

Huron University College - Center for Global Studies
CGS 3003B: Gender and Development
Winter 2014

Class Time: Tuesday 11:30-1:30 and Thursday 11:30-12:30

Class Room: W101

Instructor: Kate Grantham

Office: A212

E-mail: kgranth@uwo.ca

Office Hours: Tuesday 1:30-2:30

Course Description

This course provides an introductory look at the evolution of gendered perspectives within the field of international development. Students will be introduced to a variety of critical theories of development, including women in development (WID), women and development (WAD), gender and development (GAD), post-development, and post-colonial critiques of western developmentalism. Following this, students will apply these theoretical perspectives to engage with contemporary topics and ongoing debates within the field. The issues covered will include: the institutionalization of gender analysis frameworks within development organizations; debates over the progress and measurement of gender equality internationally; the politics of transnational feminist research and writing on development; and the negative impacts of mainstream development interventions for women, such as structural adjustment policies, microfinance initiatives and HIV/AIDS treatment and prevention programs for female sex workers. Finally, students will have the opportunity to apply this knowledge and conduct their own gender analysis of an existing development project.

Course Perspective and Learning Objectives

This course works with critical, feminist and post-colonial theorizing to promote students' understanding of "development" (and "under-development", correspondingly) as both a lived, material process and an inherently political discursive phenomenon. A combination of theoretical and case study materials are used to demonstrate the relevance of development theory to women's everyday lives globally, and to provide students with the tools required to conduct their own gender analysis.

In particular, this course will enable students to:

- Articulate the diversity of perspectives on women, gender and development, and how these perspectives are translated into programs and policy-making
- Conceptualize and perform gender analysis using a variety of contemporary frameworks and approaches
- Comprehend the evolution of strategies and activism to integrate gendered considerations into international development theory, organizations and interventions
- Understand the historical origins of mainstream approaches to development and recognize them as often intertwined with colonialist, capitalist and neoliberal political agendas

- Problematize widespread discrepancies between institutional rhetoric and action with regard to development agendas and interventions focused on women
- Appreciate the practical and ethical dilemmas encountered by individuals conducting collaborative and cross-cultural development work on gender
- Articulate the ways that governments and development organizations co-opt women, gender and development discourses in order to promote their own political and economic agendas
- Apply critical, feminist and post-colonial theorizing to analyze development literature, policy and programming, and to identify the negative impacts of development discourse and interventions for women

In addition, course lectures and assignments will assist in developing students' aptitude for:

- Analytical and critical thinking
- Written and oral communication
- Independent and collaborative research
- Working in a team environment
- Public presentations

Required Reading

Readings will be posted to OWL or placed on reserve at Huron or Weldon Libraries. Most readings are also easily accessed through the UWO library system, and instructions will be given in the first class on how to search for electronic journals and e-books.

Student Evaluation

Online Participation	10%, On-going
Critical Film Response	15%, February 25
Gender Analysis Project	45%, April 8
Comprised of:	
<ul style="list-style-type: none"> • Group Poster Presentation (15%) • Poster Evaluation and Feedback Forms (2.5%) • Peer/Self Assessment (2.5%) • Individual Paper (25%) 	
Final Exam	30%, Date TBA

Description of Assignments

Online Participation – 10% (*5 written posts online responding to assigned readings, approx. 1 page each*)

Throughout the semester, students will be expected to post five weekly reading responses online, at least two hours prior to class on Tuesday. This post will take the form of a one page (double-spaced) written response to one of the weekly reading response questions,

located within their syllabus. The written responses are meant to be concise, with the aim of demonstrating engagement with assigned readings and stimulating in-class discussion. To this end, students are expected to print off a copy of their responses to bring to class for use in class discussion. Students will be assigned one mark for each week they post a relevant response, and can earn an additional half mark each week for posting an exceptionally thoughtful response.

