

CGS 3522F Global Mobilities:
Architectures of Transition and Transformation
Wednesday - 8:30am-11:30am
Huron College, Rm. V208



Image: Adrian Paci, "Centre for Temporary Permanence," 2007 (video still)

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Office Hours: Wednesdays 11:30am-12:30pm or by appointment, HC A206

Course Description/Objectives:

“Exile is life led outside habitual order. It is nomadic, decentered, contrapuntal; but no sooner does one get accustomed to it than its unsettling force erupts anew.”

- Edward Said, “Reflections on Exile”

Contemporary visual culture is saturated with spaces, sites, and representations that seem to reflect a particular quality of transition, change, and instability: airports, train stations, borders, detainment centers, refugee camps, protest sites, tent cities, mobile homes etc. These sites are often constructed and produced according to a kind of impermanence and yet on a global scale large migrations continue to be a constant; as people flee from natural disasters, violence, and war, the refugee crisis remains on the rise, so too do the numbers in detention centers and the homeless within our cities. Framed in this way then, what is the relationship between visual culture, space, and movement in our global context? This course looks to the way that visual culture enacts a performance of geopolitics in order to provide a foundation through which to trace the sociopolitical, cultural, historical, legal, humanitarian, and economic contours that bring

the relation between space and the management and control of mobility on a global scale to the fore. Using contemporary case studies of visual culture including, film, television, architecture, social projects, contemporary art, photography, media, etc. this course will meditate on a number of recurring themes such as: the instability of home, territory and borders, exile, nomadic thought and notions of travel, the migrant, insecurity, and securitization and terror. What can visual culture tell us about the contours of mobility in a global framework? And how does the management of mobility on a global scale manifest itself within visual culture? Interrogating the ways in which visual culture and constructions of space give rise to particular configurations of movement, and the way in which attitudes and policies in turn shape global mobility (particularly those surrounding migration and displacement), we will work towards developing a means to speak about sites of visual culture that are paradigmatic of change and uncertainty.

Prerequisite: Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1099 level, 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:

- Contextualize contemporary global mobility within a post-World War II context of displacement and structures of postmodern thought
- Locate and recognize sites of visual culture, spatial formations, and forms of architecture that affect and effect mobility in the contemporary sphere
- Use key course themes to identify the various cultural, economic, political, social, and legal stakes of human mobility on a local and global scale
- Position and respond to ideas around mobility and its contours including the ways in which spaces enact the operations of geopolitics
- Engage in reading and thinking critically about an academic, philosophical or theoretical text both individually (within writing) and with colleagues in a forum
- Respond analytically to a personal encounter or engagement with space
- Develop a research practice which identifies a relevant object of study and follows its formation within scholarship; Use the library catalogue and databases to locate scholarly sources and use them effectively in a research essay
- Articulate an argument in writing, support the argument using appropriate evidence/research, and address counter-arguments

COURSE TEXTS:

All required course readings are posted on the OWL course site.

EVALUATION:

Class Participation	10% - Ongoing
Social Networking Image Responses	25% - Weekly/Ongoing
Short Writing Assignment	15% - October 23 rd
Reading Group Assignment OR group presentations	20% - Weeks 8-14
Final Paper	30% - December 4 th

** Note: All assignments are to be submitted online via the OWL course site. No hardcopies or email submissions will be accepted.*

ASSIGNMENT BREAKDOWN:

I) Class Participation

Because this is a seminar-style course student presence in class and contribution to class discussions is a vital component of the course. Part of this is coming to class prepared and having completed the required weekly reading ahead of the day for which it is assigned. As we move through the course material, we will probe and interrogate these readings in relation to various case studies of human mobility, thus it is important that everyone have a grounding in our points of departure so that we may set the stage for critical conversations. Participation will be graded on based student's attendance, active engagement with the course material via aural and oral contributions, and ability to demonstrate preparedness for class. No single portion of this will determine the overall participation grade.

II) Social Networking Response Assignments

250-300 words (1-1.5 pages) – 6 total over the course of the term

As part of our weekly discussions we will focus on examining images from visual culture (film, design, television, art, performance, media etc.). In order to extend our conversations to an even broader scope, students will create a repository for images and articles about spaces of transition that they encounter in the world, in the news, in daily life or travels, in media etc. through a social media hashtag for our course on Instagram. Participation in this project adds another layer to in-class dialogue by asking for contributions of images/case studies that we can build on for future discussions and course assignments.

