

**CGS 1023F**  
**Introduction to Development**  
**Summer Intersession 2020**  
**Matthew McBurney**

Office: Zoom

e-mail address: mmcburn2@uwo.ca

Scheduled class times: Mon – Thurs 1 – 3pm

Classroom: Zoom

Office Hours: By appointment via email. I am available most days and meetings can take place via Zoom.

### **COURSE DESCRIPTION**

This course is an introduction to the interdisciplinary field of global development with the focus on investigating the notion of ‘poverty’. Discourses and practices within global development will be examined critically, and the roles of development organizations, states, and civil society in addressing globally identified development issues through the negotiation of global development agendas will also be examined.

### **COURSE LEARNING OBJECTIVES**

This course will help students develop as critical and creative thinkers by analyzing various theories and practices in the field of global development. The main goal of this course is to encourage a critical awareness on “global development” as something in which we are intimately involved. Specifically, this course will emphasize the following learning outcomes:

- Reflect on individual positions, places and values within the field of global development and identify personal strengths.
- Demonstrate a critical awareness of the historical changes within global development discourse and practices.
- Recognize and critically assess diverse meanings of development, underdevelopment, poverty and inequality that are found in the wide range of literature on global development.

### **DESCRIPTION OF CLASS METHODS**

Classes will consist of a combination of lectures (on Zoom for approximately 1-2 hours/day Monday - Thursday) and participatory learning methods. It is expected that students will read all of the week’s **required** readings. Students are required to engage with the readings and with each other during class and in the forums.

During lectures and online classroom learning methods, students are expected to be respectful and to not distract fellow students or the instructor. If you would like to send text messages, browse irrelevant websites, or talk without contributing to class discussion, please do so at another time. Recording of lectures is not prohibited without academic accommodation permission. Also, photographs of lecture slides are not permitted. A summary of slides and/or lecture notes will be posted on the Owl site.

### **READINGS**

A majority of the course readings can be found in *The Companion to Development Studies* Third Edition by Vandana Desai and Robert B. Potter (Routledge, 2014). Students are recommended to purchase this book. Other readings can be found in the library or online. I reserve the right to add to or otherwise alter the reading list, given sufficient notice is provided. All required readings must be read. Students do not have to read each weekly recommended reading. However, these readings will be discussed in class and are used as additional literature and examples of each specific topic. They will provide students with further, more detailed insight on the topic being discussed and will vastly improve their understanding.

## EVALUATION

### *Participation*

*Lectures* 10%

*Forums* 10%

In this course, emphasis will be placed on student participation and interaction. The course will include theoretical critiques of development practices, requiring high levels of student participation. As a result, students are required to read the material and to participate in discussions through forums and during online Zoom lectures. Students will be graded on their ability to engage critically with the course materials and lectures within class discussions. Participation will be graded through the use of forums and attendance of online Zoom lectures. Each student must participate in all forums. Full participation grades in the forum will only be given when a student posts their own post and also replies to another classmate's post.

*Research Paper Proposal* 20%

The proposal will be a 2-3 page proposal for a research topic of the student's choosing. The topic must be related to global development, which is a broad field of study. The proposal must include a brief description of the topic and its importance in the field of development, a thesis statement, a brief outline of the argument, and an annotated bibliography with a minimum of 5 scholarly sources. **Due Day 4 (May 14)**

*Research Paper* 30%

The research paper assignment will challenge students to think critically about a global issue related to global development. Students will be required to provide a research topic that contains an argument, gather information to back up their argument, and present their findings in a clear and concise manner. This assignment will provide students with an opportunity to sharpen many skills necessary for a future in academia or the field of development, such as critical thinking, research, data analysis, proposal design, and communication. Papers must incorporate a minimum of 8 peer-reviewed, scholarly sources and use Chicago style citation. The essay must be between 1,500-2,000 words (Times New Roman, 12 font, Double spaced). **Due Day 9 (May 25)**

Further details will be provided in class. However, students will be graded based on the following marking scheme:

<b>Grade</b>	<b>Research</b>	<b>Argument (Intro/Conclusion)</b>	<b>Analysis (Body of Paper)</b>	<b>Clarity</b>	<b>Format</b>
<b>A</b>	<p>a significant amount of independent, scholarly research was undertaken</p> <p>the majority of sources are from peer-reviewed publications, those that aren't are used as primary research only.</p> <p>research is solidly within the parameters of the analysis and thesis argument</p>	<p>an innovative and provocative thesis is clearly stated at the beginning of the paper</p> <p>the method of proving that thesis is established early on and justified on scholarly terms</p> <p>the thesis provides the backbone of analysis and reaches a satisfying conclusion based on what was proposed at the beginning</p>	<p>based on excellent research and an original thesis, the analysis is strong, and clearly follows established research questions</p> <p>the research is artfully woven throughout the analysis, shoring up and thoughtfully supporting the argument</p> <p>new information is well contextualized and serves to propel the argument towards a satisfying conclusion</p>	<p>the paper is easy to read, analysis flows expertly</p> <p>language is sophisticated without using jargon</p> <p>terms of analysis and argumentation are clearly laid out and well-defined</p>	<p>TimesRoman 12pt, double spaced, 1-inch margins, page numbers</p> <p>a cover page provides pertinent information</p> <p>the bibliography follows a recognized scholarly style</p> <p>citations are thorough and well documented throughout the paper</p>
<b>B</b>	<p>a reasonable amount of independent, scholarly research was undertaken</p> <p>sources are mainly from peer-reviewed publications</p> <p>research is sound but predictable</p>	<p>an interesting but predictable thesis is clearly stated at the beginning of the paper</p> <p>the thesis tends toward more description than argument, leading to a weak conclusion</p> <p>the methodology is there but isn't clearly laid out, or is laid out but not followed through on an expert level</p>	<p>the analysis is good but there are some significant weaknesses or lapses</p> <p>the paper occasionally drifts off-topic or into territory that isn't adequately supported by the research</p> <p>the research questions are interesting but potentially unrealistic in terms of the type and/or level of research undertaken</p>	<p>the paper is well written but suffers from some significant grammatical inconsistencies or spelling errors</p> <p>language is clear but lacks scholarly depth</p> <p>there are some lapses in definition and explication of terms</p> <p>segue between points in the analysis are weak</p>	<p>the paper basically follows the technical requirements, with a few minor exceptions</p> <p>citations are solid but not thorough, with some noticeable omissions</p>
<b>C</b>	<p>the minimum amount of independent, scholarly</p>	<p>the thesis is fundamentally descriptive or dependent on a</p>	<p>analysis is uninteresting or uninspired, tending toward</p>	<p>there are significant but not quite major problems</p>	<p>there are some significant problems with</p>

	research was undertaken sources also rely on non-scholarly publications research is weak and unoriginal	value judgment (good/bad, right/wrong) the method is vague or poorly laid out the argument fails to reach a satisfying conclusion, with the paper simply petering out	description research questions are poorly laid out and inadequately explored the research does not adequately support the analysis	in grammar and spelling language is unclear and/or shallow terms are not well defined and analysis leaps erratically from point to point	the technical requirements of the paper that affect the strength of its analysis citations are weak and/or the bibliography is incomplete
<b>D</b>	less than the minimum amount of independent, scholarly research was undertaken sources depend heavily on non-scholarly publications research is weak and unoriginal, but also fails to adequately support the argument	there is no easily identifiable thesis and/or little in the way of method there is no conclusion because no argument was established early on	research questions are not identified at the outset there is little interaction between research and analysis what is supposed to pass as analysis is little more than description	major problems with grammar and spelling language is murky, confused and difficult to follow there is a paucity of definitions or context for analysis	there are major problems with the technical requirements of the paper that affect the strength of the analysis there are next to no citations and/or no bibliography or it does not follow a scholarly style
<b>F</b>	little to no research undertaken, scholarly or not little evidence of scholarly research in the paper	there is no thesis and/or no method the conclusion is deeply flawed or outright non-existent	analysis is nearly non-existent, weak, minimal and unsupported by research	language is sub-par for university, riddled with grammatical and spelling errors analysis is difficult to follow and lacks any sense of flow	the paper does not follow a scholarly format

### *Final Exam*

30%

The final exam can include material from all the topics taught throughout the course in both lectures or readings. The exam will be a take home exam which will be provided on the last day of class and due on Owl exactly 24 hours later. **Take home 24 hour exam to be posted to Owl on Friday, May 29 at 8am and due Saturday, May 30 at 8am**

### **SPECIAL INSTRUCTIONS**

All assignments will be submitted on Owl and no hard copies are needed. However, make sure to keep an electronic copy of your assignment until it has been graded and returned to you.

