

**History 3497F**  
**Criminals, Crime Scenes and Punishment in Medieval Britain**  
**History Department**  
**Huron University College**  
**Fall 2017**

Course Instructor: Dr. Kenneth F. Duggan  
Class: HC–W101 on Wednesdays from 1.30–4.30  
Office: V130  
Email: kduggan2@uwo.ca  
Office hours: Wednesdays 11.00–1.00 and by appointment

**Course Description:**

When someone commits a crime nowadays, witnesses and/or victims notify the police. But what would people do if no police force existed, as was the case in medieval Britain? How would criminals be apprehended and brought to justice? This course will explore how men and women experienced and dealt with crime in medieval Britain, as well as the forms that punishment took. It will do so through a variety of topics, including feud, homicide and theft, medieval coroners and death investigation, imprisonment and bail, outlawry, and execution. It will also tackle difficult themes, such as the central government's attempts to increase its control over crime and punishment, and the effects of these attempts on its interactions with people and their localities. Furthermore, it will address each topic from the perspective of both men and women. Sometimes individuals' experiences with the law were gendered; sometimes they were not. A thorough reading of selections from primary sources pertaining to each week's topic will shed valuable light on these matters. These sources will range from Anglo-Saxon law codes, chronicles, miracle stories, saints' lives, royal edicts and statutes to medieval coroners' records, jurors' verdicts and other criminal trial records.

Each class will be divided into two parts: a lecture and a seminar. Students are to prepare for class by completing the assigned readings, including the primary sources (copies of which will be handed out one week in advance). These readings will be discussed in the seminar portion of the class every week, and will link with the topic of the lecture.

**Course Learning Objectives:**

This course has a number of objectives. By the end of the term you should be able to understand and discuss:

1. the differences and similarities of how both women and men experienced and dealt with crime in medieval Britain, and how this changed over time;
2. the extent to which the central government relied on unpaid local individuals to police their own and neighbouring villages, and the extent to which certain legal obligations were – and were not – gendered;
3. the means by which the central government attempted to increase its control over criminality, and how developments in the systems and procedures of criminal justice affected the central government's relationship with medieval localities;
4. how people and their communities tried to manipulate the system of criminal justice;
5. the range of medieval records available to historians, as well as how to pinpoint and overcome the problems with these records;
6. the variety of ways in which medieval historians have used primary sources, as well as how and why two or more historians using the same material to ask identical questions can often come to very different conclusions.

## **Required Texts:**

There is no need to purchase textbooks for this class. All core readings will be made available on OWL or through the library's online databases, and all primary sources will be handed out to students in class the week before.

## **Course Requirements:**

Critical Reading Response (due 4 Oct.)	15%
Essay Proposal (due 25 Oct.)	10%
Research Essay (due 6 Dec.)	25%
Final Exam (take-home, due 19 Dec.)	25%
Participation	25%

### **Critical Reading Response (due 4 October):**

Each student will write a critical reading response to Bruce O'Brien's article "From *Morðor* to *Murdrum*: The Preconquest Origin and Norman Revival of the Murder Fine", published in *Speculum* 71 (1996), pp. 321–57. Further details about this task will be discussed in class. The critical reading responses must be submitted to the instructor or placed in the Essay Drop Box in A Wing before 3.30pm on 4 October. For security reasons, papers will not be accepted via email, or slipped under office doors.

### **Essay Proposal (due 25 October):**

Each student will be permitted to choose her/his own essay topic. The topic can be on any aspect of medieval British history between 500 and 1500 that relates to the course themes; however, topics must be confirmed by the instructor. Students are encouraged to discuss potential topics with the instructor before the end of September. An essay proposal of 500–750 words worth 10% of each student's final grade will be due on 25 October. For this proposal students must identify: the topic they wish to discuss and some background on it; the major question(s) they wish to explore; the primary source(s) available to answer their question; and at least three scholarly articles and five scholarly monographs that they will use in their essay. Proposals must be submitted to the instructor or placed in the Essay Drop Box in A Wing before 3.30pm on 25 October. For security reasons, proposals will not be accepted via email, or slipped under office doors.

### **Research Essay (due 6 December):**

Students will write a major research essay of 3,000–3,500 words, which will be worth 25% of their final grade. Students will have already picked their topics and submitted a proposal by 25 October (see "Essay Proposal" above). Papers must be submitted to the instructor or placed in the Essay Drop Box in A Wing before 3.30pm on 6 December. For security reasons, papers will not be accepted via email, or slipped under office doors.

### **Final Exam (due 19 December):**

Students will be given a take-home exam worth 25% of their final grade on the last day of class (6 December). This exam will consist of two lists (A and B) of three short essay questions. Students must answer one question each from lists A and B, writing no more than 1,200 words on each question. The exams are to be submitted to the department in hard copy, typed and double-spaced on or before 3.30pm on 19 December. For security reasons, papers will not be accepted via email, or slipped under office doors.

### **Participation:**

Each week's class will begin with a lecture, followed by a seminar. Students are expected to have read all the material (i.e. the primary and secondary sources) assigned for the week, and prepare comments and questions for discussion during the seminar. Participation (worth 25% of the final grade) will be assessed as follows: attendance will make up 5% of the final grade, and the remaining 20% will be based on the quality (which is not to be confused with quantity!) of each student's discussions during seminars.

## **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>

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*

---

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

*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>. Accessed October 22, 2012.

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

# Class Schedule

## **13 September**      **Introduction to the History of Medieval Criminal Law**

Core Readings:      There are no core readings for the first class.

Primary Sources: Medieval coins.

## **20 September**      **Law and the Written Word in Anglo-Saxon England**

Core Readings:      1. Levi Roach, "Law codes and legal norms in later Anglo-Saxon England", *Historical Research* 86 (2013), pp. 465–86.  
2. Simon Keynes, "Royal Government and the Written Word in Late Anglo-Saxon England", in *The Uses of Literacy in Early Medieval Europe*, ed. R. McKitterick (Cambridge, 1992), pp. 226–57.

Primary Sources: Selections from Anglo-Saxon law codes.

## **27 September**      **Feud and Compensation for Wrongdoing**

Core Readings:      1. Max Gluckman, "The Peace in the Feud", *Past and Present* 8 (1955), pp. 1–14.  
2. Patrick Wormald, "Giving God and King their Due: Conflict and its Regulation in the Early English State", in *Legal Culture in the Early Medieval West: Law as Text, Image and Experience*, ed. P. Wormald (London, 1999), pp. 333–57.  
3. Stefan Jurasinski, "Reddatur Parentibus: The Vengeance of the Family in Cnut's Homicide Legislation", *Law and History Review* 20 (2002), pp. 157–80.

Primary Sources: Selections from Anglo-Saxon law codes.

## **4 October:**      **Homicide and Theft in Anglo-Saxon and -Norman Law**

Core Readings:      1. T.B. Lambert, "Theft, Homicide and Crime in Late Anglo-Saxon Law", *Past and Present* 214 (2012), pp. 3–43.

Primary Sources: Selections from Anglo-Saxon and -Norman law codes and legal texts.

## **11 October**      **Reading Week**

## **18 October**      **Punishment and Jurisdiction over Crime**

Core Readings:      1. Paul Hyams, "Does it Matter when the English began to Distinguish between Crime and Tort?", in *Violence in Medieval Society*, ed. R.W. Kaeuper (Woodbridge, 2000), 107–28.  
2. Alice Taylor, "Crime Without Punishment: Medieval Scottish Law in Comparative Perspective", in *Anglo-Norman Studies XXXV*, ed. D. Bates (Woodbridge, 2013), pp. 287–304.  
3. Thomas M. Charles-Edwards, "The Three Columns of Law: A Comparative Perspective", in *Tair Colofn Cyfraith: The Three Columns of*

*Law in Medieval Wales: Homicide, Theft, and Fire*, eds. Thomas Charles-Edwards and Paul Russell (Bangor, 2005), pp. 26–59.

Primary Sources: Selections from Welsh, Scottish and English law codes and legal treatises.

### **25 October      Trial by Ordeal and the Jury**

- Core Readings:
1. Margaret H. Kerr, Richard D. Forsyth and Michael J. Plyley, “Cold Water and Hot Iron: Trial by Ordeal in England”, *Journal of Interdisciplinary History* 22 (1992), pp. 573–95.
  2. Roger D. Groot, “The Early Thirteenth-Century Criminal Jury”, in *Twelve Good Men and True*, eds. J.S. Cockburn and T.A. Green (Princeton, 1998), pp. 3–35.

Primary Sources: Selections from twelfth- and thirteenth-century court proceedings, chronicles and legal treatises.

### **1 November      Punishments and Perceptions of Punishment**

- Core Readings:
1. Henry Summerson, “Attitudes to Capital Punishment in England, 1200–1350”, in *Thirteenth Century England VIII*, eds. M. Prestwich, R. Britnell and R. Frame (Woodbridge, 2001), pp. 123–33.
  2. Richard W. Ireland, “The Presumption of Guilt in the History of English Criminal Procedure”, *The Journal of Legal History* 7 (1986), pp. 243–55.
  3. Frederick Suppe, “The Cultural Significance of Decapitation in High Medieval Wales and the Marches”, *Bulletin of the Board of Celtic Studies* 36 (1989), pp. 147–160.

Primary Sources: Selections from medieval miracle stories, law codes and trial records.

### **8 November      Outlaws**

- Core Readings:
1. Henry Summerson, “The Structure of Law Enforcement in Thirteenth Century England”, *The American Journal of Legal History* 23 (1979), pp. 313–27.
  2. Susan Stewart, “Outlawry as an Instrument of Justice in the Thirteenth Century”, in *Outlaws in Medieval and Early Modern England: Crime, Government and Society, c.1066–c.1600*, eds. J.C. Appleby and P. Dalton (Farnham, 2009), pp. 37–54.
  3. *Pleas of the Crown for the County of Gloucester ... 1221*, ed. F.W. Maitland (London, 1884), p. xxxiii.

Primary Sources: Selections from medieval literature, law codes and criminal court proceedings.

### **15 November      The Criminal Courts of Later Medieval England**

- Core Readings:
1. Patricia R. Orr, “*Non Potest Appellum Facere*: Criminal Charges Women could not – but did – Bring in Thirteenth Century English Royal Courts of Justice”, in *The Final Argument: The Imprint of Violence on Society in Medieval and Early Modern Europe*, eds. Donald J. Kagay and L.J. Andrew Villalon (Woodbridge, 1998), pp. 141–160.
  2. Sara M. Butler, “Abortion by Assault: Violence Against Pregnant Women in Thirteenth- and Fourteenth-Century England”, *Journal of Women’s History* 17 (2005), pp. 9–31.

3. J.B. Post, "Local Jurisdictions and Judgment of Death in Later Medieval England", *Criminal Justice History* 4 (1983), pp. 1–21.

Primary Sources: Selections from thirteenth- and fourteenth-century court proceedings.

### **22 November Coroners and Death Investigation**

- Core Readings:
1. R.F. Hunnisett, "The Origins of the Office of the Coroner" *Transactions of the Royal Historical Society* 8 (1958), pp. 85–104.
  2. Barbara Hanawalt, "Violent Death in Fourteenth- and Early Fifteenth-Century England", *Comparative Studies in Society and History* 18 (1976), pp. 297–320.
  3. Carl I. Hammer Jr. "Patterns of Homicide in a Medieval University Town: Fourteenth- Century Oxford", *Past and Present* 78 (1978), pp. 3–23.

Primary Sources: Selections from thirteenth- and fourteenth-century coroners' records.

### **29 November Prisons and Imprisonment**

- Core Readings:
1. Daniel Thomas, "Incarceration as Judicial Punishment in Anglo-Saxon England", in *Capital and Corporal Punishment in Anglo-Saxon England*, eds. N. Marafioti and J.P. Gates (Woodbridge, 2014), pp. 92–112.
  2. Henry Summerson, "The Early Development of the Peine Forte et Dure", in *Law, Litigants and the Legal Profession*, eds. E.W. Ives and A.H. Manchester (London, 1983), pp. 116–25.
  3. Richard W. Ireland, "Theory and Practice within the Medieval English Prison", *The American Journal of Legal History* 31 (1987), pp. 56–67.

Primary Sources: Selections from gaol delivery records, saints' lives and miracle stories.

### **6 December Exile, Sanctuary and Abjuration**

- Core Readings:
1. Thomas B. Lambert, "The Evolution of Sanctuary in Medieval England", in *Legalism: Anthropology and History*, eds. P. Dresch and H. Skoda (Oxford, 2012), pp. 115–44.
  2. Gervase Rosser, "Sanctuary and Social Negotiation in Medieval England", in *The Cloister and the World: Essays in Honour of Barbara Harvey*, eds. J. Blair and B. Golding (Oxford, 1996), pp. 57–79.

Primary Sources: Selection of exile, sanctuary and abjuration cases.

## 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>