

Blood, Sweat, and Gold Controversies in Global History

HIST 1801E – 2019-2020 – Huron University College

Lectures: Monday and Wednesday at 9:30-10:30 in room W12

Tutorials:

- 551: Thursday 10:30-11:30 (Peace)
- 552: Thursday 3:30-4:30 (Compeau)
- 553: Monday 1:30-2:30 (Compeau)
- 554: Thursday 12:30-1:30 (Peace)

Dr. Tom Peace

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Office: V127

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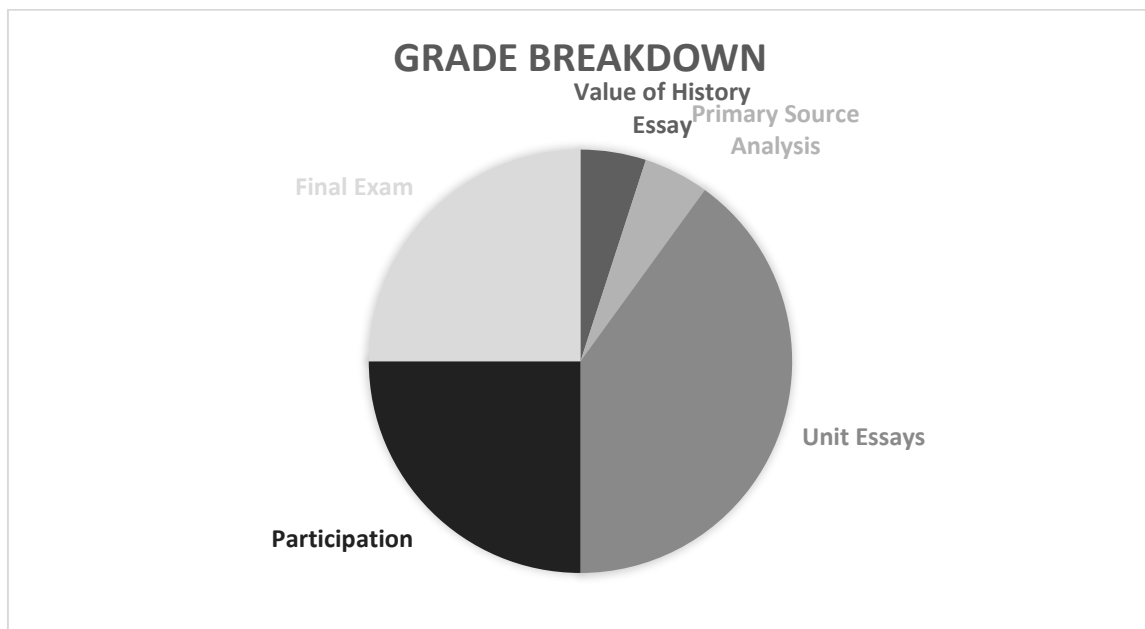
Dr. Tim Compeau

Email: tcompea@uwo.ca

Office Hours: Mondays 10:30-12:30; Tuesdays 2:30-3:30

Office: A15

Contact policy: For messages left by phone or email expect at least a twenty-four-hour response time. Please be courteous and respectful: use a proper salutation, and formal language and punctuation in your emails. *It is recommended that you contact your professors by email rather than phone.*



Course Outline

This three-hour lecture/tutorial course gives first-year students an overview of major themes in global history, dividing the course into five thematic units covering the Atlantic World, Slavery, Revolutions, Nations and Empire. In addressing these five broad concepts, students explore specific subjects such as global trade and industrialization as well the diverse ways that historians have sought to understand them. Most of the material considered comes from the past 500 years of human experience. The accompanying text helps students understand the chronology of the events that we consider, and the tutorials give students a chance to discuss the themes, ideas and events presented in the course material in more detail.

The unifying theme in the course is historiography, looking at what constitutes history and why historians have taken different approaches to its study. The course opens with a discussion of the concepts and theories of historiography and then integrates these themes into the subsequent units. In tutorials we will use conflicting historiographical interpretations to better understand the subject at hand and the nature of historical interpretation.

