

Centre for Global Studies 2003G

DISCOURSES OF GLOBAL STUDIES

Centre for Global Studies
Huron University College

**pre-requisite: 0.5 Centre for Global Studies course at the 1000-1099 level, or
permission of the Centre for Global Studies**

**January – April, 2019
Room# HC – W106
Fridays, 8:30 – 11:20am.**

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and by appointment

GENERAL COURSE INFORMATION

Academic programs and courses offered by the Centre for Global Studies require fundamentally critical exercises in scholarship from students. Given that these programs and courses make no assumption of "the global" or "the world" that may be studied as such or that may form the epistemological backdrop for their studies, students pursuing studies in the Centre for Global Studies face the core challenge of developing critical understanding of their own positionings and relations without any objective vantage. They are required to gain knowledge of and insight into the conditions under which they can posit and analyse phenomena on "global" or "world-wide" bases to begin with. Consequently, it is crucial that students in the academic programs and courses offered by the Centre for Global Studies learn to identify and effectively articulate the problems in knowing and knowledge that they inevitably face. It is equally important that these students learn to face and effectively negotiate the challenges of such problems. This course gives focus to such core problems in knowing and the communication of knowledge, as these problems have emerged within modern critical traditions of scholarship.

This course concerns itself with the ways in which knowing and knowledge are generated through "discourses," events and practices of communication through which persons attempt to establish order to understanding, reality, truth, and fact about the world. In this regard, from the beginning, this course is conscious of the fact that, as scholars and knowers, we are caught within productive relations, practices, and

networks of both representing and materially formulating global realities in our knowing. Our practices of knowing and the building of knowledge are themselves acts, deeply entwined with other social, political, and cultural relations and forces. Accordingly, this course accepts the thesis that knowing is itself always politically-oriented and makes exceptionally strong demands of each of us in terms of responsibilities to what may be known in the world.

As a response to the issues and ends described above, this course draws students into close and detailed considerations of how to critically investigate our own practices of knowing, by studying key texts of recent and contemporary writers who have had dramatic impacts across the social sciences, humanities and arts, and fine arts in developing the critical approaches demanded of us in the Centre for Global Studies. In no way are these investigations and readings exhaustive of what is possible in this regard. However, through the weeks of this term, students will enjoy the advantage of exploring significant texts and theoretical problems that ought to inform their interdisciplinary inquiries, regardless of the courses or streams of study they take up in the Centre for Global Studies.

The course begins with a consideration of how learning and knowing is classically formulated within the modern Liberal Arts academy, through the example of Enlightenment thinker Immanuel Kant. We will examine how it is that Kant establishes the pedagogical attitude of modern university inquiry and the political conditions that secure this pedagogy and the knowing and knowledge it makes possible. In this regard, we will set a point of critique via Kant's writings that will serve as a source of problems for our inquiry through the rest of the course.

Following our initial reflections on Kant's arguments for the Liberal Arts, the following two weeks we will engage significant writings from two 19th Century thinkers who mobilised key forms of challenge to assumptions about reason and the conditions under which critical discourse is possible. In the first instance, we will engage writings from Karl Marx in which he draws attention to the material and political conditions under which ideas and discourse are made possible and under which they can be changed. In the second instance, we will study a central text by Friedrich Nietzsche in which he draws attention to the relations of power under which knowledge is generated and often moralised.

Over weeks Four through Six, we will turn our attention to the writings of three recent thinkers who have been revolutionary in exploring how it is that the discourses in which we know and develop knowledge of the world around us are generated and caught within relations of signs and acts of signification. We will explore the grounds of Jacques Derrida's deconstructive reading of knowledge and his critique of the metaphysics of our own presences as knowers. We will examine Julia Kristeva's feminist readings of the poetics in language, the dissident politics of critical analysis, and how language itself forms a source of possibility in knowing and resistance. And we will learn with Roland Barthes how it is that the supposed "neutral" in our knowing is not in any way uncommitted but, rather, filled with the possibility for radical change and transformation.

