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HURON UNIVERSITY COLLEGE
POLITICAL SCIENCE 2239F, 2019
AMERICAN CONSTITUTIONAL LAW

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Pol. 2239F/G is an option course for students enrolled in Political Science and American Studies programs. It provides an examination of the origins, development, and theories of the founding constitutional documents and constitutional law of the USA, with particular reference to the separation and division of powers, constitutional amendments and judicial cases, democratic institutions and civil rights. These matters are discussed in relation to a range of contemporary issues including free speech, religion, national security, abortion, same-sex marriage, discrimination, affirmative action, voting rights, guns, criminal law, death penalty and immigration.

Prerequisite. Political Science 1020E, or American Studies 1020.

Lectures. Three hours per week. 12.30–2.30pm Monday, 1.30–2.30pm Wednesday in Rm. A1.

Office hours. 2.30–3.00pm Monday, 2.30–3.00pm Wednesday or by appointment.

COURSE OBJECTIVES

1. Students will become familiar with the foundational constitutional documents of the USA, and acquire an understanding of the key components of the American political tradition and the debt its present political arrangements owe to the ideas expounded in the past by political philosophers, public intellectuals, and jurists.
2. Students are taught to think critically about the relationship between political ideas and practice. The goal is to develop students able to analyze ideas, law and policies, and make considered decisions and form coherent, reasoned and fact-based judgements.
3. This course prepares students for senior courses in Political Science and American Studies.

REQUIRED COURSE TEXT (students must purchase the correct edition and bring to lectures)

Beeman, Richard. *The Penguin Guide to the United States Constitution* (New York: Penguin, 2010). HUR KF4541.P46.

SECONDARY TEXTS

Tushnet, Mark. *The Constitution of the United States: A Contextual Analysis* (Oxford and Portland, OR: Hart Publishing, 2009). HUR KF4550.T869. On reserve at the Huron Library.

Tushnet, Mark, Grabner, A., and Sanford Levins, eds. *The Oxford Handbook of the US Constitution* (New York: Oxford University Press, 2015). Available at Oxford Handbooks Online via the Western Library catalogue.

WEBSITES FOR COURT CASES

<https://dockets.justia.com>

<https://www.supremecourt.gov/docket/docket.aspx>

<https://www.uscourts.gov/about-federal-courts/educational-resources/supreme-court-landmarks>

<https://www.law.cornell.edu/supct/cases/topic.htm>

COURSE REQUIREMENTS

1. In-class term test on constitutional documents, Monday 7 October. **10% of final grade.** NOTE: Students who miss this test (documented medical reasons only) will write an essay on a topic assigned by the instructor.
2. Oral presentation in small groups on an assigned topic in class, to be scheduled by the instructor (see Lectures and Presentations list below). **10% of final grade.**
3. Three-page written summary (including notes and bibliography) on the assigned topic, to be submitted one week after the student's presentation. **10% of final grade.**
4. Term paper of 2500 words (10 pages, plus bibliography). Each student will receive an individualised question to be addressed in the term paper; this will be appended to the three-page written summary when it is returned to the student, as well as the due date for the term paper (the due date will be two weeks after the summary is returned to the student). **30% of final grade.** NOTE: A second (identical) copy of the essay must be submitted to the instructor as an email attachment; the essay will not be graded until the second copy is received.
5. Final Exam. 2 hrs. One short answer section, and three essays based on course material. **40% of final grade.**

ASSIGNMENTS

Each student will be assigned a topic by the instructor for their course work. The topics (listed in Lectures and Presentations below) relate to *constitutional amendments*, congressional *legislation* and/or one or more *landmark Supreme Court decisions*. On the same topic, students (1) make an oral presentation, (2) submit a three-page written summary (including notes and bibliography) on the assigned topic; and (3) write a term paper addressing a question to be phrased by the instructor.

1. Oral presentation on assigned topic. Worth 10% of the final grade.

Based on the readings indicated in the outline (but not necessarily restricted to those readings), each student will participate (with other students assigned to the same topic) in a 20 minute oral presentation (***no longer than 20 mins***). Students must meet beforehand to arrange a coherent oral presentation and to prepare a point form handout for the other members of the class. Students must be prepared for questions from the class and for further discussion of the topic. The oral presentation will be graded according to how well the student(s) achieve the following objectives.

