

CGS 1023G 550
Introduction to Development
Dr. Matthew McBurney

Office: n/a

e-mail address: mmcburn2@uwo.ca

Scheduled class times: Monday 10:30-11:20am and Wednesdays 9:30-11:20am in V208

Office Hours: Wednesdays 1:30-2:30

COURSE DESCRIPTION

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

COURSE LEARNING OBJECTIVES

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

- Reflect on individual positions, places and values within the field of global development and identify personal strengths.
- Demonstrate a critical awareness of the historical changes within global development discourse and practices.
- Recognize and critically assess diverse meanings of development, underdevelopment, poverty and inequality that are found in the wide range of literature on global development.
- Improve reading and understanding of highly theoretical material in the field of global development
- Develop critical analysis and academic writing skills.

DESCRIPTION OF CLASS METHODS

Classes will consist of a combination of lecture and participatory learning methods. Students are expected to attend each lecture, and it is expected that students will arrive at each class having read all of the week’s required readings. Lecture slides/notes are not posted on Owl and will not be given to students. In the case of a missed class, the student must contact fellow classmates to request notes from them. There is no grade for participation, but students are required to engage with the readings and with each other during the weekly seminar.

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

Recording of lectures (pictures using cell phone, audio recording, etc.) is prohibited without academic accommodation permission.

READINGS

A majority of the course readings can be found in Desai, Vandana and Robert B. Potter (Eds). 2014. *The Companion to Development Studies* 3rd Edition, London: Routledge. This book is available as a digital/online copy through the library. Other readings can be accessed through Western Libraries digital archives.

Students will also need to **choose ONE** of the following for their analytical book review.

Ajak, et al.. 2015. *They Poured Fire on Us from the Sky: The True Story of Three Lost Boys*. New York: Perseus Books Group.

Katz, Jonathan. 2014. *The Big Truck That Went By: How the World Came to Save Haiti and Left Behind a Disaster*. New York: St. Martin's Griffin.

I reserve the right to add to or otherwise alter the reading list, given sufficient notice is provided. All required readings must be read. Students do not have to read each weekly recommended reading. However, these readings will be discussed in class and are used as additional literature and examples of each specific topic.

EVALUATION

Analytical Book Review – **Suggested Due Date Feb 15** 20%

This is the first major written assignment in this course. You must write an analytical book review. In order to do well on this assignment, you will have to begin working on the paper well before the deadline. In other words, start reading NOW! We will have a Zoom or Teams workshop from the library that will provide more details on how to write an analytical book review. This written assignment is an analytical book review of either Ajak's *They Poured Fire on Us from the Sky: The True Story of Three Lost Boys* or Katz's *The Big Truck That Went By: How the World Came to Save Haiti and Left Behind a Disaster*. Although each book addresses a number of different topics, you will need to narrow down the focus of your own essay for the purposes of your own discussion and argument. That is, it will not be possible to talk about everything in this book review, so you should manage this assignment by choosing a particular "angle" or "issue". Your analytical book review should have an appropriate essay structure, with an introduction that presents the themes and arguments that you will discuss; a main body (with appropriately-structured paragraphs) that can use the questions below as a guideline (you are not required to answer the questions below, but they can help guide your discussion); and a conclusion that succinctly ties your discussion together (but does not simply re-state what you have already said). Your book review should contain specific examples from the book, using citations where appropriate. Above all, remember that your book review should not simply contain a summary of the book. Rather, you should develop an argument based on your analysis of the book. You should consider the following questions in this assignment:

1. How does this book relate to/engage with issues of global development? (Engage with the course materials)
2. What impacts did the development have on local communities (can discuss both positive and/or negative)?
3. How has this book contributed to your own understanding about global development projects and the ways in which they are managed? What conclusions can you draw?

