

**CGS 4016G GLOBALIZATION**  
The Centre for Global Studies  
Huron University College  
Winter 2021  
Dr. Katherine Lawless



### **Course Description**

This course focuses on the relationship between globalization and the environment, broadly construed. Drawing on a selection of conceptual frameworks in the social sciences and humanities, we investigate the relationship between increased global flows of capital, information, resources, people and global environmental change. We are particularly concerned with the uneven effects of both climate change and economic globalization. In this regard, paying close attention to gendered, racialized and classed dimensions, we probe the ways in which globalization has contributed not only to the degradation of the natural environment and growing social disparity, but also to the rise of new solidarities and global resistance movements. Throughout the course, we ask: What is the relationship between the politics of globalization and the environment? How can we mitigate and ideally eliminate the entwined problems of global poverty, human displacement, and ecological crisis? How can local responses to climate change be scaled up to provide global solutions? Overall, we aim to understand the uneven, long-term effects of social, cultural and economic globalization on our changing environment and its human and non-human inhabitants.

**Course Information**

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<b>Professor</b>	Dr. Katherine (Kate) Lawless
<b>Contact Information</b>	519-438-7224 x705; <a href="mailto:klawles@uwo.ca">klawles@uwo.ca</a>
<b>Class Information</b>	Mondays 9:30-12:30

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**Prerequisite(s):** 0.5 course from Centre for Global Studies 3001F/G–3005F/G or permission of the Centre for Global Studies.

*Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course, and you do not have written special permission from your 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.*

**Learning Outcomes**

Upon completing this course, students will be able to:

- 1) Describe the relationship between globalization and environment using a variety of conceptual tools and frameworks
- 2) Elaborate a politics of global environmental change grounded in course concepts, theories and debates
- 3) Evaluate different positions on globalization, climate change, and related concepts
- 4) Survey existing literature and intervene in a relevant discourse or debate
- 5) Develop research questions, critically analyze and synthesize scholarly research, and communicate research findings effectively in both written and verbal forms
- 6) Provide and respond effectively to constructive feedback
- 7) Listen attentively, ask questions and demonstrate professionalism and care in all aspects of the course

**Methods of Instruction, Conduct, and Expectations**

The ongoing global pandemic has presented us with a unique situation in which Huron has elected to disallow in-person classes in order to help slow the spread of COVID-19. As a result, CGS 4016 will be offered using exclusively virtual delivery methods. This means our approach to achieving the learning outcomes will be altered, and we may have to make some impromptu accommodations throughout the semester.

What you can expect from me:

I see my role in the classroom as one of mentorship and dialogue. My aim is to guide you toward new modes of understanding, which sometimes means revealing uncomfortable truths. I do not always have answers. My job is not to tell you how things really are, but to ask and help you to ask the right questions so that you can find answers for yourself. While I recognize that you all bring valuable ideas and perspectives to the classroom that reflect your unique life experiences, at times I may challenge your ideas, not to be dismissive but to force you to reflect on your founding assumptions. My primary aim is to inspire you not only to learn about the world but to change it. To this end, I strive to make my classroom a space in which we can safely question both our own and others' ideas of how things do and should work.

I make certain foundational assumptions that guide my teaching. First: Despite the fact that the university is a highly normative institution, a university education is inherently valuable—not just in order to “get a job,” but to create more robust forms of human sociality. Second: Despite a tendency toward hierarchy, traditional forms of education have merit. Third: Punitive measures are not a good source of motivation and often punish those who are already disadvantaged. Fourth: Boundaries are important for individual and social development. In line with these assumptions, you will see me use a variety of teaching methods in my classroom, some traditional (i.e. lectures) and some not (i.e. student-centered learning). You will notice that I do not use punitive measures such as “late penalties”; but I do draw clear boundaries regarding what I can and cannot do (i.e. I cannot provide feedback on late work). In general, I will be as generous with my time as possible while ensuring that I am not overextended.

Each week I will provide a short Lesson page on OWL, including a weekly checklist of things to read, watch, study and complete. You will find clear guidelines and rubrics for each assignment on the appropriate Assignment page in OWL.

I will be available during the designated class times for synchronous discussion pending extenuating circumstances. If I have to cancel class for some reason, I will make every attempt to let you know in advance. I recognize that we are all balancing multiple and sometimes competing commitments, myself included. For this reason, it is important that we keep the lines of communication open. I will communicate with you primarily using the announcements and messages features on OWL. In addition, I will monitor discussion forums on OWL and VoiceThread and provide guiding commentary when necessary.