Extensions on assignments can only be requested more than 48 hours prior to the assigned deadline. Extensions being requested for emergency or medical reasons must be approved through academic advising.

Late assignments will only be accepted without penalty if a prior agreement with me has been made or if academic advising has provided academic accommodation. Students who submit assignments late without making a prior agreement with me, or without academic accommodation will be **penalized 2% for every 24-hour period** past the assignment deadline.

Please note that I adhere to a “24/7 rule” for reviewing graded course work. This means that you must wait 24 hours after an assignment is returned before approaching me about your grade, and you must make an appointment to speak with me about said grade no longer than 7 days after an assignment is returned in class.

### **SCHEDULE OF CLASSES**

#### **Unit 1**

##### **1<sup>st</sup> Half - Course Intro**

##### **Recommended**

Hobbes, Michael. 2014. “Stop Trying to Save the World”.

<https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it>

Gates, Bill. 2016. “Why I Would Raise Chickens”

<https://www.gatesnotes.com/Development/Why-I-Would-Raise-Chickens>

Smith, Lindsey. 2016. “Why Bolivia Turned Away Bill Gates Chicken Donation”

<http://www.theverge.com/2016/6/17/11965820/bill-gates-bolivia-heifer-international-ngo-us-aid-rejection>

##### **2<sup>nd</sup> Half - Positionality and Reflectivity in the Development Game**

Schuurman, Frans J. 2014. “The Impasse in Development Studies” in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 21-25.

England, K. 1994. “Getting Personal: Reflexivity, Positionality and Feminist Research.” *The Professional Geographer*, 46(1): 80---89.

### **Recommended**

Edwards, Michael. 1989. "The Irrelevance of Development Studies." *Third World Quarterly*. 11:1, 116-135.

### **Unit 2 – Challenging the Definition of Development**

Barder, Owen. 2012. What is Development? <http://www.cgdev.org/blog/what-development>

Potter, Robert B. 2014. "Measuring Development: From GDP to the HDI and Wider Approaches" in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 56-59.

Esteva, Gustavo. 1992. "Development" in *The Development Dictionary: A Guide to Knowledge as Power*. ed. Wolfgang Sachs. London: Zed Books.

### **Recommended**

Illich, Ivan. 1997. "Development as Planned Poverty" in *The Post-development Reader* eds. Majid Rahnema and Victoria Bawtree. California: University Press. 94-102.

Parpart, J. L., & Veltmeyer, H. 2004. "The Development Project in Theory and Practice: A Review of Its Shifting Dynamics." *Canadian Journal of Development Studies*, 25(1): 39-59.

### **Unit 3 – Marketing Poverty: Harmful Stereotypes**

White, Howard. 2014. "The Measurement of Poverty" in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 60-66.

Escobar, Arturo. 2008 "The Problematization of Poverty: The Tale of Three Worlds and Development," in *The Development Reader* eds. Sharad Chari and Stuart Corbridge, Routledge: New York, 131-40.

Rahnema, Majid. 1992. "Poverty" in *The Development Dictionary: A Guide to Knowledge as Power*. ed. Wolfgang Sachs. Zed Books: London.

### **Recommended**

Dogra, Nandita. 2012. Cast of Characters. In *Representations of Global Poverty*. New York: Palgrave Macmillan. 31-63.

Economist. 2013. "Poverty: Not always with Us"  
<http://www.economist.com/news/briefing/21578643-world-has-astonishing-chance-take-billion-people-out-extreme-poverty-2030-not>

### **Unit 4 – The Modernization Myth**

Craggs, Ruth. 2014. "Development in a global-historical context" in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 5 – 10.

Binns, Tony. 2014. "Dualistic and Unilinear Concepts of Development" in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 100-105.

Conway, Dennis. 2014. "Neoliberalism: Globalization's Neoconservative Enforcer of Austerity" in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 106-110.

Conway, Dennis and Nikolas Heymen. 2014. "Dependency Theories: From ECLA to Andre Gunder Frank and Beyond in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 111-115.

### **Recommended**

Rodrick, Dani. 2006. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform." *Journal of Economic Literature* 44:4, 973-987.

Sachs, Jeffrey D. 2005. *The End of Poverty: Economic Possibilities for Our Time*. Penguin: New York. Chapter 12 and 13, 226-265.

Rostow, W.W. 1959. "The Stages of Economic Growth." *The Economic History Review*. 12(1): 1-16.

