

English 2705F
Huron University College
Department of English and Cultural Studies
Indigenous Women & Orality
(Fall 2017)

Instructor	Candace Brunette (PhD candidate)
Email	cbrune6@uwo.ca
Class times	Mondays 2:30 – 3:30 pm and Wednesdays 3:30 – 5:30 pm; W103
Office hours	Students can make an appointment with me via email. Please expect a reply within 24hrs to confirm date, time and location.
Office	OR 154
Prerequisites	At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E, 1042E, or both English 1027F/G and 1028F/G or permission of the Department. This course is open to non-Huron students.

Course Description

This course introduces you to Indigenous women storytellers of Turtle Island (North America) and provides an interdisciplinary overview of Indigenous women's literary works, which assert Indigenous women's right to speak for themselves, resist colonial master narratives, and foster stories of survivance and resurgence. You will explore the long-held practices of Indigenous orality, its connections and roots within Indigenous ways of knowing, and examine the ways that Indigenous oral traditions are often (mis-)understood within various Euro-Western theoretical and disciplinary perspectives. Additionally, in the context of historical and ongoing forms of colonialism, you will explore the politics of storytelling, the power and privilege that shape Indigenous peoples' representation in stories, the ethics and (mis-)appropriation of Indigenous stories and their experiences, and the implications of who benefits from the storytelling process.

Course Outcomes

By the end of this course, you will:

1. Identify the diverse ways that Indigenous women storytellers are (re-)presenting their stories and experiences within a contemporary context.
2. Recognize Indigenous women's oral storytelling aesthetics and understand how their works connect to issues of identity, language, land, spirituality and community, and describe how they assert projects related to Indigenous sovereignty, survivance, resurgence and decolonization.
3. Differentiate between the divergent understandings of Indigenous orality and literacy and be able to distinguish how these concepts have been shaped by Euro-Western theoretical and disciplinary perspectives.
4. Characterize Indigenous storytelling traditions and practices, and define the roles and responsibilities of telling Indigenous stories ethically while analyzing issues of power, authorship, representation and appropriation.

Your Instructor

Waban Keesis nintishnikas. My Cree name is Morning Light. My English legal name is Candace Brunette. I am a *Mushkego iskew* (Cree woman) originally from Fort Albany First Nation (Treaty 9 territory) a community located along the coast of the James Bay in northern Ontario, but I grew up in small town Cochrane in northern Ontario. I have been working in Aboriginal education for over 15 years. An ongoing thread woven throughout my life's work centers on addressing the liberatory struggles of Indigenous peoples in education. I am an educator and a contemporary storyteller with a background in Indigenous theatre and a passion for holistic and story-based approaches to research and learning. I obtained a B.A. (Hon) in Aboriginal Studies and a M.A. in Aboriginal education from the University of Toronto. Currently, I am a PhD candidate within Western's Faculty of Education where I am conducting research on the storied experiences of Indigenous women in universities in Canada.

Office Hours

I am available to meet with you one on one to discuss readings and answer any questions related to your assignments. I encourage you to contact me by email at cbrune6@uwo.ca to arrange a meeting date and time. You can generally expect a reply within 24 hours.

Description of Class Methods

The primary method of course delivery is in person. Classes will consist of a combination of:

- Short lectures, intended to support deeper understanding of the readings and contextualize issues and key terms.
- Facilitated classroom and small group discussions (using shared readings and case studies) aimed to support integration of readings and concepts.
- Facilitated experiential activities using theatre and voice exercises to support orality and opening up the body and take up dramatic texts in the classroom.
- Audio and visual presentations.
- Guest speakers will be brought in to share different perspectives.
- An optional field trip experience may also be organized.

Methods of Evaluation/Assessment

Assignment number	Assignment Description	Due Date	Length	Weighting
1	Critical self-reflection on Indigenous orality	October 4 th , 2017	4 pages	15%
2	Critical self-reflection on ethical issues in Indigenous orality	November 6 th 2017	4 pages	15%
3	Oral story presentation	November 27 and 29 th December 4 th and 6 th 2017	10 minutes + 5 Q&A	35%
4	Oral story final paper (due on same day as the presentation)	November 27 th and 29 th	5 pages	25%

		December 4 and 6 th 2017		
5	Class participation (active participation)	Ongoing	ongoing	10%
Total				100%

Warning

This course covers historic and ongoing issues of colonial oppression and dispossession, which may be difficult for some of you and can trigger past experiences. Should you feel distressed at any time, you are encouraged to speak with me immediately. I can also support you in terms of connecting you to both campus and community supports.

