

The Centre for Global Studies
Faculty of Arts and Social Science, Huron University College
CGS3526F Challenging Regimes of Global Citizenship and Internationalization
Course Instructor: Shazia Sadaf (email: ssadaf2@uwo.ca)
11 September-4 December 2017-Mondays 8:30-11:30 am. Room#W103
Office hours: Monday 12:00-2:00 pm; HUC A212

Prerequisite(s): 0.5 Centre for Global Studies at the 1000-1099 level or permission of the Centre for Global Studies.

Course description:

One of the three priority areas specified by Global Education First Initiative (GEFI) in September 2012 by UNESCO is to "Foster global citizenship," which is to be attained through a "transformative" education that fosters an understanding and cooperation among the people of the world "in resolving the interconnected challenges of the 21st Century."

This course examines how practices to promote global citizenship and internationalize learning respond to relations of power. Students will trace pedagogical strategies initiated by universities, charities, and civil society organizations to situate their memberships within orders of difference. The main emphasis will be on learning critical practices of de-internationalization in global awareness.

To this purpose, students will engage with the challenges of global citizenship education (GCE) as a strategy, and identify: a) the *subjects* of global citizenship education; and b) the *objects* of global citizenship learning. Within this larger framework of enquiry, the course will be structured around a set of open-ended questions about the practice of global citizenship. The goal is not to find conclusive answers, but to initiate thought processes for a more cognizant view of this complex topic.

Course Learning Objectives:

By the end of the course, students will:

- Understand the complexity of defining global citizenship and internationalization.
- Critically analyze the most current scholarship on Global Citizenship Education;
- Show a familiarity with the reasons for divergent viewpoints on the topic;
- Be able to argue the pros and cons of the debates about global citizenship, its relationship to power structures and its socio-political implications, in the form of weekly written responses and an essay;
- Feel confident about taking part in class discussions about these urgent global issues.

Description of Class Methods:

The mode of the classes will be a combination of lectures and panel debates that will interact with a topic introduced through a textual and/or a visual prompt. The aim is to allow students to articulate and develop their critical viewpoint throughout the duration of the course, and to present it coherently and convincingly in the form of a comprehensive essay at the end of the term.

Course Materials:

All readings will be uploaded on OWL (except material available online on UWO libraries website).

Method of Evaluation:

- Attendance and participation: 15%

- Short written responses (x6): 30%
- Panel debate: 25%
- Final Essay: 30%

Attendance and Participation:

Attendance and active participation is essential to the success of classroom learning. Students should come prepared to discuss the weekly readings, and to contribute to the week's lectures by responding to the topics, or by raising relevant questions that may prompt active discussion. The participation grade will take in account engaged listening, thoughtful contributions during class presentations and discussions, and a good attendance record.

Short Written Responses:

Students will be required to write 6 short (2-3 page) responses to materials discussed in class, connecting the topic to something they have observed around them, in the news media, or stemming from personal experience.

The writing should be coherent, concise and well-reasoned. The six responses will be due on the dates shown in the class schedule. The response should address the topic discussed in the class previous than the one on which it is due.

Class debate:

On the first day, the class will be divided into panel groups. Each group will sign up for a suitable slot from the dates provided in the class schedule. In subsequent weeks, on the dates specified in the course schedule, each student panel will come to class with a prepared set of discussion questions arising from an assigned topic/video, which they will posit to the class (at least one question by each panel member). The panel will have 30-40 minutes to lead and facilitate a discussion among the rest of the students. The group may choose to use PowerPoint to share pictures/text extracts/ other relevant material to prompt debate. The students are expected to interact with their peers in a professional manner. The opinions of others must be respected and entertained with thoughtfulness and understanding. This activity will be graded through peer evaluation as well as the instructor's mark. The criteria for evaluation include the usefulness/relevance of the question posed; the facilitation of class responses (giving equal opportunity for different opinion, avoiding conflict etc.); and providing an effective summary of the discussion at the end.

Final Essay:

The final term paper will be 10-12 pages long, with a clear development of an argument stemming from all the readings done in class, leading to an informed conclusion that demonstrates a personal stance on a current debate about global citizenship. There should be little or no grammatical or formatting errors.

Students are encouraged to discuss their early drafts with the instructor during office hours and get feedback on their chosen areas. This essay is due on the last day of classes: Monday, 4 December 2017.

Course Schedule:

Monday 11 September

What is Global Citizenship?

