

**HURON UNIVERSITY COLLEGE**  
***Philosophy 3880F: Social Ontology/Social Construction of Institutions***  
**Course Outline, Fall 2016 ~ J. Epp**

**Tues. 11:30 am -1:30 pm EST via ZOOM**  
**Thur. 11:30 am -12:30 pm EST via ZOOM**

**Instructor: Jennifer Epp**  
**Office hours via Zoom: Time TBD. Check**  
**OWL Announcements for details.**  
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**COURSE DESCRIPTION:**

Social ontology can be understood as the study of the social components of reality. This statement implies that there are both natural and social components to reality – a disputed claim. Alternately, one might say that social ontology is the study of the nature of social reality.

Questions in this field include: What are the parts of our social world/s? How do those parts relate to each other? What is the source of their existence? Are social worlds, or aspects of them, constructed? If so, how? Could they have been constructed differently? Can they be changed? Are there natural kinds or other aspects of social reality that are not constructed? Do social worlds or aspects of social reality depend on minds for their existence or are they mind-independent? If they are mind-dependent, in what way? Are the minds in question individual or collective? How does the operation of power influence social reality? What do language, ideology, representation, ignorance, emotion, memory, and conversation or dialogue have to do with “what there is” or “what there could be?”

The course will address these questions in part by focusing on the ontology of race.

**COURSE LEARNING OBJECTIVES:**

- 1) To develop student’s abilities to identify, understand, construct and critique philosophical arguments. In order to meet this objective, students will enhance their oral and written communication skills, active listening skills, analytical ability and potential for creative problem solving via written assignments, collaborative exercises in interpretation, and on-line discussion.
- 2) To familiarize students with a central debate in contemporary metaphysics and to illuminate connections between metaphysics and social and political philosophy. To meet this objective, students will read relevant literature and engage in written exegesis, conceptual analysis, and respectful debate. Discussions will directly address connections between different areas of philosophical thought and touch on methodology.
- 3) To provide students with resources that may help them to identify, and think critically about, assumptions about “the way things are” in their social milieus. To meet this objective, students will consider the social ontology of race with a focus on anti-Black

racism, Whiteness, and First Nations identity and experience. They will also enhance their ability to formulate theoretical and practical questions about both course material and the current global and local political landscapes in which they are situated. Questions will be discussed in class.

## **CLASS METHODS**

Class will include interactive lecture time by Zoom, as well as time for group breakout discussions, and on-line interaction in the Forum on OWL. Participation is highly encouraged, and students are expected to come to class prepared to ask questions, find answers, and discuss the readings.

## **TEXTS**

All readings can be found either on the internet, via UWO Libraries, or in the Resources section of OWL. Addresses for web-based readings are given in the Syllabus/Reading list below.

*The Skin We're In* by **Desmond Cole** is the only book you need to purchase. It is available as an e-book or audiobook here: <https://www.penguinrandomhouse.com/books/536075/the-skin-were-in-by-desmond-cole/>

## **REQUIRMENTS:**

<b>Essay</b> , due Oct 24	25%
<b>Forum Discussions</b> , weekly	10 x 2.5% = 25%
<b>Storytelling Assignment</b>	35%
Part 1: Choosing the story, Due Nov 14, (10%)	
Part 2: Analysing the story, Due Dec 5, (25%)	
<b>Take Home Exam</b>	15%

## **ASSIGNMENTS:**

Submit all assignments, except Forum Discussions, to the **Assignments section of OWL**. If you have trouble submitting through OWL e-mail your assignment to [jepp6@uwo.ca](mailto:jepp6@uwo.ca) to prevent it from being counted as late. Forum Discussions take place in the **Forum section of OWL**.

**Details and evaluation criteria** for all assignments will also appear in the **Assignments** section.

## **ANONYMOUS GRADING:**

To avoid bias I grade most of your assignments and the exam **anonymously**.

- Use **student numbers, not names**, on the story assignment, essay, and take-home exam.
- Forum discussions take the place of class discussion/participation and are not anonymous.

**OWL:** check the **Announcements** section of OWL regularly.

## **PLAIGIARISM:**

Work submitted to the Assignments section in OWL is automatically sent to Turnitin.com (a plagiarism checking service). Papers are not graded until they are submitted and checked there.

