

Centre for Global Studies 3512F

ENGAGING GLOBAL HUMAN DISPLACEMENT

**Centre for Global Studies
Huron University College**

**pre-requisite: 0.5 Centre for Global Studies course at the 1000-1099 level, or
permission of the Centre for Global Studies**

**September – December, 2020
Remote Teaching/Learning
Contact Hours: Tuesdays, 10:30 – 11:30am.
Thursdays, 9:30 – 11:30am.**

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GENERAL COURSE INFORMATION

Course Description

Persons participating in this course will study ways in which human beings experience displacements in the post-World War II world, primarily as "displacement" is rendered meaningful in relation to the modern social and political movement to subject persons to a global order of sovereign states and the borders that are generated and practiced to make sense of such state formations. In this respect, the course begins with recognition of the normalcy of human movements and migrations, historically, and how social and political places and spaces are established and formed in such dynamics. And we will move quickly to trace and examine how the historical normalcy of human movement has been rendered problematic and external to the commonalities and ideals of human life, where the modern "human" has been rendered narrowly synonymous with the citizen, as related to territory, in so many fundamental respects. On this register, we will focus on key practices in the displacement of human movement from society through developments in international law and politics within structures of the League of Nations, the United Nations Relief and Work Agency, the United Nations itself, and the United Nations High Commission for Refugees. Most importantly, we will study how human movement has been rendered an international set of problems and, often, an "illegality" through the primacy given to universalised human rights law and ideals within international political systems. In this regard, we will pay particular attention to

ways in which human rights law, human rights protection, and humanitarian actions serve to subject persons on the move to undermining and de-humanising actions under the law.

Having established a rich understanding of the ways in which contemporary global human displacements are formed and made inevitable by contemporary states' systems and by girding international law within a human rights mandate, we will devote the majority of the weeks in this course to examining, in some detail, what it is that people experience within international formations of displacements from territory, citizenship, and legal personality. These studies will focus on practices and experiences of encampment, detention, detainment, and deportation of persons deemed "refugees," "asylum seekers," and "forced migrants." In these respects, we will pay particular attention to how such identifications and practices of labelling produce and provoke politics of gendering and negotiations of sexual identity. We will study the emergence of "statelessness" and how this particular condition differs from that experienced by refugees and claimants of refugee status or asylum. We will examine how discourses and aesthetics of displacement, refugees, stateless persons, and so-called "illegal migrants" are generated. We will also study the impacts and stakes of such discursive and aesthetic formations, considering how things could be otherwise. We will certainly examine how it is that displaced persons and their advocates are establishing alternative discursive conditions for the global engagement of displacement. And we will complete our investigations with studies of how persons in displaced conditions are trying to re-claim autonomy in their movements and assert and affirm the right to movement outside of logics of states' borders and dichotomies of emplacement/displacement.

Learning Objectives

A core learning objective for all students in this course is to gain a rich, complex, and critical understanding of the subject matter and stakes of refugee studies and contemporary studies in human displacement generally. This course aims to give students the opportunity to learn the modern historical, political, and legal conditions under which human displacement makes sense as a subject of study. In this work, they will be able to trace out how the contemporary regime of human rights engaging displacement in the world today is complicit with and fundamental to mass displacements of persons on the planet and the violences that are experienced in these displacements. Students will be able to critically analyse the cultural production that makes "the refugee," "the stateless person," and "the illegal immigrant" thinkable and difficult to avoid. And students will be given the opportunity to learn how it is that many persons within conditions of displacement and their advocates generate rationales of resistance to state orders of emplacement/displacement and argue forcefully for the right to move.

Students will gain substantial experience and exercise in learning how to develop and communicate interpretive analyses of study and research materials. Students will gain experience in this course in developing their own sites and problems of research and

analysis, through the development of focused forms of analysis. And students will gain deep practice in the development of all aspects of major academic research papers.

Methods of Instruction and Approaches to Learning and Study

As you are already well aware, we remain within social conditions that are necessarily restrained as a result of our efforts to minimise the spread of the COVID-19 virus, within the context of a global pandemic. As a result, our community at Huron University College has made the decision to not allow students and faculty members to meet one another in-person, as classes, within our institution's buildings. Rather, we are teaching and engaging in our studies and learning practices in our courses remotely. And, unavoidably, our manners of teaching, learning, and interactions with one another are changed quite radically from what usually occurs on campus.

In order to achieve the learning objectives in this course, CGS 3512F will be conducted via online media and tools. Students will be engaged in significant independent directed reading and study, supported by rich opportunities for online engagements between professor and student and amongst the students in this class generally. I have organised our studies in this course most substantially around a very strong set of weekly assigned readings and videos. These assigned readings and videos will provide the core substance of the course. It is expected that all students in this course carefully read, study, and view all assigned journal articles and book chapters, weekly. And all discussions between students and students and myself will be based on prior reading and engagements with these assigned texts and videos.

I will be guiding you through your studies in CGS 3512F by means of weekly written direction and questions, followed by weekly concluding notes. As well, we will have the opportunity to meet with one another, as a full class, over Zoom for our class period scheduled for each Thursday morning, through the term, for tutorial seminar discussions over the readings, videos, and discussion questions each week. This Thursday morning tutorial discussions will begin at 9:30am. and run as late as 11:30am., depending on how much we have to say to one another. I will also be available to you each week to work with you on your individual questions, concerns, and assignments via email. And, as a class of students, you will have weekly access to each other at any time via the topic-oriented Forum discussion pages available on the OWL site for our course.

Reading and Study Schedule: As you will see in the syllabus, below, there are several texts, in the forms of journal articles, book chapters, and videos, assigned as required reading and viewing for each week of classes over the term. There is a specific schedule by which you need to have studied, reflected over, and taken notes on these materials each week, in preparation for both weekly written assignments and for our weekly tutorial discussions that will be conducted via Zoom.