Late penalties

Huron College University's English and Cultural Studies Department policy is that late assignments will be penalized at the rate of two marks per calendar day to a maximum of seven days. After seven days, the assignment will not be accepted and a mark of zero percent will be given. Essays will be marked within three weeks of my receiving them.

Bonus Marks!!!

You can earn up to 3% extra marks by participating in an additional event relating to Indigenous women's storytelling held on or off campus. To demonstrate your participation, you will write a 2-page reflection outlining the purpose of the event, and how it aligns with Indigenous women's storytelling, the date, time, and location of the event (including a copy of a promotional materials is helpful). Most importantly, you will share what you learned from listening to the voices and stories shared at this event, and what teachings you took away from this encounter and how it relates to the course materials. This bonus assignment must be handed in by December 4, 2017.

Descriptions of Assignments

1) Critical Self-Reflection on Indigenous Orality (15%)

Due date: October 4, 2017

In this assignment, you will write a 4-page paper on your understandings of Indigenous women's orality including what you understand to be its purposes, aesthetics and underlying core values. You must follow MLA (8th edition) formatting and cite at least 2 readings studied in the course.

Some guiding questions to help deepen your thinking are:

- a) What were my previously held assumptions about Indigenous forms of orality? How has the course (so far) broadened my understandings?
- b) What are some of the purposes, aesthetics, and underlying values of Indigenous orality?
- c) What is the historic and ongoing relationship between oral and written traditions, and how do these relationships shape the ways that Indigenous orality is understood today?

- d) What are contrasting worldviews between Indigenous orality and Euro-western literary traditions? How do these systems sometimes clash in their sources of knowing and sharing processes? How do they also work together?
- e) How have Indigenous women's voices historically been taken up and represented. By whom were these voices predominantly taken up? What were their biases and motives, and what have been the consequences of this history?
- f) How are Indigenous women storytellers responding to ongoing and historical forms of colonialism?
- g) What are some different shapes/forms of Indigenous orality? Do they fit within the dominant Euro-western literary genres, how and how not?
- h) What Indigenous women's voices and stories will I privilege in my oral story presentation, and why?

2) Critical Self-Reflection on Ethical Issues in Indigenous Orality (15%)

Due date: November 6th, 2017

In this assignment, you will write a 4-page reflection paper on the topic of ethical issues relating to Indigenous storytelling and/or taking up Indigenous women's voices in a literary context. The assignment will follow MLA (8th edition) formatting. You will need to cite at least 2 readings from the course and properly source all literature, media and online sources.

Some guiding questions to help you deepen your thinking are:

- a) What are some common concerns among Indigenous people when it comes to taking up Indigenous peoples' stories in contemporary literature?
- b) How does appropriation of Indigenous knowledge (land and stories) shape contemporary Indigenous ethical issues, concerns, debates and challenges?
- c) How are Indigenous women's voices silenced and/or privileged within contemporary literary systems of power? (e.g. media outlets, literary canons and academic disciplines etc)
- d) What does it mean to author a story, and how is this role steeped in systems of power? How does the author's positionality (insider vs outsider) influence the telling process?
- e) What is the difference between telling stories from an insider Indigenous lens vs an outsider non-Indigenous lens? What are the risks, limitations and issues of coming from an outsider lens?
- f) What issues surface related to intellectual and cultural property rights when bringing Indigenous stories into public and commercial domains? Why is it important to protect Indigenous stories and knowledges?
- g) What does it mean to tell stories responsibly?
- h) What is appropriation of voice and culture, and what processes can help overcome misappropriation?
- i) How do you define cultural protocols or guiding principles in storytelling? How can cultural protocols or guiding principles help storytellers work more effectively with Indigenous communities?
- j) And finally, what is my positionality in taking up Indigenous women's voices and stories as part of my final oral presentation project? How can I approach this presentation in an ethical manner?

3) Oral Story Presentation & Final Paper

August 8, 2017

Due: November 27, 29th, December 4th or 6th, 2017 (dependant on signed up)

There are two parts of this assignment: 1) an oral story component; and 2) a written reflective component.

