

HISTORY 2413E
HURON UNIVERSITY COLLEGE
EUROPE AND THE PARADOXES OF MODERNITY
2017-18

Instructor: Dr. Timothy Compeau
Classes: Mondays 3:30-5:30, Wednesday 3:30-4:30
Classroom: HC-A1
Email: tcompeau@uwo.ca
Office: Room OR 147
Office Hours: Mondays: 10:30 to 11:30, Wednesday: 11:00-12:30

COURSE DESCRIPTION

(Course Syllabus by Professor Amy Bell)

This course examines the concept, history, and experience of modernity in Europe from the eighteenth-century to the present. We begin by discussing the roots, essence and perceptions of modernity in the context of European intellectual history. The course will then focus on a selection of themes that highlight a paradoxical nature of modernity as both liberating and repressive force, highlighting the role of European cities as centers of modern politics, of new forms of capitalism, of critiques of existing orders, of changing social relationships and of innovative artistic cultures and subcultures.

Lectures and their associated textbook readings will provide students with a general overview of the topics, while tutorials will discuss specific academic articles or sets of primary sources. Geographically, the course focuses on Western Europe with some reference to the Soviet Union and the Communist Block with the purpose of exploring alternative forms of modernity. The course encourages students to consider similarities and contrasts in the historical experience of modernity across European countries.

OBJECTIVES

History as a discipline requires more than memorizing facts and names; it demands that students actively engage their minds with historical material. An important objective of this course is to help students develop critical reading and thinking skills related to history learning. This primarily means the ability 1) to understand historical facts in their context and in connection with previous events; 2) to use facts to develop and support an argument; 3) to read primary sources within their historical context and with a view to their possible historical bias; 4) to identify and evaluate historians' interpretations of the past.

COURSE REQUIREMENTS

Essay # 1	15%	Oct. 18
Presentation	5%	
Mid-Year Exam	20%	Nov. 22
Essay #2	20%	Mar. 21
Attendance/Participation	20%	
Final Exam	20%	TBA

REQUIRED TEXTS

Andrew Lees and Lynn Hollen Lees, *Cities and the Making of Modern Europe 1750-1914*. (Cambridge UP, 2007).

Bernard Wasserstein, *Barbarism and Civilization: A History of Europe in Our Time* (Oxford UP, 2007).

Other readings are available through the library website, JSTOR, or are on reserve.

PARTICIPATION 20%

This class meets for two sessions each week: one lecture and one tutorial. As with all history courses, your regular attendance and participation is essential and expected. Attendance and participation is worth 20% of your final mark. Your grade will be pro-rated: that is, those who attend 95% of our meetings will be eligible for a maximum mark of 95%; those who attend 77% will be eligible for a maximum of 77%, and so on. Marks depend upon the quality of their participation as determined by the instructor. Excessive absences will result in a significantly lowered mark. Students who attend fewer than 50% of the classes will receive zeroes for attendance/participation.

FIRST TERM ESSAY

First Term Papers should be 1500-1800 words (8-9 d.s. pages), in formal prose, with footnotes or endnotes following the Chicago Manual of Style. Students will be required to submit their papers online via OWL as well as in hard copy. Both versions must be submitted on the due date otherwise late penalties will apply. Papers must be handed to the instructor or placed in the Essay Drop Box near the Info Desk, which typically closes at 3:45 P.M. For security reasons, **papers will not be accepted via e-mail**, or slipped under office doors.

Option 1: Analysis of Graphic Satire 15%

Students will choose one specific graphic satire image produced in London or Paris in the eighteenth or nineteenth century, either from Mark Bills' *The Art of Satire: London in Caricature* (On Reserve at Huron Library) or on the collection of images on the website "Liberty, Equality, Fraternity" from the French Revolution and the Napoleonic era. They

will research the history of the image, analyze the image itself and assess its historical significance in the context of urban modernity. Papers must be organized around a **thesis statement**, introduction and conclusion, and be reinforced with at least **eight citations** of evidence from academic sources. Research must include one scholarly article (not on the syllabus), two primary sources, and three academic books. Internet sources should be confined to images, maps or street plans. Students can choose another image but must clear it with the instructor.

