

HURON UNIVERSITY COLLEGE

CENTER FOR GLOBAL STUDIES

Winter 2020: CGS 3527G GLOBALIZED CAPITALIST AGRICULTURE

Dr. Ritika Shrimali

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Class Meeting: Friday – 11:30-2:30

Class Location: W101

Office Hours: Thursday: 12:30-2pm

Office Location: A104

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

The central focus of this course is to critically understand the contemporary neoliberal moment of “globalization of capitalist agriculture”. The world of neoliberal and globalized capitalist agriculture is marked by growing inequalities as the forces that are organizing agriculture are now global in nature. This means that not only the process of agriculture production has gone beyond national boundaries, new technologies and markets for food and other agricultural commodities, rising awareness of ecological threat, rising health consequences of food related health issues, and the crises of reproduction of ‘classes of labour’ are emerging as issues of global concern. All these and similarly encompassing and connected themes will be discussed in this course.

The course is divided in three sections: Production, consumption and future of agriculture.

The first section will introduce you to some of the theoretical issues that are pertinent to understand the history and evolution of the idea of ‘capitalist’ agriculture. Moving on the discussion on contemporary forms of capitalist agriculture, the central question that this section seeks to respond to is this - how does globalized agriculture lead to inequality in land and labour relations? In the second section the course will deal with theoretically informed analyses of the ways in which capitalist agriculture works in the epoch of globalization and affects people’s lives. We will focus on the inequities in the consumption culture of globalized capitalist agriculture. The third and final section focuses on the ‘future of agriculture development’. The question that we will engage with is this - given what we have understood of globalization of capitalist development and its implications, what alternatives do we have to forge a better future for agriculture?

COURSE LEARNING OBJECTIVES

On completing this course, students should be able to:

- 1) Critically engage with the idea of ‘globalization’ in capitalist agriculture.
- 2) Think about agriculture as a production and consumption relation and its implications for

the future of agriculture.

- 3) Assess the implications of the globalized capitalist agriculture for health of consumers, livelihood of producers and future of agriculture's relation to its environment
- 4) Relate how the world of fiction and the academia merge and why it is important to read – in general.
- 5) Write critical short conceptual notes on themes from the course.
- 6) Think about the relation between national development priorities and the role of multilateral organizations in promoting agrarian development
- 7) Develop research questions, critically evaluate and synthesize scholarly sources, and conduct original research.

Course Methods

This course uses a combination of lecture presentations, film screenings, class discussion and student presentations. You are expected to come to class having completed ALL required readings and prepared to engage in scholarly conversation.

Course Requirements and Deadlines

Students will be evaluated on the basis of the following requirements

Assignment	% marks	Word limit	Due dates	Learning outcome
Class participation	10	-	ongoing	1,2,3,4,5,6,7
Novel Review	10	750-1000	Feb 7	4
Key Words (2)	10x2 (2 deadlines)	750-1000	Feb 14 – 1 st March 15 – 2 nd	1,2,3,5,6,7
Rural (Agrarian) Development Report (submission and presentation)	15+5	1500 20-25 minute presentation	Feb 28	3,6
Research Paper Idea	10	500 words	March 6	1-7
Research Paper Submission	30	2500-3000	April 3	1-7

Assignment Description:

a) Class Participation (10 points)

Your participation grade is based on attendance and in-class participation, which means coming to class on time and having done all the assigned readings and being prepared with questions based on these readings. As a rule, speaking more often does not mean you will receive a higher participation grade; the content of your contribution is equally important.

b) Novel Review (750-1000 words) (10points)

The purpose of this assignment is to provide you with a break from academic reading and encourage you to explore serious fiction that also discusses real concrete issues dealing with everything agrarian.

Nectar in a Sieve is a 1954 novel by Kamala Markandaya. The book is set in India during a period of intense urban development and is the chronicle of the marriage between Rukmani, youngest daughter of a village headman, and Nathan, a tenant farmer. The story is told in the first person by Rukmani, beginning from her arranged marriage to Nathan at the age of 12 to his death many years later.

The book speaks to the theme of agrarian relations and how ‘development’ that is often urban/technologically intense impacts the lives of the poorest people.

Detailed handout will be provided in class.

c) Key words – 2 topics: (10x2 = 20 points): 750-1000 words each

What does the ‘academic’ vocabulary of globalised capitalist agriculture all about? What are some of the keywords/ideas that define the content in the course?

Agrarian Transition*Mode of production* peasant differentiation* development of productive forces* relations of production* agrarian crisis* agrarian class Inequalities* Inequalities in consumption* world food crisis* meatification of diets* New Age Diseases* globalized agriculture* Agriculture alternatives.