You may not submit assignments, or portions of assignments, that have been prepared for other courses. All instances of suspected plagiarism will be taken very seriously. Make sure to **cite all direct quotes, use quotation marks, cite all ideas that you got from somewhere else even if you are not using quotes, and include a bibliography or footnotes of any external resources that you use in anything submitted for this class.**

## **ACCESSIBILITY:**

Your success is important to me and there are many ways to learn. Feel free to discuss your learning needs with me during office hours or by e-mail. Together we will find ways to make the class accessible and productive for you.

Life can get in the way of school sometimes. If you run into difficulties and need assistance, please talk to me by email or during office hours (which will be private). I will do my best to support your success during the term. In addition to disability or wellness, I accommodate for employment and family responsibilities. For accommodations on assignments worth more than 10% please also (or instead if you prefer), speak with an academic counsellor. See Academic Advising at Huron: <https://huronatwestern.ca/academic-advising>.

If I have concerns about your academic performance or wellbeing, I may identify them through Early Alert. With Early Alert (HEART), faculty members can connect you with advisors and wellness staff who offer students support and assistance in getting back on track. Only members of HEART can access concerns and Early Alert does not affect your academic record.

For information about addressing mental or physical health concerns, including seeing a Huron Wellness counsellor, please visit <https://huronatwestern.ca/wellness-services>.

I encourage students with disabilities to use the Services for Students with Disabilities provided by the Student Development Centre at Western including the provision of note-takers, learning strategies assistance, assignment and exam accommodations, and sign-language interpreters. The Accessibility Services Office is located on the 4<sup>th</sup> floor of the Student Services Building, room 4111. See <http://www.sdc.uwo.ca/ssd/> for more information or call (519) 661-2147.

## **LATE POLICY:**

Late assignments are accepted with a penalty of 2% per day (weekends included), but are not accepted after the last day of class without accommodation from an academic counselor. Late Forum posts are not accepted.

## Reading List,

Topic	Articles or Videos	Author
<p><b>Sept. 10</b></p> <p><b>Introducing the Course</b></p>	<p><b>“What is Ontology?”</b>  <a href="https://www.youtube.com/watch?v=XTsaZWzVJ4c">https://www.youtube.com/watch?v=XTsaZWzVJ4c</a></p> <p>Topic: What might the parts and processes of social reality be? What other questions could we ask?</p> <p><b>Why Your MUSIC Sounds 12 Shades of Grey (alternatives to 12 tone tuning)</b>  <a href="https://www.youtube.com/watch?v=F9Zv6MGdh7Y">https://www.youtube.com/watch?v=F9Zv6MGdh7Y</a></p> <p>Topic: An example of social construction.</p> <p><b>Optional:</b> Social Ontology  <a href="https://plato.stanford.edu/entries/social-ontology/#ConsSociCate">https://plato.stanford.edu/entries/social-ontology/#ConsSociCate</a></p>	<p><b>Kent Löfgren</b></p> <p><b>David Bruce</b></p> <p>Brian Epstein</p>
<p><b>Sept. 15 &amp; 17</b></p> <p><b>Parts and Processes: Storytelling Land, and the Practice of Indigenous Resurgence</b></p>	<p><b>“Land as Pedagogy”</b> Chapter 9 in <i>As We Have Always Done</i></p> <p><b>Optional &amp; helpful for your story assignment:</b>  “Story as Indigenous Methodology” Chapter 5 in <i>Indigenous Methodologies</i>.</p> <p><b>Optional &amp; helpful for your story assignment:</b>  “Theorizing Resurgence From Within Nishnaabeg Thought” in <i>Dancing On Our Turtle’s Back</i></p> <p>Topic: Story as an indigenous practice of theorizing, knowing, teaching/learning, relationship building, and living well in the context of indigenous resurgence on Turtle Island.</p>	<p><b>Leanne Betasamosake Simpson</b></p> <p><b>Margaret Kovach</b></p> <p><b>Leanne Betasamosake Simpson</b></p>
<p><b>Parts and Processes: Creating Institutional Facts</b></p>	<p><b>“Social Ontology and Political Power”</b></p> <p>Topic: The role of language and collective intentionality in creating institutional facts and enabling political power.</p>	<p><b>John Searle</b></p>