Frank, A. 1966. "The Development of Underdevelopment." *Monthly Review* 18: 17-31.

### **Unit 5 – May 21 Video: *Under Rich Earth***

### **Unit 6 – Development Alternatives or More of the Same I?**

#### **1. Needs, Human Development and Capabilities**

Nothover, Patricia. 2014. "Development as Freedom" in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 33-38.

Bebbington, Anthony and Katherine E. Foo. 2014. "Social Capital and Development" in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 152-155.

Illich, Ivan. 1992. "Needs" in *The Development Dictionary: A Guide to Knowledge as Power*. ed. Wolfgang Sachs. London: Zed Books.

### **Recommended**

Bebbington, Anthony. 1999. "Capital and Capabilities: A Framework for Analyzing Peasant Viability, Rural Livelihoods and Poverty," *World Development* Vol. 27, No. 12, pp. 2021-2044

#### **2. Putting the Last First**

Chambers, Robert. 1994. "Participatory Rural Appraisal (PRA): Challenges, Potentials and Paradigm." *World Development* 22(10), 1437-1454.

Mohan, Giles. 2014. "Participatory Development" in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 131-136.

Mosse, David. 2001 (2008). "People's Knowledge, Participation and Patronage: Operations and Representations in Rural Development," in *The Development Reader* eds. Sharad Chari and Stuart Corbridge, Routledge: New York, pp. 384-93.

### **Recommended**

Khan, Akhter Hameed. 1997. "The Orangi Pilot Project: Uplifting a Periurban Settlement near Karachi, Pakistan". In Anirudh Krishna, Norman Uphoff, and Milton J. Esman (eds.) *Reasons for Hope: Instructive Experiences in Rural Development*. Hartford: Kumarian Press.

## **Unit 7 – Development Alternatives or More of the Same II?**

### **1. (un)Sustainable Development – MDGs to SDGs**

Rigg, Jonathan. 2014. "The Millennium Development Goals" in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 67-72.

Redclift, Michael. 2014. "Sustainable Development" in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 333-335.

Saith, Ashwani. 2006. "From Universal Values to Millennium Development Goals: Lost in Translation," *Development and Change* 37(6), 1167-99.

Ziai, Aram. 2016. "The Post-2015 Agenda and the Sustainable Development Goals: The Persistence of the Development Discourse." In *Development Discourse and Global History: From Colonialism to the Sustainable Development Goals*. New York: Routledge, 194-207.

### **Recommended**

United Nations. *Our Common Future*, Chapter 2: Towards Sustainable Development.  
<http://www.un-documents.net/ocf-02.htm#I>

### **2. Women in Development: Inclusion or Patriarchy?**

Kishwar, Madhu. 2014 "Feminism and Feminist Issues in the South: A Critique of the 'Development' Paradigm". in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 402-406.

Parpart, Jane. 2014. "Rethinking Gender and Empowerment" in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 407-410.

Kabeer, Naila. 2015. "Gender, Poverty, and Inequality: a Brief History of Feminist Contributions in the Field of International Development." *Gender & Development* 23(2), 189-205.

### **Recommended**

Mohanty, Chandra. 2003. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs* 28(2), 499-536.

Henshall Momsen, Janet. 2004. "Introduction: Gender is a Development Issue." In *Gender and Development*. London: Routledge. 1-20.



Elson, Diane. 1995(2008). "Male Bias in the Development Process: An Overview," in *The Development Reader* eds. Sharad Chari and Stuart Corbridge, New York: Routledge 312-21

### **Unit 8 – Alternatives to Development**

Sidaway, James D. 2014. "Post-development" in *The Development Reader* eds. Sharad Chari and Stuart Corbridge, Routledge: New York, pp. 147-151.

Ziai, Aram. 2017. "Post-development 25 years after The Development Dictionary" *Third World Quarterly*. 33(12): 2547-2558.

Thiele, Lasse. 2015. Post-Development Discourse: Lessons for the Degrowth Movement (Part 1 and Part 2)

<https://www.degrowth.info/en/2015/07/post-development-discourse-lessons-for-the-degrowth-movement-part-1/>

<https://www.degrowth.info/en/2015/07/post-development-discourse-lessons-for-the-degrowth-movement-part-2/>

Latouche, Serge. 2003. "Would the West Actually be Happier with Less?" *The World Downscaled*. Le Monde diplomatique.