Statement of Learning Objectives

The course will help students hone their writing, critical thinking, and analytical skills as they examine the evolution of different historical interpretations and explanations. The course will also give students an understanding of issues that have been and continue to be of fundamental importance to human societies around the world.

COURSE REQUIREMENTS

Weight given to assignments

Value of History Essay	5%	
Primary Source Assignments	5%	
Unit Essays	40%	(10% each)
Participation	25%	
Final Exam	25%	

Required Texts

- 1) Robert Marks, *The Origins of the Modern World*

* Please note that the tutorial readings are available through the OWL site, either as links to online content or as PDFs.

Classroom Conduct

Professional behavior is asked of students and professors at all times in the classroom. Questions and discussions are welcomed, but interruptions, sleeping, talking, surfing the internet, watching movies, updating Facebook, reading the newspaper and eating are not (for example).

Essays

The essays in this course are designed to build the skills necessary for historical analysis. The first assignment aims to evaluate your writing skills and provide useful feedback for your subsequent work. The unit essays focus on your understanding of the course and are designed to gradually build your research skills. Brief instructions on essays follow below.

Papers submitted by email will not be accepted. Each paper must be submitted via OWL on the due date, or late penalties will apply. *Students should also retain their research notes as the professors may ask them to provide them.* Students who fail to produce their research notes when asked for them risk being assigned a grade of zero on the assignment.

Footnotes or endnotes must always be used in a history paper. Consult the syllabus below for guidance. The reference librarian, Rachel Melis, can also help you. Essays will normally have between three to five notes per page. Notes are used for several reasons: most commonly, to document little-known facts, to provide references for quotations, and to acknowledge the borrowing of ideas. Occasionally, they are used to provide important material that cannot neatly or logically be inserted into the text.

IMPORTANT NOTE: We've included basic stylistic instructions in this syllabus. **Failure to follow these guidelines will result in the paper being returned to you unmarked.** An automatic 5% deduction will also be made from your assignment's final mark. Upon notification that you submitted an incomplete assignment, you will have one week to make the necessary corrections before late penalties will again be applied.

Assignment 1: One Read and the Value of History:

This 750-word assignment focuses on your writing skills. There is no requirement for further research, but we would like you to include material from the lectures and readings covered before the due date (16 October). Otherwise, all we ask is that your essay respond to the following prompt:

*In what ways might a historian approach the historical context depicted in the book, *Our Homesick Song*?*

We expect that this essay will have *more than* five paragraphs.

Unit Essays

You will be required to write a 1,250-word essay at the end of each unit tying the lectures and assigned readings together. It is expected that you will draw on, and explicitly cite, *at least 75%* of lectures and readings. Lectures may be cited as follows (all other citation formats can be found in the *Chicago Manual of Style*):

Tim Compeau, “What is Global History,” HIS 1801E: Blood, Sweat, and Gold
(class lecture, Huron University College, London, ON, 25 Sept 2019)

In addition to our drawing upon our course material, the assignments are scaffolded for you to learn from your earlier work. In the first assignment, you will write a critical reflection of **one of the assigned readings** in the unit. In the second assignment, you will write a historiographical analysis of the assigned unit using **all of the material provided to you**. In the third assignment you will be required to **find two relevant journal articles** that helps you better understand the topic at hand and write a historiographical review. In the final essay, you will write a critical analysis of **a monograph related to the unit topic**. It is expected that you will bring this reading into conversation with the other historiographical ideas we have explored in the course.

These essays will be evaluated using the following criteria:

- Quality of the journal article or book you found (for essays 3 and 4).
- Quality of the thesis statement and structure of the argument.
- Synthesis and integration of the course material.

It is assumed that your essay will be free of errors and follow the stylistic guidelines outlined in the History Department Rules and Regulations (below).