Weekly Direction on Readings and Videos: Each week, on Thursday afternoons, I will post for everyone in the class a short textual introduction to the journal articles, book

chapters, and videos you are to read, study, and view in the week to come. I will submit this as a text within the Week's folder in the **Resources** tool of our OWL course site. In these short writings, I will give you an understanding of how to interpret and contextualise these materials, and I will present you with questions and problems on which I would like you to focus in your study of these materials.

Weekly Concluding Remarks on Readings and Videos: Each week, on Fridays, I will post for everyone in the class short concluding remarks, in written form, on the readings and videos we will have studied in the previous week, as well as our Thursday morning Zoom seminar. I will submit this as a text within the Week's folder in the **Resources** tool of our OWL course site. These remarks will not be lengthy. The main point of them will be to bring focus to what I believe we need to take away from our learning of the previous week and consider how these learning experiences relate to our studies in the week(s) to come.

Tuesday morning email contact: Of course, you are more than welcome to send me an email message any time you like, to ask questions about the course readings, your studies in the course, your own learning concerns or objectives, and the course assignments on which you are working. And I will respond to your emails as soon as I am able. However, I plan to ensure that I set aside our Tuesday morning "contact hour," 10:30 – 11:30am., as a period in which I will be actively engaged with responding to emails regarding course-related concerns. So, it is useful to send in specific emails to me late-Monday through early Tuesday morning. And I will do my best to respond to as many of your emails as possible during that particular period. Again, though, I will be responding to emails, as time allows, on other weekdays as well. However, please note, I am highly unlikely to respond to emails after 3:30pm. on weekdays, and I will try to avoid reading or writing emails altogether over weekends and holidays. It is also worth noting that I will try to focus on email for only specific periods on weekdays. So, please do not expect immediate responses from me. Outside of Tuesday mornings, you may need to wait for up to two weekdays for a response. And, whenever you send to me a course-related email, please included "CGS 3512F" in the subject line, with any other keywords or topic indicators you want to use.

Thursday morning tutorial seminars via Zoom: During the contact hours scheduled for CGS 3512F on Thursday mornings, 9:30 - 11:30am., I have scheduled our entire class for Zoom tutorial seminars. During these Zoom seminars, we will have the opportunity to discuss with one another issues and questions that arise regarding our studies of required readings and viewing of required videos each week. I will certainly come to these meetings with my own questions and points that I wish to engage with you. However, this is also a very important time when every student in the class should feel comfortable in bring their questions and ideas, to pose to one another for discussion. During these Thursday morning Zoom seminars, we will engage the specific materials assigned for that particular week, according to the schedule in the syllabus, below. These meetings will be recorded, but participation in these meetings will not be evaluated or graded. Please note, you will need to register for these Zoom meetings, but, once you have registered for the first one, you should be automatically registered for all of them, for the rest of the term.

OWL site Forums: On the OWL site for CGS 3512F, I have created a set forum sites for each topic we will be studying and learning about over the term. These forum sites are offered to students in the course only for the purpose of giving everyone the chance to share questions and ideas with one another on an informal basis. Essentially, these forums will serve as online study-group sites, where you can ask questions of one another and develop discussions over our studies and the assignments. There are no assignments related to participation in the forums themselves. These forums are set up only as tools for those who want them, for the purpose of developing online discussions about the materials and topics we are studying in the course. Over the term, I will certainly have a look at the dialogue and discussions that are emerging in these forums, just to see how the conversations are developing. However, I will not participate in them myself, and the posts made on the forums will not be evaluated or graded.

READING MATERIALS

As you will see in the Reading Schedule below, specific journal articles, book chapters, and videos are assigned for reading, viewing, and studying in CGS 3512F for each week of the Fall term, except for Reading Week. It is expected and required that you do indeed read, study, view, and think about these materials each week, as scheduled. You need to do so to keep up with studies in our course. And, it will be necessary to do so in order to complete your Weekly Study Assignments each week as well.

The journal articles, book chapters, and videos that you are required to read, study, and view are all made available online. You will find many of these materials available through online access through Huron's Library catalogue. For your convenience, all readings are loaded up, by Week, in the **Course Reading platform** that the Library has created for CGS 3512F at: <https://coursereadings.lib.uwo.ca/ares/>. You will find pdf copies of all of the journal articles and some book chapters in folders divided by Week in the **Resources** section of the OWL site for CGS 3512F. And, in the Reading Schedule itself, instructions are provided on how to access each video online (mostly through just providing the URL).

If, for some reason, you have any difficulty accessing any of these materials, please do not hesitate to get in contact with me. I will always be glad to help you get what you need.

ASSIGNMENTS AND EVALUATION

Weekly Study Assignments

Over Weeks Two through Fourteen (minus Week Nine, which is our Reading Break), you will be given a Study Assignment, in which I will ask you to write a short critical response and interpretive analysis regarding the texts and videos assigned for reading, studying, and viewing in that particular week. You will receive the question/assignment in the **Assignment** tool of our course OWL site on the Thursday

afternoon, prior to the week in which the Study Assignment is due. And your Study Assignment will be due on the following Wednesday, before 12:00 noon.

In these weekly Study Assignments, I will ask you to respond to a specific question or problem with respect to the ideas, arguments, issues, and problems that are raised across the texts and videos I have assigned for you to read, view, and study for that week. Each weekly Study Assignment should take the form of a short and very tightly argued essay, within the range of 500 - 600 words in length. You certainly should substantiate your observations and arguments in these essays, with references to the assigned readings, but you should not include quotations. This short essay should be composed of your own words and critical analysis, developed in a rich and dense form.

Following the format of an essay, each of your Study Assignments should respond directly and substantially to the question or problem you are given and be built with direct and substantial references and engagements with the ideas, information, arguments, and problems developed in the assigned readings and videos.

