vol. 55, No. 2 (2012), 427-451. (J-Stor)

Watch: "Kenwood: The Story of Dido Elizabeth Belle"

<https://www.youtube.com/watch?v=WgSe6IEed9w>

Participate: Zoom Tutorial 3 (Nov 11): 2%

Checklist: Listen to the lecture, read this week's readings and watch the Kenwood museum video. Prepare and participate in a tutorial discussion on sexuality in Empire.

November 16-18

Week 11: Watch: NFB film, "The Other Side of the Ledger: An Indian View of the Hudson's Bay Company" (1972)

https://www.nfb.ca/film/other_side_of_the_ledger/

Read: John Phillip Reid, "Certainty of Vengeance: The Hudson's Bay Company and Retaliation in Kind against Indian Offenders in New Caledonia," *Montana: The Magazine of Western History*, Vol. 43, No. 1, Fur Trade Issue (Winter, 1993), pp. 4-17. (J-Stor)

*****Film Review Due November 18: 10%**

Checklist: Watch the NFB film and prepare and submit your review.

November 23-25

Week 12: Missionary and Abolitionist Texts in the Empire

Read: Levine, Chapter 10, "Contesting Empire", 162-184 **AND** François Furstenberg, "Atlantic Slavery, Atlantic Freedom: George Washington, Slavery, and Transatlantic Abolitionist Networks," *The William and Mary Quarterly* Vol. 68, No. 2 (April 2011), 247-286. (J-Stor)

Watch: U Glasgow, "Celebrating the Life and Legacy of David Livingstone"
<https://www.youtube.com/watch?v=5xFgSlydYrM>

Participate: Reading Response 4: 2%

Checklist: Listen to the lecture, read this week's readings and watch the University of Glasgow video. Complete your reading response and begin reviewing the course material for the exam.

November 30- December 2

Week 13: Imperial Texts: Pornography and Bibles

Read: Lisa Z. Sigel, "Filth in the Wrong People's Hands: Postcards and the Expansion of Pornography in Britain and the Atlantic World, 1880-1914," *Journal of Social History* 33, no. 4 (2000): 859-85. (J-Stor)

Participate: Reading Response 5: 2%

Checklist: Listen to the lecture, read this week's readings and complete your reading response. Continue reviewing the course material for the exam.

December 7-9

Week 14: Conclusion

Read: Levine, Chapter 11, "Decolonisation", 185-211.

Participate: Zoom Tutorial 4 (Dec 9) Review

Checklist: Read Levine's final chapter in the context of our first discussion on imperial statues. Review your lecture, tutorial and reading notes and your reading responses for the final exam.

******Take Home Exam due during December exam period. No late exams accepted.**

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1 - They acknowledge your use of other peoples' opinions and ideas.
- 2 - They allow the reader to immediately find your reference.
- 3 - They give authority for a fact which might be questioned.
- 4 - They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The Arabic numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if

necessary) For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

- a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

<http://www.history.utoronto.ca/undergraduate/essays.html#footnotes>. Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.

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://academicssupport.uwo.ca/>.

Please review the full policy at,

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

Academic Consideration for Missed Work

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

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

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

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

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

Requests for Academic Consideration Using the Self-Reported Absence Form

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

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

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

Please review the full policy at,

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

Policy on "Academic" Accommodation - Medical / Non-Medical Grounds

(a) Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email 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>