

CGS 3525F COMMUNITY IN GLOBAL MODERNITY

The Centre for Global Studies

Huron University College

Fall 2020

Dr. Katherine Lawless



Pierre Huyghe, *Streamside Day Follies* (2003)

Course Description

This course pursues a broad interdisciplinary study of the evolution of forms of community under the conditions of global modernity—that is, the world-making process through which the ideals of modernity (i.e. individualism, freedom, equality, progress) are globalized. Our general aim is to develop a coherent framework through which to understand the shifting and contested conceptions of community beyond the limits of the nation-state. Some key questions and problems to be explored include: What is community? How is it understood and studied across disciplines? What conceptual, theoretical, and methodological frameworks are used to produce this understanding? How might community serve as a site of critical interdisciplinary inquiry? Does it remain a productive way of framing a specific mode of social organization? How does community operate at different spatial scales? Under what social and material conditions do communities arise, flourish, and perish? Can community serve as a viable foundation for social and political change? Overall, we seek a critical perspective on the usefulness of both the concept of community and existence of communities for understanding the past, shaping the present, and anticipating the future.

Course Information

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|----------------------------|---|
| Professor | Dr. Katherine (Kate) Lawless |
| Contact Information | 519-438-7224 x705; klawles@uwo.ca |
| Class Information | Wednesdays 2:30-5:20pm |

Prerequisite(s): 0.5 course from Centre for Global Studies 1000-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

Upon completing this course, students will be able to:

- 1) Define the key concepts of community, modernity, and the global and explain the relationship among them
- 2) Describe and compare different theories and models of modern community and identify their merits and drawbacks
- 3) Assess the relative success or failure of a historical community within the modern era
- 4) Propose a model of community that responds to a problem of global modernity
- 5) Critically evaluate and synthesize scholarly material
- 6) Participate productively in the scholarly conversation regarding issues pertaining to community in global modernity
- 7) Reflect on the learning process as members of the course community

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 1021 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 two or three mini-lectures or videos from external sources that elaborate on some of the most important ideas in the reading material. Video lectures and other multimedia content will be embedded on the appropriate lesson page in OWL and uploaded to VoiceThread for additional asynchronous discussion. This content will be accompanied by weekly study guides that point you toward key ideas in the readings and provide some guiding questions for further reflection. 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 on Wednesdays 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 6-8 hours per week to this class; this includes time spent on readings (1-2 hours), assignments (2-3 hours), and lectures/discussions/workshops (3 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. **The first hour** is reserved for discussion regarding the readings and lectures. **The second hour** is reserved for tutorials or workshops regarding upcoming assignments. Some of these workshops will be led by members of the broader Huron community. **The final hour** is reserved for individual or group meetings with me.

Opportunities for engagement:

There is no participation grade for this class, but there are many opportunities for engagement through and beyond the course material. These opportunities will not only enhance your experience of the course but also encourage deeper learning. I have set up weekly text-based discussion forums using the OWL Forums function. This will facilitate asynchronous dialogue

regarding course content and upcoming assignments. VoiceThread can also be used in this way by allowing you to post video or written comments to all uploaded materials, which will include my pre-recorded lectures. Together, these discussion tools will allow you to pursue meaningful discussion with peers outside of the designated synchronous meetings. In addition, there is a special forum on OWL monitored by Mandy Penney at the Huron Writing Centre that you may use to ask writing-related questions. I have created a course group using Hypothesis, an open source software and annotation tool that provides another avenue for asynchronous discussion and collaboration. In order to use this software, you must create a free account: <https://web.hypothes.is/>. It can then be used to contribute to collectively annotated online documents. Finally, the Huron Writing Centre hosts a weekly “Writing Café” that you may consider joining. It is an excellent way to carve out time for writing and receive valuable feedback in a supportive environment.