Choose any two ONLY from the list provided. Write a few paragraphs (750-1000 words) about a chosen theme by using at least 5 relevant academic sources.

More information will be provided in class.

d) Research Paper Idea (10 points) – 500 words

Research your Idea | Present the Idea – thesis statement and how you are planning to proceed | Discussion in Class | take down notes from discussion | submission in class.

Prior to writing the Research Essay students must submit a one-page proposal that explains how you will approach your research essay topic. The proposal can be very preliminary, but must contain:

- a brief but specific statement of the direction or potential direction that you are considering for your Research Essay. Ideally, this should include direct question that is capable of being answered in the space and time that is available.
- a suggested table of contents that includes the sections to be contained in the Research Essay and the issues that will be considered in each section

- a sample (4-5) properly annotated peer reviewed articles beyond those contained in the course syllabus

It is important to stress that you cannot write a proposal for a possible Research Essay without first doing some reading around the topic that you are wanting to investigate. Therefore, commence work on the proposal by identifying a topic that is of interest and then do some general reading around the topic.

e) Research Paper (30 points): - 2500-3000 words

A principal objective of this course is to provide students with the opportunity to research a critical agrarian studies topic of personal interest. To that end, you are to write a research-based essay of approximately 3000 words. The essay must be a detailed critical analysis of some aspect of the impact of globalised capitalist agriculture on agrarian relations in developing or developed countries. The essay must include debates around the selected aspect. The Research Essay can be organized however the student wants, but must be structured around a central thesis or argument that is clearly identified and which is substantiated within it. It must be laid out as an essay, containing a brief introduction and conclusion and using sections and subsections to establish a logical, coherent and critical argument.

f) Rural (Agrarian) Development Group Report and Presentation : 20 (15+5)

During January, students will allocate themselves into groups of 2. The group will select one country from 'Global South' and review that country's Integrated Agriculture Development Plan, focusing upon general information of the country and the government's "development analysis" of the sector, which explains what the government views as the main development challenges facing the sector. The group is to focus on the county's agriculture development challenges. In light of this assessment, the group will then review the activities of the Food and Agriculture Organization and the World bank in the country, in order to answer the following question:

"In what ways do the interventions of the FAO or/and the World bank in the country attempt to address the central agriculture development challenges identified by the government?" The group will be expected to explain the reasons for their conclusion in the Group Report.

1500 words

30-minute presentations

Essential Readings (Available at Western Bookstore)

1. Bernstein, H. (2010) – Class Dynamics of Agrarian Change

2. Patel, R. (2012). Stuffed and Starved
 3. Weis, T. (2013) The Ecological Hoofprint: The Global Burden of Industrial Livestock
 4. Wallace, R., and Davis, M. (2016) Big Farms Make Big Flu: Dispatches on Influenza, Agribusiness, and the Nature of Science. NYU Press.
 5. Nectar in a Sieve (1954) novel by Kamala Markandaya.
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WEEKLY READINGS

Week 01 (Jan 10): Introduction to the course, assignments, expectations and main conceptual themes

Key words/Key Concepts

Agrarian Transition*Mode of production* peasant differentiation* development of productive forces* relations of production* agrarian crisis* agrarian class Inequalities* Inequalities in consumption* world food crisis* meatification of diets* New Age Diseases* globalized agriculture* Agriculture alternatives.

SECTION 1: Production

Week 02 (Jan 17): Theoretical Introduction to Globalised Capitalist Agriculture

Essential Reading

Bernstein, H. (2010) – Class Dynamics of Agrarian Change (available at Western Bookstore), Chapter 1-4

Recommended Readings

T.J. Byres (1991) The Agrarian Question and Differing Forms of Capitalist Agrarian Transition: An Essay with reference to Asia in Breman and Mundle (ed) Rural Transformation in Asia.

Heron, R. (1993). Globalised Agriculture – Political Choice. Pergamon Press (pp. 16-34)

McMichael, P. and Raynolds, L. (1994) Capitalism, Agriculture and World Economy. In Sklair, L. (ed) Capitalism and Development. Routledge .

Bernstein, H. (2016), Agrarian Political Economy and Modern world capitalism: The contributions of food regime analysis. Available here at:

https://www.iss.nl/sites/corporate/files/55-ICAS_CP_Bernstein.pdf

Bernstein, H. (2001) Peasantry in global capitalism in socialist register. Available here at - <https://socialistregister.com/index.php/srv/article/view/5754/2650>

Week 03 (Jan 24)– MOVIE: Grapes of Wrath and discussion from week 02

The Joad clan, introduced to the world in John Steinbeck's iconic novel, is looking for a better life in California. After their drought-ridden farm is seized by the bank, the family -- led by just-paroled son Tom (Henry Fonda) -- loads up a truck and heads West. On the road, beset by hardships, the Joads meet dozens of other families making the same trek and holding onto the same dream. Once in California, however, the Joads soon realize that the promised land isn't quite what they hoped

Week 04 (Jan 31): Dispossession and Peasant Differentiation

Essential Readings:

Bernstein, H. (2010) – Class Dynamics of Agrarian Change (available at Western Bookstore), Chapter 5-8

Movie: Land Rush - 2012

Recommended Readings

Shrimali, R. (2016). Accumulation by Dispossession or Accumulation without Dispossession: The Case of Contract Farming in India, Human Geography, Vol 9, Number 3.