#### What I expect from you:

I see your role in the classroom as one of dedicated participant and willing collaborator. I expect you to take yourself and your peers seriously. Each week you must be prepared to engage in meaningful intellectual conversation. This entails doing the required readings, watching the pre-recorded lectures and videos, viewing other multimedia content and studying the material. As you do this, you should ask many questions and reflect on your own assumptions as well as those made by your interlocutors. You will not understand everything you read, and this is absolutely fine. Learning how to read scholarly material is like learning a new language; understanding will come with time and practice.

My courses require a high degree of self-motivation and self-regulation. This means you must develop and exercise a good sense of organization, hold yourself accountable and seek various forms of external help when necessary. While I provide clear guidelines for each assignment, it is up to you to put in the work of interpreting and implementing them. Overall, I expect you to be honest and forgiving with yourself and your fellow collaborators while maintaining a high level of intellectual and academic rigour. You will get out of this course as much as you put into it. On average, you can expect to dedicate a minimum of 8 hours per week to this class; this includes time spent on readings (3 hours), assignments (3 hours), and lectures/discussions/workshops (2 hours).

#### Foundational Premises:

This course is not neutral. It presumes that the university, along with most other modern Western institutions, is a sexist, racist and colonial enterprise in which we are all complicit, however unintentionally. For this reason, it presumes that ignorance is never an excuse for injury. It also presumes that the production and exchange of knowledge can open new and better ways of thinking, living and being. To this end, it presumes that thinking does things in the world; put differently, ideas have material effects. Finally, it presumes that practices of care are foundational to a good education. This not only requires us to pay attention to one another's needs and be generous with one another's thoughts, but also implies an ethic of beneficence and non-maleficence.

#### Remote learning methods:

This course uses an array of digital tools, but primarily OWL, VoiceThread and Hypothesis. It requires that you have reliable Internet access. If you do not, please contact me to discuss your options. Weekly lessons pages are housed in the Lessons section of OWL. These lessons include a brief text-based introduction to the content, embedded video and other multi-media resources, and a weekly checklist. In general, the course is set up so that you can succeed even if you have barriers that prevent you from accessing synchronous elements of the course.

#### Class time:

Scheduled class time will be organized as follows. Synchronous small group discussions will take place **Mondays 9:30-11:30** via Zoom. The **last hour of class (11:30-12:30)** will be reserved for individual meetings with me. Synchronous discussions will not be held every week; please check the reading schedule for designated meeting weeks.

<b>Assignment</b>	<b>Length</b>	<b>Worth</b>	<b>Due Date</b>	<b>Learning Outcome</b>
<b>Research Proposal</b>				
<i>Preliminary Proposal</i>	250 words	5% (p/f)	Jan 29	5
<i>Preliminary Annotated Bibliography</i>	5 sources	5% (p/f)	Feb 12	1, 3, 4
<i>Full Proposal and Annotated Bibliography</i>	500 words and 10 sources	10%	Feb 26	1-5
<b>Research Paper</b>				

<i>Literature Review</i>	750 words	20%	Mar 5	1, 3, 4
<i>Paper Draft 1</i>	2500 words	10% (p/f)	Mar 19	1-5
<i>Peer Review</i>	500 words	10% (p/f)	Mar 26	6, 7
<i>Revision Plan</i>	250 words	5% (p/f)	Apr 2	6
<i>Final Research Paper</i>	3500 words	25%	TBD	1-5
<b>Presentation</b>				
<i>Discussion Lead</i>	45 minutes	10% (p/f)	various	6, 7

## Assignment Descriptions

### *General information*

The assignments in this class are designed to demystify the research process and (hopefully) make the production of a full-length paper less daunting. Accordingly, you will complete eight short assignments that will be compiled to produce a final research paper. Each individual assignment represents one step in the research process and is oriented toward the cultivation of a particular research or writing skill. The advantages of this process are threefold: (1) the steps of the research process become transparent and their purpose explicit; (2) the final research paper is broken down into manageable “bits” to be completed throughout the semester; and (3) feedback can be given on each step of the research process, which will allow you to revise your ideas and incorporate revisions as you go. Overall, this results in a research paper that incorporates meaningful feedback and reflection and is completed over time rather than all in one go.