Critical Film Response – 15% (*4-page written response, Due February 25*)

Students will write a four-page, double-spaced response to the film *Half the Sky* to be shown in class during Week 6 of the course. The response should draw a connection between the course themes and the content of the film, citing at least one course reading to support their argument. Students will not be required to use any outside sources in composing their film response, however a works cited page is required to list the course reading(s) that they refer to. Students' grades will be determined based on: the depth and coherence exhibited in the written connections that they make between the film and course concepts; the appropriate application of at least one of the assigned readings for the course; their ability to clearly and effectively communicate their ideas in writing; and for presentation (i.e. editing, spelling and grammar, citation and formatting).

Gender Analysis Project – 45% (*Comprised of a group poster presentation worth 15%, three poster evaluation and feedback forms worth 2.5%, a peer and self assessment exercise worth 2.5%, and a 8-10 page individual paper worth 25%, each due April 8*)

Detailed instructions for this assignment will be provided in class.

Group Poster Presentation– (15%, due April 8)

Divided into groups, students will perform a gender analysis of an existing development project and showcase their findings to the class in a poster presentation, during a workshop to be held on the final day of the course. Posters will be submitted along with a five-page, double-spaced written report, summarizing the project under investigation and the findings of the gender analysis.

Poster Evaluation and Feedback Forms– (2.5%, in class April 8)

Peer and Self Assessment Exercise– (2.5%, in class April 8)

Individual Paper – (25%, 8-10 pages, due April 8)

An individually written paper will be due in class **on the final day of the course**. This paper will take the form of an eight-to-ten-page essay putting the findings of their group's gender analysis in conversation with course concepts, and developing their own argument or standpoint on the topic at hand. Papers must integrate two course readings and (at least) three additional scholarly sources (books, articles in books and/or peer-reviewed journals). Websites will not be counted. If a student believes it is necessary for their paper to draw on a particular website, they must obtain prior permission from me.

Final Exam – 30% (*Date during exam period TBD*)

The course exam is cumulative, covering all course material from week 1 through week 13 (i.e. lectures, readings and films). It will comprise two sections- short answer questions and an essay- focusing on the synthesis of course concepts and materials.

Class Schedule and Readings

Week 1- January 7 – Introductory Concepts: ‘Development’, ‘Aid’ and ‘Ethical Practice’

Introduction to course syllabi and assignments; Information on accessing course readings

Film: *TED Talk by Chimamanda Ngozi Adichie: The Danger of a Single Story* (2009)

*Note: this week only, reading response/discussion questions are due online 2 hours prior to class on *Thursday, January 9*

Week 1- January 9 – Introductory Concepts: ‘Development’, ‘Aid’ and ‘Ethical Practice’

Schafer, Jessica, Haslam, Paul, and Beaudet, Pierre. (2009). Meaning, Measurement, and Morality in International Development. In Haslam, P., Schafer, J., & Beaudet, P. (Eds.). *Introduction to International Development: Approaches, Actors and Issues*. Oxford: Oxford University Press. pgs. 4-27.

Reading Response/Discussion Questions:

1. Why is the term “Third World” sometimes viewed unfavorably? Which alternatives are considered most appropriate?
2. Why do Schafer et al. argue that Gross Domestic Product is an inadequate measure of development?
3. What is a “multi-dimensional” approach to development?
4. In what ways is the modern concept of development comparable, and arguably linked with, historical colonizing projects?

Week 2- January 14- Gender and Development: Issues, Actors and Approaches

Desai, Redhika. (2009). Theories of Development. In Haslam, P., Schafer, J., & Beaudet, P. (Eds.). *Introduction to International Development: Approaches, Actors and Issues*. Oxford: Oxford University Press. pgs. 45-65.

Henshall Momsen, Janet. (2004). Introduction: Gender is a Development Issue. In *Gender and Development*. London: Routledge. pgs. 1-20.

Reading Response/Discussion Questions:

1. What were the social and political tensions at the end of the Second World War that gave rise to development as an international project? In what ways does Desai argue that the post-Second World War project of development failed?
2. What are the main theses of the modernization and dependency paradigms? What does Desai assert are their main flaws?
3. Why does Henshall Momsen argue that recognizing gender variation across cultures is essential for development planning?
4. How does Henshall Momsen define “gender equity”? In what ways does she suggest that gender equity suffers in periods of economic distress?
5. What is neo-liberalism? Why has it been so fatal to development according to Desai and Momsen?

