

HURON UNIVERSITY COLLEGE
HIST 1801E Controversies in Global History
2017-2018

Lectures: Tuesdays and Thursdays 12:30-1:30 p.m. **Room V214**

Tutorials:

551: Tuesdays, 4:30-5:30, W6

552: Thursdays, 11:30-12:30, W18

553: Tuesdays, 1:30-2:30, W108

554: Thursdays, 1:30-2:30, W17

Dr. Tom Peace

Email: tpeace@huron.uwo.ca

Office Hours: Tuesdays 2:30 to 4:30
Thursdays 10:30 to 11:30

Office: V127

Telephone: 519-438-7224 ext 227

Dr. Geoff Read

Email: gread4@huron.uwo.ca

Office Hours: Wednesdays, 9:30-10:30
Thursdays, 2:30-3:30
Fridays, 11:30-12:30

Office: A217

Telephone: 519-438-7224 ext 222

Contact policy: For messages left by phone or email expect at least a twenty-four hour response time. Please be courteous and respectful: use a proper salutation, and formal language and punctuation in your emails. *It is recommended that you contact your professors by email rather than phone.*

Course Outline

This three-hour lecture/tutorial course gives first-year students an overview of major themes in global history, dividing the course into five thematic units covering the Atlantic World, Slavery, Revolutions, Nations and Empire. In addressing these five broad concepts, students explore specific subjects such as global trade and industrialization as well the diverse ways that historians have sought to understand them. Most of the material considered comes from the past 500 years of human experience. The accompanying text helps students understand the chronology of the events that we consider, and the tutorials give students a chance to discuss the themes, ideas and events presented in the course material in more detail.

The unifying theme in the course is historiography- looking at what constitutes history and why historians have taken different approaches to its study. The course opens with a discussion of the concepts and theories of historiography and then integrates these themes into the subsequent units. In tutorials we will use conflicting historiographical interpretations to better understand the subject at hand and the nature of historical interpretation.

Statement of Learning Objectives

The course will help students hone their writing, verbal communication, presentation, critical thinking, and analytical skills as they examine the evolution of different historical interpretations and explanations. The course will also give students an understanding of issues that have been and continue to be of fundamental importance to human societies around the world.

COURSE REQUIREMENTS

Weight given to assignments

The Value of History	5%	Sept 28
Primary Source Analysis	15%	Nov 9
In-class Essays	15%	(5% each)
Research Essay Proposal	5%	Jan. 30
Research Essay	20%	Mar. 8
Tutorial Participation	15%	
Tutorial Presentation	5%	
Final Exam	20%	In Final Exam Period

Three essays are required for this course. Your task on each assignment is the same: to analyze historical evidence and to discuss it clearly. **Note that, since this is an essay course, students must complete the two major written assignments (the primary source essay and the research essay) to pass the course. Students who accumulate enough marks to pass the course but who do not complete either or both of these required assignments will be assigned a grade of 48%.**

Required Texts

- 1) Robert W. Strayer. *Ways of the World: A Brief Global History with Sources*, Vol. 2: Since 1500. (available in UWO Bookstore)
- 2) Robert Marks, *The Origins of the Modern World*

* Please note that the tutorial readings are available through the OWL site, either as links to online content or as PDFs.

Classroom Conduct

Professional behavior is asked of students and professors at all times in the classroom. Questions and discussions are welcomed, but interruptions, sleeping, talking, surfing the internet, watching movies, updating Facebook, reading the newspaper and eating are not (for example).

Essays

The essays in this course are designed to build the skills necessary for historical analysis. The first assignment aims to evaluate your writing skills and provide useful feedback for your subsequent work. The second essay focuses on the analysis of primary sources, while the third is a research paper that incorporates all of the skills you will learn over the year. Brief instructions on essays follow below, and more detailed handouts will be given closer to the date of the assignment.

Papers submitted by email will not be accepted. Each paper must be submitted in class in paper form and to Turnitin.com via OWL on the due date, or late penalties will apply. ***Students should also retain their research notes as the instructors may ask them to provide them.*** Students who fail to produce their research notes when asked for them risk being assigned a grade of zero on the assignment.

