

Centre for Global Studies (CGS) 4013G

PLACE AND MOVEMENT: BECOMING SPATIAL/TEMPORAL

pre-requisite: 0.5 course from Centre for Global Studies (CGS) 3001F/G – 3005F/G or
permission of the Centre for Global Studies

Centre for Global Studies
Huron University College
January – April 2014
Room # HC – W102
Mondays, 8:30 – 11:20am.

Dr. Mark Franke

office: #A206

office ph. # 519-438-7224 ext. 242

email: mfranke@huron.uwo.ca

office hours: Wednesdays, 11:30am. – 1:00pm., and by appointment

GENERAL COURSE INFORMATION

Course Description

This course takes up for study one of the most fundamental conditions under which the field of Global Studies is made possible: the positing of spatial extensions and boundaries; temporal duration and differences; and relationships between space(s) and time(s) in movement. As Henri Lefebvre demonstrates, in the second text we will encounter in this course, there is no globe or parts of the globe to think about, to know, or to act within without the formation and acceptance of places and understandings of how things and people may and do move within and between these formations. All aspects of Global Studies are structured in terms of the orientations of one place to another and the quality of spatial divisions through which it becomes possible to even speak of one place with respect to another. Equally so, all aspects of Global Studies are modified in reference to how change is gauged and recognised in relation to these places. Scholars of Global Studies are incessantly committing themselves to space-time readings of the world and all they imagine within and outside of it. This course embarks on critical investigations of the consequences of recognising this fact.

The course begins with readings from Michel Foucault's 1977/78 lectures published under the title *Security, Territory, Population*. We will use our brief engagement with this text as an introductory exploration of how it is that human and

political geographies most commonly recognised within domains of global studies can be read as historical formations, caught up within relations of power. We will follow this moment of reflection with close and critical engagement with one of the most important texts to explore how space is made, socially, politically, and ideologically, Henri Lefebvre's *The Production of Space*. In studying this book, we will have the opportunity to re-consider how our engagements with the world are acts entwined with and conditioning of its extensions, division, and geographic representations, within specific modes of production. On this bases, we will develop a set of critical investigations into the conventionally *ontological* readings of persons and things of the world that pervade Global Studies.

Modern approaches to understanding life in the world are typically premised on the view that national, ethnic, cultural, and political identities and entities are rooted within specifically bounded territories and that certain human movements are natural or permissible within those borders. Taking the space of Canada as a case-study in this respect, via the investigations of Erin Manning's *Ephemeral Territories*, this course seeks to show that the validity of such an *ontological* premise is not proven through observation and discovery but, rather, it is made possible through the limits, force, and movements of desires, actions, and fears. The emplacement of human identities is not necessary or natural but constituted in the ways in which persons act with one another. Consequently, the territorialised understandings of human beings and their movements are easily de-territorialised. In fact, they deterritorialise themselves.

To open up this point, in concert with Manning's provocations, this course is shaped to a large extent by the musings over space-time(s), material assemblages, and bodily movements offered by Gilles Deleuze and Félix Guattari in their *A Thousand Plateaus*. Deleuze and Guattari's efforts to challenge territorialised notions of human interactions and orientations with respect to each other and things, in favour of readings of de-territorialisation, have had profound impacts on critical approaches to Global Studies, from perspectives of the humanities, social sciences, and even natural sciences. Their very complex explorations of how we become spatial and temporal in the social and material world, to form the conditions of place and movement, open rare opportunities through we might begin to think the globe in ways not confined to the territorialised ontologies through which Global Studies is itself produced.

The final three meetings of our seminar will involve engagement with two further studies of space and how we are at place spatially. First, in reading Doreen Massey's *For Space*, we will consider how difficult it is to think space and analyse our world spatially without understanding how space is caught up with relations typically conceived in terms of time. Second, we will consider some of the arguments presented by Manning in another book, *Relationscapes*, where she explores how it is that the landscapes of our world and our lives in these places are constituted in movement, which is irreducible to space or time.

Learning Objectives

This course seeks deep critical and theoretical engagement with the fundamental spatial/temporal conditions that generally serve as premises within Global Studies. In this regard, the work of this course is to challenge the sense of basic geo-political, geo-social, geo-cultural, and even geo-graphical categories and boundaries through which Global Studies functions. This course aims to make it possible to think the global anew. Along the way, students will have ample opportunity to hone their skills in: preparing

and delivering long-format oral presentations; effective critical readings of complex and densely theoretical texts; and conceiving, preparing, and writing lengthy research-based seminar papers that may well serve them as writing samples for applications to graduate programs.