After our February Reading Break (Week Seven), we will return for three final sets of readings and investigations, lasting two weeks each. First, we will study and develop a close understanding of Michel Foucault's proposals for how it is possible to both understand our knowing to be discursive and gain critical leverage within the movements of discourse. Second, we will follow two lines of analysis pursued by postcolonial, Marxist, feminist, deconstructivist theorist Gayatri Chakravorty Spivak, in which, on the one hand, she helps us trace the decidedly 'Western' foreclosures of the non-European world in the fundamentally Kantian dictates of the modern Liberal Arts and, on the other hand, explores discursive production that evades and cuts through conventional readings of "the sign" or "discourse" as may be recognised by folks like Derrida or Foucault. And, third, we will explore some of the "plateaus" of Gilles Deleuze and Felix Guattari, to learn how the movements of discourse are not only material but also irreducible to any given material objects or conditions in the world.

Learning Objectives

This course aims to help students appreciate the significance of discourse and discursive formation to the critical and interdisciplinary work in which we engage across the academic programs and courses offered in the Centre for Global Studies. In this respect, this course aims to aid students in gaining fine skills in reading and interpretation of how supposedly given truths, realities, and orders of phenomena in "the world" are never given but, rather, formed discursively. And this course aims to give students a strong sense of how they themselves are directly involved in discursive productions and reproductions of the world around them.

Through studying assigned readings, participating in classes, and working on written assignments in this course, students should also gain a strong introductory working knowledge of key areas of critical theory that impacts critical and interdisciplinary inquiry across the academic programs offered by the Centre for Global Studies. Through their work in this course, students should be well prepared to advance in their studies in the area of critical theory at work in contemporary Social Sciences, Arts and Humanities, and Fine Arts.

The demands and assignments of this course are formed in such ways as to allow students the opportunity to gain strong skills in critical reading and synthesis of ideas. Students will also gain effective practices in the formation of written assignments grounded in the work of critical analysis and articulation of ideas and problems.

Methods of Class Instruction and Class Dynamics

During the three hours that we meet as a class each week over the term, the main methods of instruction will involve substantial lectures provoking class discussions. The form of this interplay will change from meeting to meeting, as needed and desired.

The key thing that is going to drive the learning process in our course is direct conversational engagements with one another. While I will spend a good amount of

time each week lecturing on the texts and ideas student are to have read and studied for each week, the whole purpose of these presentations is to bring about and provoke strong, useful, and important discussions with one another over our studies. Thus, not only is it imperative that all class members attend our classes, it is absolutely crucial that everyone complete per assigned readings for each week before coming to class. Our lectures and discussions in class will not be aimed at simply covering what is already written in the assigned readings. Rather, our lectures and discussions will aim to use these readings as bases for our discourse in class, so that we may take questions, observations, challenges, and insights that are raised in these readings a great deal further. Therefore, it is expected that students in this course attend all classes, except when ill, of course. And, all students are expected to have truly read and studied the readings that are assigned for each week, before those classes are held. When a student misses a class, it is expected that that student will seek to borrow class notes from one or more of per classmates.

With respect to the points made in the previous paragraph, it is important to recognise that this is a reading-intensive course. The number of pages that students are expected to read each week in this course is unusually high, and, generally, the readings are also complex in character. The whole point of this course is really to focus on close, careful, and intense reading of key movements in recent theory, pertinent to the social sciences, humanities, and fine arts, that have impacted contemporary understandings of the discursive conditions of our knowing in the world. It is expected that we spend the majority of our time in this course gaining a close understanding of the authors and texts we are reading. However, in this regard, students will not be expected to do research and significant reading beyond these assigned readings. Their written assignments will require them to treat the assigned readings as their primary source materials.

READING MATERIALS

All readings assigned for our weeks of study are drawn from a series of books written by authors engaged in this course. We will read some books in close to their entirety. We will draw from only a few sections from some of the books. I have ordered copies of all of these books for purchase in the Western University Bookstore. The books from which we will read substantially have been ordered and listed as "required," and the books from which we will draw only a few readings have been ordered and listed as "recommended." Also, I have placed copies of all of these books on Reserve Loan from Huron University College's Library. These books are as follows:

"required" books

Gilles Deleuze and Felix Guattari. *A Thousand Plateaus: Capitalism and Schizophrenia*, trans. Brian Massumi (University of Minnesota Press, 1987).

Michel Foucault. *The Archaeology of Knowledge*, trans. A. M. Sheridan Smith, 2nd ed. (Routledge, 2002).

Immanuel Kant. *The Conflict of the Faculties*, trans. Mary J. Gregor (University of Nebraska Press, 1992).

Karl Marx. *Karl Marx: Selected Writings*, ed. Lawrence H. Simon (Hackett Publishing, 1994).