Footnotes or endnotes must always be used in a history paper. Consult the syllabus (see pages 5-7) for guidance. The reference librarian, Colleen Burgess, can also help you. Essays will normally have fifteen to twenty-five notes. Notes are used for several reasons: most commonly, to document little-known facts, to provide references for quotations, and to acknowledge the borrowing of ideas. Occasionally, they are used to provide important material that cannot neatly or logically be inserted into the text.

IMPORTANT NOTE: We've included basic stylistic instructions in this syllabus. **Failure to follow these guidelines will result in the paper being returned to you unmarked.** An automatic 5% deduction will also be made from your assignment's final mark. Upon notification that you submitted an incomplete assignment, you will have one week to make the necessary corrections before late penalties will again be applied.

Assignment 1: The Value of History:

This 750-word assignment focuses on your writing skills. There is no requirement for further research, but we would like you to include material from the lectures and readings covered before the due date (28 September). Otherwise, all we ask is that your essay respond to the following prompt: "Drawing on the Huron1Read book *Gender Failure* explain what "gender identity" is and how this concept might be useful for the study of the past?" We expect that this essay will have more than five paragraphs.

Assignment 2: Primary Source Essay

This 1,200-1,500 word (5-6 double-spaced pages) assignment is designed to introduce the basics of reading primary sources. Students will analyze a primary source from a selection of sources in the Strayer textbook. The paper should develop an argument, illustrating each point with evidence from the primary source, and include an introduction with thesis statement and a

conclusion summarizing your argument. No external research is required. A handout will follow with more details.

- Remember to consult the introduction, preface and prologue to Strayer for more information about interpreting primary sources

Assignment 3: Research Essay

Part One - Research Paper Proposal (5%)

The goal of the paper proposal is to help you begin the major project for this course: the research essay. The first step is to choose a topic from the list that will be distributed at the beginning of the second semester, or to get permission for another topic from your tutorial leader.

The proposal should be a formally-written, 200-250 word summary of your topic, the historical debates surrounding it, how it ties into course themes, how you will approach the topic and what you expect to find in your research. You should include a tentative thesis statement. It would be most helpful for you to write the summary as a draft introduction to your essay; this will hone your writing skills and help to define your argument. The proposal must also include a bibliography of at least five sources you will use in your essay, excluding standard textbooks (such as Strayer's). At least two of the five sources used must be monographs (academic books on one topic).

The bibliography must be annotated; that is, comments must be made in the bibliography, in sentence form, about the worth of the sources used in the essay. For example, a student writing an essay on the extent of imperial sentiment in Canada during the Boer War who had consulted issues of the *London Free Press* for 1899 might well write: "The twelve issues I consulted of the *Free Press* provided clear evidence that imperial sentiment was alive in Canada. Not only did the paper devote several stories to the debate over the sending of the Canadian expedition but the editor fervently urged Canadian participation in several lengthy, heated editorials." If you are at a loss to know what to write about each source (and each source must have an entry), remember that the point of the exercise is to tell your professor exactly how useful each source will be in the writing of your essay.

Thus your proposal will demonstrate that you have made inroads into your research, and that you have formulated a preliminary argument/thesis that the rest of your research will follow.

Part Two – Research Paper (20%)

The final research paper will be between 2,000 and 2,500 words (8-10 d.s. pages) in length, be in formal scholarly form with footnotes and bibliography. It must contain a thesis statement, introduction and conclusion, and be reinforced with at least ten citations. Your paper must be based on a minimum of five sources. At least two of the five sources used must be monographs (academic books on one topic). Please **do not use** general material such as textbooks, internet sources and encyclopedia entries.

Your paper will be marked on sophistication of analysis, clarity of writing, organization of ideas, breadth of research, as well as the implementation of comments on your previous written assignments. You must submit the paper in hard copy in class, and in electronic form to turnitin.com via OWL on March 8, 2017, or late penalties will apply.