Course Conduct and Expectations

Our class meets for one three-hour block each week through the term. Some class time will be devoted to lectures. However, as an honours seminar, the majority of our class periods will be given over to a combination of student presentations and class-wide discussion and debate over issues, questions, and information raised in assigned readings and in students' independent research. The role of the professor in this class is primarily to lead and facilitate productive investigation of the problems, themes, and texts engaged in the course. The role of students is primarily to actively participate in and contribute to these investigations through presentations and constructive dialogue and deliberation with the professor and one another.

In order that our classes may function in instructive and rewarding manners, it is absolutely essential that each and every class member be prepared to participate strongly in class discussion and debate. Each student is expected to attend each class, having already studied the readings assigned for that particular week. This means that all students ought to read these materials in such ways that they try to gain strong appreciation for the arguments, analyses, and theoretical challenges that the authors of these texts present to their readers. Students ought to take study notes in the reading of these texts, considering critically the questions that these chapters provoke. In this regard, students are strongly encouraged to bring to class their questions and observations arising from their reading for the purposes of engaging one another in rich deliberation over their significance to our broader studies. In any event, it is expected that students bring their texts to class with them, for the purposes of consulting them during discussion.

READING MATERIALS

All assigned readings in this course are drawn from the following six books:

- Gilles Deleuze & Félix Guattari, *A Thousand Plateaus: Capitalism & Schizophrenia*, trans. Brian Massumi, (University of Minnesota Press, 1987).
- Michel Foucault, *Security, Territory, Population: Lectures at the Collège de France, 1977–1978*, trans. Graham Burchell (Picador, 2007).
- Henri Lefebvre, *The Production of Space* (Blackwell, 1991).
- Erin Manning, *Ephemeral Territories: Representing Nation, Home, and Identity in Canada* (University of Minnesota Press, 2003).
- Erin Manning, *Relationescapes: Movement, Art, Philosophy* (MIT University Press, 2009).
- Doreen Massey, *For Space* (Sage Publications, 2005).

Each of these books are available for purchase at the Western University Bookstore, and a copy of each will be placed on reserve loan (two hours) in the Huron University College library.

COURSE REQUIREMENTS AND METHODS OF EVALUATION

Oral In-class Presentation(s)

Each student is responsible for laying the grounds of our seminar discussion during at least one week in the term, through oral an presentation based on the readings assigned for that specific weeks. If we end up with a small group of students in the class (six or less), students will be expected to make two such seminar presentations. The central purpose of each presentation is to help identify for the group the important questions that we ought to address and engage with respect to that week's readings and general topic. And the presenter should strive to demonstrate the relevance of the questions raised in and by her or his assigned readings for scholars of Global Studies.

These presentations should *not* offer mere summaries or reports of what is written or argued in the assigned readings. The presenter certainly ought to try to make it quite clear to the class what she or he understands the author or authors of the assigned readings are expressing and arguing in their works. It is important that the student making the presentation demonstrate how she or he has interpreted the texts. However, the presenter should go well beyond such representation and interpretation and seek also to offer a critical reading of the ideas, information, and arguments presented in the assigned readings. In addition to offering an exegesis of the assigned texts, the presenter ought to develop a substantial critical analysis and evaluation of the authors' arguments and/or the issues or problems raised in the texts. To this end, the presenter ought to try to: identify what she or he believes are the most important, interesting, and controversial points in the text that we, as a class, ought to consider; substantially engage with these points her- or himself, ; and suggest specific questions and lines of inquiry that we may productively pursue. Each presentation should be approximately 30–40 minutes in duration.

Students' oral presentations will be evaluated in reference to five basic components: 1). the strength of the approach, structure, and style of your presentation; 2). the richness of significant detail you offer regarding the topic of investigation; 3). the quality of analysis you provide of this information; 4). the insight that you provide into the readings you engage; and 5). your capacity to develop strong, critical, and important questions and lines of inquiry regarding this topic of study, provoking class discussion.