### Research Proposal

#### *Preliminary Proposal*

For this assignment, you are asked to write a short 1-page proposal for your research paper. This proposal should identify a problem related to globalization and the environment and explain its significance and generate a research question and/or a working hypothesis. The purpose of the preliminary proposal is to give you a chance to test some of your ideas and hypothesis and research trajectory before committing to the full proposal. You must include a minimum of one course texts and three external texts in this assignment. Please provide a works cited page using Chicago style (author-date). These proposals will be presented in class on January 18 for peer feedback. For further information, please see Handout 1 in the “Handouts” folder of the Resources section.

#### *Preliminary Annotated Bibliography*

This assignment requires you to conduct a preliminary literature search and choose 5 articles or book chapters related to your proposed research. At least 3 of these articles must come from external sources. For each article, you should provide a single paragraph that summarizes the text and explains its significance for your research project. For further information, please see Handout 1 in the “Handouts” folder of the Resources section.

### *Research Proposal and Annotated Bibliography*

This assignment will build on the previous two assignments. You will submit a 2-page research proposal with a thesis statement and an annotated bibliography outlining 10 sources related to your research. Ideally, this will include the previous 5 sources; however, you may have discovered more relevant sources in the meantime. For further information, please see Handout 1 in the “Handouts” folder of the Resources section.

### Research Paper

#### *Literature Review*

Your literature review will build on the work you did for your annotated bibliography. Accordingly, you will write a 3-4-page paper outlining existing literature in the field. For further information, please see Handout 2 in the “Handouts” folder of the Resources section.

#### *Paper Draft 1*

This assignment requires you to submit a rough draft of your paper for peer review. This draft will be shorter than your final paper but should aim to be as complete as possible in order to benefit from early review. The introduction and conclusion are not important at this point. In addition to peer feedback, I will provide some brief commentary on this draft. For further information, please see Handout 3 in the “Handouts” folder of the Resources section.

#### *Peer Review*

For the peer review, you will exchange a rough 10-page draft of your research paper with another member of the class. A series of questions and prompts will be distributed to guide you through the review process. Along with your written comments you will submit a mock evaluation of the paper using the assignment rubric. For further information, please see Handout 4 in the “Handouts” folder of the Resources section.

#### *Revision Plan*

In response to peer and instructor feedback on your rough draft, you will write a short revision plan. In one or two paragraphs, you will reflect on the feedback you received and how you will use it to revise your paper for final submission. For further information, please see Handout 3 in the “Handouts” folder of the Resources section.

#### *Final Research Paper*

You will submit a final paper a minimum of 12 pages in length that incorporates the feedback provided on your rough draft. This final paper should engage meaningfully with the existing literature and provide a comprehensive analysis of the material examined. It should contain a clear and original thesis along with equally clear supporting arguments and evidence. You must use at least 2 relevant course readings and 10 additional scholarly sources. For further information, please see Handout 3 in the “Handouts” folder of the Resources section.

### Presentation

### *Discussion Lead*

During the last two weeks of class, you will be responsible for leading a synchronous class discussion based on your research. You will select one article relevant to your research for your peers to read, and you will lead a discussion based on this text. For further information, please see Handout 5 in the “Handouts” folder of the Resources section.

### **Course Texts**

**NB.** These books are widely available online and have not been ordered to the Western bookstore.

Knox, Hannah. 2020. *Thinking Like a Climate: Governing a City in Times of Environmental Change*. Duke University Press. (328pp)

Latour, Bruno. 2017. *Down to Earth: Politics in the New Climatic Regime*. Medford, MA: Polity Press. (140pp)

Leichenko, Robin and Karen O’Brien. 2008. *Environmental Change and Globalization: Double Exposures*. Oxford University Press. (192pp)

Sheller, Mimi. 2018. *Mobility Justice: The Politics of Movement in an Age of Extremes*. Verso. (240pp)

### **Reading Schedule**

#### **Week 1: January 11 (Meeting)**

##### Course Outline

Lechner, Frank J. and John Boli, editors. 2020. “General Introduction.” *The Globalization Reader, Sixth Edition*, 1-5. John Wiley & Sons.