<p>Sept. 22 &amp; 24</p>		<p><b>Freedom House Ambulance Service</b>  <a href="https://99percentinvisible.org/episode/freedom-house-ambulance-service/">https://99percentinvisible.org/episode/freedom-house-ambulance-service/</a></p> <p>Topic: Institutional social construction in action ~ emergency medicine, race, and political power.</p> <p><b>Optional:</b> “Social Institutions” esp. section 1.  <a href="http://plato.stanford.edu/entries/social-institutions/#AccSocIns">http://plato.stanford.edu/entries/social-institutions/#AccSocIns</a></p>	<p><b>Kevin Hazzard &amp; Joe Rosenberg</b></p> <p>Seumas Miller</p>
<p>Sept. 29 &amp; Oct. 1</p>	<p><b>Social Construction: Of what? By whom? How?</b></p>	<p><b>“Why Ask What?”</b></p> <p>Topic: Social matrixes, looping, and the construction of human “kinds.”</p> <p><b>How Norway Designed a More Humane Prison</b>  <a href="https://www.youtube.com/watch?v=5v13wrVEQ2M">https://www.youtube.com/watch?v=5v13wrVEQ2M</a></p> <p><b>Optional:</b> “Social Construction: the “Debunking” Project”</p> <p><b>Optional:</b> What Does Social Construction Really Mean?  <a href="https://www.youtube.com/watch?v=-UpSoosy9ws">https://www.youtube.com/watch?v=-UpSoosy9ws</a></p>	<p><b>Ian Hacking</b></p> <p><b>Christophe Haubursin</b></p> <p>Sally Haslanger</p> <p>Cuck Philosophy</p>
<p>Oct. 6 &amp; 8</p>	<p><b>Parts and Processes: Remembering and Constructive Agency</b></p>	<p><b>“Remembering for the Future”</b> Chapter 8 in <i>Our Faithfulness to the Past: The Ethics and Politics of Memory</i></p> <p>Topic: Remembering, interpreting, and making significance together to construct futures.</p> <p><b>“Past and Future”</b></p> <p><b>Optional:</b> “Navigating Epistemic Pushback in Feminist and Critical Race Philosophy Classes” Pages 3-7  <a href="https://cdn.ymaws.com/www.apaonline.org/resource/collection/D03EBDAB-82D7-4B28-B897-C050FDC1ACB4/FeminismV14n1.pdf">https://cdn.ymaws.com/www.apaonline.org/resource/collection/D03EBDAB-82D7-4B28-B897-C050FDC1ACB4/FeminismV14n1.pdf</a></p>	<p><b>Susan Campbell</b></p> <p><b>A. Brett Commanda</b></p> <p>Alison Bailey</p>

		<p><b>Optional:</b> “Inescapable Horizons” (Chapter 4)  <a href="https://docs.google.com/file/d/0B0_FjdluRK7uYTg0ZjYxNzYtOGRiZi00ZDk2LTlhZmYtZTY3M2VhYWQ5ZjNm/edit">https://docs.google.com/file/d/0B0_FjdluRK7uYTg0ZjYxNzYtOGRiZi00ZDk2LTlhZmYtZTY3M2VhYWQ5ZjNm/edit</a></p>	Charles Taylor
Oct. 13 & 15	<p><b>Parts and Processes: Race, Gender, Laws, &amp; Colonization</b></p> <p><b>AKA Structural Anti-Indigenous Racism and White Supremacy</b></p>	<p><b>“Gender, Race, and the Regulation of Native Identity in Canada and the United States”</b></p> <p>Topic: Use of gender-based laws to construct racialized “Indian” identities enabling colonial dispossession.</p> <p><b>“Introduction: A Mi’kmaq Woman”</b> in <i>Beyond Blood: Rethinking Indigenous Identity</i></p> <p>Topic: Gender-based discrimination in Canadian law to create “status and non-status Indians” as a tool of dispossession and assimilation.</p> <p>Both: Determining citizenship/identity is a political power necessary for self-determination.</p> <p><b>Optional:</b> “We Have Stories: Five Generations of Indigenous Women and Water”</p> <p><b>Optional:</b> Go exploring on the APTN (Aboriginal People’s Television Network) <a href="https://www.aptn.ca/">https://www.aptn.ca/</a></p>	<p><b>Bonita Lawrence</b></p> <p><b>Pamela Palmater</b></p> <p><b>Rosemary Georgeson &amp; Jessica Hallenbeck</b></p> <p><b>APTN</b></p>
Oct. 20 & 22	<p><b>The Ontological Status of Race: Does Race Exist? If so, how?</b></p>	<p><b>How I Learned To Stop Worrying and Love Discussing Race</b>  <a href="https://www.youtube.com/watch?v=MbdxeFcQtaU">https://www.youtube.com/watch?v=MbdxeFcQtaU</a></p> <p><b>“Race”</b> <a href="http://plato.stanford.edu/entries/race/">http://plato.stanford.edu/entries/race/</a></p> <p><b>Racial Ontology: 1. Introduction</b>  <a href="https://wi-phi.com/videos/racial-ontology/">https://wi-phi.com/videos/racial-ontology/</a>  +  <b>Racial Ontology: 3b. Sociohistorical Theories of Race</b> <a href="https://wi-phi.com/videos/sociohistorical-theories-of-race/">https://wi-phi.com/videos/sociohistorical-theories-of-race/</a></p>	<p><b>Jay Smooth</b></p> <p><b>Michael James</b></p> <p><b>David Miguel Gray</b></p> <p>“</p>