- 1.1. The purpose of the oral presentation is to set a platform for discussion by the class.
- 1.2. The oral presentation must take no more than 20 minutes.
- 1.3. The presenters are required to prepare and distribute a ***brief*** one-page point-by-point outline of their presentation (absolutely no longer than this), to enable class members to follow the oral presentation.
- 1.4. Content of the oral presentation:
 - 1.4.1. State the issue or question to be addressed (ie. the issue or question listed below in Lectures and Presentations) and any sub-set of issues/questions made apparent in the research for the assignment.
 - 1.4.2. Give a brief overview of the main points, including the relevant constitutional articles, constitutional amendments and/or court cases (with selective quotations if appropriate).
 - 1.4.3. Indicate the problematic aspects of the issue under discussion.
 - 1.4.4. Indicate your own conclusions on the issue under discussion (differences in conclusions between the presentation group members should be highlighted).
 - 1.4.5. Indicate matters/questions requiring further research and/or for class discussion.

The instructor will direct questions for clarification/further discussion to the presenter(s) ***and to the class.

2. Three-page written summary (including notes and bibliography). Worth 10% of the final grade.

A two-page double-spaced overview of the topic (plus a bibliography), indicating the substance of the amendment/court decision, the background to the issue, and the implications of the amendment/court decision, to be authored by each presenter independently. Due one week after the student's oral presentation.

***Co-authored reports will not be graded.

Elements of the summary in four sections:

- 2.1. A clear statement of (1) the issue or question to be addressed, (2) the relevant constitutional articles, constitutional amendments and/or court cases (with selective quotations if appropriate), and (3) the key elements requiring further discussion.
- 2.2. A critical commentary on the significance of the issue, including insights gained from the class discussion.
- 2.3. A summary of your conclusions thus far.
- 2.4. Bibliography (including course texts and any other *scholarly sources* used).

As a part of the feedback on the summary the instructor will provide suggestions for issues to be addressed in the term paper based on the same topic, and provide each student with a question that the student must answer in the term paper. The summary paper will be returned to the student one week after the submission date; the student then has two weeks to submit the term paper.

3. 2500 word term paper (10 pages, 12 pt font, double-spaced, plus bibliography) on a question assigned by the instructor, plus a bibliography containing **at least four scholarly sources in addition to the course texts**. Some suggestions for texts are contained in the course Bibliography (posted on the course page on WebCT), but Western's various libraries contain many other sources that may be used. Whatever additional sources are used in the research and writing of the essay, the essay must utilise scholarly sources as defined below. Worth 30% of final grade.

Types of scholarly sources include (1) historical texts (contemporary with the amendment or court decision), including books, pamphlets, speeches, journal articles, and so on; (2) recent books by experts in the field and articles in **academic** journals (the more up to date the better).

******* Summaries of court cases available on online websites may be useful but they do not constitute a **scholarly source**.

The topic must be approached in terms of the substance of the amendment/court decision, the historical, political, legal background to the issue, and the immediate and subsequent political implications of the amendment/court decision. All three elements are required in the essay, and the breadth and depth of reading will be a factor in the overall assessment of the paper, as will the student's ability to critically discuss and analyse the issues involved in the question under consideration.

Note: A second (identical) copy of the essay must be submitted to the instructor as an email attachment; the essay will not be graded until the second copy is received.

GRADING OF WRITTEN ASSIGNMENTS

All written assignments will be graded on the basis of two equally crucial components: (1) appropriate and adequate substantive content, describing and discussing the issue under consideration; and (2) the student's evaluative judgement employed in the critical assessment of the issue.

PAPER SUBMISSION

Essays and other written assignments must be handed to the instructor directly in class or placed in the essay drop-off box outside the FASS Office, A15, in the Administrative Building at Huron.

LATE POLICY

There is a late penalty of 2 marks applied for each 24-hour period past the 4.00pm deadline for the submission of all written papers, weekends included. *Papers more than two weeks late will not be accepted.*

DOCUMENTATION IN WRITTEN ASSIGNMENTS

Students must use standard social science reference, footnoting and bibliographic form. Whenever you use the words or the ideas of someone else, you must give a footnote, endnote or reference, or else you are committing an act of plagiarism (see Plagiarism and Other Academic Offences below). Each note or reference must include the name of the author/editor, the complete title of the book (or the complete title of the essay/chapter if an edited collection or journal article, and then the name of book/journal in which it appears, plus volume number), the name of the publisher and the place and date of publication, and a page number. Subsequent references to the same source should appear in short form in the notes. Marks will be deducted for improper footnoting, references and bibliographies.