Part 1 – Oral story - presentation (35%)

You will prepare and deliver a 15-minute oral presentation including 5-minutes to answer student questions. Your oral presentation can incorporate different forms/methods of Indigenous inspired orality (e.g. in person, aesthetic form and/or digital forms more details below); however, the oral content must engage with Indigenous women's expressions, voices, issues, and perspectives about orality taken up in the course. The content you choose to present on does not have to be original works (e.g. your own stories, but it can). Your presentation can instead involve re-expressing existing Indigenous women's works (e.g. their writing, poetry, spoken word, speech/orature and/or arts) in new and unique ways. It is however imperative that you credit your sources accordingly. If you have any doubts, you are encouraged to consult with me in advance to discuss your ideas and general direction.

Different oral forms:

- In person delivery (e.g. monologue, spoken word, poetry, speech/orature or a basic presentation)
- Aesthetic form (e.g. beadwork, quilt, painting or other mediums). These forms must accompany an oral delivery component.
- Digital form (e.g. video, an audio-podcast, a blog, or photographs with accompanied stories)

Evaluation will be based, on the ways that you privilege Indigenous women's voices and perspectives, critically take up themes in the course, integrate readings and sources, and creatively engage your audience by delivering content in unique ways that demonstrate deep thinking around Indigenous oral aesthetics. In this evaluation, I will also consider your organization and flow of ideas, and timing in terms of how you present your work to the class.

Part 2 – Oral story - final paper (25%)

As an extension of your oral story presentation assignment, you will write a 5-page paper to give context to your oral story project. In this paper, you will: outline the purpose and rationale for your oral method/form(s) demonstrating (through readings) how it connects to Indigenous orality. You will also outline your chosen storied content and demonstrate how you privileged Indigenous women's voices, perspectives and experiences in your choices. Finally, you will reflect on your own positionality as the author of this assignment, outline your positionality/self-location, and the ethical principles that you applied in this retelling process.

Evaluation will be based on the way you critically frame your position using the literature and readings covered in the course. The paper must include at least 2 additional sources (outside the readings provided) totaling a minimum of 5 sources. It also must be typed paper using MLA 8th edition formatting.

3) Participation (10%)

Due date: ongoing

Students are expected to attend all classes and actively participate by coming prepared having read the assigned readings, and be prepared to take up the readings and contribute to dialogue, discussions and deeper thinking.

***It is recommended that you summarize the required readings in one paragraph in your own words before coming to class. By doing so, you will be better prepared and confident in taking up the readings in conversations. To summarize, describe the central topic of the article, the themes and arguments made. Also note the key concepts or terms taken up in the article (e.g. appropriation or colonialism), and the author’s definition of the term (if available). Also note your reactions to the author’s arguments (are you in agreement or disagreement with them and why or why not), and finally, mark down any questions that you still have or clarification needed.

Textbooks and other Required Resources:

Course Package

All course readings will be available for purchase in the form of a prepared course book package available from Western’s Bookstore. If there are no copies on the shelf, you can fill out a voucher with the Bookstore and they will print one within 24 hours.

Websites

The Owl website will include all hyperlinks to the websites listed below.

Schedule of Classes

<i>Dates</i>	<i>Topic</i>	<i>Readings</i>
Monday September 11, 2017 2:30 to 3:30	WEEK 1	No Readings Welcome & introductions Review syllabus, introductions and housekeeping
Wednesday September 13, 2017 3:30 to 5:30	WEEK 1 Indigenous Orality	Required Reading Maria, Campbell. “Forward.” In Kim Anderson. <i>Life Stages and Native Women: Memory, Teachings, and Story Medicine</i> . University of Manitoba Press. Leanne, Simpson & Edna, Manitowabi. “Theorizing Resurgence from within Nishnaabeg Thought.” Doerfler, J. Sinclair, N.J., & Stark, H.K. In <i>Centring Anishnaabeg Studies</i> . Michigan State University Press. 2013.
Monday September 18, 2017 2:30 to 3:30	WEEK 2 Indigenous Orality	Required Readings Joann Archibald, <i>Indigenous Storywork</i> . The Journey Begins. Chapter 1. 2008.