Given that these Study Assignments are very short essays that are still intended to convey significant critical insight and depth of analysis and understanding, it is very important that you do not devote much space in these assignments to lengthy and general introductions. Rather, your Study Assignments should begin with very brief and direct responses to the question/problem you were given. You should then focus your energies on supporting your core response with critical analysis of the texts and videos you have read, viewed, and studied for that week. And, you should substantiate your analyses with a rich array of references to the texts and videos read and viewed.

Successful Study Assignments will:

- respond directly to the assigned question/problem at the very beginning, without getting lost in a lengthy introduction;
- support the initial response to the assigned question/problem with serious interpretive readings, analysis, and critical consideration of what may be learned through the full array of journal articles, book chapters, and videos assigned for that week;
- build the interpretive readings, analysis, and critical consideration of these texts and videos with a rich array of meaningful references to these materials, but, do not clutter your writing with quotations from these materials;
- reference all textual materials in Chicago Style, with the use of specific page numbers;
- reference all videos in Chicago Styles, with the identification of minutes/seconds to indicate specific moments in the videos at issue;
- develop a response to the assigned weekly questions/problems that seek to think across the range of assigned texts and videos;
- seek to deepen our insights into the issues, problems, and information addressed in the texts and videos assigned for study that week;
- try to contribute to our understanding of the issues, problems, and information that are raised in the texts and videos;
- identify further questions that need to be addressed.

You are required to submit your Weekly Study Assignments through the Assignment tool on the OWL course site.

While you are asked to complete 12 of these Weekly Study Assignment essays over the term, only your best 10 will actually be counted toward your grade for this component of the course. Each of these assignments will be graded out of five points. So, together, your 10 most successful Weekly Study Assignments will count for 50% of your overall grade in the course.

Research Project

Outside of the weekly studies and short writing assignments, students in CGS 3512F are required to develop an independent research project related to the themes and problems engaged in the course. There are two assignments that students are required to submit in relation to this project, a research paper proposal and a final research paper. These assignments are described below.

Students are permitted to develop their own areas of focus and problems for this independent research project. However, these should be developed well within the concerns of CGS 3512F, and these choices should be approved by the professor before developing either the paper proposal or research paper.

As examples, these are a few possible areas of study in which students may consider developing their research projects:

- human movement and displacement as a problem of politics and political geography;
- historical developments of international responses to displacement;
- problems in a specific historical event of human displacement or refugee crisis;
- theorisations of "refugees";
- legal definitions and codifications of the rights of "refugees";
- problems in international efforts to identify and support refugees following WWI;
- problems in international efforts to identify and support refugees following WWII;
- specific laws and politics surrounding the displacements of Palestinians in 1948;
- problems in the 1951 Convention Relating to the Status of Refugees and its 1967 Protocol;
- problems in the mandate and ordering of the UNHCR;
- problems in the development of UNHCR practices;
- regional refugee law and treaties in Africa;
- regional refugee law and treaties in Latin America;
- regional refugee law and treaties in the European Union;
- regional refugee law and treaties in the Organisation of American States;
- relationships between international refugee law and international human rights law;
- problems in refugee protection and assistance;
- problems in the development and management of displaced persons and refugees in camp systems;
- problems in a specific refugee camp or set of refugee camps;
- the systems used by one or more states in refugee identification and status determination;

- states engagements with displaced persons and refugee claimants with systems of detention, detention, and deportation;
- questions of *refoulement*;
- international law and politics surrounding statelessness;
- a specific case of statelessness;
- problems in the 1951/1967 Convention definition of "refugee";
- complications related to gender in refugee experiences or practices of protection and assistance
- determinations of refugee status on the basis gender, sexual orientation, or sex;
- problems in gaining recognition as a status refugee;
- racism and social/ political responses to refugees;
- identity politics in refugee status;
- the question of "climate refugees";
- international regimes of refugee management;
- information technologies in the management of refugees;
- protection and support for children refugees;
- the use of biometrics in refugee identification, protection, and assistance;
- the rights of persons and groups to movements;
- the rights of persons and groups to hospitality;
- informal migration;
- responsibilities of states to refugee claimants, asylum seekers, or migrants;
- the "no one is illegal" movement;
- the "no borders" movement.

The above are just some ideas with which you might consider working. Please feel free to develop these as you like, and do feel free to propose other possible topics. There are many directions in which one's research in CGS 3512F may go.

Research Paper Proposal

The final assignment required of students in this course is the writing of a major research paper assignment. For instructions pertaining to this research paper, read below. In preparation for writing the research paper, though, each student is also given the assignment of preparing and writing a significant paper proposal. In this paper proposal, students should aim to present the following:

- a clear and detailed description of the scope and field of analysis to be studied and examined in the research paper;
- a clearly and richly articulated research question;
- a presentation and discussion of the rationale behind the research question, indicating the importance and value of taking up this question;
- an outline of the approaches and lines of analysis/ study to be developed in the research paper;
- a statement indicating the scholarly objective of the research paper;
- an annotated bibliography of the research sources reviewed so far (at least 10 sources).

Students may use sources assigned for reading in the course.

The paper proposals will be evaluated in terms of: how effectively and appropriately you establish a scope and field of analysis that relates to the objective of the research paper assignment; how effectively you establish a serious research question and support this research question with an effective and appropriate rationale; how well you establish the importance of this research project and outline an appropriate approach to fulfilling its objectives; how well you identify and establish appropriate objectives for this research paper; how well you establish a strong basis of research materials for the fulfillment of the paper; and the quality of writing and style of presentation.

Required length of Paper Proposal: 500 - 800 words, plus annotated bibliography.

