

HIST 4422F 2020

London: Crime and Disorder in the 20th Century

Dr. Amy Bell

Course Instructor: Dr. Amy Bell

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Class meets: Wednesdays 10:30 a.m.-12:30 p.m.

Office hours: please email for an appointment to talk via Zoom or phone

London's people, institutions, culture and geography have been integral to twentieth-century English histories of crime. This course traces broad changes in policing, punishments, crime statistics and popular news reporting, as well as examples of race riots, terrorism, prostitution, forensic science, organized crime, theft and serial killers.

The twentieth-century saw fundamental changes in how crime was defined, policed and detected in Britain. Legal definitions of murder changed with the 1922 Infanticide Act and the 1958 Homicide Act, and capital punishment was abolished in 1965. Forensic evidence became an important aspect of crime detection and prosecution. New forms of theft, such as shoplifting and smash-and-grab raiding also changed property crime, and in response the London Metropolitan Police created new squads to combat it: The Flying Squad (1919) and the Ghost Squad (1945). London has been both the stage and a central actor in these changes, and we will examine the notorious cases, criminals and institutions that helped to define modern crime.

Learning Objectives

By the end of the course, you should be able to:

1. Demonstrate your understanding the broad sweep of modern British criminal justice history as it relates to London;
2. Evaluate the historiographical debates concerning crime, policing, and punishment in modern London (lectures, readings and responses, exam);
3. Relate class material to current cultural and political debates on crime, policing and punishment (lectures and news articles, exam);
4. Develop the close readings skills that will equip you for advanced study in history, law or education (readings and responses);
5. Conduct original research using primary and secondary materials, and present your research findings effectively through written assignments and in class (research assignment and film review);

6. Develop and defend your own historical arguments on key themes of the course material (reading responses, research assignment, film review, exam).

Students will also set their own learning objectives according to their engagement with the class, their individual interests, their learning styles, and their ideological approach.

Course Requirements

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|----------------------------------|-----|---|
| Participation/ Reading Responses | 20% | |
| London Crime 'Episode' Proposal | 10% | Sept 30 |
| London Crime Episode Final | 25% | Oct 28 |
| Film Review | 15% | Nov 25 |
| Take Home Exam | 30% | TBA, as scheduled by the Office of the Registrar |

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 anti-plagiarism software Turnitin. The usual penalties for academic offenses will apply.

Late Penalties and Last Day to Submit: 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.

Required Texts: Available on OWL or through the Western Library.

Assignments

Participation: 20%

The course is designed to keep you moving through our weekly modules. Most of our classes will have a marked written or audio 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 (10:30 am) of that week. No late submissions will be accepted for any reason. Four of the participation assignments will be Zoom tutorials in 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 in Voice Thread and in Forums.

London Crime Episode Proposal 10%

Sept 30

London Crime Episode Final 25%

Oct 28

For this assignment, students will choose one specific criminal trial from the Old Bailey Trials database [from 1850-1913], supplement it with additional primary and secondary research, and analyse what it can tell us about the how crime was committed, investigated, prosecuted, judged and sentenced in London.

Think of the trial as a "episode", a moment in time which we will use as an interpretive window into the past. This micro-historical approach focuses on historical action at the level of the individual (in this case, the person charged with the time). It is particularly suited to understanding the

importance of locale to the wider histories of crime in London. The proposal will provide details of the trial and an annotated bibliography of the supplemental research (500 words). Students will present their research to the class and meet individually with the professor to discuss the final project (2,000 words). Full instructions are posted on OWL.

Film Review 15%

Nov 25

Students will examine a fictional or historical TV episode or film **of their choice** set in London after 1850 in the context of course readings and one additional scholarly article or book. They will use the film to discuss how crime and policing are depicted, and how London is used as a backdrop, symbol, plot element, character, etc. The final assignment can be in any format- a formal paper of 1,000 words, a vlog, a podcast, etc., but must include a short write-up and a bibliography. Full instructions are posted on OWL.

Examples: Series: Any version of *Sherlock Holmes*, *Ripper Street* (2012-7), *London Kills* (2019), *Prime Suspect* (1991-8), *Luther* (2010-9), *Whitechapel* (2009-12), *The Sweeney* (1974-8), *Marcella* (2016-9) ...
Films: *Piccadilly* (1929), *Hue and Cry* (1947), *They Made me a Fugitive* (1947), *The Blue Lamp*, (1950), *The Lavender Hill Mob* (1951), *The League of Gentlemen* (1960), *10 Rillington Place* (1971), *The Long Good Friday* (1978), *The Krays* (1991), *Lock, Stock and Two Smoking Barrels* (1998), *Snatch*, (2000), *Once Upon a Time in London* (2019), *Sherlock Holmes* (2009, 2011) ...