		Leanne, Simpson. 2013. <i>The Gift is in the Making</i> . Introduction and #1.
Wednesday September 20, 2017 3:30 to 5:30	WEEK 2 Indigenous Orality, Voice & Representation	Required Readings Kim Anderson. <i>Life Stages and Native Women: Memory, Teachings, and Story Medicine</i> . Weaving the Stories. Chapter 1. Leanne, Simpson. <i>The Gift is in the Making</i> #7, #15.
Monday September 25, 2017 2:30 to 3:30	WEEK 3 Indigenous Orality, & Writing	Required Reading Kimberly M. Blaeser. <i>Writing voices speaking: Native authors and an oral aesthetic</i> .
Wednesday September 27, 3:30 to 5:30	WEEK 3 Indigenous Orality & Writing	Required Reading Christopher, Teuton. "Indigenous Orality and Oral Literatures." <i>The Oxford Handbook of Indigenous American Literatures</i> . Edited by James H. Cox and Daniel Heath Justice. 2014.
– Monday October 2nd, 2017 2:30 to 3:30	WEEK 4 Indigenous, Orality, Power & Representation	Required Readings Janice, Acoose. "Iskwewak Kah Ki Yaw Ni Wahkomakanak: Remembering Being to Signifying Female Relations". In Linda M. Morra & Deanna, Reder. <i>In Learn, teach, challenge: approaches to indigenous literatures</i> . 2016.
Wednesday October 4 th , 2017 3:30 to 5:30PM	WEEK 4 Indigenous Orality, Power & Representation	Required Readings Jo-Ann, Episkenew. <i>Taking Back our Spirits: Indigenous Literature, Public Policy and Healing</i> . University of Manitoba Press. 2009. Chapter 1. In Class Assignment 1 due
Monday October 9, 2017 <i>Holiday</i>	READING WEEK	<i>No class</i>
Wednesday October 11 th , 2017 – 3:30 to 5:30	READING WEEK	<i>No class</i>
Monday October 16, 2017 2:30 to 3:30	WEEK 5 Orality & Ethics	Required Reading Lenore, Keeshig-Tobias. 'Stop Stealing Native Stories' In Heather Macfalane & Armand Garnet Ruff. <i>Introduction to Indigenous Literary Criticism in Canada</i> . 2016. pp.33-36.
Wednesday October	WEEK 5 Orality & Ethics	Required Reading

<p>18th, 2017 3:30 to 5:30</p>		<p>Margery, Fee. "The Trickster Moment, Cultural Appropriation and the Liberal Imagination." In Deanna, Reder & Linda, M. Morra. <i>Learn, Teach and Challenge: Approaching Indigenous Literature</i>. 2016.</p>
<p>Monday October 23rd, 2017 2:30 to 3:30</p>	<p>WEEK 6 Orality & Ethics</p>	<p>Required Reading (read all articles) Writers' Union of Canada sorry for article encouraging cultural appropriation. CBC. May 10, 2017. http://www.cbc.ca/news/indigenous/writers-union-of-canada-apology-cultural-appropriation-1.4109186</p> <p>Karina Vernon. "Decolonizing CanLit Prize Culture." Everyday Orientalism. Blog https://everydayorientalism.wordpress.com/2017/05/19/decolonizing-canlit-prize-culture/</p> <p>An emotional Jesse Wentz on the 'remarkable arrogance' of an appropriation prize. http://www.cbc.ca/news/canada/toronto/jesse-wente-appropriation-prize-1.4115293</p>
<p>Wednesday October 25th, 2017 3:30 to 5:30</p>	<p>WEEK 6 Orality & Ethics</p>	<p>Required Reading Sam, McKegney. <i>Strategies for Ethical Engagement: An Open Letter Concerning Non-Native Scholars of Native Literatures</i>. In Deanna, Reder & Linda, M. Morra. <i>Learn, Teach and Challenge: Approaching Indigenous Literature</i>. 2016.</p> <p>Recommended Review <i>Indigenous Arts Protocols</i>. Ontario Arts Council video. http://www.arts.on.ca/news-resources/resources/indigenous-arts-protocols</p> <p><i>First Peoples Cultural Council (FPCC): Cultural Protocols and the Arts</i> http://www.fpcc.ca/files/PDF/Arts/FPCC_Cultural_Protocols_and_the_Arts_Forum_2015.pdf</p>
<p>Monday October 30th, 2017 2:30 to 3:30</p>	<p>WEEK 7 Orality & Performance</p>	<p>Required Reading Monique Mojica & Ric Knowles. <i>Creation Story Begins Again: Performing Transformation, Bridging Cosmologies</i>.</p> <p>Recommended Review <i>Spiderwoman Theatre</i> video (17 min) https://vimeo.com/197919517</p> <p>In Class (shared reading excerpts) Monique Mojica. <i>Princess Pochahontas and Blue Spots</i>. Playwrights Press.</p>