Statement of Research Interest

In preparation for the research paper proposal and research paper assignments in this course (see descriptions below), each student is required to submit a brief statement of research interest in which she or he puts forward and discusses the topic or topics around which she or he is considering basing her or his research paper. The aim of this assignment is for the student to explain and discuss, as clearly as possible, the questions

and concerns that interest her or him in the context of this course and the value she or he sees in addressing them in a research paper. In this statement, each student should try her or his best to set out a clear vision for her or his research topic. However, each student is also welcome to set out, as clearly as possible, her or his confusion and difficulties in trying to identify and clarify this vision. The main point is for each student to give me the strongest possible articulation of what it is that she or he seeks to achieve in her or his research project in this course and for her or him to effectively discuss the rationale behind these aims and success and/or difficulties she or he may be having in developing a plan for this project.

This statement may take several different forms. However, it should be written in full sentences and paragraphs (not point-form).

- required length of statement of research interest:
a *minimum* of 750 words
- due date and time of statement of research interest:
no later than 8:40am., Monday, February 10th
- required manner of submission: paper copy, submitted in person

Your statement of research interest will be evaluated in terms of the following four components: 1). how well you communicate your interests and concerns; 2). the value and relevance your interest have in terms of the concerns of this course; 3). the extent to which you demonstrate an understanding of the stakes of your own interests in terms of the themes of this course; and 4). the quality and style of your writing.

Research Paper Proposal and Outline

In preparation for the research paper assignment in this course (see description below), each student is required to submit a formal paper proposal and outline in which she or he sets out her or his intended research topic, approach of study, and writing plans. This proposal and outline may take several different forms. However, in essence, it should be written in full sentences and paragraphs (not point-form), and it should include at least the following seven components:

1. a brief introduction to your topic of study;
2. a description of the central problem or question that you seek to engage in the paper;
3. a discussion in which you explain the importance of your question or problem to your general topic of study and the themes of our course;
4. a tentative or speculative thesis statement that responds to your central problem or question;
5. a description and explanation of the approach you are taking in developing your research and the writing of your paper;
6. an outline of the lines of arguments in which you will discuss your topic and support your thesis;
7. a working annotated bibliography of the sources you have consulted so far
(*Writing an "annotated bibliography" means writing a few short sentences after*

each entry in which you describe and explain the value that the source will or may have in developing your research project.)

- required length of research paper outline: a *minimum* of 1,200 words (plus annotated bibliography)
- due date and time of research paper outline: no later than 8:40am., Monday, March 17th
- required manner of submission: paper copy, submitted in person

Your research paper proposal will be evaluated in terms of the following seven components: 1). the relevance of the research project you propose to themes of the course; 2). how well you have designed the aims and structure of your paper; 3). the significance of the question or problem around which you plan to construct your research project; 4). how well and clearly your proposed thesis responds to the specific controversies and dilemmas raised in the focus and question around which your paper is developed; 5). the extent to which your proposal and outline suggests a research paper that may be effectively accomplished within its prescribed limits; 6). the strength of the working bibliography so far compiled; 7). the quality and style of your writing.

Research Paper

Each student in this course is required to write one research paper. Students are permitted to develop their own paper topics, in consultation with the instructor. However, research topics must fall within the general purview of the course.

Regardless of research topic, each student is expected to produce a rigorous and critical study which seeks to offer reasoned judgments with respect to her or his focus. In this paper students are expected to take and defend a particular point of contention in terms of their individual concerns, supported through substantial arguments and analyses. Papers that only review a topic of concern or offer a mere report on ideas, events, or situations will not fulfill the basic requirement of this assignment.

Readings assigned for class study and discussion may be included as sources of research for this project. In developing this major research paper, though, each student is expected to conduct serious academic research beyond class readings as well, engaging other books, academic journal articles, and primary sources relevant to her or his specific focus. Different papers require study into different kinds and numbers of sources. As a general rule, though, in the writing of research papers in this course, students should aim to engage a minimum of 12 substantial scholarly sources beyond or in addition to assigned readings.

- required length of research paper: a *minimum* of 4,500 words
- due date and time of research paper: no later than 12:00 noon., Tuesday April 22nd
- required manner of submission: as attachment to email (preferably as pdf) to: <mfranke@huron.uwo.ca>

In general, your research paper will be evaluated in terms of the following eight components: 1). your ability to form a research project of importance to the course's general concerns; 2). the significance of the problem or question around which you build your discussion; 3). the clarity with which you state your own position in this paper in the form of a thesis; 4). how well you support your thesis through the arguments you construct in the body of your paper; 5). the quality of your own analysis and critical evaluation of the research materials you engage; 6). the depth of understanding and insight that you demonstrate with respect to your topic of study; 7). the extent to which you have consulted, drawn from, and fairly assessed a relatively strong and representative range of research materials available on your topic of study; and 8). the quality of your style of writing.