CITING INTERNET SOURCES

All information obtained through the Internet must be cited in footnotes and bibliographies. Internet citations must include all of the same information that is provided when citing a book or article. This includes the name of the author or name of the organisation that posted the website, the title, the date that the website was consulted, the complete website address, and page numbers where available.

LECTURES AND PRESENTATIONS

- Mon 9 Sep** **Lecture 1** Introduction to course, texts, and assignments
(1) Types of American law
(2) Formative influences on the founding of the American republic
- Wed 11 Sep** **Lecture 2** Declaration of Independence, and the meaning of the rights to life, liberty and the pursuit of happiness
*****Required reading:** Beeman, pp.3–17 (text and commentary)
Background reading: Beeman, pp.117–31
- Mon 16 Sep** **Lecture 3** US Constitution and the Separation of Powers
*****Required reading:** Beeman, pp.21–59 (text and commentary)
Background reading: Beeman, pp.117–31; and Tushnet, pp.9–17
On the constitutional ratification process see Beeman, pp.167–74
Reference: Neil Komasar, “Constitutions as Basic Structure,” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online).
- Wed 18 Sep** **Lecture 4** The Separation of Powers: the legislative branch; see Tushnet, pp.43–48, 69–77
Reference: Neal Devins, “The Constitutional Politics of Congress,” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online).
- Mon 23 Sep** **Lecture 5** (1) The Separation of Powers: the executive branch—Presidency and Electoral College
See Beeman, pp.156–58, 184, 186–88; and Tushnet, Ch.3
On Amendment XII (1801) see Beeman, pp.72–73
(2) Limits of executive privilege; presidential impeachment—United States v. Nixon
418 US 683 (1974); see Beeman, pp.206–8
References: Mariah Zeisberg, “The Constitutional Politics of the Executive Branch,” and Stephen M. Griffin, “The Executive Power,” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online).
Note: On the president’s emergency powers see Oren Gross, “Emergency Powers,” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online).
- Wed 25 Sep** **Lecture 6:** The Separation of Powers: judiciary—Supreme Court and judicial review
See Beeman, pp.109–15; and Tushnet, Ch.4
On *Marbury v. Madison* (1 Cranch) 5 US 137 (1803) see Beeman, pp.191–92
Reference: Keith H. Whittington, “The Power of Judicial Review,” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online).
Note: On judicial interpretive methods and influences see Tushnet, pp.250–71, and Jamal Greene, “Interpretation,” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online).
- Mon 30 Sep** **Lecture 7** (1) Federalism, the Division of Powers, and State Rights—Amendment X (1791)—
McCulloch v. Maryland 17 US (4 Wheat) 316 (1819); see Beeman, pp.184–86, 193; and
Tushnet, Ch.5
(2) Amending formula and Bill of Rights

*****Required reading:** Beeman, pp.61–91 (text and commentary)

On Amendment IX (1791)—protection of “unenumerated” rights—see Beeman, p.70

References: Jenna Bednar, “The Resilience of the American Federal System,” and Michael S. Greve, “Federalism,” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online).

Wed 2 Oct Lecture 8 **(1)** Later Amendments; Tushnet, Ch.7
On Amendment XIII (1865)—abolition of slavery—see Tushnet, pp.21–24
(2) Test review

Mon 7 Oct Lecture 9 **In-class test (50 mins):** Founding documents: Declaration of Independence 1776; Constitution 1787; Constitutional Amendments. Test based on the required readings from Beeman indicated for the lectures above.*******

Distribution and discussion of topics for presentations and assignments

Cases: *Roe v. Wade* 410 US 113 (1973); *Planned Parenthood v. Casey* 505 US 833 (1992); *Stenberg v. Carhart* 530 US 914 (2000); and *Gonzales v. Carhart* 550 US 124 (2007)

References: Beeman, pp.205–6; Dale Carpenter, “Autonomy (of Individuals and Private Associations),” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online); and Pew Research: Religion and Public Life Project, “A History of Key Abortion Rulings of the U.S. Supreme Court,” <http://www.pewforum.org/2013/01/16/a-history-of-key-abortion-rulings-of-the-us-supreme-court/>.

***For a discussion of the constitutional politics of abortion see Ian Shapiro, *The Real World of Democratic Theory* (Princeton and Oxford: Princeton University Press, 2011), Ch.7.