Gustavo de L. T. Oliveira (2018) Chinese land grabs in Brazil? Sinophobia and foreign investments in Brazilian soybean agribusiness, Globalizations, 15:1, 114-133

WEEK 05 (Feb 7) – Peasant Differentiation and Agrarian Crisis

Raju Das (2013). Agrarian Crisis as the Crisis of Small Property Ownership in Globalizing Capitalism. Available here at: <https://mronline.org/2013/10/01/das011013-html/>

Patel, R. (2007). Stuffed and Starved; Chapter 2 - Rural Autopsy and Chapter 3 – You have become Mexican

Haroon-Akram Lodhi – Hungry for Change (farmers, Food Justice and the Agrarian Question) - Chapter 3, Chapter 6

Lenin, V.I. (1899), The differentiation of the Peasantry, in John Harris (ed) Rural Development: Theories of Peasant Economies and Rural Change (pp. 130-138)

P. Sainath (2010), Suicides are about the living not the dead – <https://psainath.org/suicides-are-about-the-living-not-the-dead/>

Film: Nero's guest

Week 06 (Feb 14) - Conditions of labour in globalized agriculture + Agriculture report assignment preparation.

Jessie K. Luna (2019) The chain of exploitation: intersectional inequalities, capital accumulation, and resistance in Burkina Faso's cotton sector, *The Journal of Peasant Studies*, 46:7, 1413-1434,

Ramesh K. Sunam & John F. McCarthy (2016) Reconsidering the links between poverty, international labour migration, and agrarian change: critical insights from Nepal, *The Journal of Peasant Studies*, 43:1, 39-63,

Bridi, R. (2015) Migrant Workers in Ontario's Tobacco Belt: An Examination of Workplace Dynamics, *Human Geography – A New Radical Journal*, Volume 8, No. 1

Recommended Readings

Report (2001) – Columbia's flower industry -

<https://www.theguardian.com/society/2001/aug/29/guardiansocietysupplement5>

S. Garikipati (2009) Landless but not assetless: female agricultural labour on the road to better status, evidence from India, *The Journal of Peasant Studies*, 36:3, 517-545

Brass. T. (1986) Unfree Labour and Capitalist Restructuring in the Agrarian Sector: Peru and India", *Journal of Peasant Studies*, 14 (1986), pp. 50–77

Das (2014). Low-Wage Capitalism, Social Difference, and Nature-Dependent Production: A Study of the Conditions of Workers in Shrimp Aquaculture, *Human Geography – A New Radical Journal*. Vol 7, No. 4

Shaw, C. (2011). Global Agro Food Systems: Gendered and Ethnic Inequalities in Mexico's Agricultural Industry, *McGill Sociological Review*, Volume 2, April 2011, pp. 92-109

Malika Abdelali-Martini, Patricia Goldey, Gwyn Jones & Elizabeth Bailey (2003) Towards a Feminization of Agricultural Labour in Northwest Syria, *The Journal of Peasant Studies*, 30:2, 71-94,

Film: Film: Migrant Dreams - <https://tvo.org/video/documentaries/migrant-dreams-feature-version>

WEEK 07 (FEB 15-23)– READING BREAK

Week 08 (Feb 28)

Presentations – Rural (Agrarian) Development Report Presentations

Section 2: Consumption

Week 9 (March 6) : Inequalities in food consumption + Presentation of research Ideas

Essential Reading:

Raj Patel – Stuffed and Starved: The Hidden Battle for the World's Food System

Chapter 1 - Introduction

Chapter 5 - The customer is our enemy: A brief introduction to food system business

chapter 6 - Better living through chemistry

chapter 7 - glycine rex

chapter 8 - checking out of supermarkets

chapter 9 - chosen by bunnies

Haroon-Akram Lodhi – Hungry for Change (farmers, Food Justice and the Agrarian Question)
Chapter 1, 2

Recommended Readings:

GMO labelling: <https://www.forbes.com/sites/amywestervelt/2012/08/22/monsanto-dupont-spending-millions-to-oppose-californias-gmo-labeling-law/#7b016778605b>

Gender Inequity in Food system - <https://learn.uvm.edu/foodsystemsblog/2015/04/20/raj-patel-on-gender-inequity-in-the-food-system/>

Week 10 (March 13) Agriculture and Meatification of Diet

Weis, T. (2013) The Ecological Hoofprint: The Global Burden of Industrial Livestock; Chapter 1-4

Week 11: (March 20) Meatification of Diet and New diseases

Essential Reading

Wallace, R., and Davis, M. (2016) Big Farms Make Big Flu: Dispatches on Influenza, Agribusiness, and the Nature of Science. NYU Press.