<p><b>Essay Due Oct 24</b></p>		<p>+</p> <p><b>Optional:</b> Racial Ontology: 3a. Sociohistorical Theories of Race <a href="https://wi-phi.com/videos/sociohistorical-theories-of-race/">https://wi-phi.com/videos/sociohistorical-theories-of-race/</a></p> <p><b>Optional:</b> “Gender and Race: (What) Are They? (What) Do We Want Them To Be?” <a href="http://www.mit.edu/~shaslang/papers/WIGRnous.pdf">http://www.mit.edu/~shaslang/papers/WIGRnous.pdf</a></p> <p><b>Optional:</b> ““But What Are You <i>Really</i>?” The Metaphysics of Race.” Chapter 3 of <i>Blackness Visible</i> (or any chapter of this book).</p>	<p>“</p> <p>Sally Haslanger</p> <p>Charles Mills</p>
<p><b>Oct. 27 &amp; 29</b></p>	<p><b>The Ontological Status of Race: Is Race Biological?</b></p>	<p><b>“The New Biology of Race”</b> <a href="https://www-jstor-org.proxy1.lib.uwo.ca/stable/3655724?seq=16#meta_data_info_tab_contents">https://www-jstor-org.proxy1.lib.uwo.ca/stable/3655724?seq=16#meta_data_info_tab_contents</a></p> <p><b>Racial Ontologies : 2. Naturalist Theories of Race</b> <a href="https://wi-phi.com/videos/naturalist-theories-of-race/">https://wi-phi.com/videos/naturalist-theories-of-race/</a></p> <p><b>Optional:</b> “How To Decide If Races Exist” (Eliminativism)</p> <p><b>Optional:</b> <i>What is Race? Four Philosophical Views.</i> (Spencer: biological naturalism; Glasgow: racial anti-realism or basic racial realism; Haslanger: sociopolitical constructionist revisionism. Jeffers: cultural constructionist revisionism.)</p>	<p><b>Joshua M. Glasgow</b></p> <p><b>David Miguel Gray</b></p> <p>Anthony Kwame Appiah</p> <p>Joshua Glasgow, Sally Haslanger, Quayshawn Spencer, Chike Jeffers</p>
<p><b>Nov. 3 &amp; 5</b></p>	<p><b>Reading Week</b></p>	<p>Rest. Enjoy!</p>	
		<p>These are short videos or news articles:</p> <p><b>“Race: Race and Racist Institutions”</b> <a href="https://wi-phi.com/videos/race-and-racist-institutions/">https://wi-phi.com/videos/race-and-racist-institutions/</a></p> <p><b>Housing Segregation and Redlining in America: A Short History</b> <a href="https://www.youtube.com/watch?v=O5FBJyqfoLM">https://www.youtube.com/watch?v=O5FBJyqfoLM</a></p>	<p><b>Eduardo Mendieta</b></p> <p><b>NPR</b></p>