Course Requirements

| <i>Assignment</i> | <i>Length</i> | <i>Worth</i> | <i>Due Date</i> | <i>Learning Outcome</i> |
|---------------------------|---------------|--------------|------------------|-------------------------|
| <i>Think Pieces (x10)</i> | 1-2 pgs. ea. | 10% (P/F) | weekly | 1, 2, 5 |
| <i>Midterm Paper</i> | 4-5 pgs. | 25% | Oct 24 | 1, 2, 3, 5, 6 |
| <i>Final Paper</i> | 6-8 pgs. | 35% | Nov 28 | 1, 2, 4, 5, 6 |
| <i>Peer Reviews (x2)</i> | 1-2 pgs. | 10% (P/F) | Oct 17 Nov 21 | 5, 6 |
| <i>Reflection Paper</i> | 3-4 pgs. | 20% | Dec 9 | 7 |

Assignment Descriptions

Think Pieces

Beginning in the first week, you will write weekly think pieces (excluding weeks 7 & 11). These are very short informal essays that demonstrate critical engagement with and reflection on key concepts from the course material through the readings and/or external objects. The purpose behind them is threefold: (1) to develop critical reading skills and a deeper understanding of discourses of modern community; (2) to bring an analytical lens to your own experience of community; and (3) to practice analyzing and synthesizing the course material in a semi-structured way. These will be graded on a pass/fail basis.

Midterm Paper

For this assignment, you will use an inductive approach to analyze the relative success or failure of a historical community of global significance in the modern era. The community may still exist, but it should have been established during or prior to the 1980s. You will begin by conducting

textual, historical and/or archival research to learn as much about your selected community as possible. Along with course material, you will use this data to present a critical evaluation of the community. You must include a minimum of two course texts and three external texts in this assignment. Please provide a works cited page using Chicago style (author-date).

Final Paper

In your final paper, you will use a deductive method to propose a model of community that responds to a problem of global modernity. You will begin by determining a problem or issue emerging at the intersection of modernity and globalization. This may be a problem you discovered through the investigation of your historical community in the midterm paper, or it may be a problem that has emerged from the readings and is unrelated to your historical community. We will generate a running list of modernity's problems over the semester to assist with your selection. Once you have developed your research problem, you will conduct a brief literature review in order to discover what others have already said about this problem. Then, drawing on course material and external resources for justification, you will propose a model of community that responds to and possibly even attempts to resolve this problem. You must include a minimum of two course texts and three external texts in this assignment. Please provide a works cited page using Chicago style (author-date).

Peer Reviews

Peer reviews will be conducted for the midterm paper and the final paper within pre-assigned groups. During the semester you will review draft papers for each of these assignments for one other member your group. 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. These must be submitted a minimum of one week before the relevant paper deadline. One hour of "in-class" time will be dedicated to each of these peer reviews. These will be graded on a pass/fail basis.

Reflection Paper

For this assignment, you will choose three exemplary Think Pieces and use them to write a short reflection essay that narrates your learning over the course of the semester, particularly the development of your understanding of community and its relationship to problems of global modernity.

Assignment Submission

The deadlines provided in the Course Requirements section are suggested deadlines. All assignments handed in by the suggested dates will receive substantial feedback. Assignments submitted after these dates will not receive feedback. To receive a grade, all assignments must be handed in on or before December 1, 2020. Please submit all assignments using the appropriate assignment page on OWL.

Course Texts

Delanty, Gerard. 2018. *Community*, 3rd edition. New York: Routledge.

All additional assigned readings will be posted in the Resources section of our OWL site, which can be accessed using the left-hand toolbar.

Reading Schedule

Please note: While some weeks contain what looks like a high volume of reading, the readings for these weeks are generally on the shorter side—10 pages or less. On average, there is between 30 and 60 pages of reading in any given week.

Week 1: September 9

Introduction

Course Syllabus

Jones, Ewan. "How to learn together, apart."

Available at: <https://critinq.wordpress.com/2020/06/12/how-to-learn-together-apart/>

Delanty, Gerard. 2018. "Introduction" and "Conclusion: Theorizing Community Today." *Community*, 3rd edition, **1-10, 186-195**. New York: Routledge.

Week 2: September 16

Conceptualizing community

Delanty, Gerard. 2018. "Chapter 1: Community as an Idea: Loss and Recovery" and "Chapter 2: Community and Society: Myths of Modernity." *Community*, 3rd edition, **7-49**. New York: Routledge.

Williams, Raymond. 1976/1985. "Community." In *Keywords: A Vocabulary of Culture and Society*, **75-76**. Oxford University Press.

Workshop: How to read an academic article

Week 3: September 23

Town and country

Delanty, Gerard. 2018. "Chapter 3: Urban Community: Locality and Belonging." *Community*, 3rd edition, **59-87**. New York: Routledge.

Williams, Raymond. 1973. "Country and City" and "A Problem of Perspective." In *The Country and the City*, 1-12. Oxford University Press.