Number of scholarly and primary sources referenced in proposal and annotated bibliography: no less than 8

Style of reference and bibliography: Chicago Style
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Due date of paper proposal: no later than November 9th

Manner of submission: via the Assignment tool of the OWL course site

Research Paper

You are required to write and submit a major research paper that seeks deep insight and understanding the topic, problem, or question developed in your paper proposal. In the development of these research paper projects, students should aim to focus on a key issue or point of contestation in the event or problem regarding refugees or human displacement more broadly.

A large part of the work of these projects should be put into the development of a serious problem or question that ought to be addressed in terms of the focus of interest. In this respect, you should aim to express a high degree of understanding of the stakes of the problems you are addressing in your paper. And you should anchor your paper around a clearly articulated and significant thesis statement that responds directly and substantially to the research question and that provides a direct guide for the arguments of the body of the paper to follow. The body of the paper should indeed be formed from a series of arguments that each directly support the thesis statement and that are built from direct consideration, examination, and critical assessment of the evidence and insights that are derived from the research materials from which the student draws. Finally, the paper should end with a conclusion reflecting on the significance of and implications following the success of the thesis around which the paper is built.

Research papers will be evaluated in terms of: the pertinence of the project to the concerns and aims of the course; the significance and value of the research problem around which the paper is built; the clarity and significance of the thesis statement

presented, as a direct response to the research question; how well the thesis is supported by clearly articulated and developed lines of argument and analysis; how well the lines of argument and analysis are supported by analytical engagement with research materials, the studies and ideas of others, and critical evaluation of these things and other evidence; the success of the paper in supporting the thesis; the soundness of the conclusion that is reached; the significance and value of the research materials that are drawn on in building the paper; and the quality of writing and style of presentation.

- number of substantial sources to be engaged, referenced, and included in the bibliography: a minimum of 12 sources
- required length of research paper: no less than 2,500 words, plus bibliography
- Style of reference and bibliography: Chicago Style
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html
- due date of research paper: no later than December 11th
- manner of submission of research paper: via the Assignment tool of the course OWL site

EVALUATION OF ASSIGNMENTS AND GRADING

Marking/Grade Point Scale

All grades achieved in course assignments and requirements are presented in numerical form along with letter–grade equivalents, with respect to the following grading system:

- 90 – 100 (A+) excellent and extraordinary in meeting and exceeding at least most requirements;
- 80 – 89 (A) exceptionally accomplished work, exhibiting well–developed critical skills, and an approach that is highly thoughtful, credible, insightful, and grounded in appropriate and solid analysis and/or research
- 70 – 79 (B) good to very good work, displaying strong analysis, effective approaches, and demonstrating a high degree of success in meeting requirements for the assignment;
- 60 – 69 (C) competent work, meeting basic requirements, with some significant weakness;
- 50 – 59 (D) fair work, minimally acceptable but not fulfilling all requirements;
- 0 – 49 (F) unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved by students in their assignments. The distribution of the components adding to a final grade in this course is as follows:

- best 10 out of 12 Weekly Study Assignments (5% each) = 50%
- Research Paper Proposal = 10%
- Research Paper = 40%

Significant improvement in the quality of students' assignments over the course of the term *may* be taken into consideration in the calculation of their final grades.

A Note on Due Dates/Times of all written assignments: All written assignments in this course, including the weekly Study Assignments, are due no later than the days indicated above. Any assignment submitted after the due date and time specified for it will be considered late and, normally, will not be accepted for grading. Late assignments will be accepted and graded only where students have received a recommendation for Academic Accommodation.

CLASS & READING SCHEDULE

Week One: contact day of September 10th

Normalities and De-normalisations of the Global Movements of Persons

- readings: – from Emma Haddad, *The Refugee in International Society: Between Sovereigns* (Cambridge University Press, 2008):
- "1. The refugee 'problem'," pp. 1–19
 - "3. The refugee and the international states system," pp. 47–69
- Nevzat Soguk, "Predicaments of Territorial Democracy and Statecraft in Europe: How European Democracies Regiment Migratory Movements," *Alternatives: Global, Local, Political* Vol. 22, No. 3 (1997) pp. 313–352.
- Peter Nyers, "Emergency or Emerging Identities? Refugees and Transformations in World Order," *Millennium: Journal of International Studies* Vol. 28, No. 1 (1999) pp. 1–26.

Week Two: contact days of September 15th & 17th

Externalisations of Movement and Normalisations of Displacements in Law (prior to 1948)

- readings: – Emma Haddad, "5. The inter-war perspective," in Haddad, *The Refugee in International Society: Between Sovereigns* (Cambridge University Press, 2008) pp. 99–127.
- from Natasha Saunders, *International Political Theory and the Refugee Problem* (New York: Routledge, 2017):
- "On Refugee Problems: The Development of a Problem and a Regime," pp. 26–56
 - "Michel Foucault, Governmentality and the State: The Emergence of the Refugee (as) Problem," pp. 57–87
- Nevzat Soguk, "IV. Statecraft, Refugees and Inter-Governmentalization: Emergence and Institutionalization of Refugee Regimentations as Practices of Statecraft," in Soguk, *Refugee Matters: Refugee Regimentations as Practices of Statecraft*, unpublished PhD Dissertation, Arizona State University, 1995, pp. 108–177

Week Three: contact days of September 22nd & 24th

Producing Displacements in Law — Palestinians, Israel, and UNRWA

- readings: – Susan M. Akram, "Palestinian Refugees and Their Legal Status: Rights, Politics, and Implications for a Just Solution," *Journal of Palestine Studies* Vol. 31, No. 3 (2002) pp. 36–51.
- Maissa Almustafa, "Relived Vulnerabilities of Palestinian Refugees: Governing Through Exclusion," *Social and Legal Studies* Vol. 27, No. 2 (2018) pp. 164–179.
- Ilana Feldman, "The Challenge of Categories: UNRWA and the Definition of a 'Palestinian Refugee'," *Journal of Refugee Studies* Vol. 25, No. 3 (2012) pp. 387–406.
- Nell Gabiam, "When 'Humanitarianism' Becomes 'Development': The Politics of International Aid in Syria's Palestinian Refugee Camps," *American Anthropologist* Vol. 114, No. 1 (2012) pp. 95–107.
- Diana Martin, "From spaces of Exception to 'campscares': Palestinian refugee camps," *Political Geography* Vol. 44 (2015) pp. 9–18.

watch video: Fathi Joaudi, "Seven Days in Beirut," 47.5 min.

