

Department of History
Huron University College at Western University
History 4605E “War and Memory in Modern East Asia”
2017-2018

Instructor: Dr. Jun Fang
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Office Hours: Monday 9:30-10:30 a.m. and Wednesday 2:30-3:30 p.m.
Class: Monday, 12:30-15:30 p. m., HUC W101

The chief aim of this seminar course is to develop students’ critical understanding of the crucial wars fought in East Asia since 1839 and the geo-political and socio-economic forces that affect how people remember and reconstruct them. A related goal is to hone their analytical skills by examining new evidence on facets of these wars.

The course analyzes the effects of these wars, especially those of the excesses committed by the dominant armies. People recall the real and supposed war crimes differently, attempts to interpret their moral significance often become contentious. Therefore, this course also presents the students with opportunity to study various interpretations and memories.

Readings:

Basic: Course reader available at Western University Bookstore.

Further:

1. James Flath and Norman Smith, eds. *Beyond Suffering: Recounting War in Modern China*. Vancouver: UBC Press, 2011.
2. Sheila Miyoshi Jager and Rana Mitter, eds. *Ruptured Histories: War, Memory, and the Post-Cold War in Asia*. Cambridge, MA.: Harvard University Press, 2007.
3. Takashi Inoguchi and Lyn Jackson, eds. *Memories of War: The Second World War and Japanese Historical Memory in Comparative Perspective*. New York: Pearson Education, 2007.
4. Laura Hein and Mark Selden, eds. *Censoring History: Citizenship and Memory in*

- Japan, Germany, and the United States*. Armonk: M.E. Sharpe, 2000.
5. Marc Gallicchio, ed. *The Unpredictability of the Past*. Durham: Duke University Press, 2007.

Evaluation:

1. One short essay using at least 15 sources with a length of 2,500-3,000 words, due **October 30, 2017**. It is worth 15% of the final mark.
2. A two-hour in-class essay test on **November 13, 2017** worth 20% of the final mark.
3. One research paper (ca. 4,000 words in length), due **Mar. 12, 2018**, is worth 25% of the final mark.
4. A final during the examination period is worth 20% of the final mark.
5. Class presentations and participation will account for 20% of the final mark. Students will be marked following each class. Those who attend every class and participate in every discussion in such a fashion as to indicate that they have read and thoughtfully considered the material will receive 100 percent of the participation mark. Those who attend every class but do not speak will receive 50 percent. Those who attend fewer than 50% of the seminars will fail the course.

Teaching Schedule

First Term

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| Sept. 11 | Introduction - No Reading |
| Sept. 18 | Anglo-Chinese Wars of 1839-60 & First Sino-Japanese War of 1894-95. Readings: "The Anglo-Chinese Wars, 1839-1860," in Peter Worthing, <i>A Military History of Modern China</i> (Westport, Conn.: Praeger Security International, 2007), 30-46; Meirion Harries, "Line of Advantage: The First Sino-Japanese War," in <i>Soldiers of the Sun: The Rise and Fall of the Imperial Japanese Army</i> (New York: Random House, 1991), 53-63. |
| Sept. 25 | The Impact of the First Sino-Japanese War of 1894-95. Readings: Geoff Simons, "The Japanese Colony," in <i>Korea: The Search for Sovereignty</i> (London: Macmillan, 1995), 121-152; Patricia Tsurumi, "Education and Assimilation in Taiwan under Japanese Rule, 1895-1945," <i>Modern Asian Studies</i> , Vol. 13, No. 4 (1979), 617-641. |
| Oct. 2 | The First Russo-Japanese War of 1904-05 and Its Impact. Readings: Matthew Flynn, "Imperial Hegemony: The Russo-Japanese War, 1904-1905" in <i>First Strike: Preemptive Warfare in Modern History</i> (New York: Routledge, 2008), 55-74; Harold Schiffrin, "The Impact of the War on China," in Rotem |

Kowner, eds., *The Impact of the Russo-Japanese War* (New York: Routledge, 2007), 169-182.