In-Class Essays: After each unit, you will write an essay during our class time that analyzes the historiographical themes discussed during our lectures and in the textbook readings. Though these essays might include the material discussed and debated in tutorials, the focus of this exercise is on the material covered during our lectures. Passing essays must engage with the specific historians whose works were discussed in lecture. As the course progresses, we expect you to draw together course themes from previous units. Prompts to begin your essay will be circulated during the class before the essay is to be written. No aids will be permitted in the room when writing the essay.

Final Exam

The final exam will consist of essay questions drawn from broad themes emerging from the course as a whole. Students are also expected to be familiar with the major debates about world history and the arguments made by different historians, as well as material from **all lectures, tutorials and readings**. Students will design the exam in the final week of tutorials.

Tutorials

Each tutorial will have common readings for students to do. Attendance at, and participation in, tutorials will account for 15% of the final mark. Participation marks are pro-rated; for example, if you attend only 80% of the tutorials, you will be eligible for a maximum of 80% of the mark. **Students who attend fewer than 50% of the tutorials will be given zeroes for their tutorial marks.**

Depending on the week's topic, Professor Read and Professor Peace will be leading all of the tutorials, not just the two to which they have been assigned. This will give you the chance to interact with both of us. To see which of us will be running each week's tutorial, refer to the schedule below.

Tutorial Presentations

Each student will make one tutorial presentation worth 5% of the final mark. You will prepare at least five discussion questions on the week's reading. If you are working with a partner you will prepare at least ten questions. Questions could relate to the author's argument, how the reading relates to the other readings in the section, or to the main themes of the course. Try to avoid questions that can be answered quickly as your aim is to generate discussion. You will then be responsible for leading the class in discussion, based on your questions, for 10 to 15 minutes at the beginning of class. Your mark will be based equally on the questions themselves and on the class discussion.

Appeals

Should you wish to discuss a mark on an assignment with the professor, you must wait a day after receipt of the assignment so that you can digest the comments on the assignment properly. Should you wish to appeal a mark in the course, first, prepare a written rationale for your appeal, and then consult your instructor. Most often, we will have the other professor re-grade your paper. If you wish to appeal further, consult Professor Nina Reid-Maroney, Chair of the History Department.

RULES AND REGULATIONS

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Written assignments are due at the beginning of class. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counselling.
8. Students must complete the written assignments worth more than 10% to pass essay courses.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - o The title of a book is underlined or written in *italics*.
 - o The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - o Place and date of publication in parentheses (),
 - o A fuller reference will include the publisher after the place of publication.
 - o Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

¹ They should be in Arabic, not Roman numerals or letters.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

<http://www.history.utoronto.ca/undergraduate/essays.html#footnotes>. Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.

LECTURE SCHEDULE

Date: Lecture Topic & Background Reading

Topic 1: Historiography

7 Sept: Introduction (Dr. Peace)

12 Sept: Historiography: Reading Sources (Dr. Peace with Colleen Burgess)

- Reading: Strayer, "Working with Evidence" and "Prologue"

14 Sept: Historiography: Concepts and Theories (Dr. Read)

UNIT 1: The Atlantic World in a Global Context

19 Sept: The Eurasian and African World before 1492 (Dr. Read)

21 Sept: The Americans before 1492 (Dr. Peace)

26 Sept: The World in 1492 (Dr. Read)

- Reading: Strayer, "Political Transformations: Empires and Encounters, 1450-1750," chap. 13

28 Sept: Introduction to the Atlantic World (Dr. Peace)

- **Value of History Assignment Due**

3 Oct: Early European Empires (Dr. Read)

- Reading: Strayer, "Economic Transformations: Commerce and Consequence, 1450-1750," chap. 14.