<https://www.youtube.com/watch?v=xasqlS0v4SM&v1=en>

Week Four: contact days of September 29th and October 1st

Producing Displacements in Law — UNHCR and the 1951 Convention

- readings: – Emma Haddad, "6. Refugees and international protection in the Cold War era," in Haddad, *The Refugee in International Society: Between Sovereigns* (Cambridge University Press, 2008), pp. 128–161.
- Nevzat Soguk, "V. Of Changes and Continuity: Making, Unmaking and Re-making the International Refugee Regime," in Soguk, *Refugee Matters: Refugee Regimentations as Practices of Statecraft*, unpublished PhD Dissertation, Arizona State University, 1995, pp. 178–222.
- Gil Loescher, "UNHCR's Origins and Early History: Agency, Influence, and Power in Global Refugee Policy," *Refuge: Canada's Journal on Refugees* Vol. 33, No. 1 (2017) pp. 77–86
- Jennifer Hyndman, "1. Scripting Humanitarianism: A Geography of 'Refugee' and the Respatializing of Response," in Hyndman, *Managing Displacement: Refugees and the Politics of Humanitarianism* (University of Minnesota Press, 2000), pp. 1–28.

recommended readings:

- UN General Assembly, *Statute of the Office of the United Nations High Commissioner for Refugees*, December 14, 1950
- UNHCR, *Note on the Mandate of the High Commissioner for Refugees and His Office*
- UN, *1951 Convention Relating to the Status of Refugees, and its 1967 Protocol*

Week Five: contact days of October 6th and 8th**Global Place-makings of Displacement — 1967 Protocol, Humanitarian Regimes, and the Development of Permanent Impermanence**

- readings: – Alexander Betts, "The Refugee Regime Complex," *Refugee Studies Quarterly* Vol. 29, No. 1 (2010) pp. 12–37
- Joël Glasman, "Seeing Like a Refugee Agency: A Short History of UNHCR Classifications in Central Africa (1961–2015)," *Journal of Refugee Studies* Vol. 30, No. 2 (2017) pp. 337–362.
- Stephan Scheel and Philipp Ratfisch, "Refugee Protection Meets Migration Management: UNHCR as a Global Police of Populations," *Journal of Ethnic and Migration Studies* Vol. 40, No. 6 (2014) pp. 924–941.
- Jennifer Hyndman, "2. Border Crossings: The Politics of Mobility," in Hyndman, *Managing Displacement: Refugees and the Politics of Humanitarianism* (University of Minnesota Press, 2000), pp. 29–60.
- Emma Haddad, "7. The external dimension of EU refugee policy," in Haddad, *The Refugee in International Society: Between Sovereigns* (Cambridge University Press, 2008), pp. 165–191.

- watch video: "Dead End: The Calais Crisis," 26.5 minutes

<https://www.youtube.com/watch?v=q-pDWsD0PeU>

Week Six: contact days of October 13th and 15th**Practices and Experiences of Encampment**

- readings: – from Jennifer Hyndman, *Managing Displacement: Refugees and the Politics of Humanitarianism* (University of Minnesota Press, 2000):
- "4. In the Field: Camps, Compounds, and Other Spaces," pp. 87–116.
- "5. Ordering Disorder: Sitreps, Headcounts, and Other Instruments," pp. 117–148
- Hanno Brankamp, "'Occupied Enclave': Policing and the underbelly of humanitarian governance in Kakuma refugee camp, Kenya," *Political Geography* Vol. 71 (2017) pp. 67–77.
- Lucas Oesch, "The refugee camp as a space of multiple ambiguities and subjectivities," *Political Geography* Vol. 70 (2017) pp. 110–120.
- Anooradha Siddiqi, "Ephemerality," *Comparative Studies of South Asia, Africa and the Middle East* Vol. 40, No. 1 (2020) pp. 24–34

– watch video: "Inside Dadaab: Growing up in the world's largest refugee camp," 50 minutes

<https://www.cbc.ca/radio/thecurrent/the-current-for-may-12-2015-1.3070544/inside-dadaab-growing-up-in-the-world-s-largest-refugee-camp-1.3070667>

recommended reading: – Norwegian Refugee Council, *Camp Management Toolkit*

Week Seven: contact days of October 20th and 22nd**Contemporary Practices of Detainment, Detention, and Deportation**

- readings: – Petra Molnar, "Discretion to Deport: Intersections between Health and Detention of Syrian Refugees in Jordan," *Refugee* Vol. 33, No. 2 (2017)

- pp. 18–31.
- Monique Failla, "Outsourcing obligations to developing nations: Australia's refugee resettlement agreement with Cambodia," *Monash University Law Review* Vol. 42, No. 3 (2016) pp. 638–684.
 - Louise St. Guillaume and Ellen Finlay, "Disabled mobility and the production of impairment: The case of Australia's migration policy framework," *Asia Pacific Viewpoint*, Vol. 59, No. 1 (2018) pp. 119–131.
 - Barbara Pinelli, "Control and Abandonment: The Power of Surveillance on Refugees in Italy, During and After the Mare Nostrum Operation," *Antipode: A Radical Journal of Geography* Vol. 50, No. 3 (2018) pp. 725–747.
 - Carrie Dawson, "Refugee Hotels: The Discourse of Hospitality and the Rise of Immigration Detention in Canada," *University of Toronto Quarterly* Vol. 83, No. 4 (2014) pp. 826–846.