Friedrich Nietzsche. *Nietzsche: On the Genealogy of Morality and Other Writings*, ed. Keith Ansell-Pearson, trans. Carol Diethe, 3rd ed. (Cambridge University Press, 2017).

Gayatri Chakravorty Spivak. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present* (Harvard University Press, 1999).

"recommended" books

Roland Barthes. *The Neutral: Lecture Course at the College de France (1977–1978)*, trans. Rosalind Krauss and Denis Hollier (Columbia University Press, 2007).

Jacques Derrida. *Of Grammatology*, trans. Gayatri Chakravorty Spivak, Fortieth Anniversary Edition (Johns Hopkins University Press, 2016).

Julia Kristeva. *The Portable Kristeva*, ed. Kelly Oliver, 2nd ed. (Columbia University Press, 2002).

ASSIGNMENTS AND EVALUATION

Five Essays

Over the term, you will be required to write five essays in which you engage directly with the writings of the theorists we study in this course. For each of these essay assignments, you will be given a specific essay problem to which you must directly respond in your essay. Each essay problem will require you to engage in a detailed and substantial critical analysis of aspects of the ideas of the writings of the one or more theorists you are asked to engage. In this respect, you will be expected to engage in a detailed, thoughtful, and rich consideration of the texts we have read for our classes.

Each of these five essays will be different in character. And it may be the case that in some of these essays, you will be asked to engage, analyse, and employ the ideas of one or more theorists with respect to a specific problem or matter relevant to problems, issues, or content one would expect to encounter within the programs of study offered by the Centre for Global Studies. Where that is the case, you may be provided with one or more further documents or short texts in relation to which your engagement with the one or more theorists should be written. And specific instructions will be provided to you on how to go about this work.

Essay One: Essay One will require you to address a problem in relation to the writings we read by Kant, Marx, and Nietzsche. You will be given the essay problem and any

relevant source materials on January 25th, and this essay will be due at the beginning of class on February 8th.

Essay Two: Essay Two will require you to address a problem in relation to the writings we read by Derrida, Kristeva, and Barthes. You will be given the essay problem and any relevant source materials on February 15th, and this essay will be due at the beginning of class on March 1st.

Essay Three: Essay Three will require you to address a problem in relation to the writings we read by Foucault. You will be given the essay problem and any relevant source materials on March 8th, and this essay will be due at the beginning of class on March 22nd.

Essay Four: Essay Four will require you to address a problem in relation to the writings we read by Spivak. You will be given the essay problem and any relevant source materials on March 22nd, and this essay will be due at the beginning of class on April 5th.

Essay Five: Essay Five will require you to address a problem in relation to the writings we read by Deleuze and Guattari. You will be given the essay problem and any relevant source materials on April 5th, and this essay will be due by April 19th.

- required length of each essay: no less than 1,200 words
- required referencing style for essays: Chicago Style*
- manner of submission of Essays One, Two, Three, and Four:
in person, in class, in paper form
- manner of submission of Essay Five: electronically via course OWL dropbox

Each of these five essays will be evaluated in terms of:

- how well the assignment is structured and written as an essay;
- how effectively you have responded to the essay problem;
- the effectiveness of your arguments and methods of analysis;
- the extent to which you have built your arguments through textual examples and rich referencing and study of the texts written by the theorists you are discussing;
- the depth and breadth of knowledge that you display about the one or more theorists' writings and ideas that you engage, as they may be related to the respective essay problems and any associated problems, documents, or texts;
- the accuracy and insight with which you interpret the one or more theorists you engage;
- the critical insight with which you engage the theorists on which you are writing;
- in essays where you are engaging with more than one theorist, the depth of understanding that you display with respect to the ways in which these specific theorists' works relate to one another;

- your ability to accurately use Chicago Style of referencing in your notes and bibliography.

*Style and Referencing for Paper Proposal and Research Essay: For the Five Essays, please be sure to write your bibliographies of research materials and make proper references to all sources from which you draw information, ideas, and/or words, consistently, in Chicago Style. Information on the Chicago Style 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

EVALUATION OF ASSIGNMENTS AND GRADING

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+) excellent and extraordinary in meeting and exceeding at least most requirements;
- 80 – 89 (A) exceptionally accomplished work, exhibiting well–developed critical skills, and an approach that is highly thoughtful, credible, insightful, and grounded in appropriate and solid analysis and/or research
- 70 – 79 (B) good to very good work, displaying strong analysis, effective approaches, and demonstrating a high degree of success in meeting requirements for the assignment;
- 60 – 69 (C) competent work, meeting basic requirements;
- 50 – 59 (D) fair work, minimally acceptable but not fulfilling all requirements;
- 0 – 49 (F) unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved by students in the five essay assignments. The distribution of the components adding to a final grade in this course is as follows:

- Essay One 20%
- Essay Two 20%
- Essay Three 20%
- Essay Four 20%
- Essay Five 20%

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.