Week 2- January 16- Gender and Development: Issues, Actors and Approaches

Discuss Reading Response/Discussion Questions

Week 3 – January 21- Early Perspectives on Women, Gender, and Development

Rathgeber, Eva. (1990). WID, WAD, GAD: Trends in Research and Practice. *The Journal of Developing Areas*. Vol. 24.4. pgs. 489-502.

Harcourt, Wendy. (2005). The Body Politic in Global Development Discourse: A Women and the Politics of Place Perspective. In Harcourt, W. and Escobar, A. (Eds.) *Women and the Politics of Place*. Bloomfield: Kumarian Press. pgs. 32-47.

Handout (to be given in class):

Revised Chart from Rathgeber, Eva. (1997). Changing Perspectives on Women, Gender and Development. In Visvanathan, N., Duggan, L., Nisonoff, L., and Wiegiersma, N. (Eds.). *The Women, Gender and Development Reader*. London: Zed Books. pgs. 18-19.

Reading Response/Discussion Questions:

1. What were Ester Boserup’s findings in her research on agrarian economies? What made her work groundbreaking?
2. How is the WID perspective closely linked with the modernization paradigm discussed last week?
3. What are some of the critiques of the WID/WAD perspectives according to Rathgeber? How does Rathgeber suggest the GAD perspective resolves these deficiencies?
4. Explain Rathgeber’s main critique of the GAD perspective.
5. What is Harcourt’s main concern with or critique of the professionalization and institutionalization of women, gender and development that commenced in the 1990s?

Week 3 – January 23- Early Perspectives on Women, Gender, and Development

In-Class Activity Distinguishing Between WID, WAD, GAD Approaches

Week 4 – January 28- Using Gender Analysis Frameworks

Warren, Hannah. (2007). Using Gender-Analysis Frameworks: Theoretical and Practical Reflections. *Gender and Development*. Vol. 15.2. pgs. 187-198.

Tiessen, Rebecca. (2007). Definitions and Debates in Gender Mainstreaming Literature. In *Everywhere/Nowhere: Gender Mainstreaming in Development Agencies*. Bloomfield: Kumarian Press. pgs. 11-26.

Mayoux, L. (1995). Beyond Naivety: Women, Gender Inequality and Participatory Development. *Development and Change*. Vol. 26.2. pgs. 235-258.

Reading Response/Discussion Questions:

1. Describe one or two of the various challenges outlined by Warren that occur when development personnel attempt to incorporate or apply gender analysis frameworks within their work.
2. What are the two sides in feminist debates about gender mainstreaming outlined by Tiessen? On what side of the debate does Tiessen fall?
3. What do Tiessen and Mayoux have to say about the relationship between theory and practice in international development work?
4. In what ways might Harcourt (from last week) agree with Mayoux's position on the use of participatory programming as a strategy for promoting women's empowerment through development interventions? In what ways might she disagree?

Week 4 – January 30- Using Gender Analysis Frameworks

In-Class Discussion of the Pros/Cons of Gender Mainstreaming and Participatory Programming

Week 5 – February 4- Measuring the Progress of 'Women's Empowerment'

Molyneux, Maxine, and Razavi, Shahra. (2005). Beijing Plus Ten: An Ambivalent Record on Gender Justice. *Development and Change*. Vol. 36.6. pgs. 983-1010.

Syed, Jawad. (2010). Reconstructing Gender Empowerment. *Women's Studies International Forum*. Vol. 33. Pgs. 283-294.

Baruah, Bipasha. (2005). Gender and Development in South Asia: Can Practice Keep up with Theory? *Canadian Journal of Development Studies*. Vol. 26. pgs. 677-688

Reading Response/Discussion Questions:

1. According to Molyneux and Razavi, what are some of the contemporary issues and challenges for global women's movements brought upon by globalization?