watch videos: – "Caged by Canada," 7 minutes

<https://projects.thestar.com/caged-by-canada-immigration-detention/part-2/>

– The U.S.-Mexico migrant crisis: What is really happening at the border?" 7 minutes

<https://globalnews.ca/news/5776325/us-mexico-wall-migrants-children-detained/>

– "Life on Manus: how Australia transformed a tropical island into a prison," 4.5 minutes

https://www.youtube.com/watch?v=bF6EE74_XGE

Week Eight: contact days of October 27th and 29th

Renderings of Statelessness and Illegality

- readings: – Kristy A. Belton, "Heeding the Clarion Call in the Americas: The Quest to End Statelessness," *Ethics and International Affairs* Vol. 31, No. 1 (2017) pp. 17–29.
- Lindsey N. Kingston and Kathryn R. Stam, "Recovering from statelessness: Resettled Bhutanese–Nepali and Karen refugees reflect on the lack of legal nationality," *Journal of Human Rights* Vol. 16, No. 4 (2017) pp. 389–406.
 - Matthew Seet, "The Origins of UNHCR's Global Mandate on Statelessness," *International Journal of Refugee Law* Vol. 28, No 1 (2016) pp. 7–24.
 - Hosna J. Shewly, "Life in de facto statelessness in enclaves in India and Bangladesh," *Singapore Journal of Tropical Geography* Vol. 38 (2017) pp. 108–122.
 - Nicholas De Genova and Ananya Roy, "Practices of Illegalisation," *Antipode* Vol. 52, No. 2 (2020) pp. 352–364.

watch videos: "Stateless in American Samoa," 9 minutes

<https://www.youtube.com/watch?v=PskxFyLoBFI>

"Stateless in Lebanon: Leal's Story," 4.5 minutes
<https://www.youtube.com/watch?v=XG0BRvulTAo>

"No One Will Notice: Stateless in Detention," 8 minutes
https://www.youtube.com/watch?v=MASa_plusrk

"The Stateless Rohingya," 3 minutes
<https://www.youtube.com/watch?v=4QEK7Cb7wAw>

"40 Years of Camp Life," 22 minutes
<https://www.youtube.com/watch?v=FgxIE6mjDvY>

Week Nine: READING BREAK

Week Ten: contact days of November 10th and 12th

Addressing Gender and Sexual Differences in Displacement

- readings: – Jennifer Hyndman, "3. Managing Difference: Gender and Culture in Humanitarian Emergencies," in Hyndman, *Managing Displacement: Refugees and the Politics of Humanitarianism* (University of Minnesota Press, 2000) pp. 61–89.
- Angela Gray Subulwa, "(Dis)(em)placing gender at Ukwimi: refugee resettlement and repatriation in eastern Zambia," *Gender, Place & Culture: A Journal of Feminist Geography* Vol. 22, No. 8 (2015) pp. 1177–1194.
 - Elisabeth Olivius, "Refugee men as perpetrators, allies or troublemakers? Emerging discourses on men and masculinities in humanitarian aid," *Women's Studies International Forum* Vol. 56, (2016) pp. 56–65.
 - Magdalena Suerbaum, "Defining the Other to Masculinize Oneself: Syrian Men's Negotiations of Masculinity during Displacement in Egypt," *Signs* Vol. 43, No. 3 (2018) pp. 665–686.
 - Roxanne Krystalli, Allyson Hawkins, and Kim Wilson, "'I followed the flood': a gender analysis of the moral and financial economies of forced migration," *Disasters* Vol. 42 (2018) pp. S17–S39.

Week Eleven: contact days of November 17th and 19th

Refugee Labels and Negotiating Sexual Identities

- readings: – Emma Haddad, "2. Who is (not) a refugee?," in Haddad, *The Refugee in International Society: Between Sovereigns* (Cambridge University Press), pp. 23–46.
- Serena Parekh, "Does ordinary injustice make extraordinary injustice possible? Gender, structural injustice, and the ethics of refugee determination," *Journal of Global Ethics* Vol. 8, No. 2–3 (2012) pp. 269–281.
 - David A. B. Murray, "Queer Forms: Producing Documentation in Sexual Orientation Refugee Cases," *Anthropological Quarterly* Vol. 89, No. 2 (2016) pp. 465–484.
 - Sima Shakhari, "The queer time of death: Temporality, geopolitics, and refugee rights," *Sexualities* Vol. 17, No. 8 (2014) pp. 998–1015.

- Fadi Saleh, "Queer/Humanitarian Visibility: The Emergence of the Figure of *The Suffering Syrian Gay Refugee*," *Middle East Critique* Vol. 29, No. 1 (2020) pp. 47–67.

recommended reading:

- Roger Zetter, "More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization," *Journal of Refugee Studies* Vol. 20, No. 2 (2009) pp. 172–192.