Please check to ensure that you have included each of these elements in your book review:

1. A title page that includes the book review's title, student name and number, and course information.
2. Approximately 1,000 – 1,200 words (+/- 100 words).
3. 12-point Times New Roman font.
4. Double-spaced.
5. Include page numbers
6. Complete citations using Chicago style. Include a correctly-formatted bibliography at the end of the paper. For an explanation and examples of Chicago style visit the link below https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html
7. Correct structure: an introduction, a body that is divided into appropriate sections and provides a clear analysis of the book/argument, and a conclusion.

You will notice that this assignment has a “suggested due date” of Feb 15, which is reflected on the Owl due date for this assignment. This is my suggestion to students in order to maintain a good schedule and not become overloaded at the end of the semester. Students can hand in their paper before or after the suggested due date. Papers handed in by this date will receive feedback and will be graded within the normal 2-week turnaround. However, students can choose to hand in this assignment any time up until Friday, April 7 (11:55pm) without penalty. Students that choose to hand in the paper after the suggested due date will not receive a penalty, but the assignment will have very little feedback and will be graded at some point before final grades are due (with no guaranteed turnaround).

Marketization of Poverty Presentation (January 25 and 30 in class)

10%

This assignment will require students to identify a “marketization” of poverty. Students may use the internet, YouTube, or other websites (international/local NGOs, governments, and international organizations) to show how poverty is conceptualized and to explain how poverty or the “poor” are being constructed through the use of symbols, stereotypes, or discourse in the global development regime. This work will be carried out in groups (maximum of 3). The project consists of a PowerPoint presentation (maximum 10 mins) of the example in class. Students will be graded on their ability to assess from a critical perspective how poverty is being conceptualized in the chosen example. Students must include a minimum of 2 scholarly works that support their assessment. The in-class lecture on Poverty will provide examples, but please find your own example that is not used in the lecture. Your presentation should include a critical assessment of the following:

- How are the poor being portrayed in the video?
- What words are being used to describe the poor and their situation (poverty)?
- What is problematic about the solution(s) being proposed?

Research Paper Proposal and Preliminary Bibliography – Due Friday Feb 17

10%

Some class time will be dedicated to the development of this assignment. The proposal and bibliography will be the starting point for a research topic of the student's choosing that will result in the final research paper. The topic must be related to global development. The proposal must contain a brief introduction of your topic and its importance in the field of development, a thesis statement, and a brief outline of your arguments that will support your thesis. The

bibliography must have a minimum of 5 scholarly sources. Chicago style citation must be used. (https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)

Research Paper – Wednesday April 5

30%

The research paper assignment will challenge students to think critically about a global issue related to global development. Students will choose their own research topic that contains an argument, gather information to back up their argument, and present their findings in a clear and concise manner. This assignment will provide students with an opportunity to sharpen many skills necessary for a future in academia or the field of development, such as critical thinking, research, data analysis, proposal design, and communication. Papers must incorporate a minimum of 8 peer-reviewed, scholarly sources. The essay must be between 1,500-2,000 words (Times New Roman, 12 font, Double spaced, Chicago style citation). Details will be provided in class. Students will be graded based on marking scheme below.

Final Exam – Date TBD

30%

The final exam can include material from all the topics taught throughout the course. Students will be challenged to think critically on the spot and develop an argument in a limited period of time. The exam will consist of short answer/concept definitions and an essay question. **The final exam will be a take home exam where students will have 5 days to complete the exam.** The exam will be posted on Owl and students must submit the exam on Owl under the Final Exam assignment.

