



Course Outline

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- The best way to reach me is via email. I will do my best to reply as soon as possible. If you do not get an immediate reply, please allow at least 48 hours if you need to send me a reminder. I usually do not check my email after 5pm or on weekends.
- Please use the course number (e.g. CGS3201) as part of the subject line for your emails. This will ensure a faster reply as my electronic correspondence gets sorted automatically.
- *Due to privacy rules, you must use your UWO email account for contacting me.*

Office Hours **A208** Wednesdays 2:00pm – 4:00pm
or by appointment

Class* **W102** Mondays 2:30pm – 5:30pm

* Please note that the class will only meet on specific Mondays assigned by instructor.

Important note on class cancellations: In the event of unexpected class cancellations, the instructor will post such notice on OWL (owl.uwo.ca). Please check the OWL course site often.

Course Description¹

Think Global, Act Local is a community-based learning opportunity in which students are asked to combine their academic study of a topic with insights and experience gained working with a community organization. These paths come together in a final conference session at the end of the term.

This session of CGS 3201G is focused on transnational migrant labour, with a special emphasis on foreign seasonal workers in the farming sector of the local economy. The main goal of this course is to understand and address the global and local conditions that make possible and/or facilitate labour migration flows. These global and local conditions will be addressed through the work of a local community network in order to understand the ways

¹ The course description and other elements of this class are based on Dr. Russell's CGS3201G (2013).

in which members of our community address the reality of migrant workers, farmers, and others.

Course Objectives

- To reflect critically on the ways in which civil society and community networks mobilize to address the reality of migrant workers migrating to our region.
- To expose students to the challenges of thinking about local issues in relation to global flows of peoples, discourses, and power.

Course Structure and Methods

These ambitious aims require an ongoing commitment throughout the semester from both students and instructor in the effort to make this course a stimulating academic experience.

This course combines community-based learning with traditional scholarly research and reflection.

After the course introduction on January 6, our class will meet three more times. In the first two classes, students will have the opportunity to conduct seminar presentations that reflect on general themes of this course. The third meeting will be a conference session, organized to bring together members of the community network that work with migrant workers. Students will have the opportunity to share the work they have done with our partner organization.

Learning Outcomes

On completion of this course, students should be able to:

- Outline some of the global processes that facilitate (and encourage) temporary migrant labour.
- Become critically aware of the types of local responses and the ways in which local network mobilize to address the reality of seasonal foreign workers.
- Assess the impact of the work local community networks in the local community

Course readings

There are two required book for this course:

- ❑ Binford, Leigh. 2013. *Tomorrow We're All Going to the Harvest. Temporary Foreign Worker Programs and Neoliberal Political Economy*. Austin: University of Texas Press
- ❑ Goldring, Luin and Patricia Landolt. 2013. *Producing and Negotiating Non-Citizenship: Precarious Legal Status in Canada. Third Edition*. Toronto: University of Toronto Press.

Please note that there will be additional required texts. A list of these readings will be available on OWL.

Course Evaluation

All due dates are absolute, and late work is not accepted. This applies to all assignments. An assignment submitted after its due date will receive a grade of zero. Extensions, however, may be granted with proof of severe medical or other emergency in the form of an official, signed medical note (etc.) that explains why the student is unable to complete the assignment on time. This note should be submitted to the student's academic counsellor.

If you feel that you have a medical or personal problem that is interfering with your work, please contact both the Academic Counselling Office and myself as soon as possible to make possible arrangements before the assignment is due.

All work must be submitted in print, except provisions made by instructor.

Group Research Presentation	30%	TBA
Participation (Questions)	15%	TBA
CBL Assessment	15%	TBA
Research-based Reflection Paper	40%	April 14

Group Research Presentation

Each group will prepare one presentation on an assigned theme. These presentations must be based on required readings *and* supplementary research. Each participant will choose a specific aspect of the presentation theme and will present her/his research for 15 minutes. A discussion with the other members of the group will follow.

Each group can decide the sub-topics of the presentation's theme but each group must prepare a common introductory statement and a brief summary to conclude all presentations. This presentation should serve as the basis of the research-based reflection paper.

Please provide a copy of the group presentation to the instructor (in class).

The two themes are:

- Theme 1: Migration, Global Development, and the Challenges of Citizenship
 - Goldring and Landolt
 - See OWL
- Theme 2: Temporary Foreign Workers Programs and Canada's Seasonal Agricultural Worker Program under Neoliberalism
 - Binford
 - See OWL

Participation (Questions)

When you are not presenting with your group, you are required to prepare a brief summary of your response to the readings (750 words, min.) and three/four questions about the theme and the readings to ask during the discussion period.

Community-based Learning Assessment

For the final session, each student is required to prepare a brief assessment of the final session. This assignment includes a critical self-assessment, an assessment of group work during the term, and an assessment of the final presentations.

Handout 2 will provide further guidelines to consider for the preparation of this assessment. This handout will be made available on OWL.

Research-based Reflection Paper

This research-based reflection paper is due April 14 in my office before noon.

This paper must reflect on the work of local community networks to address the need of foreign seasonal workers. The main goal of this paper is to contextualize your experience working with a community partner in the broader context of global migration, development, and neoliberalism. Please note that supplementary research is necessary for this assignment.

Grades Description

Exceptional = above 86

Went beyond expectations in all categories. One could expect little more from a student at this level.

Strong = 80-85

Displays high level of capability in all categories, but did not exceed all conceivable expectations.

Strong/Average = 76-79

Displayed high level of capability in some categories but not all; did not go beyond the obvious but the work is eminently satisfactory.

Average = 70-75

Work displays a good level of capability overall, with some strengths and some weaknesses.

Average/Weak = 66-69

Displayed average capability in some categories but no particular strengths. Meets basic requirements.

Average/Weaker = 60-65

Displayed average capability in some categories and some under-average levels of capability.

Weak = below 60

Fair work. Displayed an under-average level of capability and is minimally acceptable.

Not acceptable = below 50

Failure. Work is unsatisfactory and does not meet basic requirements.

Policy on Returned Assignments and Appeals

Frequently students wish to discuss the results of their assignments immediately upon receiving their grade and feedback. Every effort will be made to provide substantial feedback on assignments with the intention of making the grading clear, and also to help you improve regardless if the assignments receives an “A” or a “C.”

If you still have questions or concerns about the results of your assignment, please make an appointment to see me and discuss further. You must also wait 24 hours after receiving your assignment and grade before contacting me to discuss your results. In addition, you must set up an appointment no later than 7 days after receiving your grade if you wish to meet and discuss, or appeal.

You may appeal your overall grade, or the grade of any specific assignment. There are several steps to appeal a grade:

1. Have an informed discussion with me. **This step must be initiated (i.e. set up an appointment) within 7 days of receiving your grade.**
2. If you still find the explanation of your grade unsatisfactory, you may appeal your grade in writing. **This written submission must be submitted within 14 days of receiving your grade.** You are to write a formal letter indicating the ways in which believe your assignment met the requirements – with evidence cited – as well as the grade you believe you deserve for your work. Please keep in mind that the onus is on you to demonstrate that your work meets the requirement set out for the assignment, and not for me to defend the mark allocated.

No grade change will be considered without submitting a formal appeal in writing. Please be aware that the **formal appeal process may result in your grade going up or down.**

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>