Some questions you should consider are:

Who produced this image? If it is not known, who would have been likely to have produced it?

Who bought images like this and why?

What is the historical context of this image? What is happening in the weeks and months surrounding its production?

What messages are being sent in the image itself?

What can images like this tell historians?

Examples: Images by Hogarth, Rowlandson and cartoons from *Punch* magazine provide great examples for analysis in London.

Option 2: Analysis of Urban Site 15%

Students will choose one specific urban site: a monument, a street, a building, a square, etc. They will research its historical background, and analyze its historical significance in the context of urban modernity. Your paper must be organized around a thesis statement, introduction and conclusion, and be reinforced with at least eight citations of evidence from academic sources, as well as at least two images. Research must include two primary sources, one scholarly article (not on the syllabus), and three academic books. Internet sources should be confined to images, maps or street plans.

Some questions you should consider are:

What do we know about the creation of this site? How has its use changed over time?

How did/does its geographical position in the city affect its history?

How is this site modern? How does it reflect the themes of the course?

What methods do urban historians use to trace histories of sites like this?

How does urban history relate to other methods of writing history?

Possible examples: the Eiffel Tower in Paris, Trafalgar Square in London, The Vienna State Opera House (Wiener Staatsoper), Berlin's Potsdamer Platz.

SECOND TERM RESEARCH PAPER 20%

Students will research and write a paper answering one of the questions below, or on a topic of their own choosing (with permission of the instructor). Papers should be analytical: focused on an argument, reinforced with historical detail and corroborated by footnotes. Students may find it easier to focus on one particular city or urban area. Students should submit a working thesis and bibliography on 7 March for instructor feedback and suggestions.

Research papers must be 2500-2800 words (12-14 pages), in length including footnotes/endnotes (generally 4-5 per page in a paper at this level), but excluding bibliography. The paper must be written in formal prose, with footnotes or endnotes in a recognized academic style. Research must include **one** primary source, **two** scholarly articles (not on the syllabus) pertaining to your subject that have appeared in any year(s) since your birth and at least **four** academic books. Your bibliography should be annotated; that is, you must provide a brief (1-3 sentence) evaluation of each work listed.

1. How did urbanization create new individual and/or communal identities?
2. How and why did class affect the geography of European cities in the nineteenth-century?
3. How and why did industrialization change the social relationships of urban inhabitants?
4. How did contemporaries see urban poverty in the nineteenth-century?
5. How did feminists of the early twentieth-century experience modernity?
7. What was the relationship between Nazism and modernity?
8. What was/is the social and cultural legacy of May '68 in France?
9. What lasting impact did WW2 have on the social and physical geography of either Berlin or London?
10. When and why did European cities emerge as important centers of homosexual life and culture?
11. Did Soviet ideology and culture present an alternative modernity to that of Western Europe?

Students will be required to submit their papers to turnitin.com as well as in hard copy. Papers must be submitted to Turnitin via OWL by the due date, otherwise late penalties will apply. Papers must be handed to the instructor or placed in the Essay Drop Box near the Info Desk, which typically closes at 3:45 P.M. For security reasons, **papers will not be accepted via e-mail**, or slipped under office doors.

Presentation of Research 5%: Students will sign up to give a brief presentation of their research in class time.