After selecting and posting their chosen image, case study, article etc. each student will submit a response outlining how their post relates to the weekly readings. These reflections should briefly summarize the required reading and then comment on the ideas raised in the text in relation to the image/case study. While summaries should state the main idea/thesis of each required text and explain how the author develops this idea, the image analysis should include one or two points/questions for discussion, clarification, and/or contention that can be used to contribute to classroom dialogues. Your commentary may develop a conversation between various texts, in order to reflect further on the case study, contemplate the image in relation to an alternate case study, consider a point or question raised in lecture, raise a question for further clarification, or take any other form of engagement that demonstrates significant thought about the assigned

material and the chosen example from visual culture.

These responses will be graded based on their level of engagement with the text(s) and visual culture material, as well as their ability to demonstrate that they have completed the reading(s). Evaluations of responses will consider the relevancy of the chosen visual culture example, the level of critical understanding about both visual culture and textual material, the depth of insight raised through the selected image and the required readings as well as their interrelation, the substance of the questions posed, and the quality of writing.

III) Short Writing Assignment – Visual Analysis

1,000 words (4 pages)

A vital part of this course will be our engagements with visual culture in various forms. As such, students are asked to select **one** example of visual culture that reflects on, represents, or engages with discourses of global mobility discussed in class. Using this selection as a case study and course readings, students will then produce a piece of writing that works at constructing a visual analysis of this chosen media. Assessments will be based on how the visual analysis considers the way the chosen example is constructed and the function of mobility within it. Evaluations will take into account the ability of the analysis to think through the problems/issues posed by the visual culture example, the ways in which the assignment leverages course material, and overall writing mechanics.

IV) Reading Group OR Presentation Seminar (one of two options dependent on class size)

Working amongst a few colleagues, students will participate in the formation of a peer reading group to discuss essays not included in the required reading list. Each group member will select one text for all members of the group to read—the group may decide to focus on a particular theme or read broadly. Over the course of a few weeks, time will be set aside at the end of class for reading group discussions where each group member will choose a week during which they will lead a discussion based on the reading of their choice. In order to prepare for their turn as discussion leader, students should prepare 3-4 questions to help guide the group, and distribute these as a handout, which may also include a brief summary of the reading or a list of relevant points/images. The questions should draw on elements, arguments, ideas, images, case studies from the text and work to expand these by situating them against/with course material, adding alternative perspectives, or creating a dialogue across various reference points. The week following their selected class, each student is asked to submit a summary and evaluation of the discussion that took place highlighting effective methods of questioning and areas for further study, along with a copy of their handout and chosen reading.

Grades for this assignment will be allocated based on:

- The relevance of the reading selection—how well does the text speak to course themes?
- The effectiveness of the handout for facilitating a discussion
- Critical detail of the questions raised—do the discussion questions probe, extend or further the thinking from the article?

- Self-reflective nature of the written submission to contextualize and meditate on the reading group meeting

****Note:*** During reading group weeks students will prepare readings for both the large class discussion and the small reading groups. The success of these reading groups depends on all group member's contributions.

OR

Working in small groups, students will participate in leading a portion of the weekly discussion. Using the weekly readings and one or two case studies, your group will be responsible for leading the larger discussion for a portion of the lecture time. The chosen case studies should engage with some of the main issues in the assigned readings and/or themes to be discussed in class for that week. In addition to honing presentation skills, the purpose of this assignment is to demonstrate how critical thinking around mobility is put into practice. Students will need to pay close attention to the ways in which their chosen objects of study can illustrate, question, challenge, and/or further our thinking around the larger issues and themes discussed in class and in the readings. Students will be graded on their in-class delivery as well as the pertinence of the case study to the course material. Assessments will also be based on the criticality of the discussion questions raised in relation to course themes, the expansion of these themes into new material, and the ability to demonstrate research around the case study.

V) Final Paper **2,000-2,500 words (8-10 pages)**

The course will culminate in the submission of a major research paper. This paper should demonstrate a sustained thought or meditation on a research question of choice in relation to a major case study that is relevant to topics in human mobility. Using the selected case study, this essay should think through one or more of the theoretical, conceptual, or ideological frameworks explored during class (legal, economic, social, political, historical etc.) as it connects to the ways in which mobilities are maintained and managed through constructions of space. Case studies can come from material gathered on the social media site, or expand a previous blog post but may not be repeated from either the group assignment or the short writing assignment. The goal of this paper should be to produce a creative insight on the chosen topic developing a line of critical enquiry and engagement with major themes or ideas from the course. As this is a research assignment students will need to incorporate relevant secondary research in the form of books or scholarly articles. The goal of this paper is to fuse together a creative thinking practice with writing and research from the discipline/area that is then leveraged to support the argument in order to carve out an area of study.