Grade	Research	Argument (Intro/Conclusion)	Analysis (Body of Paper)	Clarity	Format
A+	<p>a significant amount of independent, scholarly research was undertaken</p> <p>the majority of sources are from peer-reviewed publications, those that aren't are used as primary research only</p> <p>research falls entirely within the parameters of the analysis and thesis argument</p>	<p>innovative and provocative thesis is clearly stated at the beginning of the paper</p> <p>the method of proving that thesis is established early on and justified on scholarly terms</p> <p>the thesis provides the backbone of analysis and reaches a satisfying conclusion based on what was proposed at the beginning</p>	<p>based on excellent research and an original thesis, the analysis is strong, and clearly follows established research questions</p> <p>the research is artfully woven throughout the analysis, shoring up and thoughtfully supporting the argument</p> <p>new information is excellently contextualized and serves to propel the argument towards a satisfying conclusion</p>	<p>the paper is easy to read, analysis flows expertly</p> <p>language is sophisticated without using jargon</p> <p>terms of analysis and argumentation are clearly laid out and well-defined</p>	<p>No formatting errors</p> <p>No citation errors</p>
A	<p>a significant amount of independent, scholarly research was undertaken</p> <p>the majority of sources are from peer-reviewed publications, those that aren't are used as primary research only.</p> <p>research is solidly within the parameters of the analysis and thesis argument</p>	<p>an innovative and provocative thesis is clearly stated at the beginning of the paper</p> <p>the method of proving that thesis is established early on and justified on scholarly terms</p> <p>the thesis provides the backbone of analysis and reaches a satisfying conclusion based on what was proposed at the beginning</p>	<p>based on great research and a somewhat original thesis, the analysis is strong, and clearly follows established research questions</p> <p>the research is part of the analysis, shoring up and thoughtfully supporting the argument</p> <p>new information is well contextualized and serves to propel the argument towards a satisfying conclusion</p>	<p>the paper is easy to read, analysis flows expertly</p> <p>language is sophisticated with very little jargon</p> <p>terms of analysis and argumentation are clearly laid out and well-defined</p>	<p>TimesRoman 12pt, double spaced, 1-inch margins, page numbers</p> <p>a cover page provides pertinent information</p> <p>the bibliography follows a recognized scholarly style</p> <p>citations are thorough and well documented throughout the paper</p>

B	a reasonable amount of independent, scholarly research was undertaken sources are mainly from peer-reviewed publications research is sound but predictable	an interesting but predictable thesis is clearly stated at the beginning of the paper the thesis tends toward more description than argument, leading to a weak conclusion the methodology is there but isn't clearly laid out, or is laid out but not followed through on an expert level	the analysis is good but there are some significant weaknesses or lapses the paper occasionally drifts off-topic or into territory that isn't adequately supported by the research the research questions are interesting but potentially unrealistic in terms of the type and/or level of research undertaken	the paper is well written but suffers from some significant grammatical inconsistencies or spelling errors language is clear but lacks scholarly depth there are some lapses in definition and explication of terms segue between points in the analysis are weak	the paper basically follows the technical requirements, with a few minor exceptions citations are solid but not thorough, with some noticeable omissions
C	the minimum amount of independent, scholarly research was undertaken sources also rely on non-scholarly publications research is weak and unoriginal	the thesis is fundamentally descriptive or dependent on a value judgment (good/bad, right/wrong) the method is vague or poorly laid out the argument fails to reach a satisfying conclusion, with the paper simply petering out	analysis is uninteresting or uninspired, tending toward description research questions are poorly laid out and inadequately explored the research does not adequately support the analysis	there are significant but not quite major problems in grammar and spelling language is unclear and/or shallow terms are not well defined and analysis leaps erratically from point to point	there are some significant problems with the technical requirements of the paper that affect the strength of its analysis citations are weak and/or the bibliography is incomplete
D	less than the minimum amount of independent, scholarly research was undertaken sources depend heavily on non-scholarly publications research is weak and unoriginal, but also fails to adequately support the argument	there is no easily identifiable thesis and/or little in the way of method there is no conclusion because no argument was established early on	research questions are not identified at the outset there is little interaction between research and analysis what is supposed to pass as analysis is little more than description	major problems with grammar and spelling language is murky, confused and difficult to follow there is a paucity of definitions or context for analysis	there are major problems with the technical requirements of the paper that affect the strength of the analysis there are next to no citations and/or no bibliography or it does not follow a scholarly style
F	little to no research undertaken, scholarly or not	there is no thesis and/or no method	analysis is nearly non-existent, weak, minimal and	language is sub-par for university, riddled with	the paper does not follow a scholarly format

	little evidence of scholarly research in the paper	the conclusion is deeply flawed or outright non-existent	unsupported by research	grammatical and spelling errors analysis is difficult to follow and lacks any sense of flow	
--	--	--	-------------------------	--	--

