

HURON UNIVERSITY COLLEGE POLITICAL SCIENCE

3368E CITY-REGIONS IN A GLOBAL AGE, 2017/18

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Office hours: Mondays 3-4pm; Thursday 10:30-11:30am

Course Time: Tuesday 6-8 PM W17

Prerequisite(s): Enrolment in 3rd or 4th year in any Political Science module.

COURSE PLAN

Cities are increasingly the places where citizens around the world live, work, and play. A large and growing body of inter-disciplinary research now reports that high-performing cities are critical to individual well-being and the prosperity of nations, even in an age of globalization. At the same time, local and regional governments continue to struggle for the political recognition and policy resources to manage problems and seize opportunities. The course begins with consideration of the various arguments about “why cities matter” exploring the global-local relationship and introducing the core themes and fundamental concepts that organize urban and regional analysis. The course adopts a “place-based approach” analysing the interplay of theory, practice, and policy in city-regions in North America and Europe. Focusing on the political and social factors shaping urban and community well-being, the course assesses the capacity of different cities to become inclusive, creative, and sustainable.

Students will have the opportunity to pursue independent study of a city-region of their choosing (from around the world). Each year the course identifies one or two key themes, and this year we will consider *civic leadership* as well as the particular challenges/opportunities of the *mid-sized city*, notably Huron’s host city, London Ontario.

COURSE LEARNING OBJECTIVES

Political Science 3368E aims to help students consolidate their self-directed and active learning skills, both written and oral. Through careful reading of urban theories and detailed study of a city-region, students are equipped for independent research developing their abilities to define interesting problems, collect relevant data, and present evidence-based arguments. In addition, students will have the opportunity to refine their skills in oral communication, scholarly teamwork, and intellectual leadership by taking responsibility for facilitating a seminar session. A particular objective of this course is to support students as critical and creative thinkers in exploring the relationship between theories of urban politics and the complex realities of governing contemporary cities from both a policy and planning perspective. By the end of the course, students should be able to apply theoretical frameworks to case-study research and assess the relative merits of different approaches to urban political analysis.

COURSE TEXTS (AVAILABLE AT WESTERN BOOKSTORE)

Davies, Jonathan and David Imbroscio. 2009. *Theories of Urban Politics*. 2nd Edition. London: Sage

Hambleton, Robin. 2015. *Leading the Inclusive City: Place-based Innovation for a Bounded Planet*. Policy Press

Wolfe, David and Meric Gertler. 2016. *Growing Urban Economies: Innovation, Creativity and Governance in Canadian City-Regions*. Toronto: University of Toronto Press.

COURSE GRADING

1. **In-class 15 by 15 Test**: -15% (November 7 2017) Combination of short answer and essay questions based on PART 1 seminar readings and discussions.

2. **City Challenge Research Essay Plan** - 5% (December 5, 2017) The essay plan is a brief outline that identifies your chosen city or cities, the relevant challenge(s) to analyse and theoretical framework. Your Plan will list a few key research sources -- books, scholarly journals, internet sources/primary government documents. 2 double-spaced pages.

3. **City Challenge Research Essay** - 30% (April 10, 2018) 13-15 double-spaced pages

Option A: *One City, Two Challenges*

Select a city and describe two challenges faced by that city. Such challenges (eg. poverty reduction, economic development, racial harmony, sustainable growth, neighbourhood revitalization, affordable housing and transit etc.) will be discussed across the weekly readings in relation to specific cities so there is plenty of choice. In relation to your city and challenge apply one of the theoretical frameworks discussed in our class (eg. regime theory, multi-level governance, urban social movements etc.) to analyse the how the city is addressing the challenges and making progress (or not).

Option B: *Two Cities, One Challenge*

Another variant of the essay is to compare two cities in relation to the same challenge (only one challenge). In this case, your research effort is somewhat less intense in relation to each city, but broader in coverage of two cities as you explain similarities and differences in their approaches. Again, you begin with a theoretical framework to guide the analysis.

While our course focuses on cities in North America and Europe students may choose a city or cities from other global regions.

Option C: *London: The Mid-Sized City in Transition*

This year the third option for the essay focuses on current challenges and opportunities in London Ontario, a mid-sized city that is seeking to transform its place and profile in the Canadian urban hierarchy. To this end, the City of London, working with a range of partners in

government, business, and the community, has launched several policy and planning innovations. Dr. Bradford is part of Provincial Mid-Sized Cities Research Collaborative and welcomes students who would be interested to conduct research and write essays on particular aspects of London's civic renewal efforts.

4. **Seminar Readings Analysis** 10% (due one week following your seminar facilitation)

A critical commentary on the strengths/weaknesses of assigned readings for your week, including how the readings speak to broader course themes. 4 double-spaced pages.