Brennan, Timothy. 2017. "On the Image of the Country and the City." In *Antipode* 49, No. S1: 34-51.

Davis, Mike. 2006. "Chapter 1: The Urban Climateric." In *Planet of Slums*, 1-19. Verso.

Workshop: How to conduct historical analysis (hosted by Huron Library)

Week 4: September 30

Democracy and the state

Delanty, Gerard. 2018. "Chapter 4: Political Community: Communitarianism and Citizenship." *Community*, 3rd edition, 88-110. New York, NY: Routledge.

Anderson, Benedict. 1983/2006. "Introduction", "The Origins of National Consciousness" and "Patriotism and Racism." In *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, revised edition, 1-8, 39-48, 145-158. Verso.

Rifkin, Mark. 2017. "Chapter One: Indigenous Orientations (excerpt)." In *Beyond Settler Time: Temporal Sovereignty and Indigenous Self-Determination*, 1-16. Duke UP.

St. John, Michelle, dir. 2016. *Colonization Road*. Decolonization Road Productions Inc., 49 min.

Workshop: How to write a case study (hosted by Huron Writing Centre)

Week 5: October 7

Utopian community

Sargisson, Lucy. 2012. "Definitions, Debates and Conflicts: Utopianism, Anti-Utopianism and Anti-Anti-Utopianism." In *Fool's Gold? Utopianism in the Twenty-First Century*, 6-40. London, UK: Palgrave Macmillan.

Cross, Katherine. 2015. "Feminist Constitution." In *The Feminist Utopia Project: Fifty-seven Visions of a Wildly Better Future*, edited by Alexandra Brodsky and Rachel Kauder Nalebuff, 62-72. New York, NY: The Feminist Press at CUNY.

Segal, Lynne. 2017. "Living Differently: How Feminist Utopia is Something You Have to be Doing Now." In *Radical Happiness: Moments of Collective Joy*, 187-216. Verso.

Available at: <https://longreads.com/2017/12/14/living-differently-on-how-the-feminist-utopia-is-something-you-have-to-be-doing-now/>

Borden, Lizzie, dir. 1983. *Born in Flames*. First Run Features, 90 min.

Workshop: How to generate a research problem (Hosted by Huron Library)

Week 6: October 14

From the commons to the commune

Williams, Raymond. 1975. "Enclosures, Commons, and Communities." In *The Country and the City*, **96-107**. Oxford University Press.

Linebaugh, Peter. 2014. "Chapter 1: Some Principles of the Commons", "Chapter 2: Stop, Thief!" and "Chapter 3: The City and the Commons." In *Stop, Thief! The Commons, Enclosures, and Resistance*, **13-40**. Oakland, CA: PM Press.

Federici, Sylvia. 2019. "Commons against and beyond Capitalism" and "Feminism and the Politics of the Commons in an Era of Primitive Accumulation." *Re-enchanting the World: Feminism and the Politics of the Commons*, **85-98, 102-115**.

Cases: Brook Farm (1841-1847); The Paris Commune (1871); The Oaxaca Commune (2006)

Week 7: October 21

Multiculturalism and its discontents

Delanty, Gerard. 2018. "Chapter 5: Community and Difference: Varieties of Multiculturalism." *Community*, 3rd edition, **111-131**. New York, NY: Routledge.

Zizek, Slavoj. 1993. "The Violence of Liberal Democracy." In *Assemblage*, No. 20: **92-93**.

Kymlicka, Will. 2017. "Chapter 20: Community and Multiculturalism." In *A Companion to Contemporary Political Philosophy*, edited by Robert E. Goodin, Philip Pettit and Thomas Pogge, **463-477**.

Kundnani, Arun. 2015. "Multiculturalism and its Discontents: Left, Right and liberal." In *European Journal of Cultural Studies* 15, No. 2: **155-166**.

Song, Sarah. 2016. "Feminists Rethink Multiculturalism: Resisting Essentialism and Cross-cultural Hypocrisy." In *The Ashgate Research Companion to Feminist Legal Theory*, edited by Margaret Davies and Vanessa E. Munro, **139-155**. New York, NY: Routledge.

Workshop: How to write reflectively (hosted by Huron Writing Centre)

Week 8: October 28

Cosmopolitanism and its limits

Delanty, 2018. "Chapter 8: Cosmopolitan Community: Between the Local and the Global." *Community*, 3rd edition, **179-199**. New York, NY: Routledge.