- Oct. 16 **The Second Sino-Japanese War, 1937-45. Readings:** John King Fairbank and Merle Goldman, "China's War of Resistance, 1937-1945," in *China: A New History* (Cambridge, Mass.: Belknap Press of Harvard University Press, 2006), 312-331; Iris Chang, "The Rape of Nanking," in Anne Llewellyn Barstow, ed., *War's Dirty Secret: Rape, Prostitution, and Other Crimes against Women* (Cleveland: Pilgrim Press, 2000), 46-56 of 257.
- Oct. 23 **The Pacific War of 1941-45 and the Issue of Comfort Women. Readings:** Arthur Cotterell, "End of Empire: The Pacific War and Its Consequences (1941-7)," in *East Asia: From Chinese Predominance to the Rise of the Pacific Rim* (London: Pimlico, 2002), 230-249; Steve Tsang, "Japanese Invasion and Occupation," in *A Modern History of Hong Kong* (London: I.B. Tauris, 2004), 119-132 of 334. ISBN: 1860641849; George Hicks, "The 'Comfort Women'," in Peter Duus, et al, eds., *The Japanese Wartime Empire, 1931-1945* (Princeton: Princeton University Press, 1996), 305-323.
- Oct. 30 **The Pacific War and War Crimes. Readings:** Timothy Lane Francis, "To Dispose of the Prisoners': The Japanese Execution of American Aircrew at Fukuoka, Japan, during 1945," *Pacific Historical Review*, Vol. 66, No. 4 (Nov. 1997), 469-501; Sheldon Harris, "Experiments on Prisoners of War," in *Factories of Death: Japanese Biological Warfare, 1932-1945* (London: Routledge, 2002), 151-176 of 297. ISBN: 0-415-93214-9.
- Nov. 6 **The Soviet-Japanese War of 1945. Readings:** Raymond Garthoff, "The Soviet Manchurian Campaign, August 1945," *Military Affairs*, Vol. 33, No. 2 (Oct. 1969), 312-335; Edward Drea, "Missing Intentions: Japanese Intelligence and the Soviet Invasion of Manchuria, 1945," *Military Affairs*, Vol. 48, No. 2 (Apr. 1984), 66-73.
- Nov. 13 First-term Examination**
- Nov. 20 **The Chinese Civil War, 1945-49. Readings:** Peter Worthing, "The Chinese Civil War, 1945-1949," in *A Military History of Modern China* (Westport, Conn.: Praeger Security International, 2007), 131-146 of 226. ISBN: 0275987809; Jonathan Adelman, "Lessons of Russian and Chinese Civil wars for the development of Communist Armies," *Military Affairs*, Vol. 43, No. 3 (Oct. 1979), 139-143. ISSN: 0026-3931.
- Nov. 27 **War Crime Trials in Asia Pacific Region, 1945-1949. Readings:** A.S. Comyns Carr, "The Judgment of the International Military Tribunal for the Far East," *Transaction of the Grotius Society*, Vol. 34, 141-151; Timothy Maga, "'Away from Tokyo:' The Pacific Islands War Crimes Trials, 1945-1949," *The Journal of Pacific History*, Vol. 36, No. 1 (2001), 37-50.
- Dec. 4 **Korean War, 1950-53. Readings:** Morton Halperin, "The Korea War," in Robert Art and Kenneth Waltz, eds., *The Use of Force: Military Power and International Politics* (Lanham, Md.: Rowman & Littlefield Publishers, 2009),

195-211; Stephen Endicott, "Germ Warfare and 'Plausible Denial': The Korean War, 1952-1953," *Modern China*, Vol. 5, No. 1 (Jan. 1979), 79-104.

