

CGS 1023G
Introduction to Development
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Scheduled class times: Wednesday 2:30pm – 5:30pm – HUC V210

Office Hours: Wednesday 1:30pm – 2:30pm

COURSE DESCRIPTION

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

COURSE LEARNING OBJECTIVES

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

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

DESCRIPTION OF CLASS METHODS

Classes will consist of a combination of lecture and participatory learning methods. It is expected that students will arrive at each class having read all of the week’s **required** readings. Students are required to engage with the readings and with each other during the weekly seminar.

During lectures and classroom learning methods, students are expected to be respectful and to not distract fellow students or the instructor. If you would like to send text messages, browse irrelevant websites, or talk without contributing to class discussion, please do so elsewhere.

READINGS

A majority of the course readings can be found in *The Companion to Development Studies* Third Edition by Vandana Desai and Robert B. Potter (Routledge, 2014). Other readings can be found in the library, and instructions will be given in class on how to locate assigned course readings. I reserve the right to add to or otherwise alter the reading list, given sufficient notice is provided. All required readings must be read. Students do not have to read each weekly recommended reading. However, these readings will be discussed in class and are used as additional literature and examples of each specific topic.

Antirequisite(s): Centre for Global Studies 2001F/G.

Prerequisite(s): None.

EVALUATION

Participation 10%

In this course, emphasis will be placed on student participation and interaction. The course will include theoretical critiques of development practices, requiring high levels of student participation. As a result, students are required to come to class having read the material and ready to participate in discussions and group work. Students will be graded on their ability to engage critically the course materials and lectures within class discussions.

The Conceptualization of Poverty Group Project 20%

This assignment will require students to identify a “marketization” of poverty. Students may use the internet, YouTube, flyers, or other websites (international/local NGOs, governments, and international organizations) to show how poverty is conceptualized and to explain how poverty or the “poor” are being constructed through the use of symbols, stereotypes, or discourse in the global development regime. This work must be carried out in a group (maximum of 4). The project consists of a presentation (maximum 10 mins) of the example in class. Students will be graded on their ability to assess from a critical perspective how poverty is being conceptualized in the chosen example. Students must include a minimum of 2 scholarly works that support their assessment. **Due Week 5 (February 6)**

Research Paper Proposal 10%

The proposal will be a 2 page proposal for a research topic of the student’s choosing. The topic must be related to global development. The proposal must include a description of their topic, a thesis statement and justification, and an annotated bibliography with a minimum of 5 scholarly sources. **Due Week 7 (February 27)**

Research Paper 30%

The research paper assignment will challenge students to think critically about a global issue related to global development. Students will be required to provide a unique research topic that contains an argument, gather information to back up their argument, and present their findings in a clear and concise manner. This assignment will provide students with an opportunity to sharpen many skills necessary for a future in academia or the field of development, such as critical thinking, research, data analysis, proposal design, and communication. Papers must incorporate a minimum of 10 scholarly sources. The essay must be between 1,500-2,000 words (Times New Roman, 12 font, Double spaced). **Due Week 10 (March 20)**

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

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

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

Final Exam

30%

The final exam can include material from all the topics taught throughout the course. Students will be challenged to think critically on the spot and develop an argument in a limited period of time. A good record of class attendance is required to take the exam. **Date set by Registrar's Office. Final exam period – April 11-30. Do not plan travel before April 30.**

SPECIAL INSTRUCTIONS

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

Extensions on assignments can only be requested in-person, and more than 48 hours prior to the assigned deadline. Extensions or approvals being requested for emergency or medical reasons or being requested after the due date must be approved through academic advising.

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

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

SCHEDULE OF CLASSES

Week 1 - Course Intro

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

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

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

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

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

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

Week 2 –Positionality and Reflectivity in the Development Game

Potter, Robert B. 2014. “The Nature of Development Studies” in *The Companion to Development Studies* eds. Vandana Desai and Robert B Potter, Routledge: New York. 16-20.