5. **Class Contributions:** 10% (attendance, preparation, participation)

6. **Final Exam:** 30% (April exam period)

Essay Research Tip

In addition to books that focus on particular city-regions, urban scholarship features a number of fine journals that offer excellent research sources for essays. Available through the Western library system, these include:

Urban Affairs Review

Cities

Canadian Journal of Urban Research

Antipode

Journal of Urban Affairs

International Journal of Urban and Regional Research

Regional Studies

Urban Studies

Canadian Public Administration

There are also several think tanks/research networks with a focus on cities, with many reports available online, these include:

Brookings Metropolitan Policy Program

Martin Prosperity Institute

OECD Local Economic and Employment Development Program

Tamarack Institute for Community Engagement

Pathways to Prosperity

The Atlantic Cities

The Next City

Planetizen

What the Grades Mean (Western University Senate grade descriptors)

A+ 90-100% One could scarcely expect better from a student at this level

A 80-89% Superior work which is clearly above average

B 70-79% Good work, meeting all requirements, and eminently satisfactory

C 60-69% Competent work, meeting requirements

D 50-59%, Fair work, minimally acceptable

F below 50% Fail 4

POLITICAL SCIENCE DEPARTMENT RULES AND REGULATIONS

Late Penalties: It is the policy of the Department of Political Science to exact a penalty of 2 marks (i.e. 2 per cent of the grade on the assignment) per working day for late papers. Papers will not be accepted by instructors if they are more than two weeks late.

Documentation: Students must follow the *Canadian Journal of Political Science* Editorial Style Guidelines. Internet Documentation: All information obtained through the Internet must be cited in footnotes/endnotes and bibliographies. Internet citations must include all of the same information that is provided when citing a book or article. This includes the name of the author, name of the organisation that has posted the website, the title, the date the website was consulted, and the website address. For more details on proper electronic citation, consult the information desk at the Huron University College library.

Assignment Drop-off: Essays and other written assignments must be handed to the instructor directly or placed in the essay drop-off box.

Class Attendance: You are strongly advised not to miss any class meetings. Important material, detailed instructions, information and insights on course themes, examinations, written work, course objectives and other essential matters will be presented in these hours.

TOPIC SCHEDULE (all journal readings available online through Western Library)

PART 1: THE CITY-REGION AGENDA: KEY THEMES, CORE CONCEPTS

September 12: Welcome and Introduction

Katz, Bruce. “The Metropolitan Moment” <http://www.citylab.com/work/2011/09/metropolitan-moment/108/>

Fallows, James. “Eleven Signs a City will Succeed” *The Atlantic*
<https://www.theatlantic.com/magazine/archive/2016/03/eleven-signs-a-city-will-succeed/426885/>

September 19: Core Concepts: Civic Leadership

Hambleton, R., Chapter 5, “Place-based Leadership”

Lamotte, M. “Rebels without a Pause: Hip-Hop and Resistance in the City”. *International Journal of Urban and Regional Research* 2014 March (38) 2: 686-94.

Reitman, J. “The Mayor of Hell” *Rolling Stone*, Issue 1078, May 14
<http://www.spiritandplace.org/spwebResources/pdf/Fetterman%20RS%20article.PDF>

Taylor, Z. “Who Votes for a Mayor like Rob Ford” http://www.huffingtonpost.ca/zack-taylor/who-votes-for-rob-ford-_b_4275869.html

September 26: Core Concepts: Place-based Approach

Hambleton, Chapter 4 “Understanding Place and Public Policy”

Scott, J. “The Case Against High-Modernist Urbanism: Jane Jacobs” Course Website

Kotkin, J. “The Case for Dispersion” Course Website.

October 3: Core Concepts: Collaborative Governance

Kjaer, A. “Governance and Urban Bureaucracy” in *Theories*

Caledon Institute, “Hamilton Roundtable for Poverty Reduction: Setting the Table for Change”
<http://www.caledoninst.org/Publications/PDF/760ENG.pdf>

Bradford, N. “A Mid-Sized, Medium Growth City in Transition: Governance, Policy, and Planning in London Ontario”
https://www.evergreen.ca/downloads/pdfs/2017/02_MSC_RC_Bradford.pdf

October 10 Reading Week

October 17 Core Concepts: Social Learning

Benner, C. and M. Pastor. “Can’t We All Just Get Along?” pp. 1-18 in *Equity, Growth, and Community* Free ebook at <http://community-wealth.org/sites/clone.community-wealth.org/files/downloads/book-pastor-et-al.pdf>

Hambleton, R. Chapter 11, “From Smart Cities to Wise Cities”

Hirsch-Pasek, K. and R. M. Golinkoff, “Transforming Cities into Learning Landscapes” *Cities* https://ssir.org/articles/entry/transforming_cities_into_learning_landscapes

October 24 A Tale of Two Cities: Toronto and Detroit

Wolfe D. and A. Bramwell “Toronto’s Fourth Era: An Emerging Cognitive-Cultural Economy” Chapter 2.