2. What does Syed highlight as the major issues with the Gender Empowerment Measure used by the United Nations Development Program? What alternative does she offer?
3. How are development practitioners tempted to treat women as a homogenous group in development policy and programming? What are the problems with this according to today's readings?
4. Explain the distinction made by Baruah between development agencies' pursuit of women's "practical interests" versus their "strategic interests".

Week 5 – February 6- Measuring the Progress of ‘Women’s Empowerment’

Discuss Reading Response/Discussion Questions

Week 6 – February 11- Women and the Microfinance ‘Revolution’

Amin, Ruhul. (1998). NGO-Promoted Microcredit Programs and Women's Empowerment in Rural Bangladesh: Quantitative and Qualitative Evidence. *Journal of Developing Areas*. Vol. 32:2. pgs. 221-236.

Lairap-Fonderson, Josephine. (2002). The disciplinary power of microcredit: Examples from Kenya and Cameroon. In Papart, J., Shirin, R., and Staudt, K. (Eds.). *Rethinking Empowerment: Gender and development in a global/local world*. New York: Routledge. pgs. 182-198.

Feiner, S. and Barker, D. (2006). Microcredit and Women's Poverty. *Dollars and Sense*. November. pgs. 10-11.

Reading Response/Discussion Questions:

1. Outline one of the three perspectives presented in today's readings, and list the critiques that could be directed towards it according to the other two.
2. Which perspective on micro-credit programming best resembles or supports Eisenstein's arguments from last week's reading? Justify your choice.
3. What are the common goals, understandings and assumptions about women as participants of development programs running through each of the three perspectives presented in today's readings?

Film: *Half the Sky* (2012)

<http://www.halftheskymovement.org/pages/film>

Week 6 – February 13- Women and the Microfinance ‘Revolution’

Film: *Half the Sky* (2012) Cont'd. and Discussion

Reading Week- February 18 and 20- No Classes

Week 7 – February 25- Neoliberal Development as Violence Against Women (*Film Response Due)

Eisenstein, Hester. (2009). "Women" Replace Development. In *Feminism Seduced: How Global Elites Use Women's Labor and Ideas to Exploit the World*. London: Paradigm. pgs. 133-168.

Reading Response/Discussion Questions:

1. Explain the differences between "state-led" development and "neo-liberal" development outlined by Eisenstein.
2. In what ways does Eisenstein suggest feminist ideologies are being co-opted in the service of global capitalist development agendas?
3. Describe the conditions placed on countries under Structural Adjustment Programs. How do these conditions impact women particularly?
4. In what ways are export processing zones highly favorable to multinational corporations and detrimental for women?

Film: *The End of Poverty* (2008)

<http://www.theendofpoverty.com/>

Week 7 – February 27- Neoliberal Development as Violence Against Women

Film: *The End of Poverty* (2008) Cont'd. and Discussion

Week 8 – March 4- Post-Development: A Crisis in Development Thinking

Parpart, Jane. (1994). Who is the 'Other'?: A Postmodern Feminist Critique of Women and Development Theory and Practice. *Development and Change*. Vol. 24. pgs. 439-464.

Escobar, Arturo. (1995). Introduction: Development and the Anthropology of Modernity. *Encountering Development: The Making and Unmaking of the Third World*. New Jersey: Princeton University Press. pgs. 3-17 and 212-226.

Reading Response/Discussion Questions:

1. According to Parpart, on what grounds have scholars and activists concerned with Third World issues dismissed feminism and postmodernism as "first world preoccupations, if not indulgences" (439)?
2. Outline the two sides of the postmodern debate among feminists. On what side of this debate does Parpart position herself and why?
3. How have "Third World" women conventionally been represented in development research and writing, including works composed by feminists? What are the negative implications of this practice?
4. Explain what Escobar means when he refers to development as a "historically produced discourse" (4). Why does he argue it is important that we begin to conceptualize development in this way?

