



Raphael: The School of Athens

Introduction to Political Theory

Political Science 2237E

Dr. Sara MacDonald

Friday 9:30-12:30

POLS 2237E: Introduction to Political Theory

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Course Description

In *The Politics*, Aristotle describes human beings as political animals, for, unlike other animals, he believed that humans alone have the capacity to debate questions concerning the good and the just. All political actions and communities are grounded in an understanding of justice, even if it is unspoken or unrecognized. In this course, we will read some of the most important philosophic texts in the western world, seeking to discern the nature of the just, whether and how we might be free, and if there is any legitimate way that one person or group of people might claim to have power over us. We will have the luxury of spending our fall deep in the ancient world, reading, debating, and growing to love (or hate) arguments about human excellence as the foundation of justice. When winter turns its bleak face towards us, we will be immersed in the riot of philosophic thought that erupts after the enlightenment. Winter may seem absolute, but, as with these thinkers, we will know ourselves as free of arbitrary authority. Authors to be read will include, Plato, Aristotle, Machiavelli, Hobbes, Locke, Hannah Arendt, Toni Morrison, and Martha Nussbaum.

At the end of the year, we will gather as a Model of United Philosophers (MUP) and debate contemporary issues from particular philosophic perspective and draw up resolutions that will, of course, save the world.

More simply-through an exploration of primary texts in political theory we will examine the central themes and issues in the history of political thought from ancient to modern times.

(Prerequisite: [Political Science 1020E.](#))

Course Objectives:

1. Students learn to read and think critically about political ideas.
2. Students gain the ability to analyze ideas and situations, make considered decisions and form coherent, reasoned and fact-based judgements.
3. Students become familiar with a selection of the writings of the past's great political philosophers, and acquire an understanding of the key components of the western political tradition and the debt our present political arrangements owe to the ideas expounded by philosophers in the past.
4. Students learn how to be clear and concise writers.
5. This course will prepare students for all senior political theory courses.

Required Texts

To Purchase:

*Aristotle. *The Nicomachean Ethics*, Hackett Publishing, kindle edition: ASIN: B07YQH53WM (Purchase e-book through Perusall)

*Machiavelli, *The Prince*, Hackett Publishing Kindle edition: ASIN: B003GEKKZC (Purchase e-book through Perusall)

*Locke, *Second Treatise on Government*, Hackett, Kindle edition: ASIN: B004PYDBYY (Purchase e-book through Perusall)

Morrison, *Beloved*, Vintage, Kindle edition: ASIN: B000TWUTYG Purchase

King, *The Truth About Stories*, Anasi Press, Kindle edition ASIN: B00IOW9ZAC Purchase

***Students must purchase these texts through www.perusall.com in order to do assignments. The other two texts can be purchased wherever is most convenient.**

Provided by Instructor

Sophocles, *Antigone*, Fagles trans.

Plato, *Alcibiades*

Plato, *Crito*

Hobbes, *Leviathan* (selections)

Hannah Arendt, "What is Freedom"

Simone Weil, "On Beauty."

The Book of Job

John's Gospel

Black and First Nations/Métis Poetry

Evaluation

10 Short Writing Assignments (5 per term) 20%

Creative Assignment 10%

2 Group Podcasts: 5 % each

2 Essays (7-9 pages) 10% each

Perusall and Forum Participation 20%

Conference Participation: 5%

Conference Preliminary Briefing Report: 10%

Class Format

This will be a text-based course, which means we will be learning from Plato, Arendt, King, and hopefully, each other. You are expected to complete all of the assigned readings each week and to think about what you are reading. We are using the platform Perusall to structure most of our reading in the course. This is where you will do the majority of your reading and class participation while we are in an online format. On Perusall you can highlight the text, type private notes and engage in a conversation with me and your classmates. And as you can see from the Evaluation structure, I am asking for a quite a bit of participation with one another on Perusall. I'll ask you questions, sometimes directly, and you can do the same to me. Feel free to raise alternative perspectives or interpretations of the texts in question and to think and speak critically about it. The content for each class will come from the books we are reading.

Tentative Schedule of Classes

Each week you will be asked to read a piece of political theory coupled with a piece of poetry or artwork by a Black or First Nations/Métis person. You will watch a short video lecture or read a piece of text connected to the works in questions, you will work with a group or individually on a short piece of writing or other assignment.