Take Home Exam 30%

Dec exam period by 5 p.m.

Students will be given an essay question to answer with reference to the course readings, themes and discussions (2,000 words). No outside research is required or permitted. No late exams accepted.

SEMINAR SCHEDULE

September 9

Week 1: Lecture: Introduction

Learning Objectives: Introduce the structure of the course and requirements, introduce background on London crime

Checklist: Watch the lecture, read the syllabus carefully, make notes of assignment dates and plan your term. Start thinking about potential research and film topics. Make an introductory video to post on Voice Thread via OWL.

September 16

Week 2: Lecture: Victorian London and Jack the Ripper

Read: Historical Background to the Proceedings of the Old Bailey

<https://www.oldbaileyonline.org/static/History.jsp>

Participate: Please make a five-minute video or audio intro of yourself and your interest in this subject and post it on Voice Thread via OWL (2%), and watch other students' intros.

Learning Objectives: Introduce the broad background of crime history in London, become familiar with the OB website and how to "read" an OB trial, assess the influence of Jack the Ripper on understandings of crime in London

Checklist: Watch the lecture, read the OB background, do some keyword searches, choose an OB trial and begin your background research.

September 23

Week 3: Lecture: London Policing

Read: Clive Emsley, *The Great British Bobby* (London: Quercus, 2009), Chapter 8. (OWL) **AND** Howard Taylor, "Rationing Crime: The Political Economy of Criminal Statistics Since the 1850s", *The Economic History Review*, 51: 3 (Aug. 1998), pp. 569-590 (J-Stor)

Participate: Tutorial 2%

Learning Objectives: Discuss the history of policing in London, and how police records are central to understandings of crime. Introduce debates on criminal statistics and controversies over corrupt policing.

Checklist: Watch the lecture, read the two articles, prepare for and participate in the tutorial. Continue your research on your Old Bailey trial and think about how police are represented in OB trials and films about London crime. Research scholarly articles for your proposal and finish the annotated bibliography.

September 30 ***Due: London Episode Proposal 10%

Week 4: Lecture: Prostitution and Vice

Read: Julia Laite, "Taking Nellie Johnson's Fingerprints: Prostitutes and Legal Identity in Early Twentieth-Century London" *History Workshop Journal*, 65:1, (2008), 96-116. (WLib) **AND** Stefan Anthony Slater, "Containment: Managing Street Prostitution in London, 1918-1959" *Journal of British Studies*, 49 (April 2010), 332-357. (J-Stor)

Participate: Reading Response 1: 2%

Learning Objectives: Discuss the history of prostitution in London, and how our historical understandings are determined by how it was policed. Introduce the "situational" model of crime and discuss the introduction of forensic identification.

Checklist: Submit your proposal. Watch the lecture, read two articles, prepare the reading response. Continue researching your Old Bailey trial.

October 7

Week 5: Lecture: Nightclubs, drugs and flappers

Read: Heather Shore "Constable dances with instructress': the police and the Queen of Nightclubs in inter-war London," *Social History*, 38:2 (2013): 183-202. (J-Stor) **AND** Lucy Bland, Chapter 2, "Butterfly Women, 'Chinamen', Dope Fiends & Metropolitan Allure", in *Modern women on trial: sexual transgression in the age of the flapper* (Manchester University Press, 2013). (OWL)

Participate: Reading Response 2: 2%

Learning Objectives: Discuss the history of illegal clubs and drugs, gambling and how they were influenced by understandings of "Soho" and "Chinatown" as criminal neighbourhoods. Discuss how gender and race were important to understandings of crime.

Checklist: Watch the lecture, read two articles, prepare the reading response. Continue researching your Old Bailey trial.

October 14

Week 6: Individual Research Meetings

Participate: Meet with the professor (via Zoom) to finalize your research project.

Prepare a short introduction to your research project for the class. Post on Voice Thread and comment on two of your fellow students' projects. 2%

Learning Objectives: Formulate a research thesis and incorporate feedback.

Checklist: Prepare and present a short introduction to your project for the class. Incorporate peer and instructor feedback into your project. Finish the research on the Old Bailey trial and begin writing.