Primary Source Assignment

Students will select three transcripts from the WPA Slave Narratives database (<https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection/>) and provide analysis. Students should consider what the sources add to the historical record and the potential problems these sources present to historians. Papers should be structured as a formal essay following Chicago Manual of Style and be 750-words (3-pages) in length. More information will be provided in tutorial the week of Nov. 25.

Final Exam

The final exam will consist of essay questions drawn from broad themes emerging from the course as a whole. Students are also expected to be familiar with the major debates about world history and the arguments made by different historians, as well as material from **all lectures, tutorials and readings**. Students will design the exam in the final week of tutorials.

Participation during Lecture

Engaging with this course during each of our meetings is important for learning the course content and skills. During lecture it can be hard for us to engage with each of you individually. As such, we have created a tool to quickly check-in and evaluate your engagement with our course content. After each lecture, you will have time at the end of class to complete a simple multiple-choice question about the lecture as well as provide us with feedback about the session. These quizzes will *only* be available for 15 minutes after our lecture. **Five percent** of your participation grade will be determined by the percentage of questions you answered correctly.

Tutorials

Each tutorial will have common readings for students to do. Attendance at, and participation in, tutorials will account for 20% of the final mark. Participation marks are pro-rated; for example, if you attend only 80% of the tutorials, you will be eligible for a maximum of 80% of the mark. **Students who attend fewer than 50% of the tutorials will be given zeroes for their tutorial marks.** You will receive 10% of this grade in the first semester and the other 10% in the second semester.

Bonus marks will be awards for contributing 200 words to the OWL forums built around Huron's Truth and Reconciliation Programming. For each entry you will receive 10/10 to replace your lowest weekly participation grade.

Appeals

Should you wish to discuss a mark on an assignment with the professor, you must wait a day after receipt of the assignment so that you can digest the comments on the assignment properly. Should you wish to appeal a mark in the course, first, prepare a written rationale for your appeal, and then consult your professor. Most often, we will have the other professor re-grade your paper. If you wish to appeal further, consult Professor Nina Reid-Maroney, Chair of the History Department.