Participation

All students are expected to make a serious effort to actively and productively contribute to class discussion and debate. A substantial portion of each student's final grade will be determined by her or his efforts and successes in doing so.

In general, a student's participation grade will be based on the extent to which she or he helps to define productive analyses of course topics in class discussions, the extent to which she or he submits helpful questions and problems for debate, responds seriously to the questions posed by classmates and the instructor, and the extent to which she or he listens to and encourages the development of the ideas of others.

Strong and effective participation in class rests to a very large extent on students' serious engagement with readings assigned for class. This means that students are to do more than simply read assigned texts. They are expected also to have studied these texts and to be prepared to critically discuss the ideas and information put forward in them.

Attendance in classes is also necessary to participate fully in the course. Absence from more than one of our weekly class meetings will constitute "irregular attendance." Students who do not attend classes regularly and/or do not, over the balance of the term, demonstrate an effort to contribute constructively to class discussions will attract a poor to failing grade in this component of the course.

ASSESSMENT

Marking/Grade Point Scale

All grades achieved in course assignments and requirements are presented in numerical form along with letter-grade equivalents, with respect to the following grading system:

90 – 100 (A+) work of excellence; one could expect little more from a student at this level

80 – 89 (A) superior work, exhibiting well-developed critical skills, and a sophisticated approach

70 – 79 (B) good to very good work, meeting all requirements, and eminently

- satisfactory
- 60 – 69 (C) competent work, meeting basic requirements
- 50 – 59 (D) fair work, minimally acceptable
- 0 – 49 (F) failure; unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved in class participation, oral presentation, and written assignments. The distribution of the components adding to a final grade in this course is as follows:

- oral presentation(s): 15%
- statement of research interest: 5%
- research paper proposal and outline: 15%
- research paper: 50%
- participation: 15%

Significant improvement in the quality of students' assignments over the course of the term *may* be taken into consideration in the calculation of their final grades.

Class and Reading Schedule

Please have read and studied the respective chapters of the required books in this course by the dates under which they are listed below.

January 6 — **Introduction**

- review of syllabus and course requirements
- broad discussions of how space is integral to modern social, political, and cultural thought

January 13 — **Historical Formations of Spaces of Life**

- Foucault, *Security, Territory, Population*
 - "one – 11 January 1978," pp. 1–23
 - "five – 8 February 1978," pp. 115–130
 - "six – 15 February 1978," pp. 135–156
 - "ten – 15 March 1978," pp. 255–278
 - "eleven – 22 March 1978," pp. 285–306

January 20 — **Demands of Thinking Space**

- Lefebvre, *The Production of Space*
 - "1. The Plan of the Present Work," pp. 1–67
 - "2. Social Space," 68–168

January 27 — **Contents and Forms of Space**

- Lefebvre, *The Production of Space*
 - "3. Spatial Architectonics," pp. 169–228
 - "4. From Absolute Space to Abstract Space," pp. 229–291

February 3 — **Spacings/Timings of Space**

- Lefebvre, *The Production of Space*
 - "5. Contradictory Space," pp. 292–351
 - "6. From the Contradictions of Space to Differential Space," pp. 352–400
 - "7. Openings and Conclusions," pp. 401–425

February 10 — **A Critique of Ontology**

- Manning, "Close to Home: Canadian Identity," *Ephemeral Territories*, pp.xv–xxxi
- Deleuze & Guattari, *A Thousand Plateaus*
 - 1. "Introduction: Rhizome," pp. 3–25
 - 3. "10,000 B.B.: The Geology of Morals (Who Does the Earth Think It Is?)," pp. 39–74

February 17 — **Reading Week**

February 24 — **Landscape and Deterritorialisation in the Encounters of Space/Time**

- Manning, 1. "An Excess of Seeing: Territorial Imperatives in Canadian Landscape Art," *Ephemeral Territories*, pp. 1–30
- Deleuze & Guattari, *A Thousand Plateaus*
 - 2. "1914: One or Several Wolves?," pp. 26–38
 - 5. "587 B.C.–A.D. 70: On Several Regimes of Signs," pp. 111–148