October 21

Week 7: Lecture: The Rise of Forensics

Read: David R. Foran, et, al, 'The Conviction of Dr. Crippen: New Forensic Findings in a Century-Old Murder' *Journal of Forensic Sciences* 56: 1 (2011): 233-240. (WLib) **AND** Ian Burney and Neil Pemberton, "The Rise and Fall of Celebrity Pathology" *British Medical Journal*, 14 December 2010. (WLib)

Listen: BBC Radio, "The Case of Dr Crippen"

<https://www.bbc.co.uk/programmes/w3cswsgm>

Participate: Reading Response 3: 2%

Learning Objectives: Debate the importance of forensics to the history of criminal justice in London. Discuss the idea of miscarriage of justice and how this affected opinions on criminal justice and capital punishment. Illustrate how the Old Bailey acted as a theatre for forensic experts like Spilsbury.

Checklist: Watch the lecture, read the two articles, prepare the reading response. Finish writing the Old Bailey project and edit.

October 28 *Due: London Episode 25%**

Week 8: Lecture: Juvenile Delinquency

Kate Bradley, 'Inside the Inner London Juvenile Court, c.1909-1950', *Crimes and Misdemeanours* 3:2 (2009), 37-59. (OWL)

Participate: Reading Response 4: 2%

Learning Objectives: Discuss the importance of juvenile crime to neighbourhood in London, and the use of space of the courtroom.

Checklist: Submit your final "Episode" paper. Watch the lecture, read one article, prepare the reading response.

November 4

Week 9: Reading Week

November 11

Week 10: Lecture: Postwar Austerity, the Spiv and Film Noir

Read: Mark Roodhouse, 'In Racket Town: Gangster Chic in Austerity Britain, 1939-1953', *Historical Journal of Film, Radio and Television*, 31: 4 (2011), 523-41, 524. (W-Lib)

Listen: BBC Radio, "Britain's WW2 Crime Wave"

<https://www.bbc.co.uk/programmes/w3cszmtw>

Participate: Post a film clip to Voice Thread and comment on two of your colleagues' clips. Tutorial 2: 2%

Learning Objectives: Discuss the importance of the war and rationing on crime in London. Compare criminal statistics with cultural images in films, and analyse how London is represented visually in a variety of films.

Checklist: Watch the lecture, listen to the podcast, read one article, prepare for and participate in the Zoom tutorial. Choose a film clip to show to class. Choose film for your film review.

November 18

Week 11: Lecture: Serial Killers in the Capital

Read: Emma L. Jones and Neil Pemberton, "Ten Rillington Place and the Changing Politics of Abortion in Modern Britain," *The Historical Journal* 57 (4) 2014: 1085-1109. (WLib) **AND** Frank Mort, 'Scandalous Events:

Metropolitan Culture and Moral Change in Post-Second World War London', *Representations*, 93 (2006), 106-137. (WLib)

Participate: Reading Response 5: 2%

Learning Objectives: Discuss the importance of postwar social change on crime in London. Debate abortion and serial killing as gendered crimes. Understand the roles of Christie and Evans in postwar debates about the nature of predatory killers and capital punishment.

Checklist: Watch the lecture, read the two articles, prepare the reading response. Choose a research article for your film review.

November 26 *Due: Film Review 15%**

Week 12: London Crime in Film

Watch: Film of your choice.

Learning Objectives: Analyse a film of your choice about crime in London. Compare the visual representation of the crime to historical research.

Checklist: Watch the film, read the background article, write the film review and submit.

December 2

Week 13: Lecture: Race and Policing in Modern London

Read: Nicole M. Jackson, "A nigger in the new England': 'Sus', the Brixton riot, and citizenship," *African and Black Diaspora: An International Journal*, July 2015, Vol.8(2), pp.158-170.

Listen: BBC Radio, "London's First Black Policeman" (7 min)

<https://www.bbc.co.uk/programmes/w3csywyq>

BBC Radio, "The Notting Hill Riots 1958" (7 min)

<https://www.bbc.co.uk/sounds/play/w3csyx4s>

Participate: Find a newspaper article from 2020 which refers to the history of race and policing in London. Zoom Tutorial 3: 2%

Checklist: Watch the lecture, read one article, listen to two podcasts.

Choose a newspaper article to show to class. Prepare and participate in the Zoom tutorial. Review for the exam.

*****Take Home Exam Due by 5 p.m. on scheduled exam date**

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 numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

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

¹ They should be in Arabic, not Roman numerals or letters.

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://academicsupport.uwo.ca/>.

Please review the full policy at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

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

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

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

Requests for Academic Consideration Using the Self-Reported Absence Form

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

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

- Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a [Student Medical Certificate \(SMC\)](#), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating

circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.

- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

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

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

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