LECTURE SCHEDULE

Date: Lecture Topic & Background Reading

9 Sept: Introduction (Dr. Peace)
11 Sept: What is History? (Dr. Compeau)

16 Sept: Approaches to the Past (Dr. Peace)
18 Sept: Pseudohistory (Dr. Compeau)

UNIT 1: The World in 1492

23 Sept: What is Global History? (Dr. Compeau)
25 Sept: The Indian Ocean World before 1492 (Dr. Peace)

30 Sept: Strategies for Good Writing (Guest lecture: Mandy Penney)
2 Oct: Africa before 1492 (Dr. Compeau)

7 Oct: The Americas before 1492 (Dr. Peace)
9 Oct: The Mediterranean in 1492 (Dr. Compeau)

14 Oct: Thanksgiving – No class
16 Oct: The Atlantic World in 1492 (Dr. Peace)
● **Value of History Assignment Due**

21 Oct: Early European Empires (Dr. Compeau)
23 Oct: The Columbian Exchange (Dr. Peace)

Unit 2: Contextualizing Slavery

28 Oct: Introduction to Slavery (Dr. Compeau)
30 Oct: Slavery in the Mediterranean World (Dr. Peace)

4 Nov: No Class – Reading Week
6 Nov: No Class – Reading Week

11 Nov: Slavery in Africa (Dr. Compeau)
13 Nov: Slavery in North America (Dr. Peace)
● **The World in 1492 essay due**

18 Nov: The Trans-Atlantic Slave Trade (Dr. Peace)
20 Nov: The Historiography of American Slavery (Dr. Compeau)

25 Nov: Twelve Years a Slave

27 Nov: Twelve Years a Slave

2 Dec: Resistance to Slavery in the Atlantic World (Dr. Compeau)

4 Dec: Complicated Histories of Enslavement (Dr. Peace)

Unit 3: The Seven Years' War and Revolution

6 Jan: The Seven Years' War and the Atlantic World (Dr. Peace)

- **Contextualizing Slavery Essay due**

8 Jan: The Seven Years' War and India (Dr. Compeau)

13 Jan: Empire and Revolution: The United States (Dr. Compeau)

15 Jan: Empire and Revolution: France (Guest Lecture Dr. Read)

20 Jan: Empire and Revolution: Haiti (Dr. Peace)

22 Jan: Empire and Revolution: Britain (Dr. Compeau)

27 Jan: Theories and Concepts: Revolution (Dr. Peace)

29 Jan: British Imperialism in India (Dr. Compeau)

3 Feb: Imperialism and Industry (Dr. Peace)

Unit 4: The Long Nineteenth Century

5 Feb: Social Darwinism (Dr. Compeau)

10 Feb: The Great Land Rush (Dr. Peace)

12 Feb: Ecological Imperialism (Dr. Peace)

17 Feb: No Class – Reading Week

19 Feb: No Class – Reading Week

24 Feb: European Imperialism in Africa (Dr. Compeau)

- **Seven Years' War and Revolution Essay due**

26 Feb: European Imperialism in China (Dr. Compeau)

2 Mar: Theories and Concepts: Imperialism (Dr. Compeau)

4 Mar: Theories and Concepts: Nationalism and Decolonization (Dr. Peace)

Unit 5: Resistance

9 Mar: Nationalism and Decolonization: India (Dr. Bell)

11 Mar: States and Revolution: Russia (Guest Lecture Dr. Hope)

16 Mar: States and Revolution: China (Guest Lecture: Dr. Fang)

18 Mar: States and Revolution: Civil Rights in America (Dr. Reid- Maroney)

23 Mar: Nationalism and Decolonization: Turtle Island (Dr. Peace)

25 Mar: History Wars: Nationalism and historiography (Dr. Compeau)

30 Mar: The Anthropocene and Environmentalism (Dr. Peace)

1 Apr: Exam Review

- **The Long Nineteenth Century and Resistance due**

TUTORIAL SCHEDULE

All the tutorial readings are available on the OWL course website in the “resources” section, subfolder “readings”. Search for the reading by the author’s last name.

9 Sept: No Tutorials

16 Sept: What is History?

- Marks, introduction

UNIT 1: The World in 1492

23 Sept: What is Global History?

- Marks, chap. 1

30 Sept: The World in 1492 (Monday tutorial: Research with Rachel!)

- Marks, chap. 2

7 Oct: Research with Rachel! (Monday Tutorial: The World in 1492)

14 Oct: Thanksgiving – No Tutorials

21 Oct: No tutorials

- **Value of History Assignment Due**

Unit 2: Contextualizing Slavery

28 Oct: Race and Slavery

Winthrop Jordan, *The Whiteman’s Burden*

4 Nov: No Class – Reading Week

6 Nov: No Class – Reading Week

11 Nov: Continental Systems of Slavery

- Patterson, “The Ultimate Slave”
- **The World in 1492 essay due**

18 Nov: The Black Atlantic

- Evans, “The Black Atlantic”

25 Nov: Slavery in the Old South

- Amrita Chakrabati Myers, “Sisters in Arms: Slave Women’s Resistance to Slavery in the United States” *Past Imperfect*, Vol. 5. (1996): 141-175.

- Slave Narratives from the Federal Writers' Project, 1936-1938
<https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection/>

2 Dec: Complicated Histories of Enslavement

- Harvey Amani Whitfield, "Black Loyalists and Black Slaves in Maritime Canada," *History Compass* 5.6 (Nov 2007) <https://doi.org/10.1111/j.1478-0542.2007.00479.x>
- Primary Source Essay Due

Unit 3: The Seven Years' War and Revolution

6 Jan: Research with Rachel!

13 Jan: The American Revolution

- Gordon Wood, *The Radicalism of the American Revolution*, (1992). Introduction and Chapter 15
- Gary Nash, *The Unknown American Revolution*, "Epilogue, Sparks from the Altar of '76", 423-455. (2006).