Derrida, Jacques. 2003. "Chapter 2: On Cosmopolitanism." In *Drifting: Architecture and Migrancy*, edited by Stephen Cairns, **48-60**. New York, NY: Routledge.

Mignolo, Walter D. 2012. "Border Thinking and Decolonial Cosmopolitanism: Overcoming colonial/imperial differences." In *Routledge International Handbook of Cosmopolitan Studies: 2nd edition*, edited by Gerard Delanty, **101-116**. New York, NY: Routledge.

Shelby, Tommie and Paul Gilroy. 2008. "Cosmopolitanism, Blackness, and Utopia." In *Transition*, No. 98: **116-135**.

Case: PEN International (1921-present)

READING WEEK: November 2-6

Week 9: November 11

Virtual community

McLuhan, Marshall. 1962. "Prologue." In *The Gutenberg Galaxy*, **1-9**. Toronto, ON: University of Toronto Press.

Ernst, Wolfgang. 2015. "Digital Textuality: The Implicit (Re-)Turn of the Gutenberg Galaxy." In *Report from the Gutenberg Galaxy 1*, edited by Karin Nygård and Ellef Prestsæter, **6-11**. Available at: http://www.obs-osv.com/bilder/Report%20from%20the%20Gutenberg%20Galaxy_1.pdf

Delanty, Gerard. 2018. "Chapter 9: Virtual Community: Belonging as Communication." *Community*, 3rd edition, **200-224**. New York, NY: Routledge.

Rheingold, Howard. 2012. "What the WELL's Rise and Fall Tell Us About Online Community." In *The Atlantic*.

Available at: <https://www.theatlantic.com/technology/archive/2012/07/what-the-wells-rise-and-fall-tell-us-about-online-community/259504/>

Case: The WELL (1985-present)

Week 10: November 18

Democratic learning communities

Freire, Paulo. 1907/2014. "Preface." In *Pedagogy of the Oppressed*, translated by Myra Bergman Ramos, **35-42**. Bloomsbury.

Ranciere, Jacques. 2010. "Chapter 1: On Ignorant Schoolmasters." In *Jacques Ranciere: Education, Truth, Emancipation*, edited by Charles Bingham and Gert J.J. Biesta, **1-24**. Continuum.

Shantz, Jeffrey. 2012. "Chapter 7: Spaces of Learning: The Anarchist Free Skool." In *Anarchist Pedagogies: Collective Actions, Theories, and Critical Reflections on Education*, edited by Robert H. Haworth, **124-144**. Oakland, CA: PM Press. Available at: <https://www.self-directed.org/tp/spaces-of-learning/>

Case: Escuela Moderna (1901-1906)

Week 11: November 25

Community economies

Gibson-Graham, J.K and Community Economies Collective. 2017. "Cultivating Community Economies." In *The Next System Project*, **1-37**. Available at: <https://ir.canterbury.ac.nz/bitstream/handle/10092/16313/Next%20System.pdf?sequence=2>

Dombroski, K.F., S. Healy and K.I. McKinnon. 2018. "Care-full Community Economies." In *Feminist Political Ecology and Economics of Care*, edited by Christine Bauhardt and Wendy Harcourt, 99-115. New York, NY: Routledge. Available at: <https://ir.canterbury.ac.nz/handle/10092/16725>

Cases: Mondragon (1956-present); Evergreen Cooperative (2008-present)

Week 12: December 2

The community in the garden

Tornaghi, Chiara. 2014. "Critical Geography of Urban Agriculture." In *Progress in Human Geography* 38, No. 4: **551-567**.

Barron, Jennifer. 2017. "Community gardening: cultivating subjectivities, space and justice." In *Local Environment* 22, No. 9: **1142-1158**.

Spilkova, Jana. 2017. "Producing space, cultivating community: the story of Prague's new community gardens." In *Agriculture and Human Values* 34: **887-897**.

Eizenberg, Efrat. 2012. "Actually Existing Commons: Three Moments of Space of Community Gardens in New York City." In *Antipode* 44, No. 3: **764-782**.

Cases: Community Gardens, New York and Prague

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/cmof_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>

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.

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.

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: <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.

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.

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 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 .

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 fulfill 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 .

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 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 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

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwo.com/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>