Afesorgbor, Sylvanus Kwaku and Binyam Afewer Demena. 2018. “Globalization May Actually Be Better for the Environment.” *The Conversation*: n.p. Accessed November 30, 2020. <https://theconversation.com/globalization-may-actually-be-better-for-the-environment-95406>

Green, Jeremy. 2020. “Climate Change is Globalization’s Biggest Challenge Yet.” *Speri*: n.p. Accessed November 30, 2020. <http://speri.dept.shef.ac.uk/2020/01/27/why-climate-change-is-globalizations-biggest-challenge-yet/>

Farrell, Henry and Abraham Newman. 2020. "Will the Coronavirus End Globalization as We Know it?" *Foreign Affairs*: 1-4. Accessed November 30, 2020. [https://www.ianfeinhandler.com/iaclub/articles/end\\_of\\_globalization.pdf](https://www.ianfeinhandler.com/iaclub/articles/end_of_globalization.pdf)

**Week 2: January 18 (Meeting)**

Chakrabarty, Dipesh. 2009. "The Climate of History: Four Theses." *Critical Inquiry* 35, No. 2: 197-222.

Giddens, Anthony. 2015. "The Politics of Climate Change." *Policy and Politics* 43, No. 2: 155-162.

**Screening:** Lewis, Avi. *This Changes Everything*. 2015. Written by Naomi Klein. Film, 1:29:00. Toronto, ON: Klein-Lewis Productions. [https://www-nfb-ca.proxy1.lib.uwo.ca/film/this\\_changes\\_everything/](https://www-nfb-ca.proxy1.lib.uwo.ca/film/this_changes_everything/)

**Week 3: January 25 (NO MEETING)**

Latour, Bruno. 2017. *Down to Earth: Politics in the New Climatic Regime*: **Chapters 1-6**

**Week 4: February 1 (Meeting)**

Latour, Bruno. 2017. *Down to Earth: Politics in the New Climatic Regime*: **Chapters 7-12**

**Screening:** Burtynsky, Edward, Jennifer Baichwal, and Nick De Pencier, directors. *Anthropocene: The Human Epoch*. 2018. Film, 1:27:00. Mongrel Media. [https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL\\_UWO/1hdoga6/alma991044446007605163](https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/1hdoga6/alma991044446007605163)

**Week 5: February 8 (NO MEETING)**

Leichenko, Robin and Karen O'Brien. 2008. *Environmental Change and Globalization: Double Exposures*: **Chapters 1-4**

**READING WEEK: February 15-19**

**Week 6: February 22 (Meeting)**



Leichenko, Robin and Karen O'Brien. 2008. *Environmental Change and Globalization: Double Exposures*: **Chapters 5-8**

**Week 7: March 1 (NO MEETING)**

Midterm Check-in: Individual Meetings

**Week 8: March 8 (NO MEETING)**

Knox, Hannah. 2020. *Thinking Like a Climate: Governing a City in Times of Environmental Change*: **Introduction and Part I**

**Week 9: March 15 (Meeting)**

Knox, Hannah. 2020. *Thinking Like a Climate: Governing a City in Times of Environmental Change*: **Part II and Conclusion**

**Week 10: March 22 (NO MEETING)**

Sheller, Mimi. 2018. *Mobility Justice: The Politics of Movement in an Age of Extremes*: **Introduction and Chapters 1-3**

**Week 11: March 29 (Meeting)**

Sheller, Mimi. 2018. *Mobility Justice: The Politics of Movement in an Age of Extremes*: **Chapters 4-6 and Conclusion**

**Week 12: April 5 (Meeting)**

Student-led discussions

**Week 12: April 12 (Meeting)**

Student-led discussions

## Additional Resources

Our course reading schedule uses Chicago style citation (Author-Date System), which you can learn more about here:

[https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmos\\_formatting\\_and\\_style\\_guide/chicago\\_manual\\_of\\_style\\_17th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html)

Or here: <https://uwaterloo.ca/writing-and-communication-centre/resources-chicago-manual-style-author-date>

“How to Read an Assignment” (Harvard University Writing Center):  
<https://writingcenter.fas.harvard.edu/pages/how-read-assignment>

Guptill, Amy. 2016. *Writing in College: From Competence to Excellence*. Open SUNY Textbook:  
<https://opentextbc.ca/writingincollege/>

Edwards, Paul N. 2019. *How to Read a Book, v5.0*. School of Information, University of Michigan. Available at: <https://pne.people.si.umich.edu/PDF/howtoread.pdf>

### Books and Articles:

Cameron, Jenny (with Craig Manhood & Jamie Pomfrett). “Bodily Learning for a (Climate) Changing World: Registering Differences through Performative and Collective Research,” *Local Environment* 16, no. 6 (2011): 493-508.