5 Oct: Broader contexts: China (Guest Lecture: Dr. Fang)

10/12 Oct: **No Class Reading Week**

17 Oct: The Columbian Exchange (Dr. Peace)

- Review Reading: Strayer, "The Columbian Exchange," 561-563

19 Oct: Library Resources and Writing in History (Guest lecture: Colleen Burgess)

24 Oct: Diasporas of Empire (Dr. Peace)

- Reading: Strayer, "The Globalization of Christianity, 643-659"

26 Oct: In-class Essay: The emergence of the Atlantic World

Unit 2: Atlantic Slavery in a Global Context

31 Oct: The Black Atlantic (Guest Lecture: Dr. Reid-Maroney)

- Review Reading: Strayer, "Commerce in People: The Atlantic Slave Trade," 620-631

2 Nov: Historiography of Slavery in America (Dr. Compeau)

7 Nov: Contexts: The Ottoman Empire (Dr. Read)

- Reading: Strayer, "Persistence and Change in Afro-Asian Cultural Traditions," 659-664

9 Nov: Contexts: The Mediterranean (Dr. Peace)

- **Primary Source Analysis Due**

14 Nov: Contexts: Slavery and Africa (Dr. Read)

- Review Reading: Strayer, "Consequences: The Impact of the Slave Trade in Africa," 626-631 (including the "Portrait")

16 Nov: Contexts: First Peoples and Slavery (Dr. Peace)

21 Nov: The Trans-Atlantic Slave Trade (Dr. Read)

23 Nov: Resistance to Slavery in the Atlantic World (Dr. Read)

- Reading: "The Abolition of Slavery," 715-719

28 Nov: Slavery and Freedom in the Canadas (Dr. Peace)

30 Nov: In-class essay: Slaveries in a global context

5 Dec: World War One: The Seven Years War (Dr. Read)

- Reading: Marks, chapter three

7 Dec: The Seven Years War: New Diasporas (Dr. Peace)

Second Semester: Revolution, Empire and Nation

9 Jan: Doing Research in the Library (Colleen Burgess)

11 Jan: Theories of Revolution (Dr. Read)

- Reading: Strayer, "Atlantic Revolutions, Global Echoes, 1750-1914," chap. 16

16 Jan: Empire and Revolution: The United States (Dr. Peace)

18 Jan: Empire and Revolution: France (Dr. Read)

23 Jan: Empire and Revolution: Haiti (Dr. Read)

25 Jan: Theories of Imperialism (Dr. Peace)

- Reading, Strayer, "A New Way of Thinking: The Birth of Modern Science," 664-676

30 Jan: British Imperialism in India (Dr. Read) ****Essay Proposals Due****

- Reading: Strayer, "Colonial Encounters in Asia, Africa, and Oceania, 1750-1950," chap. 18.

1 Feb: Social Darwinism and Imperialism (Dr. Peace)

6 Feb: Ecological Imperialism (Dr. Peace)

- Reading: Strayer, "Revolutions of Industrialization, 1750-1914," chap. 17

8 Feb: Defining Industrialization and the Case of Britain (Dr. Read)

13 Feb: Imperialism and Industry (Dr. Peace)

15 Feb: European Imperialism in Africa (Dr. Read)

*****Feb. 20-24: Reading Week*****

27 Feb: In-class Essay: Intersections in Empire

1 Mar: Theories on Nation State & Nationalism (Dr. Peace)

- Reading: Strayer, "Collapse at the Centre: World War, Depression, and the Rebalancing of Global Power, 1914-1970s," chap. 20

6 Mar: Film: *Rabbit Proof Fence*

8 Mar: Film: *Rabbit Proof Fence* *****Research Essays due*****

13 Mar: History Wars: Nationalism and historiography (Dr. Peace)

15 Mar: Nationalism and Decolonization: Africa (Dr. Read)

- Reading, "The End of Empire: The Global South on the Global Stage, 1914-present," chap. 22

20 Mar: Nationalism and Decolonization: Algeria (Dr. Read)

22 Mar: Nationalism and Decolonization: Turtle Island (Dr. Peace)

27 Mar: Nationalism and Decolonization: Quebec (Dr. Peace)

29 Mar: States and Revolution: Russia (Dr. Read)

- Reading: Strayer, "Revolution, Socialism, and Global Conflict: The Rise and Fall of World Communism, 1917-present," chap. 21

3 Apr: States and Revolution: Nazi Germany (Dr. Read)

5 Apr: States and Revolution: China (Guest lecture: Dr. Fang)

10 Apr: Conclusion and the Final Exam (Dr. Peace)

TUTORIAL SCHEDULE

All the tutorial readings are available on the OWL course website in the “resources” section, subfolder “readings”. Search for the reading by the author’s last name.