<p>Nov. 10 &amp; 12</p> <p>Story Asgmt. Part 1 Due Nov. 14</p>	<p><b>Parts and Processes: Racist Social Institutions</b></p> <p>AKA <i>Structural</i> Anti-Black Racism and White Supremacy</p>	<p><b>“The Untold history of Post-Civil War ‘Neoslavery’”</b>  <a href="https://www.npr.org/templates/story/story.php?storyId=89051115">https://www.npr.org/templates/story/story.php?storyId=89051115</a></p> <p>Search these terms on the internet: <b>“Digital Redlining”</b> and <b>“Discrimination algorithm race face recognition”</b></p> <p><b>Suit on Race Recalls Lines Drawn Under Slavery</b>  <a href="https://www.nytimes.com/1982/09/30/us/suit-on-race-recalls-lines-drawn-under-slavery.html">https://www.nytimes.com/1982/09/30/us/suit-on-race-recalls-lines-drawn-under-slavery.html</a> &amp; <b>Louisiana Repels Black Blood Law</b>  <a href="https://www.nytimes.com/1983/07/06/us/louisiana-repels-black-blood-law.html">https://www.nytimes.com/1983/07/06/us/louisiana-repels-black-blood-law.html</a></p> <p><b>“Race and the Carceral State”</b>  <a href="https://wi-phi.com/videos/race-and-the-carceral-state/">https://wi-phi.com/videos/race-and-the-carceral-state/</a></p> <p><b>How To Use the Exonerative Tense to Uphold White Supremacy (Funny):</b>  <a href="https://www.mcsweeneys.net/articles/how-to-use-the-past-exonerative-tense-to-uphold-white-supremacy">https://www.mcsweeneys.net/articles/how-to-use-the-past-exonerative-tense-to-uphold-white-supremacy</a></p> <p><b>How Voter Suppression Affects Black People</b>  <a href="https://www.youtube.com/watch?v=1KYnaER2esg">https://www.youtube.com/watch?v=1KYnaER2esg</a>  <b>&amp; Voter Suppression in the United States</b>  <a href="https://en.wikipedia.org/wiki/Voter_suppression_in_the_United_States">https://en.wikipedia.org/wiki/Voter_suppression_in_the_United_States</a></p>	<p><b>Douglas A. Blackmon</b></p> <p><b>Whatever you find!</b></p> <p><b>Gregory Jaynes</b></p> <p><b>Frances Frank Marcus</b></p> <p><b>Olufemi O. Taiwo</b></p> <p><b>Devorah Blachor</b></p> <p><b>The Root</b></p> <p><b>Wikipedia</b></p>
<p>Nov. 17 &amp; 19</p>	<p><b>Parts and Processes: Constructed Ignorance and the ontological status of Whiteness</b></p>	<p><b>“White Ignorance”</b></p> <p><b>Topic:</b> Ignorance is not always lack of knowledge. Not-knowing can be motivated (this time racially) + ignorance can be created (constructed) and enforced.</p> <p><b>Optional:</b> Why So Many Canadian Universities Know So Little About Their Own Racial Diversity  <a href="https://www.cbc.ca/news/canada/race-canadian-universities-1.4030537">https://www.cbc.ca/news/canada/race-canadian-universities-1.4030537</a></p> <p><b>Optional:</b> Anything from <i>Look! A White!</i> or <i>What White Looks Like</i> (full books via UWO libraries)</p>	<p><b>Charles Mills</b></p> <p><b>Jeremy McDonald, Lori Ward</b></p> <p><b>George Yancy</b></p>