FALL TERM: The Nineteenth-Century

Week/Date

1. 6 Sept **INTRODUCTION**
2. 11 Sept **What is Modernity?**
Andrew Lees and Lynn Hollen Lees, *Cities and the Making of Modern Europe 1750-1914*: Intro, Chap. 1
13 Sept No Tutorial- choose Paper topic.
3. 18 Sept Tutorial: Marshall Berman, *All that is Solid Melts into Air: The Experience of Modernity* (New York: Penguin Books, 1982/88), 15-23, 37-71.
20 Sept **Paris: The French Revolution 1789**
Lees, *Cities*, Chap. 3
Hand in Paper topics.
4. 25 Sept Tutorial: Mark Traugott, "Capital Cities and Revolution" *Social Science History* Vol. 19, No. 1 (Spring, 1995), 147-168. (JStor)
27 Sept **Manchester: Industrialization, Capitalism, and the Proletariat**
Lees, *Cities*, Chap. 2
5. 2 Oct Tutorial: Paul Johnson and Stephen Nicholas, "Male and Female Living Standards in England and Wales, 1812-1857: Evidence From Criminal Height Records" *The Economic History Review*, Vol. 48, No. 3 (Aug., 1995), 470-481. (J-Stor)
4 Oct **Regency London 1788-1830**
John Brewer, "Sense and Sensation" (2003)
6. 9 Oct READING WEEK
11 Oct READING WEEK
7. 16 Oct Tutorial: Rachel G. Fuchs and Leslie Page Moch, "Pregnant, Single, and Far from Home: Migrant Women in Nineteenth-Century Paris" *The American Historical Review* Vol. 95, No. 4 (Oct., 1990), 1007-1031. (J-Stor)
18 Oct **Planning and Power: Vienna and Haussmann's Paris**
Lees, *Cities*, Chap. 4 **Papers Due**
8. 23 Oct Tutorial: Strong, G. V., "The Vienna Ringstrasse as Iconography: Socio Political History and Baukunst during the era of Franz

- Joseph I of Austria” *History of European Ideas* V 7: 4 (1986), 377-88.
- 25 Oct **Paris and London 1860s: Emerging Consumerism**
Lees, *Cities*, Chap. 7
9. 30 Oct Tutorial: Erika D. Rappaport "The Halls of Temptation": Gender, Politics, and the Construction of the Department Store in Late Victorian London” *The Journal of British Studies* Vol. 35, No. 1 (Jan., 1996), 58-83. (J-Stor)
- 1 Nov **1871: Paris and Berlin**
Lees, *Cities*, Chap. 6
10. 6 Nov Tutorial, R.D. Price, “Ideology and Motivation in the Paris Commune of 1871” *The Historical Journal*, Vol. 15, No. 1 (1972), 75-86 (J-Stor).
- 8 Nov **Imperial Cities 1880-1900**
Lees, *Cities*, Chap. 8
11. 13 Nov Tutorial: David Atkinson, Denis Cosgrove and Anna Notaro, “Empire in Modern Rome: Shaping and Remembering an imperial city, 1870-1911” Chapter Three in *Imperial Cities: Landscape, Display and Identity* (1999), 40-63.
- 15 Nov **Urban Crime and Social Disorder**
Lees, *Cities*, Chap. 5
12. 20 Nov Tutorial: Matthew Gandy, “The Paris Sewers and the Rationalization of Urban Space” *Transactions of the Institute of British Geographers*, Vol. 24, No. 1 (1999), 23-44 (J-Stor).
- 22 Nov **MIDTERM TEST**
13. 27 Nov Tutorial: Rachel Rich, “Respectable Restaurants and the Commercialization of Dinner” in *Bourgeois Consumption* (2011), 135-171.
- 29 Nov **Jack the Ripper: Urban Spectacle and the Media**
14. 4 Dec Tutorial: Judith Walkowitz, Chapter 7, “Jack the Ripper” from *City of Dreadful Delight* (1992), 191-228.

WINTER BREAK

WINTER TERM: The Twentieth-Century

15. 8 Jan. No Tutorial
10 Jan **Measuring and Remembering World War One**

Bernard Wasserstein, *Barbarism and Civilization*: 1-17, 26-57, 68-79, 90-6.