Hour 1-2:

- **Introduction to the course and course expectations.**
- "Global Citizenship – What Are We Talking About and Why Does It Matter?"
<https://www.insidehighered.com/blogs/globalhighered/global-citizenship---what-are-we-talking-about-and-why-does-it-matter>

- Hveem, Helge. "Globalism – In Your Own Interest!." in Sterri A.B. (ed) *Global Citizen – Challenges and Responsibility in an Interconnected World. New Research – New Voices*. Rotterdam: Sense Publishers, 2014. (Available online UWO Libraries)
- Dower, Nigel. "Are We all Global Citizens or Are Only Some of Us Global Citizens? The Relevance of this Question to Education." In *Educating for Human Rights and Global Citizenship*, eds. Ali A. Abdi and Lynette Shultz. New York: State University of New York Press, 2008.

Hour 3: Starting to think: Short Videos:

- TED Talks: "What does it mean to be a citizen of the world- Hugh Evans" https://youtu.be/ODLg_oofgBE
- "Global Citizenship is...." <https://www.youtube.com/watch?v=XVSgbU6WVSk>
- "What is Global Citizen?" <https://www.youtube.com/watch?v=O1GzedjrpA8>
- "I am a #GlobalCitizen" <https://www.youtube.com/watch?v=rCgTnpKoz6E>

Monday 18 September

What is Global Citizenship Education (GCE)? What does "internationalization" mean?

Hour 1-2: (Last 30 Minutes: Pair and Share)

- Andreotti, Vanessa. "Soft versus critical global citizenship education" <http://www.osdemethodology.org.uk/texts/softcriticalvan.pdf>
- Shultz, Lynette. "Educating for Global Citizenship: Conflicting Agendas and Understandings." *Alberta Journal of Educational Research*, vol. 53, no. 3, 2007, pp. 248.
- Rapoport, Anatoli. "Global Aspects of Citizenship Education: Challenges and Perspectives" in *The State of Global Education: Learning with the World and its People*. vol. 1. Eds. Brad M. Maguth, Jeremy Hilburn, and Douglas Bourn. Routledge: New York; London, 2015. (Online on Western Libraries Website)
- Haigh, Martin. "From Internationalisation to Education for Global Citizenship: A Multi-Layered History: Internationalisation to Global Citizenship." *Higher Education Quarterly*, vol. 68, no. 1, 2014, pp. 6-27.

Hour 3:

- Short video: *Global Citizenship-six clips* <https://www.youtube.com/watch?v=OF5MNztqArl>

Response # 1 due

Monday 25 September

Is "global citizenship" merely a new term for "humanism"?

Hour 1-2: (Last 30 Minutes: Pair and Share)

- Eriksen T.H. "Global Citizenship and the Challenge from Cultural Relativism." in Sterri A.B. (ed) *Global Citizen – Challenges and Responsibility in an Interconnected World. New Research – New Voices*. Rotterdam: Sense Publishers, 2014. (Available online UWO Libraries)
- Bryan, Audrey. "Global Citizenship as Public Pedagogy: Emotional Tourism, Feel Good Humanitarianism, and the Personalisation of Development." in Langran, Irene V., and Tammy Birk. *Globalization and Global Citizenship: Interdisciplinary Approaches*. New York; London: Routledge, 2016.

- "Rethinking Humanism in the 21st Century." In *Envisioning a New Humanism for the 21st Century: New Avenues for Reflection and Thought* - UNESDOC. Paris: UNESCO, 2014. <http://unesdoc.unesco.org/images/0022/002278/227855e.pdf>

Hour 3:

- Documentary: *U.N. Me*. Ami Horowitz (Actor, Director), Matt Groff (Director)

Monday 2 October

Regimes of Control: Why do some critics see Global Citizenship Education as a form of neo-colonialism/neo-imperialism?

Hour 1-2:

- Jorgenson, Shelane. "De-centering and Re-visioning Global Citizenship Education Abroad Programs" *International Journal of Development Education and Global Learning*, Volume 3, Number 1, January 2010, pp. 23-38(16).
- Jefferes, David. "Cosmopolitan Appropriation or Learning? Relation and Action in Global Citizenship Learning," in *Globalization and Global Citizenship: Interdisciplinary Approaches*. Eds. Irene V. Langran, and Tammy Birk. Routledge: Abingdon; New York, 2016. (Available online UWO libraries)
- Pashby, Karen. "The Global, Citizenship, and Education as Discursive Fields: Towards Disrupting the Reproduction of Colonial Systems of Power," in *Globalization and Global Citizenship: Interdisciplinary Approaches*. Eds. Irene V. Langran, and Tammy Birk. Routledge: Abingdon; New York, 2016. (Available online UWO libraries)

Hour 3: CLASS DEBATE: Group 1 (Topic: Last week's documentary, UN Me)

Response # 2 due

Monday 9 October THANKSGIVING/READING WEEK:

(Optional: Read *I am Malala* by Malala Yousafzai)

Monday 16 October

Education's complicity with power: Where does the pedagogical practice of GCE originate? Who is the target student?

