

**Huron University College**  
**Department of History**  
**HISTORY 3411E**  
**The British Isles from 1688 to the Present**

Class Meets: Mondays: 8:30 to 9:30, Wednesdays: 8:30 to 10:30  
Room: HC-V207

Instructor: Tim Compeau

Email: tcompeau@uwo.ca

Office: OR 150

Office Hours: Mondays: 10:30 to 11:30, Wednesday: 11:00-12:30

**Course Summary:**

This course examines the formation of Britain as a nation between 1688 and the present. We explore the formation of national identity, the experiences and legacies of industrialisation, imperialism, class formation, the social and political impact of modern warfare, as well as changing attitudes to crime, sex, and popular culture. The course arranged thematically and chronologically. The focus will be on social and cultural history but a grasp of the economic, military, and political contexts is also essential. The course material and discussions emphasize historiographical debates, and students read across a range of sources: fiction, autobiographies, memoirs and films as well as more conventional historical documents and accounts.

This course consists of a combination of lectures on Monday and seminars on Wednesday.

**Required Readings:**

Thomas William Heyck and Meredith Veldman, *The Peoples of the British Isles: A New History From 1688 to the Present*, Fourth Edition (Chicago: Lyceum Books, 2014).

Angus McLaren, *A Prescription for Murder: The Victorian Serial Killings of Dr. Thomas Neil Cream* (Chicago: University of Chicago Press, 1995)

George Orwell, *The Road to Wigan Pier* (1937, various eds.)

All other material is freely available on JSTOR or other online databases when accessed with your UWO library proxy, or will be provided by the instructor.

### **Assignments and Marking Scheme:**

Historiographical Essay: 15% **DUE OCT 18**

Seminar Presentation: 5%

Essay Proposal: 5% **DUE NOV. 27**

Symposium Presentation: 10%

Major Essay: 25% **DUE APR 9**

Class Participation: 20%

Final Exam: 20%

### **Learning Objectives:**

- identify and explain the significance of key events, people, and ideas in British history.
- connect events from the British past to current political and social issues.
- solve research problems by identifying a topic, refining it to a significant and answerable historical question, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions.
- analyze primary source texts, utilizing them in writing a research essay.
- analyze secondary sources, including their sources, methods, argument, strengths, limitations, potential implications and significance for the field; and use secondary sources to consider why questions asked and topics studied by historians have changed over time.

**Written Assignments:** All written assignments must be typed, double spaced with one-inch margins. Chicago Manual of Style with footnotes or end notes.

### **Turnitin.com:**

“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 ( <http://www.turnitin.com> ).”

### **Assignments:**

**Historiographical Essay:** Students must write a ten (10) page essay exploring the historiography of their intended major essay topic. The essay must identify the major scholarly works that have shaped the study of the topic and the key questions historians have attempted to answer. Students are encouraged to include their own arguments that will help them place their final paper within the historiography. More information and guidance will be provided by the instructor in class. Due Oct. 18

**Essay Proposal:** Students are required to submit an essay proposal (250-500 words). The proposal should include research questions, tentative argument, and bibliography. Due: Jan 21.

**Essay:** Students will compose a 4 to 5000-word formal essay based on primary and secondary sources. Each student must circulate their paper to the class and present a condensed version in seminar during the final month of the course. One student will be assigned to critique and comment on the paper. Students may then revise their papers and submit them by April 8.

**Seminar Presentation:** Each student is required to select a seminar of particular interest to them and give a 15 to 20-minute presentation providing context and background for the readings. The presenter will then begin the seminar discussion by posing thoughtful questions or ideas to the class. Students must submit a bibliography outlining their sources. Ideally, students should try to match their seminar presentation with their topic for the major essay.

**Symposium Presentation:** In the last weeks of the second semester, students will give a 15-minute presentation on their essay followed by a short discussion. More information will be provided in class.

**Participation:** Class discussions will be a key component to this course, therefore attendance and participation is mandatory. Students who miss more than 6 seminars without a accommodation from academic counselling will receive a failing grade for participation.

**Final Exam:** There will be a final, cumulative exam.

## **Schedule:**

**11 Sept.: Introduction. Background: Britain to 1688**

**13. Sept.: The Glorious Revolution**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 1, 2.

**18 Sept.: Early Eighteenth Century Britain**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 3, 4.

**20 Sept.: Enemies and Outsiders**

Readings: Linda Colley, "Britishness and Otherness: An Argument" *The Journal of British Studies* 31 (4): 309-329 (J-Stor).

Isaac Land, "Bread and Arsenic: Citizenship from the Bottom Up in Georgian London" *Journal of Social History* 39 (1): 89-110 (J-Stor).

## **25 Sept.: Daily Life in England**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 5

## **27 Sept.: Scotland and the Highland Clearances**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 6

Primary Sources: Debating the Highland Clearances

## **2 Oct.: The First British Empire**

Readings: Heyck, *The Peoples of the British Isles*, Ch 7

## **4 Oct.: The Rise of Britain as a Military Power**

Readings: Conway, Stephen. "War and National Identity in the Mid-Eighteenth-Century British Isles." *English Historical Review* 116, no. 468 (2001): 863–93.