- Week 1, beginning 12 Sept. **Organization (split)**
- Introduction of the critical assessment reading sheet
- Week 2, beginning 19 Sept. **Essay Writing: Primary Source Essay (split)**
- Spalding and Parker, “The Essay and Historiography”
- Week 3, beginning 26 Sept. **The Origin of the Modern World (split)**
- Marks, Introduction
- Week 4, beginning 3 Oct. **Atlantic World or Global System? (Dr. Peace)**
- Marks, chapter one
- Week 5, beginning 10 Oct. **No Tutorials (Reading Week)**
- Week 6, beginning 17 Oct. **Atlantic World or Global System? (Dr. Read)**
- Marks, chapter two
- Week 7, beginning 24 Oct. **Debate: Evolving World Systems? (split)**
- Week 8, beginning 31 Oct. **Library Scavenger Hunt (meet in library)**
- Week 9, beginning 7 Nov. **Controversy: Slavery (Dr. Peace)**
- Fogel and Engerman, *Time on the Cross*, Chapter 4, “The Anatomy of Exploitation.”
- Week 10, beginning 14 Nov. **Controversy: Slavery (Dr. Peace)**
- David Brion Davis, “Looking at Slavery from Broader Perspectives.” *The American Historical Review*, Vol. 105, No. 2 (Apr., 2000): 452-466
- Week 11, beginning 21 Nov. **Slavery Debate (Dr. Peace)**
- Week 12, beginning 28 Nov. **No tutorials**
- Week 13, beginning 5 Dec. **Seven Years' War and the British Empire (Dr. Peace)**
- Nicholas Rogers, "From Vernon to Wolfe: Empire and Identity in the British Atlantic World of the Mid-Eighteenth Century" in Frans De Bruyn and Shaun Regan, *The Culture of the Seven Years' War: Empire, Identity, and the Arts in the Eighteenth-Century Atlantic World* (Toronto: University of Toronto Press, 2014)

WINTER BREAK

- Week 14, beginning 9 Jan. **Controversy: Gender and Revolution (Dr. Read)**
- Vivian R. Gruder, "The Question of Marie-Antoinette: The Queen and Public Opinion before the Revolution" *French History* vol. 16 no. 3 (2002): 269-298.
- Week 15, beginning 16 Jan. **Controversy: Gender and Revolution (Dr. Read)**
- Desmond Hosford, "The Queen's Hair: Marie-Antoinette, Politics, and DNA" *Eighteenth-Century Studies* vol. 38 no. 1 (Fall 2004): 183-200.
- Week 16, beginning 23 Jan. **Gender and Revolution Debate (Dr. Read)**
- Week 17, beginning 30 Jan. **Controversy: Industrialization (Dr. Peace)**
- Marks, chapter 4
- Week 18, beginning 6 Feb. **Controversy: Industrialization (Dr. Peace)**
- David Landes, "The Invention of Invention," in *The Wealth and Poverty of Nations: Why Some are so Rich and Some are So Poor* (New York: Norton, 1998).
- Week 19, beginning 13 Feb. **Industrialization Debate (Dr. Peace)**
- Week 20: Reading Week**
- Week 21, beginning 27 Feb. **Controversy: Defining the British Empire (Dr. Read)**
- Ibhawoh, "Stronger than the Maxim Gun"
- Week 22, beginning 6 Mar. **Controversy: Defining the British Empire (Dr. Read)**
- Kalusa, "The Killing of Lilian Margaret Burton"
- Week 23, beginning 13 Mar. **Rabbit Proof Fence (Dr. Read)**
- Marks, chapter 5
- Week 24, beginning 20 Mar. **Was decolonization an inevitable response to British imperialism? (Dr. Read)**
- Week 25, beginning 27 Mar. **The Great Departure? (split)**
- Marks, chapter 6
- Week 26, beginning 3 Apr. **Exam Discussion and course wrap up (split)**
- Marks, conclusion

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.

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/uwo.com/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>