Second Term

- Jan. 8 **The Sino-Indian Border War of 1962. Readings:** Cheng Feng and Larry Wortzel, "PLA Operational Principles and Limited War: The Sino-Indian War of 1962," in Mark Ryan, et al, eds., *Chinese Warfighting: The PLA Experiences since 1949* (Armonk, New York: M.E. Sharpe, 2003), 173-197; Bruce Elleman, "The Sino-Indian Border Dispute," in *Modern Chinese Warfare, 1795-1989* (New York: Routledge, 2001), 254-268 of 363.
- Jan. 15 **The Sino-Soviet Border Conflict of 1969.** Readings: Thomas W. Robinson, "The Sino-Soviet Border Dispute: Background, Development, and the March 1969 Clashes," *The American Political Science Review*, Vol. 66, No. 4 (Dec. 1972), 1175-1202; Lyle J. Goldstein, "Return to Zhenbao Island: Who Started Shooting and Why It Matters," *The China Quarterly*, No. 168 (Dec. 2001), 985-997.
- Jan. 22 **The Vietnamese-Cambodian War of 1978.** Readings: Merle L. Pribbenow II, "A Tale of Five Generals: Vietnam's Invasion of Cambodia," *The Journal of Military History*, Vol. 70, No. 2 (Apr. 2006), 459-486; Karl D. Jackson, "Cambodia 1978: War, Pillage, and Purge in Democratic Kampuchea," *Asian Survey*, Vol. 19, No. 1 (Jan. 1979), 72-84.
- Jan. 29 **The Third Indochina War, 1979.** Readings: James McCoy, "Sino-Vietnamese War," in *Secrets of the Viet Cong* (New York: Hippocrene Books, 1992), 479-494; Harlan Jencks, "China's 'Punitive' War on Vietnam: A Military Assessment," *Asian Survey*, Vol. 19, No. 8 (Aug. 1979), 801-815; Xiaoming Zhang, "China's 1979 War with Vietnam: A Reassessment," *The China Quarterly*, No. 184 (Dec. 2005), 851-874.
- Feb. 5 **The Memory of the Opium Wars. Readings:** Zhiwei Xiao, "Nationalism in Chinese Popular Culture: A Case Study of the Opium War," in George Wei and Xiaoyuan Li, eds., *Exploring Nationalism of China* (Westport, Conn.: Greenwood Press, 2002), 41-51; David Desser, "From the Opium War to the Pacific War: Japanese Propaganda Films of World War II," *Film History*, Vol. 7, No. 1 (Spring 1995), 32-48.
- Feb. 12 **The Memory of the First Russo-Japanese War & Japanese Colonial Rule in Korea. Readings:** Yulia Mikhailova, "Japan's Place in Russian and Soviet National Identity: From Port Arthur to Khalkhin-gol," in Yulia Mikhailova and William Steele, eds., *Japan and Russia: Three Centuries of Mutual Images* (Folkstone, Kent: Global Oriental Ltd, 2008), 71-90; Kimijima Kazuhiko, "The Continuing Legacy of Japanese Colonialism: The Japan-South Korea Joint Study Group on History Textbooks," in Luara Hein and Mark Selden, eds., *Censoring History: Citizenship and Memory in Japan, Germany and the United States* (Armonk: M.E. Sharpe, 2000), 203-223.