Gibson, Katherine, Deborah Bird Rose, and Ruth Fincher, eds. 2015. *Manifesto for Living in the Anthropocene*. Goleta, CA: Punctum Books.

Mann, Geoff and Joel Wainwright. 2018. *Climate Leviathan: A Political Theory of Our Planetary Future*. Verso.

Sim, Stuart. 2009. *The Carbon Footprint Wars: What might happen if we retreat from globalization?* Edinburgh University Press.

\*Further potential sources will be posted on a document in the Handouts section of OWL.

## COURSE POLICIES

### *Correspondence*

Please use the message function on OWL for all correspondence relating to course material. I will make every attempt to reply to messages on the same day if they are received between the hours

of 9am and 5pm. I do not check my messages after 5pm on weekdays or at all on weekends. Kindly allow 48 hours before sending a gentle reminder. In the case of an urgent message, please contact me instead by email or telephone.

### *Office Hours and Appointments*

If you wish to utilize office hours, please contact me at least 24 hours in advance to make an appointment. Appointments are limited within the designated time and granted on a first-come, first-serve basis. If you are unable to attend office hours, please contact me to discuss an alternative appointment time; I will do my utmost to accommodate. For any appointment, please come prepared with specific questions and concerns to facilitate a productive meeting.

### *Class Cancellations*

In the event of unexpected class cancellations, I will post an announcement on OWL as soon as possible and I will circulate it as an email. Every attempt will be made to post cancellations in advance. Please check your email and/or OWL before each class.

### *Grading Scale*

\*This is an adaptation of the approved scale used by Western University\*

A+ (90-100)	Superb. No mistakes, well-written, well-researched, original thesis. One could scarcely expect better from a student at this level.
A (80-89)	Excellent. No mistakes, well-written and distinctive but not original. Superior work that is clearly above average.
B (70-79)	Good. No serious mistakes, well-written but not distinctive. Good work, meeting all requirements, and eminently satisfactory.
C (60-69)	Fine. Some errors but demonstrates a basic understanding of the material. Competent work, meeting basic requirements.
D (50-59)	Poor. Many errors, and a dubious grasp of the material. Fair work, minimally acceptable.
F (below 50)	Fail. Problematic on all fronts. No real grasp of material or complete lack of effort.

### *Accommodations*

If you are having difficulty completing your assignments by the designated due dates, please contact me **by email or phone in advance of the deadline** and we can make alternative arrangements. You can also go through academic advising if the reasons are sensitive or confidential.

### *Assignment Discussion and Grade Appeals*

I will provide detailed feedback on all assignments to make the assigned grade clear. If you wish to discuss or appeal your grade you must make an appointment after the assignment has been returned. Before your appointment, please review the feedback in relation to assignment guidelines and grading scale (above).

## **Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021**

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and Western University 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.

While in the physical classroom or online 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 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: enter and leave quietly. Please see the Code of Student Conduct at:

[www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf](http://www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf).

### **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 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.

### **Adding / Dropping Courses**

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

**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 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 Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Please see the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

**Academic Student Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/academic-advising> .

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

<https://huronatwestern.ca/contact/contact-directory> .

**Copyright Regarding Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

**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, it is also 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 Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

### **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, as per the Academic Calendar: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading\\_189](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189) .

### **Turnitin.com**

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

### **Computer-Marked Tests/Exams**

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.

### **Clickers**

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.

### **Academic Accommodation for Students With Disabilities**

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://academicsupport.uwo.ca/>.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf).

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Consideration\\_for\\_absences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf) are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

### **Requests for Academic Consideration Using the Self-Reported Absence Form**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This

option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a [Student Medical Certificate \(SMC\)](#), signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf).

### **Policy on “Academic” Accommodation - Medical / Non-Medical Grounds**

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email [hurouss@uwo.ca](mailto:hurouss@uwo.ca).**

University Senate policy, which can be found at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://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:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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 Dean. The instructor’s decision is appealable to the 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 Dean. The instructor's decision is appealable to the Dean.

**(c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

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 Dean. The instructor's decision is appealable to the Dean.

**Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/).

**Important Dates & Directory**

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:**  
<https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>