16. 15 Jan Tutorial: Jon Lawrence, Martin Dean, Jean-Louis Robert, "The Outbreak of War and the Urban Economy: Paris, Berlin, and London in 1914" *The Economic History Review*, 45:3 (Aug., 1992), 564-593. (J-Stor)
- 17 Jan **Sex and the City in the Roaring '20s**
Wasserstein, *Barbarism and Civilization*: 128-33, 139-50.
17. 22 Jan Tutorial: Marek Kohn, "Cocaine Girls in the West End" in *Dope Girls: The Birth of the British Drug Underground* (London: Granta, 1992). 120-149, 195-7.
- 24 Jan. **The Age of Democracy and the Rise of Fascism**
Wasserstein, *Barbarism and Civilization*: 158-189.
18. 29 Jan Tutorial: Marla Stone, "Staging Fascism: The Exhibition of the Fascist Revolution" *Journal of Contemporary History*, Vol. 28, No. 2 (Apr., 1993), 215-243 (J-Stor).
- 31 Jan **Dystopia: The Nazi City**
Wasserstein, *Barbarism and Civilization*: Chapter 6
19. 5 Feb Tutorial: "The Architecture of Doom" (1989)
- 7 Feb **1930s Exhibitions of Power**
Wasserstein, *Barbarism and Civilization*: Chapter 7
20. 12 Feb Tutorial: Spanish Civil War (no reading)
- 14 Feb **The Impact of World War Two on Urban Life and Space**
Wasserstein, *Barbarism and Civilization*: 287-310, 323-8, 330-45, 349-56, 388-402.
21. 19-22 Feb ***CONFERENCE WEEK***
22. 26 Feb Tutorial: Neil Gregor, "A *Schickalsgemeinschaft*? Allied Bombing, Civilian Morale, and Social Dissolution in Nuremberg, 1942-1945." *The Historical Journal* 43, 4 (2000), 1051-70. (J-Stor)
- 28 Feb **Cold War City: Berlin, 1945-Present**
Wasserstein, *Barbarism and Civilization*: 403-27, 434-50, 743-6.
23. 5 Mar Tutorial: Brian Ladd, "Center and Periphery in the New Berlin: Architecture, Public Art, and the Search for Identity." *Performing Arts Journal* 22, 2 (May 2000), 7-21. (J-Stor)
- 7 Mar **May '68 in Paris**
Wasserstein, *Barbarism and Civilization*: 472-477, Chap. 14, 555-564.
- Essay outline and bibliography due**

24. 12 Mar Tutorial: Richard Ivan Jobs, "Youth Movements: Travel, Protest, and Europe in 1968" *The American Historical Review*, 114: 2 (April 2009), 376-404. (J-Stor)
- 14 Mar **Gazing and Grazing: Tourism in Modern Europe**
Wasserstein, *Barbarism and Civilization*: 573-589.
25. 19 Mar Tutorial: Rudy Koshar, "What Ought to Be Seen': Tourists' Guidebooks and National Identities in Modern Germany and Europe" *Journal of Contemporary History*, Vol. 33, No. 3 (1998), 323-340 (J-Stor).
- 21 Mar **Multiculturalism and Post-modernity**
Wasserstein, *Barbarism and Civilization*: 450-461, 570-2, 661-5.
ESSAY DUE
27. 26 Mar Tutorial: Stephen Brooke and Louise Cameron, "Anarchy in the U.K.? Ideas of the City and the "Fin de Siècle" in Contemporary English Film and Literature" *Albion*, Vol. 28, No. 4, (1996), 635-656. (J-Stor)
- 28 Mar **A Grand and Tragic Drama? Revisiting Modernity**
Wasserstein, *Barbarism and Civilization*: Chapter 20.
28. 2 Apr Tutorial: Marshall Berman, *All that is Solid Melts into Air: The Experience of Modernity* (New York: Penguin Books, 1982/88) 23-34, 74-86.
- 4 Apr Film: TBA
29. 9 Apr **Conclusion: The Term in Review**
- Final Exam in Exam period

RULES AND REGULATIONS

The History Department has specified that:

1. Each course instructor will set policy regarding the form (electronic and/or paper copy) and procedure for submitting essays and other written assignments in each course. Students are responsible for making sure they are familiar with each instructor's policy on electronic and/or paper submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).

3. 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 Saturdays.
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 Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

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
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
- 3..Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.

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

- Article citations do not include the place of publication and publisher.

4. 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.

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.



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/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>