John Brewer, "Patterns of Military Effort" and "Civil Administration: The Central Offices of Government." Chapters 2 and 3 in *The Sinews of Power: War, Money and the English State, 1688–1783*. Cambridge, MA: Harvard University Press, 1988

**9 Oct.            READING WEEK**

**11 Oct.          READING WEEK**

## **16 Oct. The Loss of America**

Readings: Heyck, *The Peoples of the British Isles*, Ch 8

## **18 Oct.: "The Madness of King George" (1993)**

**Historiographical Essay Due.**

## **23 Oct.: Ireland**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 9.

## **25 Oct.: Urban Culture in the Eighteenth Century**

Peter Borsay, "London, 1660–1800: A Distinctive Culture?" *Proceedings of the British Academy* 107 (2001): 167–84.

Ludington, Charles. “‘Claret is the liquor for boys; port for men’: How Port Became the ‘Englishman’s Wine’, 1750s–c. 1790s.” Chapter 8 in *The Politics of Wine in Britain: A New Cultural History*. Houndmills: Palgrave Macmillan, 2013.

Paul Shoemaker, “The Taming of the Duel: Masculinity, Honour and Ritual Violence in London, 1660-1800.” *The Historical Journal*, Vol. 45, No. 3 (Sept., 2002): 525-545.

### **30 Oct.: The French Revolution and Napoleonic Wars I**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 11.

### **1 Nov.: The French Revolution and Napoleonic Wars II**

Edmund Burke, “Reflections on the Revolution in France” (1791). A clear and easily accessible version can be found at: <http://www.fordham.edu/halsall/mod/1791burke.asp>

Thomas Paine, *The Rights of Man*, (1791)

Jeremy Black, "British Strategy and the Struggle with France, 1793–1815." *Journal of Strategic Studies* 31, no. 4 (2008): 553–69.

Eveline G. Bouwers, “Whose Heroes? The House of Commons, its Commemorative Sculptures and the Illusion of British Patriotism, 1795–1814.” *European Review of History* 15, no. 6 (2008): 675–89.

### **6 Nov: Sensibility, Romantics, and the Moral Revolution**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 12.

### **8 Nov.: Abolitionism**

Readings: Clare Midgley, “Sugar Boycotts, Female Activism and the Domestic Base of British Anti-Slavery Culture” *Slavery & Abolition* 1996 17(3): 137-162.

Seymour Drescher, “Whose Abolition? Popular Pressure and the Ending of the British Slave Trade” *Past and Present*, No. 143. (May, 1994), 136-166.

Matthew Mason, “Keeping up Appearances: The International Politics of Slave Trade Abolition in the Nineteenth-Century Atlantic World” *The William and Mary Quarterly* 2009, 66 (4), 809-832.

### **13 Nov.: Industrialization**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 10, 13.

## **15 Nov. The Working Class and Peterloo**

Selections from: E. P. Thompson, *The Making of the English Working Class* (Penguin, 1980)

Samuel Bamford, from *Passages in the Life of a Radical* (1894) (CR)

Catherine Hall, "The Tale of Samuel and Jemima: gender and working-class culture in early nineteenth-century England," in *White, Male, and Middle-Class* 124 -50. (CR)

Friedrich Engels, from *The Condition of the Working Class in England* (1845) (CR)

Robert Poole, "By the Law or the Sword': Peterloo Revisited" *History*, 91 (302), 254-276.

## **20 Nov.: The State and Reform**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 14

## **22 Nov.: The Middle and Upper Classes**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 16

Simon Gunn, "The Industrial City, the middle class and bourgeois culture" in *The Public Culture of the Victorian Middle Classes* (Manchester UP: 2000), 10-35.

David Cannadine, "The Making of the British Upper Classes" in *Aspects of Aristocracy: Grandeur and Decline in Modern Britain* (New Haven: Yale UP, 2004), 8-36.

## **27 Nov.: India in Britain in the Nineteenth Century**

### **Essay Proposal Due**

## **29 Nov.: The Irish Famine**

Readings: Heyck, *The Peoples of the British Isles*, Ch.15

Christine Kinealy, "Beyond Revisionism: Reassessing the Great Irish Famine" *History Ireland*, 1995, 3 (4): 28-34 (J-Stor).

R.F. Foster, "Paddy and Mr. Punch" *Journal of Newspaper and Periodical History* 7 (2) 1991, 33-47.

## **4 Dec.: The British Empire in the Nineteenth Century**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 17

## **6 Dec.: Crime in the Empire**

Angus McLaren, *A Prescription for Murder: The Victorian Serial Killings of Dr. Thomas Neil Cream* (1995).