Date	Reading	Assignments Due
Week 1 Sept. 11	The Syllabus (This)	<ol style="list-style-type: none">1. Come to Class on Zoom Sept. 112. Film and watch Video Intros3. Watch “The Cave”4. Answer questions in Forum on Owl
Week 2 Sept. 18	Alcibiades	<ol style="list-style-type: none">1. Actively read Alcibiades/Poetry2. Watch Video lecture3. Come to zoom class Sept.184. Sign up for Creative Project5. Sign up for Podcast6. Short Writing Assignment Due Sept. 21
Week 3 Sept. 25	Crito	<ol style="list-style-type: none">1. Actively read Crito/Artwork2. Create a group summary of either Socrates or Crito’s reasoning and post in forum (point form)3. Respond individually to at least one other group

		4. Come to zoom class Sept. 25
Week 4 October 2	The Nicomachean Ethics Books 1-4	
Week 4 October 2	The Nicomachean Ethics Books 1-4	<ol style="list-style-type: none"> 1. Actively read The Nicomachean Ethics/Artwork 2. Listen to Introductory video 3. Short writing assignment 4. Come to zoom class October 2
Week 5 October 9	The Nicomachean Ethics Books 5-10	<ol style="list-style-type: none"> 1. Actively read the Ethics 2. Groups explore and choose a piece of artwork by individuals who have been marginalized person. Post on forum and explain. 3. Respond to one other group 4. Podcast 1 due 5. Listen to Podcast 1 6. Come to Zoom class October 9
Week 6 October 16	The Book of Job	<ol style="list-style-type: none"> 1. Actively read The Book of Job and Artwork 2. Watch the short video 3. In Group: discuss current political events and reflect on it in relation to one of the theorists read. Choose one event/theorist and tell the forum about it. 4. Come to Zoom class October 16

Week 7 October 22	John's Gospel	<ol style="list-style-type: none"> 1. Actively read John's Gospel 2. Write short assignment 3. Podcast 2 Due 4. Listen to Podcast 2 5. Come to Zoom class October 22
Week 8 October 29	The Prince Chapter 1-13	<ol style="list-style-type: none"> 1. Actively read The Prince 2. Watch short video 3. Individually reflect on a current event and Machiavelli and post to forum 4. Respond to at least one other person. 5. Come to Zoom October 30
November 6	Take a Break	
November 13	The Prince Chapters 14-26	<ol style="list-style-type: none"> 1. Actively read the Prince 2. Watch the video 3. Short writing assignment 4. Podcast 3 Due 5. Listen to Podcast 3 6. Come to class November 13
November 20	The Leviathan	<ol style="list-style-type: none"> 1. Actively read 2. Watch the video 3. Group: explore a recent event that proves or disproves Hobbes' argument. Post 4. Respond to one other group's post 5. Come to class!
November 27	Flex week Because we will get behind	<ol style="list-style-type: none"> 1. Do whatever gets assigned 2. Podcast 4 Due 3. Listen to Podcast 4
Dec. 4	Flex Week	Essays are Due
Nov. 29	Film Discussion	

Semester 2

Jan. 4-8	Conference Prep	<ol style="list-style-type: none"> 1. Individually think about current events/problems or issues 2. In your group, choose 2 and post with explanation on owl 3. Read everyone's post 4. Come to class and vote
Jan. 11-15	John's Gospel	<ol style="list-style-type: none"> 1. Actively read 2. Watch the video 3. Short writing assignment 4. Class on Jan. 15
Jan. 18-22	John Locke	<ol style="list-style-type: none"> 1. Actively Read 2. Watch the video 3. In your group discuss prompt for short writing 4. Short writing 2 5. Podcast 1
Jan. 25-29	Hannah Arendt	<ol style="list-style-type: none"> 1. Actively Read! 2. Watch Video 3. Join your groups and post on forum 4. Respond to another post on forum
Feb. 2-5	Simone Weil	<ol style="list-style-type: none"> 1. Actively Read! 2. Watch Video 3. Short Writing 3 4. Podcast 2
Feb. 8-12	Conference: Fact Finding Reports and Discussion	
Feb. 15-19	Take a Break	
Feb. 22-26	Morrison	<ol style="list-style-type: none"> 1. Actively Read! 2. Watch Video 3. Short Writing 4
March 1- 5	Morrison	<ol style="list-style-type: none"> 1. Actively Read! 2. Watch Video 3. Join your groups and post on forum 4. Respond to another post on forum
Mar. 8-12	King	<ol style="list-style-type: none"> 1. Actively Read! 2. Watch Video 3. Short writing Freebie
March 15-19	King	Essays are Due