Week 8 – March 6- Post-Development: A Crisis in Development Thinking

Discuss Gender Analysis Project and Assign Groups

Week 9 – March 11- The Post-Colonial Feminist Challenge

McEwan, Cheryl. (2001). Postcolonialism, feminism and development: intersections and dilemmas. *Progress in Development Studies*. Vol. 1.2. pgs. 93-111.

Mohanty, Chandra. (2005). Under Western Eyes: Feminist Scholarship and Colonial Discourses. In Kolmar, W., and Bartkowski, F. (Eds.). *Feminist Theory: A Reader*. London: McGraw Hill. pgs. 372-379.

Reading Response/Discussion Questions:

1. According to McEwan, what are the primary critiques of development articulated within postcolonial theory and what have postcolonial feminists contributed to these discussions?
2. How does McEwan suggest that postcolonial feminists might overcome accusations of “descent into discourse”?
3. Describe “the singular image of an ‘average third world woman’ that is commonly produced in western feminist scholarship and how it compares to conventional representations of western feminists? What are the effects of these representations according to Mohanty?
4. How does Mohanty’s call for “the formulation of autonomous, geographically, historically and culturally grounded feminist concerns and strategies” to combat discursive colonialism align with Escobar’s ideas presented in last week’s readings?

Film: *The Shape of Water* (2006)

<http://www.theshapeofwatermovie.com/>

Week 9 – March 13- The Post-Colonial Feminist Challenge

The Shape of Water (2006) Cont’d. and Discussion

Week 10 – March 18- Decolonizing Transnational Feminist Theory and Research

Tripp, Aili Mari. (2006). The Evolution of Transnational Feminisms: Consensus, Conflict, and New Dynamics. In Feree, M. and Tripp, A. (Eds.) *Global Feminism: Transnational Women’s Activism, Organizing and Human Rights*. New York: New York University Press. pgs. 51-75.

Sultana, Farhana. (2007). Reflexivity, Positionality and Participatory Ethics: Negotiating Fieldwork Dilemmas in International Research. *ACME Editorial Collective*. pgs. 374-385.

Reading Response/Discussion Questions:

1. How does Tripp challenge common perceptions in the West that ideas regarding the emancipation of women have spread from the West outward into other parts of the world?
2. What were some of the initial challenges to western feminist dominance presented during the United Nations women's conferences?
3. Explain Sultana's assertion that "ethical concerns should permeate the entire process of research, from conceptualization to dissemination" (376). Describe some of the specific examples of ethical considerations made by Sultana during her own research on water resources management.
4. Sultana explains that "over-concern about positionality and reflexivity appear to have paralyzed some scholars into avoiding fieldwork and engaging more in textual analysis" (375). Why does Sultana think this trend is problematic, and how does she propose that feminist researchers overcome it?

Week 10 – March 20- Decolonizing Transnational Feminist Theory and Research

Work on Gender Analysis Group Project

Week 11 – March 25- Feminist Alternatives and Innovations I: Participatory Programming

Elabor-Idemuida, Patience. (2002). Participatory Research: A Tool in the Production of Knowledge in Development Discourse. In Saunders, K. (Ed.). *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation*. London: Zed Books. pgs. 227-242.

Case Study:

Cornish, Flora. (2006). Empowerment to Participate: A Case Study of Participation by Indian Sex Workers in HIV Prevention. *Journal of Community and Applied Psychology*. Vol. 16. pgs. 301-315.

Reading Response/Discussion Questions:

1. In what ways does Elabor-Idemuida criticize traditional understandings of participation in mainstream development research and interventions? What does Elabor-Idemuida assert are the negative impacts of excluding indigenous communities' perspectives when formulating development strategies?
2. What does a feminist participatory research process involve and how does it differ from traditional approaches to the construction of development knowledge and interventions?
3. According to Elabor-Idemuida and Cornish, what are the existing limitations of participatory research (including feminist approaches to participatory research) as a catalyst for social change?