### **Recommended**

Escobar, Arturo. 2010. "Latin America at a Crossroads." *Cultural Studies*, 24(1).

James Ferguson (w/ Larry Lohmann) (1994 [2008]) "The anti-politics machine: "Development" and bureaucratic power in Lesotho," in *The Development Reader* eds. Sharad Chari and Stuart Corbridge, Routledge: New York, pp. 322-31

Gudynas Eduardo. 2013. "Debates on development and its alternatives in Latin America: a brief heterodox guide". In Land M and Mokrani D (eds), *Beyond Development. Alternative visions from Latin America*, Amsterdam: TNI, pp. 15–39.

Latouche, Serge. 2010. "Degrowth" *Journal of Cleaner Production* 18, 519-522.

### **Unit 9 – Decoloniality: Is Plurality a Possibility?**

Walsh, Susan. 2010. "A Trojan Horse of a Word? 'Development' in Bolivia's Southern Highlands: Monocropping People, Plants and Knowledge." *Anthropologica*, 52:2, 241-257.

Quijano, Anibal. 2000. *Coloniality of Power, Eurocentrism, and Latin America*. Nepantla: View from the South 1:3, 533-580. <https://www.unc.edu/~aescobar/wan/wanquijano.pdf>

Mignolo, Walter D. 2007. "Coloniality of Power and Decolonial Thinking" *Cultural Studies: Globalization and the De-Colonial Option*, Vol.21(2-3), pp.155-167

### **Recommended**

Mignolo, Walter. 2010. *The Communal and the Decolonial*. <http://turbulence.org.uk/turbulence-5/decolonial/>

### **Unit 10 – Sumak Kawsay – The Way Forward?**

Briggs, John. 2014. “Indigenous Knowledge and Development” in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 127-130.

Gudynas, Eduardo. 2011. “Buen Vivir: Today’s Tomorrow” *Development* 54(4), 441–447.

Radcliffe, Sarah. 2012. “Development for a postneoliberal era? Sumak kawsay, living well and the limits to decolonisation in Ecuador”. *Geoforum*, 43, 240–249.

Walsh, Catherine. 2010. “Development as Buen Vivir: Institutional Arrangements and (de) colonial Entanglements.” *Development*, 53(1), 15–21.

Waldmuller, Johannes. *Buen Vivir, Sumak Kawsay, 'Good Living': An Introduction and Overview*. <http://www.alternautas.net/blog/2014/5/14/buen-vivir-sumak-kawsay-good-living-an-introduction-and-overview>

### **Unit 11 – Final Review/Study day**

There will be a final Zoom lecture/review for those that want to participate.

**Final Exam - (Take home 24 hour exam to be posted to Owl on Friday, May 29 at 8am and due on Owl on Saturday, May 30 at 8am).**



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

### **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.

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 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 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.

### **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, <https://owl.uwo.ca/portal>, and on the Huron website at [www.huronuc.on.ca/about/accessibility](http://www.huronuc.on.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> .

### **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.

### **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 a 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 Western University and 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.

### **Policy on “Special” Accommodation**

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/index.html> .

### **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.

### **Information for Student Illness Reporting Tool Site**

Beginning March 18, 2020 at 9:00 a.m. all students are asked to use a new, online [Student Illness Reporting Tool](#) to track and monitor illnesses, whether the illness impacts the submission of course work or not. The illness must be entered each day that you are ill. When the notification is saved, an email is automatically sent to you for your records. This tool takes the place of the need to submit a medical note and the Self-Reported Absence System used by undergraduate students.

If you have self-reported and require accommodation for a deadline or an exam, please email your instructor directly with the details.

The health, safety and wellness of the university community is important to Western. During the current COVID-19 situation, it is essential for Western to track the impact of illnesses for the University. The Middlesex-London Health Unit must receive this data to be able to quickly understand the magnitude of illness affecting the university community.

### **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 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  
(if absence is not self-reported)**

- (a) Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@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 your 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 Dean. The instructor's decision is appealable to the Dean.

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

Students who are stressed, emotionally distressed or in mental health crisis, please refer to: <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for a complete list of options about how to obtain help, or email [Huronwellness@huron.uwo.ca](mailto:Huronwellness@huron.uwo.ca) to access your wellness staff directly. 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/).

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: [sert.uwo.ca/about-sert/about-sert/](http://sert.uwo.ca/about-sert/about-sert/).

**Important Dates & Directory at Huron and Western**

For a current list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Western – 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>