Herron J. “Detroit: Disaster Deferred, Disaster in Progress” *South Atlantic Quarterly*, 106:4, Fall 2007.

Binelli, M. “Don’t Shrink Detroit, Super-Size It” *The Atlantic*.
<http://www.theatlantic.com/business/archive/2011/03/dont-shrink-detroit-super-sizeit/73165/>

Inspir’action News. The Revival of Urban Agriculture in Detroit.
<http://www.inspiration.news/en/2017/01/05/the-revival-of-urban-agriculture-in-detroit-michigan/>

Florida, R. “Interview – The Future of Toronto”. <http://urbantoronto.ca/news/2015/12/interview-richard-florida-and-future-toronto>

October 31 Urban Change: Structure or Agency?

Rae, D. “Creative Destruction and the Age of Urbanism” Course Website

Barber, Benjamin. “Why Cities Should Govern Globally” *If Mayors Ruled the World* pp. 1-24 available as Weldon Library Ebook.

November 7: 15 by 15 Test

PART 2: URBAN POLITICS AND POWER: THEORETICAL PERSPECTIVES

November 14 Power in the Urban Community?

Harding, A. “The History of Community Power” in *Theories*

Svensson, L. “Empowering Rural Youth with Social Media: Lessons from a Local Case-Study.” *Community Development Journal* August 2015.

Action for Neighbourhood Change “ANC in Scarborough Village Sets a Good Example for Toronto Neighbourhoods” <http://www.caledoninst.org/Publications/PDF/627ENG.pdf>

Magdeleno, J. “Movement for Black Lives Pushes for Victories City by City” *Next City* February 27, 2017. <https://nextcity.org/daily/entry/black-lives-matter-policy-change>

Facilitation Team: _____

November 21 Urban Regimes and “Getting Things Done”

Mossberger, K. “Urban Regime Analysis” in *Theories*

Burns, P. and Thomas, M. “The Failure of the Nonregime: How Katrina Exposed New Orleans as a Regimeless City” *Urban Affairs Review* (41), 4.

Stone, Clarence. “Civic Cooperation in El Paso”. Course Website.

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November 28 Social Capital: Networks of Creativity

Sullivan, Helen. “Social Capital” in *Theories*

Saxenian, A. “Inside-Out: Regional Networks and Industrial Adaptation in Silicon Valley and Route 128” people.ischool.berkeley.edu/~anno/Papers/inside-out1996.pdf

Lewis N. and B. Donald “A New Rubric for Creative City Potential in Canada’s Smaller Cities” *Urban Studies* (January 2010), 47 (1), pg. 29-54

Facilitation Team: _____

December 5 Essay Research Plan Due and Holiday Wishes

December 7 RESEARCH ESSAY PLAN DUE TBA and Happy Holidays!

January 9 Multi-level Urban Governance: Vertical Integration

Mason, M. "Collaborative Partnerships for Urban Development: A Study of the Vancouver Agreement" LSE Research Papers in Environmental and Spatial Analysis.

http://eprints.lse.ac.uk/692/1/collaborative_partnerships06.pdf

Doberstein, C. "Metagovernance of urban governance networks in Canada: In pursuit of legitimacy and accountability" *Canadian Public Administration* 56 (4).

Loh, C. "The Flint Water Crisis and the Age of Urban Austerity"

<https://urbanaffairsreview.com/2016/04/29/the-flint-water-crisis-and-the-era-of-urban-austerity/>

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January 16 Inter-Municipal Regional Governance: Horizontal Integration

Savitch, H. and R. Vogel, "Regionalism and Urban Politics" in *Theories*

Pond, D. "Institutions, political economy and land-use policy: greenbelt politics in Ontario". *Environmental Politics* Vol. 18, No. 2, 2009, pp. 238-256.

Clancy, K. and Ruhf, K. "Is Local Enough: Some Arguments for Regional Food Systems". *Choices*. <http://www.choicesmagazine.org/magazine/article.php?article=114>

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PART 3: CITY-REGIONS: CHALLENGES AND OPPORTUNITIES

January 23 Indigenous Peoples and the Urban Question

Nelles, J. and C. Alcantara, "Explaining the Emergence of Indigenous-Local Intergovernmental Relations in Settler Societies: A Theoretical Framework" *Urban Affairs Review*, 2014, Vol. 50(5) 599-622.