March 22-26	Conference Prep	1. Conference briefs are due
March. 29-Apr. 2	Conference	
April 5	Wrap Up	

Assignments

Short Writing Assignments 20%

You will be asked to write 5, 1-2 page responses each term to prompts based on the text. These will demonstrate your capacity to critically engage and understand what you are reading and connect it to wider questions about justice or the contemporary world. These will be graded according to both content (80%) and style, including grammar (20%). If you take the time to correct the grammatical problems of an assignment and resubmit the next week, you can receive an additional 0.5 of a grade. (Graded out of 10).

ESSAYS

- (1) **Grade for essays.** Students write 2 essays, one each term.
- (2) **Essay format.** A clear introductory paragraph stating the issue or question to be addressed, and the conclusion you reach. This is called a **thesis statement**. In the body of the essay you must clearly explain the philosopher's position(s) with respect to the essay prompt, employing quotations where appropriate as evidence. An excellent essay will demonstrate that you have closely read and analysed the text and are able to clearly and logically lay out an argument. A brief concluding paragraph summarizing your interpretation, principal arguments, and conclusions.
 - **Note.** Please consult Professor MacDonald if you require any further assistance with the research, formatting or organization of your essays. **Length: 4-6 pages.**
 - (3) **What makes a good political theory essay?** A clearly stated thesis. A solid grasp of the theory/ideas under consideration. Appropriate use of quotations, illustrations, and arguments. Quotations should be integrated into sentences so that the whole sentence reads grammatically. A thoughtful analysis of the theory/ideas. The essay should be well structured with a smooth transition between points/paragraphs, and it should be well-written (properly structured sentences, with appropriate terminology, grammar and punctuation).
 - (4) **Endnotes or Footnotes.** Footnotes/endnotes are needed for all quotations and for ideas that are borrowed or paraphrased from texts. The first footnote/endnote citation of a text must include the full name of the author, complete title of the work, place and date of publication, and the page number quoted or referred to. Succeeding citations to the same text should be rendered in short form.

- (5) **Bibliography.** Essays must conclude with a bibliography of all sources used in the writing of the essay, including the full name of the author, complete title of the work, place and date of publication, and the page number quoted or referred to. See the *Complete Publication Details* in the guide on pp.13–14 below.
 - (6) **Page numbering.** The pages of the essay should be consecutively numbered.
 - (7) **Italicize or underline the titles of books or pamphlets.** The titles of articles or chapters should not be italicized, but enclosed by quotation marks.
- (8) **Secondary sources.** No Secondary sources are to be used.

Active Reading and Forum Work 20%

Each week, you will be assigned a selection of text to read. You will be asked to actively engage with this material. You will read most of your texts on Perusall (www.perusall.com). As a class, we will annotate the text together, which means that we will highlight what we think is important, make notes and comments, ask questions, and respond to one another. Perusall keeps track of your engagement and gives you a score. (See included description from Perusall). In addition, I will be reading your comments and judging your engagement accordingly.

At the same time, you will be asked to work in groups about every other week to engage with the text and post something to our forum on Owl. You will read the postings of the other groups and respond to at least one other posting each time. Owl keeps track of how many things you have read and responded to and I will be reading these and Keeping track as well.

This is a big chunk of your grade because it is in this active engagement with the material that you will learn a great deal of our content. It's easy to let the reading go. Do that at your own peril!

Creative Assignment 10%

Let's play telephone. Everyone will sign up for an individual deadline for completion of the creative assignment. The first person will create something (a poem, story, a piece of visual art, a piece of music, a video, etc.) that responds directly to the book that we are studying that week. They will also write a brief (three page) account of what they were responding to, what they envisioned with their creative piece, and explain the particular details of their work of art. Their creative piece (but not the write up), will be displayed on our class website. The next person on the list will then create something both in response to the work of art created just prior to theirs as well as to the next philosophic positions we are studying (and do the write up), and so we will go. By the end of the term, we will have a series of creative pieces that reflect much of the history of western political theory. You will be graded not on your talent, but rather on your understanding of the philosophic position you are responding to and your intention with respect to the piece of artwork you create. Rubric will be provided.