		<p><b>Optional:</b> President’s Anti-Racism Working Group Final Report <a href="https://president.uwo.ca/pdf/arwg-final-report-to-president-shepard-fnl.pdf">https://president.uwo.ca/pdf/arwg-final-report-to-president-shepard-fnl.pdf</a></p> <p><b>Optional:</b> “Eternity Martis: Being Black in a White Place” (About racism at Western and in London) <a href="https://www.youtube.com/watch?v=HWft0MWiUEY">https://www.youtube.com/watch?v=HWft0MWiUEY</a></p> <p><b>Optional:</b> “What it’s like to deal with racism in Canada’s health-care system” <a href="https://www.theglobeandmail.com/news/national/wh-at-its-like-to-deal-with-racism-in-canadas-health-caresystem/article37600473/">https://www.theglobeandmail.com/news/national/wh-at-its-like-to-deal-with-racism-in-canadas-health-caresystem/article37600473/</a></p> <p><b>Optional:</b> “Coming To Understand” (On the construction of ignorance about women’s sexual anatomy and pleasure.)</p>	<p><b>ARWG, Western University</b></p> <p><b>Nam Kiwanuka &amp; Eternity Martis</b></p> <p><b>LaRon E. Nelson</b></p> <p><b>Nancy Tuana</b></p>
<p><b>Nov. 24 &amp; 26</b></p>	<p><b>Parts and Processes: Surveillance and Slavery</b></p> <p><b>AKA Constructing Nations and Races: White Supremacy and Anti-Black Racism</b></p>	<p><b>Class Choice</b> (decided by vote, see OWL) ~ ONE of:</p> <p><b>“Notes on Surveillance Studies: Through the Door of No Return”</b> (Mill’s panopticon and Foucault’s disciplinary and sovereign power examined in relation to the slave ship and plantation.)</p> <p><b>“Everybody’s Got a Little Light Under the Sun: The Making of the Book of Negros”</b> (Technologies of seeing to define black identity and control mobility, e.g. lantern laws and government documents including The Book of Negros.)</p> <p><b>“Branding Blackness: Biometric Technology and the Surveillance of Blackness”</b> (Epidermalization – imposing race on the body - to turn people into commodities: slave branding and modern biometric surveillance technology in relation to race.)</p> <p>All from <i>Dark Matters: On the Surveillance of Blackness</i></p> <p><b>Ask a Slave</b> (Funny. You choose how many.) <a href="https://www.youtube.com/results?search_query=ask+a+slave">https://www.youtube.com/results?search_query=ask+a+slave</a></p>	<p><b>Simone Browne</b></p> <p>“</p> <p>“</p> <p><b>Azie Mira Dungey</b></p>

<p>Dec. 1, 3 &amp; 8</p> <p>Story Asgmt. Part 1 Due Dec. 5</p>	<p><b>Class Choice</b></p> <p>(See OWL Announcements for details.)</p>	<p><b>Choose Between discussions/readings on two of:</b></p> <ol style="list-style-type: none"> <li>1) Propose a topic that interests you! You or I can find the article.</li> <li>2) “The Skin We’re In” ~ Desmond Cole. (On Black led activism against racism in policing in Canada.)</li> <li>3) “Why I Study Multiraciality in the Philosophy of Race” ~ Sandra DeVries. Or another article on the ontology of race in relation to people with mixed racial backgrounds.</li> <li>4) “Passing For White, Passing For Black” ~ Adrian Piper.</li> <li>5) “Decolonization is Not a Metaphor” ~ Eve Tuck &amp; K. Wayne Yang</li> <li>6) The social construction of emotion (or something else).</li> <li>7) Talking Well About Racism or Trying Really Hard Not To.</li> <li>8) The ontology of Whiteness. Using an article from George Yancy’s books. (See titles above and check them out in UWO libraries.)</li> <li>9) That question you were afraid to ask about (you may suggest topics privately to me).</li> <li>10) The nature and ontological status of social groups. (Are groups different from sets of individuals? Can groups act or intend? Etc.) See: <a href="https://plato.stanford.edu/entries/social-ontology/">https://plato.stanford.edu/entries/social-ontology/</a></li> <li>11) Any of the “optional” articles listed above.</li> </ol>	
<p>Dec. 11 - 22</p>	<p><b>Exam Period</b></p>	<p>Date to be announced. The registrar will schedule our take-home exam.</p>	

## **Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021**

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

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

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

[www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf](http://www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf).

### **Technology**

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

### **Adding / Dropping Courses**

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

### **Attendance Regulations for Examinations**

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

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

Please see the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Academic Student Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising> .

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

<https://huronatwestern.ca/contact/contact-directory> .

### **Copyright Regarding Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

### **Statement on Academic Integrity**

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

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

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;

- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

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

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

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

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

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

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

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading\\_189](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189) .

### **Turnitin.com**

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

### **Computer-Marked Tests/Exams**

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

### **Clickers**

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

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

### **Academic Accommodation for Students With Disabilities**

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

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf).

### **Academic Consideration for Missed Work**

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

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf) are met.

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

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

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

### **Requests for Academic Consideration Using the Self-Reported Absence Form**

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

option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

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

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

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) .

### **Policy on “Academic” Accommodation - Medical / Non-Medical Grounds**

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca) .**

University Senate policy, which can be found at,

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

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) .

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

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

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

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

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

**Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

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

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

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

**Important Dates & Directory**

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:**  
<https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>