Week Twelve: contact days of November 24th and 26th

Technologies of Managing Human Movements and Displacements

- readings: – Katja Lindskov Jacobsen, "Experimentation in humanitarian locations: UNHCR and biometric registration of Afghan refugees," *Security Dialogue* Vol. 46, No. 2 (2015) pp. 144–164.
- Katja Lindskov Jacobsen, "On Humanitarian Refugee Biometrics and New Forms of Intervention," *Journal of Intervention and Statebuilding* Vol. 11, No. 4 (2017) pp. 529–551.
 - Mark F. N. Franke, "Refugee registration as foreclosure of the freedom to move: the virtualisation of refugees' rights within maps of international protection," *Environment and Planning D: Society and Space* Vol. 27, No. 2 (2009) pp. 352–369.
 - Btihaj Ajana, "Asylum, Identity Management and Biometric Control," *Journal of Refugee Studies* Vol. 26, No. 4 (2013) pp. 576–595.
 - Mirca Madianou, "Technocolonialism: Digital Innovation and Data Practices in the Humanitarian Response to Refugee Crises," *Social Media & Society* Vol. 5, No. 3 (2019) pp. 1–13.

watch videos: – "Cashing in on the Crisis: the Refugee Eye Scan Experiment," 13 mins.
<https://www.youtube.com/watch?v=oUtl8Hpg15w>

recommended readings:

- Katja Lindskov Jacobsen and Kristin Bergtora Sandvik, "UNHCR and the pursuit of international protection: accountability through technology?," *Third World Quarterly* Vol. 39, No. 8 (2018) pp. 1508–1524.
- Mirca Madianou, "The Biometric Assemblage: Surveillance, Experimentation, Profit, and the Measuring of Refugee Bodies," *Television & News Media* Vol. 20, No. 6 (2019) pp. 581–599.
- Mark F. N. Franke, "Refugees' loss of self-determination in UNHCR operations through the gaining of identity in blockchain technology," *Politics, Groups, and Identities* (2020), published online, print forthcoming.
- Mark F. N. Franke, "UNHCR's Territorial Depoliticization of Forced Displacement Through the Governance Mechanisms of Participatory Geographical Information Systems," *Territory, Politics, Governance* Vol. 4, No. 4 (2016) pp. 421–437.

Week Thirteen: contact days of December 1st and 3rd**Politics of Rights to Movement and Hospitality**

- readings: – from Emma Haddad, *The Refugee in International Society: Between Sovereigns* (Cambridge University Press, 2008):
- "4. Sovereign rights, human rights and security," pp. 70–96.
 - "8. The way ahead," pp. 192–215.
- from: Dan Bulley, *Migration, Ethics & Power: Spaces of Hospitality in International Politics* (Sage Publications, 2017):
- "Introduction," pp. 1–17.
 - "2. Humanitarian Hospitality: Refugee Camps," pp. 39–62
- Jade Larissa Schiff, "Welcoming Refugees: Mindful Citizenship and the Political Responsibility of Hospitality," *Signs: Journal of Women in Culture and Society* Vol. 43, No. 3 (2018) pp. 737–762.

recommended readings:

- Heidrun Friese, "The Limits of Hospitality: Political Philosophy, Undocumented Migration and the Local Arena," *European Journal of Social Theory* Vol. 13, No. 3 (2010) pp. 323–341.
- Estella Carpi and H. Pinar Şenoğuz, "Refugee Hospitality in Lebanon and Turkey. On Making 'The Other'," *International Migration* Vol. 57, No. 2 (2019) pp. 126–142.

Week Fourteen: contact day of December 8th**Affirmations of the Right to Movement**

- readings: – from: Natasha King, *No Borders: The Politics of Immigration Control and Resistance* (Zed Books, 2016):
- "Introduction," pp. 1–23
 - "1. What is a No Borders Politics?," pp. 24–50
 - "2. No Borders Politics in Practice: The No Borders Movement as a Spectrum of Action," pp. 51–79.

CALENDAR OF REQUIREMENTS, INSTRUCTION, AND ASSIGNMENT DEADLINES

<u>date & time</u>	<u>course instructional contacts and assignment deadlines</u>
prior to Thursday, Sept. 10th	<ul style="list-style-type: none"> – read and study course syllabus; – complete reading and studying of required readings assigned for Week One – find and read Direction on Readings notes for Week One (to be found in folder in Resources section of OWL course site)
Thursday, Sept. 10th 9:30am.	– meet on Zoom as class for: introductory review of course and course requirements; and discuss issues and questions arising from readings assigned for Week One
Thursday, Sept. 10th afternoon	– receive Weekly Direction notes on assigned readings and videos for Week Two (in folder in Resources tool of OWL course site); receive Weekly Study Assignment problem for Week Two (in Assignment tool of OWL course site)

Friday, Sept. 11th	– receive Weekly Concluding Remarks on readings assigned for Week One (in folder in Resources tool of OWL course site)
Wednesday, Sept. 16th by 12:00 noon	– submit your Weekly Study Assignment response for Week Two (via the Assignment tool on our OWL course site)
Thursday, Sept. 17th 9:30am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings and videos for Week Two
Thursday, Sept. 17th afternoon	– receive Weekly Direction notes on assigned readings and videos for Week Three (in folder in Resources tool of OWL course site); receive Weekly Study Assignment problem for Week Three (in Assignment tool of OWL course site)
Friday, Sept. 18th	– receive Weekly Concluding Remarks on readings assigned for Week Two (in folder in Resources tool of OWL course site)
Wednesday, Sept. 23rd by 12:00 noon	– submit your Weekly Study Assignment response for Week Three (via the Assignment tool on our OWL course site)
Thursday, Sept. 24th 9:30am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings and videos for Week Three
Thursday, Sept. 24th afternoon	– receive Weekly Direction notes on assigned readings and videos for Week Four (in folder in Resources tool of OWL course site); receive Weekly Study Assignment problem for Week Four (in Assignment tool of OWL course site)
Friday, Sept. 25th	– receive Weekly Concluding Remarks on readings assigned for Week Three (in folder in Resources tool of OWL course site)
Wednesday, Sept. 30th by 12:00 noon	– submit your Weekly Study Assignment response for Week Four (via the Assignment tool on our OWL course site)
Thursday, Oct. 1st 9:30am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings and videos for Week Four
Thursday, Oct. 1st afternoon	– receive Weekly Direction notes on assigned readings and videos for Week Five (in folder in Resources tool of OWL course site); receive Weekly Study Assignment problem for Week Five (in Assignment tool of OWL course site)
Friday, Oct. 2nd	– receive Weekly Concluding Remarks on readings assigned for Week Four (in folder in Resources tool of OWL course site)
Wednesday, Oct. 7th by 12:00 noon	– submit your Weekly Study Assignment response for Week Five (via the Assignment tool on our OWL course site)
Thursday, Oct. 8th 9:30am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings and videos for Week Five
Thursday, Oct. 8th afternoon	– receive Weekly Direction notes on assigned readings and videos for Week Six (in folder in Resources tool of OWL course site); receive Weekly Study Assignment problem for Week Six (in Assignment tool of OWL course site)
Friday, Oct. 9th	– receive Weekly Concluding Remarks on readings assigned for Week Five (in folder in Resources tool of OWL course site)
Wednesday, Oct. 14th by 12:00 noon	– submit your Weekly Study Assignment response for Week Six (via the Assignment tool on our OWL course site)
Thursday, Oct. 15th 9:30am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings and videos for Week Six
Thursday, Oct. 15th afternoon	– receive Weekly Direction notes on assigned readings and videos for Week Seven (in folder in Resources tool of OWL course site); receive Weekly Study Assignment problem for Week Seven (in Assignment tool of OWL course site)
Friday, Oct. 16th	– receive Weekly Concluding Remarks on readings assigned for Week Six (in folder in Resources tool of OWL course site)
Wednesday, Oct. 21st by 12:00 noon	– submit your Weekly Study Assignment response for Week Seven (via the Assignment tool on our OWL course site)
Thursday, Oct. 22nd 9:30am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings and videos for Week Seven