\*\*\*WINTER BREAK\*\*\*

## **WINTER TERM**

### **8 Jan.: The Great Game**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 22

### **10 Jan.: Perspectives on the British Empire**

David Cannadine, "Prologue" and "Perspectives." Chapters 1 and 9 in *Ornamentalism: How the British Saw Their Empire*. Oxford: Oxford University Press, 2001.

Another reading TBD.

### **15. Jan: The Edwardian Crisis**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 18, Ch. 19.

### **17 Jan: Women's Suffrage Movement**

*Primary*: Excerpts from Christabel Pankhurst's *The Militant* describing the 1908 "Rush the Commons" Suffragette trial.

Paul Thompson, "The Edwardian Crisis" in *The Edwardians*, Routledge, (1992).

Ian Fletcher, "A Star Chamber of the Twentieth Century": Suffragettes, Liberals and the 1908 "Rush the Commons" Case" *Journal of British Studies* 35(4), 1996, 504-530. (JStor)

Rachel Monaghan. "Votes for Women: An Analysis of the Militant Campaign" *Terrorism and Political Violence [Great Britain]* 1997 9(2): 65-78.

### **22 Jan.: Politics and Reform**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 21

### **24 Jan.: Welsh Nationalism**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 20

*Primary:* The Times account of the 1911 Investiture

John S. Ellis, "Reconciling the Celt: British National Identity, Empire, and the 1911 Investiture of the Prince of Wales" *The Journal of British Studies*, Vol. 37, No. 4 (Oct., 1998), pp. 391-418. (JStor)

Andrew David, "Welsh Indigenous! And British Imperial? Welsh Rugby, Culture and Society 1890-1914" *Journal of Sport History* 1991 18 (3), pp. 335-349.

### **29 Jan.: The Great War**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 23

### **31 Jan.: Masculinity and Warfare**

*Primary-* "Wilfrid Owen, "Dulce et Decorum Est", Siegfried Sassoon, "Blighters", Robert Graves "To the Man I Killed"

Sections from:

Joanna Burke, *Dismembering the Male: Men's Bodies, Britain, and the Great War*. London: Reaktion Books, 1996.

### **5 Feb.: Irish Nationalism**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 24

### **7 Feb.: The Easter Rising and Irish Independence**

*Primary:* Easter Rising Declaration 1916, poetry by Yeats and Pearse

Richard English, "'The Inborn Hate of Things English": Ernie O'Malley and the Irish Revolution 1916-1923" *Past and Present*, No. 151. (May, 1996), pp. 174-199. (J-Stor)

Tom Bowden, "The Irish Underground and the War of Independence 1919-1921" *Journal of Contemporary History* 8 (2) 1973, 3-24. (J-Stor)

### **12 Feb.: Interwar Britain**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 25

### **14 Feb.: Interwar Youth Culture**

Selina Todd, "Young Women, Work, and Leisure in Interwar England" *The Historical Journal*, 2005 48 (3), 789-809, (J-Stor).



Ina Zweiniger-Bargielowska, "Building a British Superman: Physical Culture in Interwar Britain" *Journal of Contemporary History*, 2006 41 (4), 595-610 (J-Stor).

## **19-22 Feb.: READING WEEK**

### **26 Feb.: The Great Depression**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 26

### **28 Feb.: Social Investigation**

*Primary*- Joe Moran, "The Science of Ourselves" *The New Statesman* 29 January 2007.

George Orwell, *The Road to Wigan Pier* Part 1: I, II, V, VI, VII, Part 2

### **5 Mar.: World War Two**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 27

### **7 Mar.: The Homefront**

*Primary*: Tom Harrisson, "Down Memory Lane" in *Living Through the Blitz* (1976)

Arthur Marwick, "People's War or Top People's Peace" in *Crisis and Controversy* (1976).

Geoffrey Field, "Perspectives on the Working-Class Family in Britain, 1939-1945" *International Labor and Working-Class History* 38: Fall 1990, 3-28.

### **12 Mar.: Post War Britain**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 28, 29

### **14 Mar.: The Changing Face of Britain**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 30

### **19 Mar: From the Thatcher Years to Brexit**

Readings: Heyck, *The Peoples of the British Isles*, Ch. 31, 32.

David Cannadine, "Statecraft: The Haunting Fear of National Decline" in *Churchill's Shadow* (Oxford UP, 2003), 26-44.

Other readings TBD

### **21 Mar. Symposium**

**26 Mar. Symposium**

**28 Mar. Symposium**

**2 Apr. Symposium**

**4 Apr. Symposium**

**9 Apr. Conclusion: Review**

Essays Due

### **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.<sup>1</sup>

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<sup>1</sup> They should be in Arabic, not Roman numerals or letters.

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.
  - Article citations do not include the place of publication and publisher.
4. Page number (including volume number if necessary)

For example:

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

<sup>2</sup>Basil 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:

<sup>3</sup>Careless, *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 page 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](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](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](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](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](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](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](mailto: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>