<p>Wednesday November 1, 2017 3:30 to 5:30</p>	<p>WEEK 7 Orality & Performance</p>	<p>Required Reading Michelle Laflamme. <i>Theatrical Medicine: Aboriginal Performance, Ritual and Commemoration</i>. TRiC/TRaC 31.2 2010.</p>
<p>Monday November 6, 2017 2:30 to 3:30</p>	<p>WEEK 8 Orality & Performance</p>	<p>Required Readings Monique Mojica. <i>An Excerpt from "Scoring the Body Through Kuna Aesthetic Principles: Indigenous Dramatic Arts in Theory, Process, and Practice</i>. Canadian Theatre Review, Volume 146, Spring 2011.</p> <p>Monique Mojica. <i>Chocolate Woman Dreams the Milky Way</i>. Canadian Woman Studies. Vol 26, Numbers 3 & 4.</p> <p>Recommended Viewing Chocolate Women's Collective (CWC) 5 min trailer https://www.youtube.com/watch?v=36fXEG0bERo</p> <p>Assignment 2 due</p>
<p>Wednesday November 8th 2017</p>	<p>WEEK 8 Orality in Performing Arts</p>	<p>Required Reading Sophie McCall. <i>Amplified Voices: Rebecca Belmore's Reinvention of Recording Technologies in the Transmission of Aboriginal Oral Traditions</i>. In Renee Hulan & Renate Eigenbrod. <i>Aboriginal Oral Traditions. Theory Practice Ethics</i>. 2008. pp.99-112.</p> <p>Required Viewing Rebecca, Belmore. <i>Vigil</i>. http://www.rebeccabelmore.com/video/Vigil.html</p> <p>Recommended Rebecca, Belmore. https://www.leannesimpson.ca/writings/canada-day-rebecca-belmore-me</p> <p>Maria Hupfield. Present-Absence https://vimeo.com/86430091</p> <p>Laakkuluk Williamson Bathroy https://www.youtube.com/watch?v=APRZI4XI6io</p>
<p>Monday November 13th, 2017 2:30 to 3:30</p>	<p>WEEK 9 Orality & Poetics</p>	<p>Required Reading Neal, McLeod. <i>Indigenous Poetics in Canada</i>. Introduction chapter. Wilfrid Laurier University Press. 2014.</p> <p>In Class</p>

		<p>Chrystos. "I Am Not Your Princess." In <i>Not Vanishing</i>. Vancouver, BC: Press Gang Publishers. 1988. Print.</p> <p>Marilyn, Dumont. "Squaw Poems". In Connie Fife. <i>The Colour of Resistance</i>. 1993.</p> <p>Louise Bernice Halfe. "Body Politics". In <i>Bear Bones & Feathers</i>.</p>
<p>Wednesday November 15th, 2017 3:30 to 5:30</p>	<p>WEEK 9 Orality & Poetics</p>	<p>Required Reading Roseanna Deerchild. <i>My Poem is an Indian Woman</i>. In Neal McLeod. <i>Indigenous Poetics in Canada</i>. 2014.</p> <p>In Class Marilyn Dumont. "The dimness of mothers and daughters." In <i>Green Girls Dreams Mountains</i>. Oolichan Books. 2001.</p> <p>Louise Bernice Halfe. <i>The Crooked Good</i>. Coteau Books. 2007.</p>
<p>Thursday November 16, 2017 4:00PM departure 12 midnight return</p>	<p>Field Trip (Optional)</p>	<p>Weesaageechak Festival in Toronto</p>
<p>Monday November 20th, 2017 2:30 to 3:30</p>	<p>WEEK 10 Spoken Word</p>	<p>Required Reading Warren Cariou. <i>Edgework: Indigenous Poetics as Replacement</i>.</p> <p>Required Listening Leanne, Simpson. <i>Under Your Always Light</i>. Winnipeg: Arbeiter Ring. https://www.youtube.com/watch?v=0yLR5g9gUB4</p> <p>Joy Harjo. <i>I Give You Back</i>. https://www.youtube.com/watch?v=DAYCf2Gdycc</p> <p>Chiristine, Sy. <i>Waaseeyaasin Sugar Bush</i>. http://www.yorku.ca/intent/issue6/poems/waaseyaasinchirstinesy.php</p> <p>Rebecca Thomas (Listen to A Toast to the Mixes``) http://www.cbc.ca/radio/newfire/where-are-you-from-identity-and-indigenous-nationhood-1.4166710/watch-rebecca-thomas-performs-a-toast-to-the-mixes-1.4173652</p>