Papers will be evaluated on their ability to develop and sustain an argument, alongside their incorporation and analysis of the chosen visual culture case study. Grades will be assigned based on the relevance of the case study and the paper's ability to leverage the conceptual, theoretical, and ideological frames in order to understand how mobility is functioning within the example chosen. Due to the research-based nature of this assignment, papers will also be assessed on their use of scholarly secondary sources (minimum 10) and ability to combine research with

creative/critical thinking. Additionally, writing mechanics including spelling, grammar, and essay structure, as well as proper citation practice will also be taken into account.

COURSE POLICIES:

Office Hours/Appointments: I am always willing to address any questions or issues you may be having with assignments or course content. In-person meetings are available during office hours and can be arranged through email. If you are unable to attend office hours at the allocated time please contact me via email for an alternate appointment. Questions of a briefer nature can also be addressed over email.

Email:

Every effort will be made to respond to student emails promptly, expect a **turnaround time of 1-2 business days**. If you have not received a reply **within 48hrs**, please do contact me again.

Note: Replies are generally sent within business hours; I do not check email after 5pm on weekdays or at all on weekends. Emails sent on Friday afternoon and over the weekend will be answered on Monday morning.

Late Assignments: Students are expected to complete all assignments on time. Assignments are considered late after the start of class the day they are due. Extensions will be given only upon official notification from the student's faculty advisor documenting serious health and bereavement reasons. All other late essays are subject to a 5% penalty per day up until one week and will not be accepted after this time.

Plagiarism: Is an academic offense and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair, or Dean's Office, as well as the Huron University College Statement on Plagiarism, available at the Reference Desk in the Huron University College Library and at www.huronuc.on.ca. In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources can be found at:

www.huronuc.on.ca/library&computing~styleguides

Schedule of Classes and Weekly Readings:

**subject to change*

Week 1: September 4

Course Introduction: visual culture and global mobility

Week 2: September 11

Exile and Modernity

- Edward Said, "Reflections on Exile," in *Reflections on Exile and Other Essays* (Cambridge: Harvard University Press, 2002), 173-186.

- T.J. Demos, *The Migrant Image: The Art and Politics of Documentary During Global Crisis* (Durham: Duke University Press, 2013), 1-20.
- Kobena Mercer, "Introduction," in *Exiles, Diasporas, and Strangers* (Cambridge: MIT Press, 2008), 7-27.

Week 3: September 18

Lines of Flight: Nomadic Thinking and Traveller Mythologies

- Rosi Braidotti, *Nomadic Subjects: Embodiment and Sexual Difference in Contemporary Feminist Theory* (New York: Columbia University Press, 1994), 1-39.
- Marc Augé, *Non-Places: An Introduction to an Anthropology of Supermodernity* trans. John Howe (New York: Verso, 1995), VII-XXII.
- Carla Macchiavello, "Stay at Your Own Risk: Disturbing Ideas of Community in Two Projects by Elkin Calderón," in *Sabotage Art: Politics and Iconoclasm in Contemporary Latin America* eds. Sophie Halart and Mara Polgovsky Ezcurra (New York: I.B. Taurus & Co. Ltd.: 2016), 168-187.

Week 4: September 25

"We Refugees Pt. 1." Displacement and the Discourse of Human Rights

- Emma Haddad, *The Refugee in International Society: Between Sovereign* (Cambridge: Cambridge University Press, 2008), 47-69.
- Hannah Arendt, "The Perplexities of the Rights of Man," in *The Origins of Totalitarianism* (New York: Harcourt Inc., 1951), 290-302.
- Giorgio Agamben, "Beyond Human Rights," in *Radical Thought in Italy: A Potential Politics* eds. Michael Hardt and Paolo Virno (Minneapolis: University of Minnesota Press, 1996), 158-165.

Week 5: October 2

"We Refugees" Pt. 2: Sahrawi Politics, Humanitarianism, Contemporary Tent Artworks, and Refugee Camps

- Jennifer Hyndman, *Managing Displacement: Refugees and the Politics of Humanitarianism* (Minneapolis: University of Minnesota Press, 2000), 1-28.
- Randa Farah, "Sovereignty on Borrowed Territory: Sahrawi Identity in Algeria," *Georgetown Journal of International Affairs*, Summer/Fall 2010, 59-66.
- Elena Fiddian-Qasmiyeh, "'Ideal' Refugee Women and Gender Equality Mainstreaming in the Sahrawi Refugee Camps, 'Good Practice' For Whom?" *Refugee Survey Quarterly*, Vol. 29 No. 2 (2010), 64-84.
- "A Capital in Exile," Manuel Herz text and photo spread Iwan Baan, *Designo: The Quarterly Journal of Design* No. 13 (Winter 2016/1017), 80-96.