- Feb. 26 **The Chinese and Japanese Memories of the Nanjing Massacre. Readings:** Kasahara Tokushi, “Remembering the Nanking Massacre,” in Fei Fei Li, et al, eds., *Nanking 1937: Memory and Healing* (Armonk: M.E. Sharpe, 2002), 75-94; Kikura Takuji, “Nanking: Denial and Atonement in Contemporary Japan,” Bob Tadashi Wakabayashi, ed., *The Nanjing Atrocity, 1937-38: Complicating the Picture* (New York: Berghahn Books, 2007), 330-352.
- Mar. 5 **The Memories of Comfort Women and POWs. Readings:** Sarah Soh, “Postwar/Postcolonial Memories of Comfort Women,” in *The Comfort Women: Sexual Violence and Postcolonial Memory in Korea and Japan* (Chicago: Chicago University Press, 2008), 145-174; Michael Cunningham, “Prisoners of the Japanese and the Politics of Apology: A Battle over History and Memory,” *Journal of Contemporary History*, Vol. 39, No. 4 (Oct. 2004), 561-574.
- Mar. 12 **The Memories of the Pacific War. Readings:** Philip Seaton, “August Commemorations” and “Regional Memories”, in *Japan’s Contested Memories: The ‘Memory Rifts’ in Historical Consciousness of World War II* (London and New York: Routledge, 2007), 107-130 & 170-187; Takuya Sasaki, “Cold War Diplomacy and Memories of the Pacific War,” in Marc Gallicchio, ed., *The Unpredictability of the Past: Memories of the Asia-Pacific War in U.S.-East Asian Relations* (Durham: Duke University Press, 2007), 121-145.
- Mar. 19 **The Chinese Memories of the Second Sino-Japanese War and Chinese Civil War. Readings:** Chang Jui-te, “The Politics of Commemoration: A Comparative Analysis of the Fiftieth-Anniversary Commemoration in Mainland China and Taiwan of the Victory in the Anti-Japanese War,” in Diana Lary and Stephen Mackinnon, eds., *The Scars of War: The Impact of Warfare on Modern China* (Vancouver: UBC Press, 2001), 136-162; Rana Mitter, “Old Ghosts, New Memories: China’s Changing War History in the Era of Post-Mao Politics,” *Journal of Contemporary History*, Vol. 38, No. 1 (Jan. 2003), 117-131.
- Mar. 26 **The Korean and American Memories of the Korean War. Readings:** Sheila Miyoshi Jager and Jiyul Kim, “The Korean War after the Cold War: Commemorating the Armistice Agreement in South Korea,” in Sheila Miyoshi and Rana Mitter, eds., *Ruptured Histories: War, Memory, and the Post-Cold War in Asia* (Cambridge, Mass.: Harvard University Press, 2007), 233-265; Judith Keene, “Bodily Matters Above and below Ground: The Treatment of American Remains from the Korean War,” *The Public Historian*, Vol. 32, No. 1 59-78.
- Apr. 2 **The American Memory of the Vietnam War. Readings:** James Loewen, “The Vietnam War in High School American History,” in Laura Hein and Mark Selden, eds., *Censoring History: Citizenship and Memory in Japan, Germany and the United States* (Armonk: M.E. Sharpe, 2000), 150-171; Richard Sullivan, “The Recreation of Vietnam: The War in American Fiction, Poetry, and Drama,” in Michael Shaffer, ed., *The Legacy: The Vietnam War in the American Imagination* (Boston: Beacon Press, 1990), 157-185.
- Apr. 9 **The Indian Memory of the Sino-Indian Border War. Readings:** Eric Hansen, “The Impact of the Border War on Indian Perceptions of China.” *Pacific Affairs*, Vol. 40, No. 3/4 (August 1967 – Winter 1967-1968), 235-249; Dibyesh Anand,

“Remembering 1962 Sino-Indian Border War: Politics of Memory,” *Journal of Defense Studies*, Vol. 6, No. 4 (Oct. 2012), 229-248.

Rules and Regulations

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows: First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Since this is an essay course, students must complete the written assignments worth more than 10% to pass the course.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is an academic offence and will be dealt with in accordance with the relevant policy of the Huron University College (http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf). Note that to convey others' phrases or sentences without quotation marks or block quotation, even if footnoted, constitutes plagiarism. Students who are in doubt as to the nature of this offence should consult their instructor, department chair, dean's office, as well as the Huron University College Statement on Plagiarism, available at <http://www.huronuc.on.ca/pdf/FASSonPlagiarism.pdf>. In addition, students may seek guidance from a variety of current style manuals available at the

Reference Desk in the Huron University College Library. Information about these resources may be found at www.huronuc/library/research_guides_and_handouts.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University of Western Ontario for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the Turnitin.com system. Use of the service is subject to the license agreement, currently between the UWO and Turnitin.com (<http://www.turnitin.com>).

Prerequisite:

History 1601E and 1.0 History course numbered 2200 or above; or 2.0 History courses numbered 2200 or above. Students are responsible for ensuring that they have successfully completed course prerequisite. If you do not have the prerequisite for this course or written special permission from the dean to enroll in this course, you will be removed from this course and it will be deleted from your record. The 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 prerequisite.

Anti-requisite: None.

Appeal:

Before appealing a mark, take time to consider the assignment and the instructor's comments. Then discuss the mark with the instructor. If the resolution is not satisfactory, make your appeal in writing to Dr. Nina Reid-Maroney.



Appendix to Course Outlines

Prerequisite Information

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

Conduct of Students in Classes, Lectures, and Seminars

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

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

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

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

Technology

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

Academic Accommodation for Medical/Non-Medical Grounds

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

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

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

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf, requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where

the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

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

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

(c) Non-medical Grounds: Consult Instructor Directly

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

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

Statement on Academic Offences

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

Statement on Academic Integrity

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

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

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

Academic Integrity: Importance and Impact

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

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

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

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

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

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

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

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity

review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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

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

Policy on Special Needs

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

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

Attendance Regulations for Examinations

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

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

Class Cancellations

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

Mental Health @ Western

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

Academic Advising

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

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>