Hour 1-2: (Last 30 Minutes: Pair and Share)

- Pashby, Karen. "Questions for Global Citizenship Education in the Context of the New Imperialism: For Whom, by Whom?" in *Postcolonial Perspectives on Global Citizenship Education*, eds. Vanessa de Oliveira Andreotti and Lynn Mario T. M. de Souza. Vol. 68. New York: Routledge, 2014. (Available online UWO libraries)
- Torres, Carlos Alberto. "Global Citizenship Education Confronting Hyper-Globalist, Skeptic and Transformationist Agendas" in *Theoretical and Empirical Foundations of Critical Global Citizenship Education*. New York: Routledge, 2017.
- Abdi, Ali A. "De-Subjecting Subject Populations." In *Educating for Human Rights and Global Citizenship*, eds. Ali A. Abdi and Lynette Shultz. New York: State University of New York Press, 2008.

Hour 3: CLASS DEBATE: Group 2 (Topic: Last week's Readings)

Monday 23 October

Structures of Inequality: How do we overcome an ethics of action in which a global citizen is defined to be one who is in the fortunate position of helping an unfortunate "Other"?

Hour 1-2: (Last 30 Minutes: Pair and Share)

- Jefferess, David. "Unsettling Cosmopolitanism Global Citizenship and the Cultural Politics of Benevolence" in *Postcolonial Perspectives on Global Citizenship Education*, eds. Vanessa de Oliveira Andreotti and Lynn Mario T. M. de Souza. Vol. 68. New York: Routledge, 2014. (Online on UWO libraries)
- Andreotti, Vanessa d. O. "The Political Economy of Global Citizenship Education." *Globalisation, Societies and Education*, vol. 9, no. 3-4, 2011, pp. 307-310.
- Godrej, Dinyar. "NGOs - do they help?" *New Internationalist*. 1 December 2014. <https://newint.org/features/2014/12/01/ngos-keynote/>

Hour 3: video:

- Documentary: Born into Brothels. <http://topdocumentaryfilms.com/born-into-brothels/>

Response # 3 due

Monday 30 October

How does Global Citizenship Education impact global health?

Hour 1-2: (Last 30 Minutes: Pair and Share)

- Hanson, Lori. "Global Citizenship, Global Health, and the Internationalization of Curriculum: A Study of Transformative Potential." *Journal of Studies in International Education*, vol. 14, no. 1, 2010, pp. 70-88.
- African women slam global 'safe abortion' fund as 'new colonialism'. <https://www.lifesitenews.com/news/global-campaign-to-provide-abortions-for-african-women-not-funds-for-food-n>
- Mindry, Deborah and Kara Miller. "Interrogating Global Health Interventions in Africa." *Critical Investigations into Humanitarianism in Africa*. 4 October 2014. <http://www.cihablog.com/interrogating-global-health-interventions-africa/>
- Circumcision as Female Genital Mutilation: Human Rights or Cultural Imperialism?" *Global Jurist* 8.3 (2008): 8-38.

Hour 3: CLASS DEBATE: Group 3 (Topic: Last week's movie: *Born into Brothels*)

Monday 6 November

A Case in Point: Reading *I Am Malala* in a GCE curriculum:

Hour 1:

- Short video: "Global Citizenship Education to prevent violent extremism" <https://www.youtube.com/watch?v=nhwVKKPDm4A>
- Sadaf, Shazia. "*I Am Malala*: Human Rights, and the Politics of Production, Marketing, and Reception of the Post 9/11 Memoir." *Interventions: International Journal of Postcolonial Studies*. 17 July 2017. DOI:10.1080/1369801X.2017.1347053

Hour 2-3:

- Documentary: *He Named Me Malala*

Response # 4 due

Monday 13 November

Global governmentality: What are the links between Global Organizations, Development Projects, and Education?