20 Jan: Haitian Revolution

- Vivian May, "It is never a question of the slaves: Anna Julia Cooper's Challenge to History's Silences in her 1925 Sorbonne Dissertation," *Callaloo* 31.1 (Summer 2008): 903-918. <https://www.jstor.org/stable/27654930>

27 Jan: The Age of Revolutions

- Marks, chap. 3

Unit 4: The Long Nineteenth Century

3 Feb: The Industrial Revolution and its Consequences

- Marks, chap. 4

10 Feb: Empire and the Environment

- Eric Tagliacozzo, "Ambiguous Commodities, Unstable Frontiers: The Case of Burma, Siam, and Imperial Britain, 1800-1900" *Comparative Studies in Society and History* (April 2004): 354-377. DOI: <https://doi.org/10.1017/S0010417504000179>

17 Feb: No Class – Reading Week

19 Feb: No Class – Reading Week

24 Feb: The Age of Empire

- Bonny Ibhawoh, "Stronger than the Maxim Gun Law, Human Rights and British Colonial Hegemony in Nigeria" *Africa* vol. 72, no. 1 (Feb 2002): 55-83. DOI: <https://doi.org/10.3366/afr.2002.72.1.55>

2 Mar: Decolonization

- Linda Tabar and Chandni Desai, “Decolonization is a global project: From Palestine to the Americas,” *Decolonization: Indigeneity, Education & Society* 6.1 (2017): i-xix.
<https://jps.library.utoronto.ca/index.php/des/article/view/28899/21542>

Unit 5: Resistance

9 Mar: The Gap

- Marks, chap. 5

16 Mar: Revolution in the 20th Century

- Janet Salaff and Judith Merkle, “Women in Revolution: The Lessons of the Soviet Union and China,” *Berkeley Journal of Sociology* vol 15 (1970): 166-191.
<https://www.jstor.org/stable/41035173>

23 Mar: The Great Departure

- Marks, chap. 6

30 Mar: The Anthropocene

- Marks, conclusion

HISTORY DEPARTMENT RULES AND REGULATIONS

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Written assignments are due at the beginning of class. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counselling.
8. Students must complete the written assignments worth more than 10% to pass essay courses.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

¹ They should be in Arabic, not Roman numerals or letters.

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - o The title of a book is underlined or written in *italics*.
 - o The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - o Place and date of publication in parentheses (),
 - o A fuller reference will include the publisher after the place of publication.
 - o Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West*

Germany, 1949-1968, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



The Appendix to Course Outlines is posted on the OWL course site.

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

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

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

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

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

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

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site at: <https://owl.uwo.ca/portal>, and on the Huron website at www.huronuc.on.ca/about/accessibility.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: www.huronuc.ca/student-life-campus/student-services/academic-advising.

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies.

Adding / Dropping Courses

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

[huronuc.ca/student-life-campus/student-services/academic-advising](http://www.westerncalendar.uwo.ca/SessionalDates.cfm) or review the list of official Sessional Dates on the Academic Calendar, available here:
<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Mental Health & Wellness Support at Huron and at Western

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

Additional supports for Health and Wellness may be found and accessed at Western through www.uwo.ca/uwocom/mentalhealth/.

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

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

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical

behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for a detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com.

Computer-Marked Tests/exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on “Special” Accommodation

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://www.sdc.uwo.ca/ssd/index.html> .

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

Students who require academic accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://www.sdc.uwo.ca/ssd/index.html> .

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

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

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

- (b) **Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic

advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult your Instructor directly.

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Requests for Academic Consideration Using the Self-Reported Absence Form

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

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

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

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

- a.** students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b.** any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate

documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.

c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;

d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;

e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;

f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;

g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.

h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Important Dates and Directory at Huron and Western

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Western – Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>