Podcasts

Students will work in teams to produce two podcasts – one per semester. In your team you will divide the work, determining who will produce the podcast, write the script, and be in front of the mic. (You will stay in the same group for second semester and switch roles.) Your podcasts will focus on the particular philosopher we are studying at the time your podcast is due. You will discuss how the ideas of that philosopher have relevance in the contemporary world. Try to be as engaging as possible while still adequately representing and explaining the philosopher at hand. We will listen to and discuss each podcast in class.

Length: 10 minutes.

Philosophy Will Save the World Conference

As a class we will plan and participate in a UN-style conference. We will decide on 1 or 2 significant issues currently face the world, and, representing different positions, we will engage in a debate about those issues, coming eventually to a resolution as to how philosophy will save the world. Students will work in groups representing either 1) Conference Organizers 2) A Philosopher 3) Scientific or Issue Experts 4) The Press (depending on class size some of the tasks will be doubly assigned).

In addition to participating in the conference planning sessions and the conference itself, students will write 1. Briefing Paper/Press Release/Web and Logo Design/Organizational Brief (depending on their group assignment) **2 pages** 2) Final Conference Report **5-7 pages**

COURSE GUIDELINES

GRADING OF ASSIGNMENTS

All written assignments will be graded on the basis of: (1) appropriate and adequate substantive content, analysing and explaining the text in relation to the question posed in the assignment. It is crucial that you do not summarize the text. Make sure you provide a detailed argument that is an explicit response to the essay prompt. (2) Writing style, including grammar and construction of a logical argument.

LATE POLICY

There is a late penalty of **2 marks** applied for **each day** past the deadline for the submission of papers, weekends included. *Papers more than two weeks late will not be accepted.*

ATTENDANCE

Attendance is mandatory, students who miss more than 3 unexcused sessions per term, will lose 2% of their final grade for each additional class.

PAPER SUBMISSION

Essays/Assignments must be submitted to the OWL course site. Drafts of in-class essays must be submitted at the end of the class period. Finished assignments must be submitted by 11:59 pm on the day that they are due.

COMPUTERS/CELL PHONES

As this will be an intensive, discussion-based course, the use of computers in the classroom is not advisable. Those who do use computers may do so only for the purposes of taking notes. If you are using your computer or cell phone in class for other purposes you will be immediately asked to leave the classroom and not return until the following week.

See <https://t.co/tfAhaE5MZz?ssr=true>

ESSAY DOCUMENTATION

Students must use standard social science reference, footnoting and bibliographic form.

Whenever you use the words or the ideas of someone else, you must give a footnote, endnote or reference, or else you are committing an act of plagiarism (see Plagiarism and Other Academic Offences below).

CITING INTERNET SOURCES

All information obtained through the Internet must be cited in footnotes and bibliographies. Internet citations must include all of the same information that is provided when citing a book or article. This includes the name of the author, name of the organisation that has posted the website, the title, the date that the website was consulted, and the complete website address.

GRADE DESCRIPTORS

The University of Western Ontario Senate has adopted a set of grade descriptors which explain the meaning of grades assigned in all university courses:

- A.+ 90–100%
- A 80–89%
- B 70–79%
- C 60–69%
- D 50–59%
- F below 50%

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 website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.”

Additionally,

A) If written work will be assigned in the course and plagiarism-checking software might be used, the following statement to this effect must be included in the course outline: “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 (<http://www.turnitin.com>).”

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

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Student Wellness

“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.”

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

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



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

Prerequisite and Antirequisite Information

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

Conduct of Students in Classes, Lectures, and Seminars

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

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

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

Technology

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

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/academic-advising> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

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

Class Cancellations

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

Attendance Regulations for Examinations

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

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

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

Academic Student Support Services

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

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/contact-directory>.

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a

fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

Statement on Academic Integrity

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

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

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

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

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

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

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

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

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

Statement on Academic Offences

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

Turnitin.com

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

Computer-Marked Tests/exams

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

Clickers

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

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

Academic Accommodation for Students With Disabilities

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

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

Requests for Academic Consideration Using the Self-Reported Absence Form

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

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf .

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

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

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

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

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

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

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

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

- (c) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All

accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

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

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

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

Important Dates & Directory

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

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