Question: Why is abortion still a hotly contested issue in the USA?

Presenter(s): _____

Mon 28 Oct

Presentation #4: Same-sex marriage

Amendment XIV, sec. 1 (1868)—equal protection of the laws and due process

Legislation: Defence of Marriage Act 1996

Cases: *United States v. Windsor* US 12-307 (2013); *Obergefell v. Hodges* (Ohio), *Tanco v. Haslam* (Tennessee), *DeBoer v. Snyder* (Michigan) and *Bourke v. Beshear* (Kentucky), US 14-556 (2015).

Reference: Leslie F. Goldstein, “Gender, Sex and the US Constitution,” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online).

***For a comprehensive list of relevant state laws and cases see http://en.wikipedia.org/wiki/Same-sex_marriage_in_the_United_States

Question: Do public officials have a reasonable ground for refusing to issue same-sex marriage licences?

Presenter(s): _____

Lecture 12 (1) Discrimination and Affirmative Action: the issues
(2) Voting Rights: the issues

Wed 30 Oct

Presentation #5: Discrimination and affirmative action

Amendment XIV, sec. 1 (1868)—equal protection of the laws

Cases: *Plessy v. Ferguson* 163 US 537 (1896); *Brown v. Board of Education* 347 US 483 (1954); *University of California Regents V. Bakke* 438 U.S. 265 (1978); *Grutter V. Bollinger et al.* US Court of Appeals, Sixth Circuit, No. 02-241 (2003); ***Fisher v. University of Texas*** 570 U.S. ____ (2013); ***Schuett v. Coalition to Defend Affirmative Action*** (2014); ***Fisher v. University of Texas*** (2015–16).

***For lists of additional cases see Santa Clara Law, “Racial Discrimination Cases,” <http://lawguides.scu.edu/c.php?g=5677&p=24912>; The Leadership Conference, “Key Supreme Court Cases for Civil Rights,” <http://www.civilrights.org/judiciary/supreme-court/key-cases.html>; and Find Law, “Race Discrimination: U.S. Supreme Court Cases,” <http://civilrights.findlaw.com/discrimination/race-discrimination-u-s-supreme-court-cases.html>

***See also the list of cases in “Affirmative Action Fast Facts,” CNN online: <https://www.cnn.com/2013/11/12/us/affirmative-action-fast-facts/index.html>

Reference: Beeman, pp.195–98, 200–3; Girardeau A. Spann, “Racial Rights,” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online).

Question: In post-segregation America, why do some institutions believe affirmative action policies are still needed?

Presenters: _____

FALL READING WEEK 4–10 NOVEMBER

Mon 11 Nov

Presentation #6: *Voting rights*

Amendment XIV (1868), sec. 2—equal voting rights for males at age 21
Amendment XV (1870), sec. 1—voting rights not to be abridged on the grounds of race

Amendment XIX (1920)—votes for women

Amendment XXIV (1964), sec. 1—voting rights not to be based on taxes

Amendment XXVI (1971), sec. 1—voting rights at age 18

Legislation: Civil Rights Act 1866; Force Act 1870; Civil Rights Act 1875; Voting Rights Act 1965

Cases: *Shelby County v. Holder*, 570 U.S. ____ (2013).

References: Beeman, pp.75–79, 88–89; and Ellen D. Katz, “Enforcing the Fifteenth Amendment,” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online).

Question: Why do some states seek to circumvent voting equality mandated by the constitution by placing obstacles in the path of voters?

Presenter(s): _____

Lecture 13 (1) Guns: the issues (2) Rights of Offenders: the issues

Wed 13 Nov

Presentation #7: *Guns*

Amendment II (1791)—the right to bear arms

Legislation: For major federal gun laws see *Wikipedia*.

https://en.wikipedia.org/wiki/Gun_law_in_the_United_States; for gun laws by state see *Wikipedia*: https://en.wikipedia.org/wiki/Gun_law_in_the_United_States

Cases: *United States v. Miller* 307 US 174 (1939); *District of Columbia v. Heller* 554 US 570 (2008); *McDonald, et al. v. City of Chicago* 561 US 3025 (2010)

References: Beeman, pp.63–64; and Saul Cornell, “The Right to Bear Arms,” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online).

Question: Why is it seemingly impossible to eliminate the right to bear arms from the constitution?