Week 6: October 9

Borders, Boundaries, and Contemporary Art

- Reece Jones, *Violent Borders: Refugees and the Right to Move* (London: Verso, 2016).
- *Border Spaces: Visualizing the US-Mexico Frontera* eds. Katherine G. Morrissey and John-Michael H. Warner (Tucson: The University of Arizona Press, 2018).
- Anthony Downey, "Zones of Indistinction: Giorgio Agamben's 'Bare Life' and the Politics of Aesthetics" *Third Text* Vol. 23 Iss. 2 (March 2009), 109-125.

Week 7: October 16

Smuggling: Migration and Film

- Claudette Lauzon, "Biennale Culture's Reluctant Nomads," in *The Unmaking of Home in Contemporary Art* (Toronto: University of Toronto Press, 2017), 135-176.
- Nilgün Bayraktar, "Social Infrastructure of Undocumented Mobility in the Multiscreen Video Installation *Sahara Chronicle*" in *Mobility and Migration in Film and Moving-Image Art* (New York: Routledge, Taylor and Francis Group, 2016), 150-183.
- Film Screening: Ursula Biemann *Sahara Chronicle*, 2006-7.

Week 8: October 23

***Guest Lecture**

Week 9: October 30

Host in the Shell: Architecture, Design, and the Rise of Insecurity

- Isabell Lorey, *State of Insecurity: Government of the Precarious* trans. Aileen Derieg (London: Verso, 2015), 17-39.
- Michel Foucault, "Society Must Be Defended:" *Lectures at the Collège de France 1975-1976* trans. David Macey (New York: Picador, 1997), 239-263.

Week 10: Fall Reading Break

Week 11: November 13

Indefinite Detention and Biopolitics: Detainment Camps

- Judith Butler, "Indefinite Detention," in *Precarious Life: The Powers of Mourning and Violence* (London: Verso, 2004), 50-100.
- Giorgio Agamben, *Homo Sacer: Sovereign Power and Bare Life* trans. Daniel Heller

Roazen (Stanford: Stanford University Press, 1995), 166-180.

Week 12: November 20

New Communities: Tent Cities and Housing Projects

- Don Mitchell, "Tent City: Spaces of Homelessness, Survival, and Organizing in the American City," in *Social Housing and Housing the Social: Art, Property and Spatial Justice* eds. Andrea Phillips and Fulya Erdemci (Berlin and Amsterdam: Sternberg Press and SKOR, 2012), 278-306.
- Kirsty Robertson, "Four Houses Never a Home: Tents, Capitalism, and the Fabric of Living," in *Breaking and Entering: The Contemporary House Cut, Spliced, and Haunted* ed. Bridget Elliot (Montreal and Kingston: McGill-Queens University Press, 2015), 99-116.
- Olga Fernández López, "El Museo de la Calle: Art, Economy, and the Paradoxes of Bartering," in *Sabotage Art: Politics and Iconoclasm in Contemporary Latin America* eds. Sophie Halart and Mara Polgovsky Ezcurra (New York: I.B. Taurus & Co. Ltd.: 2016), 151-167.

Week 13: November 27

Precarity and the Nature of Home: Trauma and Questions of Ethics

- Claudette Lauzon, "An Unhomely Genealogy of Contemporary Art," in *The Unmaking of Home in Contemporary Art* (Toronto: University of Toronto Press, 2017), 26-68.
- Katerina Rozakou, "The Biopolitics of Hospitality in Greece: Humanitarianism and the Management of Refugees," *American Ethnologist* Vol. 39 No. 3, 562-577.
- Irit Rogoff, *Terra Infirma: Geography's Visual Culture* (London and New York: Routledge, 2000).

Week 14: December 4

Course wrap-up



Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

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.

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.

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.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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 at: <https://owl.uwo.ca/portal>, and on the Huron website at www.huronuc.on.ca/about/accessibility.

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. An outline of the range of services offered is found on the Huron website at: www.huronuc.ca/student-life-campus/student-services/academic-advising.

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: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, huronuc.ca/student-life-campus/student-services/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.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to: huronuc.ca/student-life-campus/student-services/health-wellness for a complete list of options about how to obtain help, or email 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/.

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

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/.

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 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 .

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> .

Policy on "Academic" Accommodation - Medical / Non-Medical Grounds

Students who require academic 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> .

(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 .

University Senate policy, which can be found at, 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 .

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.

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf .

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.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. 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. Please see section 4 below for more details.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. 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;
- g. 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.

h. 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.

Important Dates and Directory at Huron and Western

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>
 - **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>