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

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

Recommended

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

Week 3 – Challenging the Definition of Development

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

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

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

Recommended

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

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

Week 4 – Marketing Poverty: Harmful Stereotypes

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

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

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

Recommended

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

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

Week 5 – Marketization of Poverty Group Project Presentations

Week 6 – Development as a Colonial Project

Adam Smith. 1776 (2008). "Of the Advantages which Europe has Derived from the Discovery of America, and from that of a Passage to the East Indies by the Cape of Good Hope," in *The Development Reader* eds. Sharad Chari and Stuart Corbridge, New York: Routledge, 58-63.

Furnivall, J.S. 1948 (2008). "The Background of Colonial Policy and Practice," in *The Development Reader* eds. Sharad Chari and Stuart Corbridge, New York: Routledge, 103-109

Davis, Mike. 2001 (2008). "The Origins of the Third World" in *The Development Reader* eds. Sharad Chari and Stuart Corbridge, New York: Routledge, 14-30.

Escobar, Arturo. (1995). Introduction: Development and the Anthropology of Modernity. *Encountering Development: The Making and Unmaking of the Third World*. New Jersey: Princeton University Press. 3-17.

Week 7 – The Modernization Myth

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

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

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

Recommended

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

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

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

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

Video: Under Rich Earth, Gold Fever, or Poverty Inc

Week 8 – Development Alternatives or More of the Same I?

1. Needs, Human Development and Capabilities

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

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

Recommended

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

2. Putting the Last First

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

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

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

Recommended

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

Week 9 – Development Alternatives or More of the Same II?

3. (un)Sustainable Development – MDGs to SDGs

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

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

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

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

Recommended

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

4. The Parable of Eternal Growth

Meadows, D., Randers, J., & Meadows, D. 2004. "A Synopsis, Limits to Growth: the 30 Year Update." Sustainability Institute. Chelsea Green Publishing Company.
http://www.unice.fr/sg/resources/docs/Meadows-limits_summary.pdf

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

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

Recommended

Dasgupta, Partha. 2001. "Wealth and Well-being," in *The Development Reader* eds. Sharad Chari and Stuart Corbridge, Routledge: New York, 427-31

Dyson, Tim. 2005 (2008). "On Development, Demography and Climate Change: The End of the World as We Know It?" in *The Development Reader* eds. Sharad Chari and Stuart Corbridge, New York: Routledge, 546-55.

5. Women in Development: Inclusion or Patriarchy?

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

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

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

Recommended

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

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

Kabeer, Naila. 1994. *Reversed Realities: Gender Hierarchies in Development Thought*. London: Verso.

Week 10 – Alternatives to Development

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

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

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

Week 11 – Decoloniality: Is Plurality a Possibility?

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

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

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

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

Recommended

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

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

Week 12 – Conclusion: Where do I fit in?

Tiessen, R. and Heron, B. 2012. Volunteering in the Developing World: the Perceived Impacts of Canadian youth. *Development in Practice*, 22(1), 44-56.

Biddle, Pippa. 2013. “The Problem with Little White Girls and Boys.” February 18. <https://medium.com/race-class/b84d4011d17e>

Esteva, Gustavo. 2013. *The Future of Development: A Radical Manifesto*. Bristol: Policy Press: Chapter 7 – Epilogue: A Role for the Development of Scholars and Practitioners.

Illich, Ivan. To Hell with Good Intentions. http://www.swaraj.org/illich_hell.htm

Documentary Screening: *Volunteers Unleashed* (2015)



Appendix to Course Outlines

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 the University of Western Ontario 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:

<https://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.

Academic Accommodation for Medical/Non-Medical Grounds

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/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://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:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.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 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.

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, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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.

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.

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.

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 Needs

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/?requesting_acc

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.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> ("Cancellations and Closures").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

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

<https://huronuc.ca/student-life-campus/art-social-science>