March 3 — **Spatial Insecurities and Nomadology**

- Manning, 2. "Beyond Accommodation: National Space and Recalcitrant Bodies," *Ephemeral Territories*, pp. 31–59
- Deleuze & Guattari, *A Thousand Plateaus*
 - 11. "1837: Of the Refrain," pp. 310–350
 - 12. "1227: Treatise on Nomadology:—The War Machine," pp. 351–423
(N.B. *Too much reading this week. Just get as far as you can with ch.#12 from Deleuze and Guattari*)

March 10 — **Subjects/Subjectivity in Motion**

- Manning, 3. "Where the Zulu Meets the Mohawk," *Ephemeral Territories*, pp. 61–91
- Deleuze & Guattari, 10. "1730: Becoming–Intense, Becoming Animal, Becoming–Imperceptible...," *A Thousand Plateaus*, pp. 232–309
(N.B. *Too much reading this week. Just get as far as you can with ch.#10 from Deleuze and Guattari*)

March 17 — **Facing the Stranger of (Im)Possible Community**

- Manning, 4. "Face-to-Face With the Incommensurable: Srinivas Krishna's *Lulu*," *Ephemeral Territories*, pp. 93–120
- Deleuze & Guattari, *A Thousand Plateaus*
 - 6. "November 28, 1947: How Do You Make Yourself a Body Without Organs?," pp. 149–166
 - 7. "Year Zero: Faciality," pp.167–191

March 24 — The World as Spacings

- Massey, *For Space*
- "Part One: Setting the Scene," pp. 1-15
- "Part Two: Unpromising Associations," pp. 17-59
- "Part Three: Living in Spatial Times?," pp. 61-103

March 31 — Space as Timings

- Massey, *For Space*
- "Part Four: Reorientations," pp. 105-145
- "Part Five: A Relational Politics of the Spatial," pp. 147-195

April 7 — Movement in Rest

- Manning, *Relationescapes*
- "Introduction: Events of Relation—Concepts in the Making," pgs. 5 - 11
- "1. Incipient Action: The Dance of the Not-Yet," pgs. 13 - 28
- "2. The Elasticity of the Almost," pgs. 29 - 42
- "4. Dancing the Technogenetic Body," pgs. 61 - 81
- "8. Constituting Facts: Dorothy Napangardi Dances the Dreaming," pgs. 185 - 206
- "Conclusion: Proposition for Thought in Motion," pgs. 213 - 228.

GENERAL RULES AND POLICIES

Grammar in Written Assignments:

Students in this course are responsible for ensuring that the written assignments they submit for evaluation and grading are free of significant or recurring grammatical errors. Any written assignment submitted to me that exhibits significant grammatical or stylistic problems or errors will be subject to a penalty against its grade, relative to the degree of grammatical problems in the text. Any student who submits a written assignment that is made very difficult to read or comprehend because of grammatical or stylistic errors or problems will earn a failing grade on that assignment. To avoid this range of penalties altogether, all students in the course are highly encouraged to review their written assignments with members in the Writing Skills Centre at Huron University College before submitting them, and it is recommended that they take every opportunity to improve their writing skills and proficiency in English grammar through the workshops and consultation sessions offered at this Centre.

Format and Style of Written Assignments:

All written assignments, must be typed with at least one-inch margins on all sides. The lines of the main text should be double-spaced, but lines in block quotations (which should also be indented), endnotes/footnotes, and bibliographies should all be single-spaced. Pages must be numbered consecutively, exclusive of the title page. Include the following information on the title page of each assignment: the title of your assignment, your full name, the date submitted, the course number, and your professor's name. All written assignments submitted in this course must include references (in the form of footnotes, endnotes, or in-line parenthetical notes) and bibliographies written in either the Chicago Style or Harvard Referencing System. Information on both styles of

referencing is available at the Reference Desk in the library at Huron University College. However, you can find helpful examples of Chicago referencing at the Quick Guide to referencing at the Online Chicago Manual of Style:

http://www.chicagomanualofstyle.org/tools_citationguide.html

For an easy-to-follow guide for Harvard Referencing, see the online Harvard Referencing Guide made available from the Anglia Ruskin University:

<http://libweb.anglia.ac.uk/referencing/harvard.htm>

Due Dates/Times of Written Assignments:

An assignment submitted by a student after its due date and time will receive a grade of 0%. A late submission will be accepted without penalty only when the student has made an official request for academic accommodation and it has been granted. For the policy on how to seek academic accommodation, please see the policies on "Academic Accommodation" below.

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/CounselorsCounselingServices>