Snyder, M., K. Wilson, and J. Whitford, Examining the Urban Aboriginal Policy Gap: Impacts on Service Delivery for Mobile Aboriginal Peoples in Winnipeg, Canada. *Aboriginal Policy Studies*, Vol. 5(1) 2015, pp. 3-27.

HTTPS://JOURNALS.LIBRARY.UALBERTA.CA/APS/INDEX.PHP/APS/ARTICLE/VIEWFILE/23259/PDF_40

Adams, M. and G. Gosnell-Myers. "Don't forget Canada's urban aboriginals. They're not just passing through" *Globe and Mail* January 22 2013
<https://www.theglobeandmail.com/opinion/dont-forget-canadas-urban-aboriginals-theyre-not-just-passing-through/article7599448/>

Facilitation Team: _____

January 30 Bureaucratic Innovation: Up, Down, and Out

Seigel, D. "The leadership role of the municipal chief administrative officer". *Canadian Public Administration* (June 2010), 53 (2): 139-161

Hambleton, R. Chapter 6. "Leading public service innovation".

Friendly, A. "Participatory Budgeting: The Practice and The Potential"
http://munkschool.utoronto.ca/imfg/uploads/356/forumpaper_6_friendly.pdf

Facilitation Team: _____

February 6 Making Change: Urban Social Movements

Rabrenovic, G. "Urban Social Movements" in *Theories*

Bashevkin, S. "Training a Spotlight on Urban Citizenship: The Case of Women in London and Toronto". *International Journal of Urban and R Regional Research*. 2005, 29, 1. (Online Weldon).

Traves, R. "Service provider views on issues and needs for lesbian, gay, bisexual, and transgender youth." *The Canadian Journal of Human Sexuality*, Vol. 19 (4) 2010
<http://flicker.blog.yorku.ca/files/2013/02/FINAL2traversCORRECTMar10.pdf>

Facilitation Team: _____

February 13 Cities for All? Poverty and Spectacle

Sidney, M. S. "Poverty, Inequality and Social Exclusion" in *Theories*

Vanwynsberghe, R., B. Surborg, E. Wyly. "When the Games Come to Town: Neoliberalism, Mega-Events and Social Inclusion in the Vancouver 2010 Winter Olympic Games. *International Journal of Urban and Regional Research*. November 2013.(37) 6.

Swanstrom, T. "The City of Ferguson between a rock and a hard place"
<https://urbanaffairsreview.com/2016/04/17/the-city-of-ferguson-between-a-rock-and-a-hard-place/>

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February 20 READING WEEK

February 27 Cities for All? Race and Diversity

Thompson, J. Phillip “Race and Urban Political Theory” in *Theories*

Sandercock, L.”Sustaining Canada’s Multicultural Cities: Learning from the Local.” Course Website.

Hambleton, R. Chapter 10. “The diversity advantage”.

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PART 4: ALL TOGETHER NOW? INNOVATION, CREATIVITY, AND GOVERNANCE in CITY-REGIONS (chapters from Wolfe and Gertler eds. *Growing Urban Economies*)

March 6 Aspiring Global Cities: Montreal and Vancouver

“The Revitalization of Montreal: The Significance of Social Innovation as a Pillar for Economic Development”. Diane-Gabrielle Tremblay, Norma Rantisi, and Juan-Luis Klein

“Vancouver and the Economy of Culture and Innovation”. Tom Hutton and Trevor Barnes

March 13 Public Sector Cities: Ottawa and Kingston

“Moving from Complacency Revisited: Ottawa trying again to define its Regional Advantage”. Caroline Andrew and David Doloroux

“The Social Dynamics of Economic Performance in the Public Sector City: Kingston, Ontario”. Betsy Donald and Heather Hall

March 20 Competing Ordinary Cities: Waterloo and London

“A Tale of Two Cities: Innovation, Talent Attraction and Governance in Canada’s Technology Triangle”. Tara Vinodrai

“Ordinary City at the Crossroads: London Ontario”. Neil Bradford

March 27 Reinventing Industrial Cities: Hamilton and Halifax

“Innovation in an Industrial City: Economic Transformation in Hamilton”. Peter Warrian and Allison Bramwell

“The Social Dynamics of Economic Performance in Halifax”. Jill Grant

April 3 Taking Stock and Looking Ahead ...

Stone, Clarence “Who is Governed? Local Citizens and the Political Order of Cities” in *Theories*
Hambleton, R. Chapter 12 “International lesson-drawing”

April 10 Wrap-up and Essay Due



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate

medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>