Thursday, Oct. 22nd afternoon	– receive Weekly Direction notes on assigned readings and videos for Week Eight (in folder in Resources tool of OWL course site); receive Weekly Study Assignment problem for Week Eight (in Assignment tool of OWL course site)
Friday, Oct. 23rd	– receive Weekly Concluding Remarks on readings assigned for Week Seven (in folder in Resources tool of OWL course site)
Wednesday, Oct. 28th by 12:00 noon	– submit your Weekly Study Assignment response for Week Eight (via the Assignment tool on our OWL course site)
Thursday, Oct. 29th 9:30am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings and videos for Week Eight
Thursday, Oct. 29th afternoon	– receive Weekly Direction notes on assigned readings and videos for Week Ten (in folder in Resources tool of OWL course site); receive Weekly Study Assignment problem for Week Ten (in Assignment tool of OWL course site)
Friday, Oct. 30th	– receive Weekly Concluding Remarks on readings assigned for Week Eight (in folder in Resources tool of OWL course site)
Monday, Nov. 9th	– submit Research Paper Proposal assignment by no later than this date (via the Assignment tool of OWL course site)
Wednesday, Nov. 11th by 12:00 noon	– submit your Weekly Study Assignment response for Week Ten (via the Assignment tool on our OWL course site)
Thursday, Nov. 12th 9:30am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings and videos for Week Ten
Thursday, Nov. 12th afternoon	– receive Weekly Direction notes on assigned readings and videos for Week Eleven (in folder in Resources tool of OWL course site); receive Weekly Study Assignment problem for Week Eleven (in Assignment tool of OWL course site)
Friday, Nov. 13th	– receive Weekly Concluding Remarks on readings assigned for Week Ten (in folder in Resources tool of OWL course site)
Wednesday, Nov. 18th by 12:00 noon	– submit your Weekly Study Assignment response for Week Eleven (via the Assignment tool on our OWL course site)
Thursday, Nov. 19th 9:30am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings and videos for Week Eleven
Thursday, Nov. 19th afternoon	– receive Weekly Direction notes on assigned readings and videos for Week Twelve (in folder in Resources tool of OWL course site); receive Weekly Study Assignment problem for Week Twelve (in Assignment tool of OWL course site)
Friday, Nov. 20th	– receive Weekly Concluding Remarks on readings assigned for Week Eleven (in folder in Resources tool of OWL course site)
Wednesday, Nov. 25th by 12:00 noon	– submit your Weekly Study Assignment response for Week Twelve (via the Assignment tool on our OWL course site)
Thursday, Nov. 26th 9:30am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings and videos for Week Twelve
Thursday, Nov. 26th afternoon	– receive Weekly Direction notes on assigned readings and videos for Week Thirteen (in folder in Resources tool of OWL course site); receive Weekly Study Assignment problem for Week Thirteen (in Assignment tool of OWL course site)
Friday, Nov. 27th	– receive Weekly Concluding Remarks on readings assigned for Week Twelve (in folder in Resources tool of OWL course site)
Wednesday, Dec. 2nd by 12:00 noon	– submit your Weekly Study Assignment response for Week Thirteen (via the Assignment tool on our OWL course site)
Thursday, Dec. 3rd 9:30am.	– meet on Zoom as class for: tutorial seminar regarding assigned readings and videos for Week Thirteen
Thursday, Dec. 3rd afternoon	– receive Weekly Direction notes on assigned readings and videos for Week Fourteen (in folder in Resources tool of OWL course site); receive Weekly Study Assignment problem for Week Fourteen (in Assignment tool of OWL course site)

Friday, Dec. 4th	– receive Weekly Concluding Remarks on readings assigned for Week Thirteen (in folder in Resources tool of OWL course site)
Wednesday, Dec. 9th by 12:00 noon	– submit your Weekly Study Assignment response for Week Fourteen (via the Assignment tool on our OWL course site)
Thursday, Dec. 10th	– receive Weekly Concluding Remarks on readings assigned for Week Fourteen (in folder in Resources tool of OWL course site)
Friday, Dec. 11th	– submit Research Paper assignment by no later than this date (via the Assignment tool of OWL course site)



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>