4. How do Cornish's critiques of mainstream conceptualizations of women's empowerment and participation compare to Syed's critique of the Gender Empowerment Measure from earlier in the semester?
5. What is Cornish's argument against conceptualizing empowerment and participation in terms of a scale of "more or less" empowerment or "more or less" participation within development research and interventions? How does she develop this argument and an alternative solution in her discussion of the Songachi Project specifically?

Film: *Born into Brothels* (2004)

<http://www.kids-with-cameras.org/bornintobrothels/>

Week 11 – March 27- Feminist Alternatives and Innovations I: Participatory Programming

Born into Brothels (2004) Cont'd. and Discussion

Week 12 – April 1- Feminist Alternatives and Innovations II: Rights-Based Programming
--

Tsikata, Dzodzi. (2007). Announcing a new dawn prematurely? Human rights feminists and the rights-based approaches to development. In Cornwall, A., Harrison, E., and Whitehead, A. (Eds.). *Feminisms in Development*. London: Zed Books. pgs. 214-226.

Case Study:

Pillai, S., Seshu, M., and Shivdas, M. (2008). Embracing the rights of people in prostitution and sex workers, to address HIV and AIDS effectively. *Gender and Development*. Vol. 16.2. pgs. 313-326.

Reading Response/Discussion Questions:

1. Describe the two different sides in feminist debates about rights-based approaches to development programming outlined by Tsikata.
2. Why does Tsikata argue that differences in interpretations about the application of rights-based approaches signals the need for caution among development theorists and practitioners? Does she pose any innovations or solutions to the problems she observes?
3. In what ways do the views of rights-based approaches to development programming put forth by Tsikata and Pillai et al. contrast? In what ways do they overlap?
4. Provide two examples of the practical and ethical dilemmas encountered and described by Pillai et al. in the context of their work with the SANGRAM and VAMP projects?
5. Why do the authors and participants of SANGRAM and VAMP decide specifically to use the term "people in prostitution and sex work" (PPS)? How does their linguistic preference relate to the ideas presented by other authors we have studied this semester, such as Escobar, Mohanty and Sultana?

Film: *Tales of the Night Fairies* (2002)

http://www.youtube.com/watch?v=6leDeqPoVGc&feature=player_embedded

Week 12 – April 3- Feminist Alternatives and Innovations II: Rights-Based Programming

Exam Review

Week 13 – April 8- Poster Presentation Workshop and Peer/Self Assessment (*Individual Papers Due)

Poster Presentation Resources:

Creating Effective Poster Presentations:

<http://www.ncsu.edu/project/posters/NewSite/index.html>

Designing Effective Posters:

<http://library.buffalo.edu/asl/guides/bio/posters.html>

Poster and Presentation Resources:

<http://gradschool.unc.edu/student/postertips.html>

Policies and Procedures

Policy on Missed/Late Assignments

It is the expectation that students enrolled in CGS3003G will submit a hard copy of all assignments in class the day that they are due. Make sure to keep an electronic copy of your assignment until it has been graded and returned to you. Late assignments will only be accepted without penalty if a prior agreement with me has been made, or if a valid medical certificate is provided. Students who submit assignments late without making a prior agreement with me, or without a valid medical certificate will be **penalized 5% for every 24-hour period** past the assignment deadline.

Assignments not submitted in class must be submitted to the Center for Global Studies drop box, located outside office A116 in the Administrative Building at Huron University College. Please print my name and “Center for Global Studies” clearly on the paper or envelope containing your assignment. Assignments turned into the drop-box after 3:55pm on Fridays will be date stamped on the following Monday. Assignments slipped under my office door or sent via email will not be accepted.

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 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, PDAs, 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

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC):

<https://studentservices.uwo.ca/secure/index.cfm> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and

provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

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 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.

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 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.

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”).

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at:

<http://www.huronuc.ca/AccessibilityInfo>

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.

Program and Academic Counselling

Centre for Global Studies students registered at Huron who require advice about modules and courses in Global Studies should contact Dr. Mark Franke, Director of the Centre for Global Studies, mfranke@huron.uwo.ca, 519-438-7224 ext. 242. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices>