

HURON UNIVERSITY COLLEGE
Politics 2257
GLOBAL POLITICAL ECONOMY
COURSE OUTLINE
2017-2018

Instructor: Dr. David Blair

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Office Hours: Thursdays 1:30-3:30pm, or by appointment.

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Class Meeting Times: Tuesdays 2:30am-3:30pm, Thursdays 3:30pm-5:30pm
in Classroom W6, Huron University College

Course Description & Method

Political Science 2257 is a comprehensive survey of the principal issues, perspectives and debates in the field of international political economy. Students are not expected to have a background in economics. Classes are a mix of lectures and discussion sessions. The course begins by tracing the ways in which trends in international trade, production and finance contribute to the development of a globalising economy. The consequences of economic globalisation for national and international politics are then considered, as well as the alternatives proposed by various authors to the current form of globalisation. The second half of the course examines the issues of poverty and inequality in the international system, the main theoretical approaches that offer explanations for the uneven distribution of wealth between countries of the North and South and the development strategies each approach proposes.

Required Course Texts

1. Theodore H. Cohn, Global Political Economy: Theory and Practice, 7th edition (New York: Longman, 2016).
2. Politics 2257 course packets, Parts I and II. I will announce in class when these packets are available.

Readings from other sources may also be assigned periodically.

Course Requirements

1. A participation grade worth 30% of the final grade, based on the quality and regularity of participation in class discussions. Note that 2/3 of this participation grade is evaluated on the basis of regular quizzes designed to prepare students for class discussion. *Only students who are present during the full class discussion on the day of the quiz will receive a grade for the quiz.* Students must all write the quiz at the same time, which is normally at the beginning of class. These brief quizzes are not written assignments but are tools to help assess your participation in class discussions. If you are not in class when the quiz and discussion take place, obviously your performance cannot be assessed. For this reason *there will be no make-up quizzes held under any circumstances.*
2. A mid-term test worth 15% of the final grade to be written in class on Tuesday, 7 November 2017.
3. A second-term test worth 20% of the final grade to be written in class on Thursday, 8 February 2018.
4. A two-hour final examination covering all aspects of the course, worth 35% of the final grade.

Prerequisite Information

The pre-requisite for this course is Politics 1020E. Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in this course, you will 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.

Class Attendance

Students are expected not to miss any classes in this course. Students are responsible for all materials distributed and announcements made in every class.

Plagiarism is an academic offense and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair, or Dean's Office, as well as the Huron University College Statement on Plagiarism, available at the Reference Desk in the Huron University College Library and at <http://huronuc.libguides.com/academicintegrity>.

In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources can be found at <http://huronuc.libguides.com/c.php?g=455405>.

Political Science 2257
The Politics of Economic Development
Learning Objectives

Students who complete this course are expected to demonstrate:

1. Depth and Breadth of Knowledge

a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in this sub-field of political science, including from an interdisciplinary perspective, and their intersection with other sub-fields of political science and with other disciplines

c) a developed ability to:

- i) gather, review, evaluate and interpret information
- ii) compare the merits of alternate hypotheses or creative options relevant to the subject matter

d) a developed, detailed knowledge of and experience in research in the subject matter

e) developed critical thinking and analytical skills

f) the ability to apply learning from areas outside the sub-field

2. Knowledge of Methodologies

an understanding of methods of enquiry that enables the student to:

a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques

b) devise and sustain arguments and solve problems using these methods, and to describe and comment upon particular aspects of current research and scholarship in the subject matter

3. Application of Knowledge

a) the ability to review, present and critically evaluate qualitative and quantitative information to:

- i) develop lines of argument
- ii) make sound judgments in accordance with the major theories, concepts and methods of the sub-field
- iii) apply underlying concepts, principles, and techniques of analysis
- iv) where appropriate use this knowledge in the creative process

- b) the ability to use a range of established techniques to:
 - i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information
 - ii) propose solutions
 - iii) frame appropriate questions for the purpose of solving a problem
 - iv) solve a problem or create a new work
- c) the ability to make critical use of scholarly reviews and primary sources.

4. Communication Skills

the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.

5. Awareness of Limits of Knowledge

an understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge in the sub-field and how this might influence analyses and interpretations.

6. Autonomy and Professional Capacity

- a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
 - i) the exercise of initiative, personal responsibility and accountability in both personal and group contexts
 - ii) working effectively with others
 - iii) decision-making in complex contexts
- b) the ability to manage their own learning in changing circumstances in the field and to select further courses and programmes in this field
- c) behaviour consistent with academic integrity and social responsibility

Class Schedule and Required Readings

Note: Reading assignments are subject to change. Readings from the textbook listed as “Cohn”. Readings from edited books are included in the course packets. Readings from periodicals can be accessed through the UWO Shared Library Catalogue. Make sure you are logged in under your UWO account. Go to the UWO library webpage and click on Catalogue. Under “Search for Books and More”, select Journal Title and type in the title of the periodical in the box and then click on the “Search” button to the right of the box. Click on the title of the periodical when it comes up, and then find the issue of the periodical that contains the article. The title may be listed several times next to the names of different online databases, so if you cannot find the article you are looking for under one database go back and click on the periodical title next to another database. If you have any difficulty locating the article ask a librarian for help.

1. Evolution of the Global Political Economy

1. Cohn, pp.1-31, 39-44.

2. International Trade

1. Cohn, ch.8, 9.

Discussion Questions:

Is free trade desirable? Why is it being promoted?

Why do countries adopt protectionist policies?

Is the liberal trade regime unravelling?

Are bilateral and regional trade agreements a threat to the WTO?

Do the international institutions governing trade undermine democracy?

3. Foreign Direct Investment and Transnational Production

1. Cohn, ch.10.

2. Helen V. Milner, “Introduction: The Global Economy, FDI, and the Regime for Investment”, World Politics 66 (1) January 2014, pp.1-11.

Discussion Questions:

Do multinational corporations have too much power?

Does Canada have too much foreign ownership?

What would be the best means of regulating multinational corporations?

4. The International Monetary System and Global Finance

a) The International Monetary System

1. Cohn, pp.129-165.

b) The Causes and Consequences of Global Finance

2. Eric Helleiner, "From Bretton Woods to Global Finance: A World Turned Upside Down", in Richard Stubbs and Geoffrey R.D. Underhill (eds.), Political Economy and the Changing Global Order (Toronto: McClelland and Stewart, 1994), pp. 163-175.

3. Michael Webb, "The Group of Seven and Global Macroeconomic Governance", in Richard Stubbs and Geoffrey R.D. Underhill, Political Economy and the Changing Global Order, 3rd ed. (Don Mills: Oxford University Press, 2006), pp. 158-160, 166-168.

c) Financial Crises and Regulation

4. Robert O'Brien and Marc Williams, Global Political Economy: Evolution and Dynamics, 4th edition (London: Palgrave Macmillan, 2013), pp.163-174 ("Credit: financial innovation and repeated crises"), 273-276 ("Ideas, interests and the global financial crisis").

5. Cohn, pp.172-173, 194-207.

6. Robert Wade, "The Global Slump: Deeper Causes and Harder Lessons", Challenge 52, no.5 (September/October 2009): 5-24.

Discussion Questions:

How and why did a global financial market emerge by the 1980s?

Has the policy autonomy of national governments been restricted by the growth of capital mobility?

What caused the global financial crisis of 2008-2009?

What could be done to bring greater stability to the global financial market?

5. Global Neoliberalisation

1. Cohn, pp.80-84.

2. James L. Richardson, "Embedded Liberalism", Contending Liberalisms in World Politics: Ideology & Power (Boulder: Lynne Rienner, 2001), pp.41-44.

3. Timothy Lewis, "Restructuring Power Relations", In the Long Run We're All Dead: The Canadian Turn to Fiscal Restraint (Vancouver: UBC Press, 2003), pp.96-98, 100-104.

4. Stephen McBride, "Neo-Liberalism and Canadian Policy", Paradigm Shift: Globalization and the Canadian State, 2nd edition (Halifax: Fernwood, 2005), pp.95-99.

5. Mark Blyth, "The Austerity Delusion", Foreign Affairs 92, no.3 (May/June 2013): 41-56.

Discussion Questions:

How and why did neoliberalism become the dominant paradigm within the global economic system?

Is globalisation responsible for the spread of neoliberalism, or is neoliberalism responsible for globalisation?

Has the neoliberal era ended, or is neoliberalism simply adapting to new conditions?

6. Globalisation and Labour

1. O'Brien and Williams, pp.182-199 ("Global Division of Labour"), 205-207 ("Women in the world economy: employment trends and prospects"), 213-218 ("Globalization of reproductive work").

2. Paul Krugman, "In Praise of Cheap Labour: Bad Jobs at Bad Wages are Better than No Jobs at All", in Thomas Oatley, ed., The Global Economy: Contemporary Debates (New York: Pearson Longman, 2005), pp.204-207.

3. John Miller, "Why Economists Are Wrong About Sweatshops and the Antisweatshop Movement", in Thomas Oatley, ed., The Global Economy: Contemporary Debates (New York: Pearson Longman, 2005), pp.208-218.

4. Joyce V. Millen and Timothy H. Holtz, "Dying for Growth" in Mark Kesselman (ed.) The Politics of Globalization: A Reader (Boston, New York: Houghton Mifflin, 2007), pp. 167-172.

5. Geeta Chowdhry, "Post-Colonial Readings of Child Labour in a Globalized Economy", in Richard Stubbs and Geoffrey R.D. Underhill, Political Economy and the Changing Global Order, 3rd ed. (Don Mills: Oxford University Press, 2006), pp. 233-242.

Discussion Questions:

How can we explain the creation and maintenance of the current international division of labour?

What is the effect of economic globalisation on wages and working conditions everywhere? Does globalisation serve the interests of workers in the North or in the South? Who does it benefit?

Is child labour acceptable? Are sweatshops preferable to the alternative?

How do you balance the interests of workers in developed countries to preserve their standard of living with the desire of workers in developing countries to improve their? Is there necessarily a conflict between the two?

Can global restructuring be done in a less disruptive way?

Should international labour codes be developed and made binding on all countries?

Is the demand by developed countries that labour standards in developing countries be raised an example of imperialism?

How can labour conditions improve in a global economy?

7. Globalisation and the Environment

1. Cohn, pp.118-121.
2. Joyce V. Millen and Timothy H. Holtz, "Dying for Growth" in Mark Kesselman (ed.) The Politics of Globalization: A Reader (Boston, New York: Houghton Mifflin, 2007), pp. 172-181.
3. Daniel C. Esty, "Economic Integration and Environmental Protection", in Regina S. Axelrod, David Leonard Downie, and Norman J. Vig (eds.) The Global Environment: Institutions, Law, and Policy, 2nd ed. (Washington: CQ Press, 2005), pp.146-159.

Discussion Questions:

What concerns do environmentalists have about the impact of globalisation on the global environment?

On balance, is economic globalisation beneficial or harmful for the environment?

How can the negative impacts of globalisation be minimised?

8. Globalisation and Conflict

1. Thomas L. Friedman, "The Golden Arches Theory of Conflict Prevention", in The Lexus and the Olive Tree (New York: Farrar, Strauss, and Giroux, 1999), pp.195-204.
2. Susan Willett, "Globalization and the Means of Destruction: Physical Insecurity and the Weapons Industry at the Turn of the Millennium", in Barbara Harriss-White, ed., Globalization and Insecurity: Political, Economic and Physical Challenges (Oxford: Palgrave, 2002), pp.184-202.
3. Richard Sandbrook, "A New Urgency: Civilizing Globalization in an Era of Terrorism", in Richard Sandbrook (ed.), Civilizing Globalization: A Survival Guide (Albany: State University of New York Press, 2003), pp. 253-267.
4. Brian Burgoon, "The Political Economy of Post-9/11 Security", in in Richard Stubbs and Geoffrey R.D. Underhill, Political Economy and the Changing Global Order, 3rd ed. (Don Mills: Oxford University Press, 2006), pp.118-131.

Discussion Questions:

In what ways may economic globalisation contribute to political violence?

Is economic globalisation more of a force for international peace or for international conflict?

Can the conflictual consequences of globalisation be prevented? How?

9. Globalisation and Global Governance: Towards A Global New Deal?

1. John Gerard Ruggie, "Taking Embedded Liberalism Global: the Corporate Connection", in David Held and Mathias Koenig-Archibugi (eds.), Taming Globalization: Frontiers of Governance (Cambridge: Polity Press, 2003), pp.93-129.
2. Joy Kennedy, "Currency Transaction Tax: Curbing Speculation, Funding Social Development", in Richard Sandbrook (ed.), Civilizing Globalization: A Survival Guide (Albany: State University of New York Press, 2003), pp.111-119.
3. Charles Derber, People Before Profit: The New Globalization in an Age of Terror, Big Money, and Economic Crisis (New York: St. Martin's, 2002), "Chapter 7: A Global New Deal", pp.143-169.
4. O'Brien and Williams, pp.194-199 ("The struggle for workers' rights in a global economy").
5. Global Policy Forum, "Social Protection Floors for Inclusive Globalisation", (January 10, 2012). Available from Global Policy Forum website:
<https://www.globalpolicy.org/globalization/globalization-of-politics/general-analysis-on-globalization-of-politics/51194-social-protection-floors-for-inclusive-globalization.html?itemid=id>

Discussion Questions:

Has the state been rendered less effective in its social protection activities as a result of economic globalisation?

Could non-governmental actors adequately fill the vacuum left by a retreating state?

Is there a need for stronger international regimes in the area of social protection? What form would they take?

Is a more democratic global economic governance feasible?

Can neoliberal globalisation be civilised?

10. Alternatives to Neoliberal Globalisation

1. Eric Helleiner, "Alternatives to Neo-Liberalism? Towards a More Heterogeneous Global Political Economy", in Richard Stubbs and Geoffrey R.D. Underhill, Political Economy and the Changing Global Order, 3rd ed. (Don Mills: Oxford University Press, 2006), pp.77-85.
2. Colin Hines, "From Globalisation to Localisation", in Localisation: A Global Manifesto (London: Earthscan, 2000), pp.27-36, 62-67, 242-245.
3. Eric Helleiner, "New Voices in the Globalization Debate: Green Perspectives on the World Economy", in Richard Stubbs and Geoffrey R.D. Underhill (eds.) Political Economy and the Changing Global Order, 2nd ed. (Don Mills: Oxford University Press, 2000), pp. 60-69.

Discussion Questions:

Is economic localisation preferable to economic globalisation?

What would be its advantages and disadvantages?

Would the localisation of economic activity be incompatible with a market economy?

Would it lead to parochial, xenophobic societies?

Can economic globalisation be reversed? How could an alternative economic order be achieved?

11. Theoretical Perspectives on the Global Political Economy

1. Cohn, pp. 77-92, 94-97, 103-108, 112-117, 121-122.

12. Poverty, Inequality and the North-South Divide

1. Cohn, pp. 31-39.

2. David Woodward, "How Poor is Too Poor?", New Internationalist (July/August 2010): 21-24.

3. O'Brien and Williams, pp.219-224 ("Economic Development"), 212-213 ("The feminization of poverty").

4. Erna Solberg, "From MDGs to SDGs: The Political Value of Common Goals", Harvard International Review 37, no.1 (Fall 2015): 58-61.

Discussion Questions:

What are the political, economic and social characteristics of countries of the South?

Is the North-South gap increasing or decreasing?

Why is the existence of this gap a concern for countries of the North?

Why does this gap exist? How can it be narrowed?

13. Modernisation and Latin American Structuralism

1. Cohn, pp.92-97, 236-238, 350-352.

2. O'Brien and Williams, pp.229-231 ("Development and national capitalism, 1947-81"), 239-241 ("North-South conflict").

Discussion Questions:

To what extent is the structure of the global economy responsible for poverty in the global South?

Should developing countries follow the same rules of the international economic order as developed countries?

What kind of assistance should developed countries give to developing countries?

14. Dependency Theory, World Systems Analysis and Socialist Development Strategies

1. Cohn, pp.108-112, 353-354.

Discussion Questions:

How accurate are the dependency and world systems approaches in explaining the level of economic development in the global South?

How effective are their prescriptions likely to be? How feasible would they be to carry out?

What has been the experience of countries that have adopted socialist development strategies?

15. Economic Nationalist Approaches: The Developmental State

1. Cohn, pp.67-68, 354-359.

2. Jeanette Park, "New Comparative Advantages: A Re-evaluation of State-led Development", Harvard International Review 26 (Fall 2004): 34-37.

3. S.M. Shafaeddin, "Towards an Alternative Perspective on Trade and Industrial Policies", Development and Change 36 (November 2005): 1143-1162.

Research Article

4. Robert Wade, "After the Crisis: Industrial Policy and the Developmental State in Low-Income Countries", Global Policy 1, no.2 (May 2010): 150-161.

NOTE: this article is available online at:

<http://onlinelibrary.wiley.com/doi/10.1111/j.1758-5899.2010.00036.x/pdf>

Discussion Questions:

What is the best explanation for the economic success of the East Asian tigers?

How important were cultural factors compared with state intervention in the rapid growth of these economies?

16. The Neoliberal Turn in Economic Development

a) The IMF and World Bank

1. Cohn, pp.142-145, 344-350.
2. O'Brien and Williams, pp.234-237 ("The organization of development").

b) The Debt Crisis

3. Cohn, pp.172-198.
4. O'Brien and Williams, pp.237-239 ("Debt and debt relief").

c) The Washington Consensus

5. Cohn, pp.359-373.
6. John Williamson, "What Should the World Bank Think About the Washington Consensus?", Speeches and Papers, Peterson Institute for International Economics, July 1999. Available at: <http://www.iie.com/publications/papers/paper.cfm?researchid=351>
7. O'Brien and Williams, pp.267-270 ("The rise and stall of the Washington Consensus").
8. Jason Hickel, "The true extent of global poverty and hunger: questioning the good news narrative of the Millennium Development Goals", Third World Quarterly 37, no.5 (May 2016): 749-767.

Discussion Questions:

How does the neoliberal strategy of development differ from modernisation theory?

How effective have the policy reforms of the Washington Consensus been in reducing poverty in developing countries?

Who is responsible for the high levels of debt in developing countries?

Are the lending practices of Northern countries a means of keeping developing countries in a position of dependence?

What are the economic and social consequences of high levels of indebtedness?

Should developing country debt be forgiven?

Is the attaching of conditions on IFI loans ever justifiable?

Is the influence of these economic institutions over the internal policies and practices of member countries excessively intrusive?

Does the introduction of the PRSP process signal the abandonment of neoliberalism as the predominant development strategy of the IMF and World Bank?

Can the World Bank, IMF and WTO be adequately reformed, or should they be abolished?

17. “Growth with Equity” Approaches: Social Democracy and Neostructuralism

1. Richard Sandbrook, Marc Edelman, Patrick Heller, and Judith Teichman, “Can Social Democracies Survive in the Global South?”, Dissent 53 (Spring 2006): 76-83.
2. Peadar Kirby, “Neo-structuralism and Reforming the Latin American State: Lessons from the Irish Case”, Economy and Society 38 (February 2009): 137-140.
3. Fernando Ignacio Leiva, “Toward a Critique of Latin American Neostructuralism”, Latin American Politics and Society 50 (Winter 2008): 1-9.

Discussion Questions:

Does achieving high rates of economic growth require an unequal distribution of wealth? What has been the experience of countries that have adopted equity-led strategies of development?

Why are equity-led development approaches not practiced more widely in developing countries?

Does neostructuralism represent an alternative to neoliberalism or does it represent one of the ways that neoliberalism has adapted to changing conditions?

18. Foreign Aid

1. Cohn, pp.340-344.
2. Jeffrey D. Sachs, “On-the-Ground Solutions for Ending Poverty”, The End of Poverty (New York: Penguin, 2005), pp.226-243.
3. William Easterly, “The Utopian Nightmare”, Foreign Policy 150 (September/October 2005): 58-64.
4. Tajudeen Abdul-Raheem "Impact of Angels" New Internationalist 326 (August 2000): 20-21.
5. Chris Brazier "Building Up the Poor- Or Reinforcing Inequality?" New Internationalist 332 (March 2001): 9-11.

Discussion Questions:

What should be the goal of foreign aid -- economic development or poverty alleviation?

Is it preferable for the task of foreign aid delivery to be handed over to NGOs?

Should aid programmes focus on facilitating market reforms or on the satisfaction of basic needs?

Whose interests are most served by development assistance programmes?

Should funding for foreign aid be increased or decreased?

19. Alternative Approaches to Poverty Alleviation: Microcredit

1. Muhammad Yunus, "The Grameen Bank", Global Issues 06/07 (Dubuque, IA: McGraw-Hill, 2007), pp.179-182.
2. Walden Bello, "Microcredit, Macro Issues" The Nation, 14 October 2006. Available at: <https://www.thenation.com/article/microcredit-macro-issues/>
3. Susan Feiner and Drucilla Barker, "Microcredit? Spare Us the Praise for a Panacea", Women's eNews (posted March 14, 2007). available at: <http://womensenews.org/2007/03/microcredit-spare-us-the-praise-panacea/>
4. Mark Engler, "From Microcredit to a World Without Profit? Muhammad Yunus Wrestles with Moving beyond a Society Based on Greed", Dissent 56, no.4 (Fall 2009): 81-87.

Discussion Questions:

- Can microcredit make a significant impact on rates of poverty in developing countries?
- Will it lead to economic development?
- Is microcredit effective in raising the socio-economic status of women?
- Why does the World Bank promote microcredit programmes?

20. Linking the Local to the Global: Fair Trade

1. Laure Waridel, Coffee With Pleasure: Just Java and World Trade (Montreal, New York, London: Black Rose Books, 2002), pp. 41-67, 70-81.
2. Paul Chandler, "Fair Trade and Global Justice", Globalizations 3 (June 2006): 255-257.
3. Gavin Fridell, "Fairtrade and the International Moral Economy: Within and Against the Market", in Tony Shallcross and John Robinson, eds. Global Citizenship and Environmental Justice (Amsterdam and New York: Rodopi, 2006), pp.81-93.

Discussion Questions:

- Is fair trade an effective way of promoting global justice and reducing poverty?
- Why is the market share of fair trade products so small?
- How could this market share be increased?

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 (hurousss@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>