Presenter(s): _____

Mon 18 Nov

Presentation #8: *Rights of offenders*

Amendment IV (1791)—protection against unreasonable searches and seizures

Amendment V (1791)—no warrants to be issued without “probable cause”

Amendment VI (1791)—the right to a speedy and public trial

Cases: *Gideon v. Wainwright* 372 US 335 (1963); *Miranda v. Arizona* 384 US 436 (1966); *New York v. Quarles* 467 U.S. 649 (1984); *Berghuis v. Thompson* 560 U.S. 370 (2010).

References: Beeman, pp.65, 67–68, 203–5; and Carol S. Steiker, “Criminal Procedure,” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online).

Question: Are the rights of accused defenders adequately protected under the constitution, or do suspected defenders have too many rights?

Presenters: _____

**Lecture 14 (1) Death Penalty: the issues
(2) Immigration: the issues**

Wed 20 Nov

Presentation #9: *Death penalty*

Amendment VIII (1791)—no cruel and unusual punishments

Legislation: see “States and Capital Punishment,” *NCSL National Conference of State Legislatures* online: <http://www.ncsl.org/research/civil-and-criminal-justice/death-penalty.aspx>

Cases: *Furman v. Georgia* 408 U.S. 238 (1972); *Gregg v. Georgia*, *Proffitt v. Florida*, *Jurek v. Texas*, *Woodson v. North Carolina*, and *Roberts v. Louisiana* 428 U.S. 153 (1976); *Atkins v. Virginia* 536 US 304 (2002); and *Roper v. Simmons*, 543 US 551 (2005).

***For a list of other relevant cases see *Wikipedia* “List of United States Supreme Court decisions on capital punishment.”

Reference: Beeman, pp.69–70

Question: How is it that those states that retain the death penalty are able to do this, when “cruel and unusual punishments” are not permitted by the constitution?

Presenter(s): _____

Mon 25 Nov

Presentation #10: *Immigration*

Legislation: Chinese Exclusion Act 1882 (Chinese Exclusion Repeal Act 1843); Immigration Act of 1924; Immigration and Nationality Act 1965; Immigration Reform and Control Act 1985; Immigration Act 1990; Homeland Security Act 2002; REAL ID Act 2005

Cases: For a list of relevant Supreme Court cases see Legal Information Institute, Cornell University:

https://www.law.cornell.edu/wex/immigration_key_supreme_court_cases
and *Wikipedia*:

https://en.wikipedia.org/wiki/List_of_United_States_Supreme_Court_immigration_cases_law

Reference: Gerald L. Neuman, “Citizenship,” in Tushnet, Grabner, and Levins, eds. *The Oxford Handbook of the US Constitution* (online).

Question: Why is immigration such a controversial issue today in the United States?

Presenter(s): _____

Lecture 15 Review of presentations

Wed 27 Nov **Lecture 16** Politics and the Judiciary—I
Reference: Justin Crowe, “The Constitutional Politics of the Judiciary,” in Mark Tushnet, A. Grabner, and Sanford Levins, eds. *The Oxford Handbook of the US Constitution* (online).

Mon 2 Dec **Lecture 17** Politics and the Judiciary—II

Wed 4 Dec **Lecture 18** Examination review

CLASSES END 5 DECEMBER

9–19 DECEMBER EXAMINATION PERIOD



Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

Prerequisite and Antirequisite Information

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

Conduct of Students in Classes, Lectures, and Seminars

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

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 Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

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.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the OWL class site, is <https://owl.uwo.ca/portal> and on the Huron website at www.huronuc.on.ca/about/accessibility .

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at hurouss@uwo.ca. An outline of the range of services offered is found on the Huron website at: www.huronuc.ca/student-life-campus/student-services/academic-advising.

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies.

Adding / Dropping Courses

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

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

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to: [huronuc.ca/student-life-campus/student-services/health-wellness](http://www.huronuc.ca/student-life-campus/student-services/health-wellness) for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly.

Additional supports for Health and Wellness may be found and accessed at Western through www.uwo.ca/uwocom/mentalhealth/.

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

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.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for a 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 Western University and Turnitin.com.

Computer-Marked Tests/exams

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

Clickers

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

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

Policy on “Special” Accommodation

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/index.html> .

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

Students who require academic 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/index.html> .

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

University Senate policy, which can be found at,

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

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The

student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

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

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

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

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

(c) Non-Medical Grounds: Consult your Instructor directly.

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

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

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf .

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations)

should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Important Dates and Directory at Huron and Western

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

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