A Note on Due Dates/Times of all essays: All essays assigned in this course are due no later than the times and days indicated above. Any assignment submitted after the due date and time specified for it will be considered late and, normally, will not be accepted for grading. Late assignments will be accepted and graded only where students have received a recommendation for Academic Accommodation from Academic Advising.

CLASS & READING SCHEDULE

Week One – January 11th **Construction of the Modern Universal Position of Knowing: Assertions of Individual Masculine Rational Autonomy in the Liberal Academy**

reading: Kant, *Conflict of the Faculties*

Week Two – January 18th **Critique of Knowing the World Via Material Relations**

readings: from Marx, *Selected Writings*

- "On the Jewish Question," pp. 1–26
- "Economic and Philosophic Manuscripts," pp. 54–81
- "The German Ideology, Part 1," pp. 102–156

Week Three – January 25th **Critique of the Power of Knowledge**

reading: from: Nietzsche, *On the Genealogy of Morality*

- "Preface,"
- "First essay: 'Good and Evil', 'Good and Bad',"
- "Second essay: 'Guilt', 'bad conscience' and related matters,"
- "Third essay: what do ascetic ideals mean?,"

Week Four – February 1st **Tracing the Play of Knowledge and Knowing**

readings: from Derrida, *Of Grammatology*

- "Part I, Writing Before the Letter," pp. 1–93

Week Five – February 8th **Revolutions in Discourse**

readings: from Kristeva, *The Portable Kristeva*

- "Revolution in Poetic Language (1974)," pp. 27–92
- "Desire in Language (1980)," pp. 93–115
- "Powers of Horror (1980)," pp. 229–263
- "Women's Time (1979)," pp. 351–371
- "The Sense and Non-sense of Revolt (1996)," pp. 413–434

Week Six – February 15th **Refusing and Mobilising the Neutral in Knowing**

readings: from Barthes, *The Neutral*

- the key thing is to read:
 - "Session of February 18, 1978," pp. 1–19
 - "Session of February 25, 1978," pp. 20–31
- it would be wonderful to read the rest of the book, but, at least try to read through some more of pp. 32–165 (as best you can; it's an odd read)

Week Seven – Reading Break

Week Eight – March 1st **Discontinuity in Knowledge and Knowing**

- readings: from Foucault, *The Archeology of Knowledge*
- "Part I Introduction," pp. 3–19
 - "Part II The Discursive Regularities," pp. 23–85

Week Nine – March 8th **Referentials of Reproductive Discourse**

- readings: from Foucault, *The Archeology of Knowledge*
- "Part III The Statement and the Archive," pp. 89–148

Week Ten – March 15th **Critique of the Modern Foreclosures of Discourse**

- readings: from Spivak, *A Critique of Postcolonial Reason*
- "Philosophy," pp. 1–111

Week Eleven – March 22nd **Bodies of Discourse**

- readings: from Spivak, *A Critique of Postcolonial Reason*
- "History," pp. 198–311

Week Twelve – March 29th **Discourses of Rhizomes and Assemblages**

- readings: from Deleuze & Guattari, *A Thousand Plateaus*
- "1. Introduction: Rhizome," pp. 3–25
 - "2. 1914: One or Several Wolves," pp. 26–38
 - "3. 10,000 B.C.: The Geology of Morals (Who Does the Earth Think It Is?)," pp. 39–74
 - "5. 587 B.C. –A.D. 70: on Several Regimes of Signs," pp. 111–148

Week Thirteen – April 5th **Becoming Becomings in Knowing**

- readings: from 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
 - "10. Becoming–Intense, Becoming–Animal, Becoming–Imperceptible...," pp. 232–309



Appendix to Course Outlines

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 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 Conduct* at:

<https://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.

Academic Accommodation for Medical/Non-Medical Grounds

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

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://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:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.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 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.

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, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

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.

Academic Advising

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

<https://huronuc.ca/student-life-campus/art-social-science>