Read as much as you can. But specifically:

Part 4 - Synchronize your barns - pg 181-191

Part 5 - Whose Food Footprint - pp 224-249

Part 7 - Did Neoliberalizing West African Forests Produce a New Niche for Ebola pp. 324-335

Recommended Readings

Blog: Farming Pathogens - <https://farmingpathogens.wordpress.com/2017/06/06/ten-theses/>

[Time magazine: 2016: Zika Virus](#)

[Bloomberg Business week: 2014: Ebola is coming](#)

[Time Magazine: 2009: H1N1](#)

[Time Magazine: 2014: Bird flu](#)

[Time Magazine: 2003 – Truth about SARS](#)

[NewsWeek: 1995 – Killer Virus](#)

<https://www.independent.co.uk/news/world/asia/tree-kangaroos-extinct-palm-oil-deforestation-indonesia-asia-a7220731.html>

Section 3: Future of Agriculture Development?

Week 12 (March 27): Food Sovereignty and Agro-Ecology

Wittman, H.; Desmarais, A.; Wiebe N. Food Sovereignty: Reconnecting Food, Nature and Community (2010) Chapter 8, 9,11, 12, 13

Rachel Bezner Kerr, Catherine Hickey, Esther Lupafya & Laifolo Dakishoni (2019) Repairing rifts or reproducing inequalities? Agroecology, food sovereignty, and gender justice in Malawi, *The Journal of Peasant Studies*, 46:7, 1499-1518

Akram-Lodhi, H. 2013. *Hungry for Change: Farmers, Food Justice, and the Agrarian Question*. Fernwood Publishing and Kumarian Press. Chapter 8 – Food Sovereignty.

Jessica Paddock & Alastair Michael Smith (2018) What role for trade in food sovereignty? Insights from a small island archipelago, *The Journal of Peasant Studies*, 45:2, 368-388.

Gavin Fridell – *Alternative Trade, Legacies for the future*
Chapter 01 - Free trade and Alternative trade

chapter 02 - coffee fix

Chapter 03 - Against the grain

chapter 04 - the fruits of labour

chapter 05 - the 'alternative' of alternative trade

Recommended Readings

Oxfam fair trade: <https://www.oxfamfairtrade.be/en/>

Center for Evaluation (2012) - Assessing the Impact of Fairtrade on Poverty Reduction through Rural Development. Available here at: http://www.wfto-la.org/wp-content/uploads/2013/03/Final_Report_Fairtrade-Impact-Study.pdf

Eduardo Galeano – “Monoculture is a prison, it always was”. Eduardo Galeano writes to MST, Via Campesina <https://www.mstbrazil.org/news/081606-monoculture-prison-it-always-was-eduardo-galeano-writes-mst-campesina>

Week 13: (April 3): Ethical Farming/Vertical Farming/ Sustainable Farming

Magdoff, R. (2015) A Rational Agriculture Is Incompatible with Capitalism <https://monthlyreview.org/2015/03/01/a-rational-agriculture-is-incompatible-with-capitalism/>

Uphoff, N. (2009). Envisioning Post-Modern Agriculture. In Atul Sathe (ed.) Sustainable Agribusiness – Opportunities and Issues.

Haroon-Akram Lodhi – Hungry for Change (farmers, Food Justice and the Agrarian Question) – Chapter 4, 5, 9

<https://www.vox.com/energy-and-environment/2017/11/8/16611710/vertical-farms>

Recommended Readings

Why Sustainable Agriculture Has to Be a G20 Priority - <https://www.americasquarterly.org/content/why-sustainable-agriculture-has-be-g20-priority>.

Ethical Farming: <https://business.financialpost.com/commodities/agriculture/why-the-ethics-of-farming-are-more-important-than-ever>

(FINAL DUE DATE FOR ALL COURSE ASSIGNMENTS)

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.

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

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.

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: <https://huronatwestern.ca/academic-advising>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Their contact information can be found on the Huron website at: <https://huronatwestern.ca/student-life-campus/art-social-science> and at <https://huronatwestern.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, <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.

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> .

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.

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.

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 .

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.

Mental Health & Wellness Support at Huron and at 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 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/.

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/.

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>