Hour 1-2: (Last 30 Minutes: Pair and Share)

- Tikly, Leon. "Education and the New Imperialism." *Comparative Education*, vol. 40, no. 2, 2004, pp. 173-198.
- Frantzman, Seth J. "International NGOs: A New Feudalism." *The Jerusalem Post*. 27 November 2016. <http://www.jpost.com/Opinion/International-NGOs-The-new-feudalism-473822>

- "United Nations Uses NGOs To Promote 'Global Citizenship' For 2030 Agenda" <https://www.technocracy.news/index.php/2016/06/07/united-nations-uses-ngos-promote-global-citizenship-2030-agenda/>
- "Global citizenship education in context" <http://globalhive.ca/hubs/education.pdf>
- "Meet our NGO Partners" <https://www.globalcitizen.org/en/content/meet-our-ngo-partners/>
- Projects. *Global Citizen Foundation*. <http://global-citizen.org/projects/>

Hour 3: CLASS DEBATE: Group 4 (Topic: Last week's Documentary *He Named Me Malala*)

Monday 20 November

"Voluntourism": Do International Experiential Programs Facilitate Global Citizenship Awareness?

Hour 1-2: (Last 30 Minutes: Pair and Share)

- MacDonald, Katie. "(De)colonizing Pedagogies: An Exploration of Learning with Students Volunteering Abroad" in *Globetrotting Or Global Citizenship?: Perils and Potential of International Experiential Learning*. Eds. Rebecca Tiessen and Robert Huish. Toronto: University of Toronto Press, 2014. (Book online access from UWO libraries)
- Lauren Kascak; Sayantani Dasgupta. "#Instagrammingafrica: The Narcissism of Global Voluntourism." *Pacific Standard*, 19 June 2014. <https://psmag.com/economics/instagrammingafrica-narcissism-global-voluntourism-83838>
- Birrell, Ian. "Before you pay to volunteer abroad, think of the harm you might do." *The Guardian*, 14 November 2010.
- Boffey, Daniel. "Students given tips to stop gap year travel being 'a new colonialism'" *The Guardian*, 30 July 2011.

Hour 3: Video:

- Documentary 'The Voluntourist': Is voluntourism doing more harm than good? <https://www.youtube.com/watch?v=E16iOaAP4SQ>
- International Volunteering - Valuable or Vandalism?: Jingting "Lily" Kang at TEDxUND <https://www.youtube.com/watch?v=4yuGHsf5PSE>
- What's wrong with volunteer travel?: Daniela Papi at TEDxOxbridge <https://www.youtube.com/watch?v=oYWI6Wz2NB8>

Response # 5 due

Monday 27 November

The "Trump" and "Brexit" Effect: How has the future of Global Citizenship Education been impacted by recent political events?

Hour 1-2:

- Barrow, Elizabeth. "No Global Citizenship?: Re-envisioning Global Citizenship Education In Times of Growing Nationalism." *The High School Journal*, vol. 100 no. 3, 2017, pp. 163-165. *Project MUSE*, doi:10.1353/hsj.2017.0005
- Redden, Elizabeth. "No Certificate for Global Education." *Inside HigherEd*. 10 January 2017. <https://www.insidehighered.com/news/2017/01/10/amid-turn-toward-nationalism-global-educators-consider-their-work>
- Bourn, Douglas. "Global Learning and Brexit." *Policy and Practice: A Development Education Review* 23. Autumn 2016.

<https://www.developmenteducationreview.com/issue/issue-23/global-learning-and-brexit>

- Hains, Tim. Trump: "There Is No Global Flag, No Global Currency, No Global Citizenship. We Will Be United as Americans." *RealClear Politics*. 1 December 2016. https://www.realclearpolitics.com/video/2016/12/01/trump_there_is_no_global_flag_no_global_currency_no_global_citizenship_we_are_united_as_americans.html
Video
- The Hamilton Mixtape: Immigrants (We Get The Job Done)
https://www.youtube.com/watch?v=6_35a7sn6ds

Hour 3: CLASS DEBATE: Group 5 (Topic: Last week's Reading and videos)

Response # 6 due

Monday 4 December

Summing Up:

Class discussion: What did we learn?

FINAL ESSAY DUE

N.B. Course reading schedule and calendar are subject to change. Appropriate notice will be given in class and on OWL.

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll 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.

Plagiarism is an academic offense and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair, or Dean's Office, as well as the Huron University College Statement on Plagiarism, available at the Reference Desk in the Huron University College Library and at www.huronuc.on.ca. In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources can be found at <http://www.huronuc.on.ca/CurrentStudents/StudentLifeandSupportServices/WritingCentre>



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Prerequisite Information

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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, 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 Provost and Dean. The instructor’s decision is appealable to the Provost and 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 Provost and Dean. The instructor's decision is appealable to the Provost and 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 Provost and Dean. The instructor's decision is appealable to the Provost and 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 Provost and Dean's Office, and this record of the offence will be retained in the Provost and 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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and 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”).

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: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

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:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>