		<p>Moe Clark. (Listen to ``Butterfly Ashes). http://moeclark.ca/</p> <p>Tanaya Winder https://tanayawinder.com/</p>
<p>Wednesday November 23rd 3:30 to 5:30</p>	<p>WEEK 10 Orality & Aesthetic Expressions</p>	<p>Required Reading Jodi Beniuk. All My Relations: <i>Reclaiming the Stories of our Indigenous Grandmothers</i>. Atlantis 37.2 (2), 2016.</p> <p>Recommended Alice, Olsen Williams. <i>The Spirit of My Quilts</i>. In First Voices. pp. 441-445.</p>
<p>Monday November 27th, 2017 2:30 to 3:30</p>	<p>WEEK 11 Orality & Aesthetics Expressions</p>	<p>Required Reading Tracy, Bear. Commentary: <i>Walking with Our Sisters: An Art Installation Centered in Ceremony</i>. Aboriginal Policy Studies, 3, 1&2, pp.223-230.</p> <p>Walking with our Sisters http://walkingwithoursisters.ca/</p> <p>Student Oral Presentations & Final Paper due</p>
<p>Wednesday November 29, 2017 3:30 to 5:30</p>	<p>WEEK 11 Orality & Film</p>	<p>Required Reading Jules Koostachin. <i>Remembering Inninimowin: The Language of the Human Beings</i>. Canadian Journal of Law and Society, Volume 27, Number 1, 2012. Pp.75-80.</p> <p>Required Viewing Lisa Jackson. <i>Savage</i>. https://vimeo.com/68582103</p> <p>Recommended Viewing <i>A Red Girl's Reasoning</i>. 2016 https://vimeo.com/ondemand/aredgirlsreasoning</p> <p>Welsh, Christine. <i>Finding Dawn</i>. National Film Board</p> <p>Student Oral Presentations & Final Paper due</p>
<p>Monday December 4th, 2017 2:30 to 3:30</p>	<p>WEEK 12 Oral & Digital Expressions</p>	<p>Required Reading Hopkins, Candice. Making Things Our Own: The Indigenous Aesthetic in Digital Storytelling. <i>Leonardo</i>. 39, 4, 341-344.</p> <p>Required Viewing (read 1 entry from each blog) <i>Apihtawikosisan</i> Law, language, life: A Plains Cree speaking Metis woman in Montreal. http://apihtawikosisan.com/</p>

		<p>Metis in Space Blog http://www.metisinspace.com/</p> <p>Tea & Bannock Blog https://teaandbannock.com/</p> <p>Lisa Charleyboy http://www.lisacharleyboy.com/</p> <p>Recommended Wemigwans, Jennifer. <i>Indigenous Knowledge: Cultural Expression on the World Wide Web</i>. Canadian Women's Studies. Volume 26, Numbers 3,4, pp.31-38 2008.</p> <p>Four Directions Teachings Website (listen and explore) http://www.fourdirectionsteachings.com/</p> <p>Student Oral Presentations & Final Paper due Bonus assignment due</p>
<p>Wednesday December 6th, 2017 3:30 to 5:30</p>	<p>WEEK 12 Closing & Farewells</p>	<p>Sharing Circle & Potluck</p> <p>Student Oral Presentations & Final Paper due</p>

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 Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

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

August 8, 2017

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

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.

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.

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>

Indigenous Services

Indigenous Services (IS) is part of Western's Student Experience portfolio and services all Indigenous students from Western and Affiliates Colleges through a culturally-responsive space, programs, and services that honour Indigenous cultures and languages, foster Indigenous presence and inclusion, and increase Indigenous access, engage Indigenous communities, and facilitate transition, retention, graduation and advancement of Indigenous students at Western. IS staff members provide assistance through services and counselling by drop-in and appointment. Specialized resources focusing on Indigenous issues in areas concerning academic, cultural and social needs are available; including career and employment opportunities and training/workshops. The Centre also offers study space, quiet areas, gathering space, a computer lab, printing services, and kitchen facilities; with after hours access for registered students.

Location: WSS 2100 (Between Weldon Library and UCC)

Website: www.indigenous.uwo.ca

Email: is.staff@uwo.ca

Other Questions

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>