SPECIAL INSTRUCTIONS

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

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

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

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

SCHEDULE OF CLASSES

* **Tasks** are suggested tasks that you should be completing during each Unit/Week (assignment due dates are not suggestions but reminders). I have outlined suggested steps for the assignments. I recognize that everyone works at a different pace and course work can pile up as the term moves forward. Staying ahead of assignments is recommended and following (to some degree) the outlined tasks will avoid last minute assignment writing. Each Unit is equivalent to 1 week of material and work; however, students are free to work through the material at a faster pace.

January 9 – Course Intro

Tasks	Read through the entire course outline
Readings	Hobbes, Michael. 2014. “Stop Trying to Save the World”. https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it
	Gates, Bill. 2016. “Why I Would Raise Chickens” https://www.gatesnotes.com/Development/Why-I-Would-Raise-Chickens
	Smith, Lindsey. 2016. “Why Bolivia Turned Away Bill Gates Chicken Donation” http://www.theverge.com/2016/6/17/11965820/bill-gates-bolivia-heifer-international-ngo-us-aid-rejection

January 11 - Positionality and Reflexivity in the Development Game

Tasks	Choose and begin reading your book for the Analytical Book Review assignment
Readings	Schuurman, Frans J. 2014. “The Impasse in Development Studies” in <i>The Companion to Development Studies</i> 1-25.
	Potter, Robert B. 2014. “The Nature of Development Studies” in <i>The Companion to Development Studies</i> 16-20.
	Merriam, Sharan et al. 2010. “Power and positionality: negotiating insider/outsider status within and across cultures” <i>International Journal of Lifelong</i>

	Education 20 (5)
--	------------------

January 16 – Writing Centre Workshop

January 18 - Challenging the Definition of Development

Tasks	Continue reading your chosen book
	Begin to think about your Research Paper topic and start preliminary research
Readings	Horner, Rory. 2019. "Towards a new paradigm of global development? Beyond the limits of international development" https://journals.sagepub.com/doi/full/10.1177/0309132519836158
	Potter, Robert B. 2014. "Measuring Development: From GDP to the HDI and Wider Approaches" in <i>The Companion to Development Studies</i> 56-59.
	Esteva, Gustavo. 1992. "Development" in <i>The Development Dictionary: A Guide to Knowledge as Power</i> . Ed. Wolfgang Sachs. London: Zed Books.
	Escobar, Arturo. 1995. Introduction: Development and the Anthropology of Modernity. <i>Encountering Development: The Making and Unmaking of the Third World</i> . New Jersey: Princeton University Press. 3-17.

January 23 – Marketing Poverty: Harmful Stereotypes

Tasks	Continue research paper topic refinement and preliminary research
	Finish reading your chosen book
	Begin writing Research Paper Proposal
Readings	White, Howard. 2014. "The Measurement of Poverty" in <i>The Companion to Development Studies</i> 60-66.
	Escobar, Arturo. 2011 "The Problematization of Poverty: The Tale of Three Worlds and Development," in <i>Encountering Development</i> , Chapter 2.
	Rahnema, Majid. 1992. "Poverty" in <i>The Development Dictionary: A Guide to Knowledge as Power</i> . Ed. Wolfgang Sachs. Zed Books: London.

January 25 and 30 – Marketization of Poverty Presentations (sign up on Owl)

Feb 1 and 6 – The Modernization Myth

Readings	Required
	Craggs, Ruth. 2014. "Development in a global-historical context" in <i>The Companion to Development Studies</i> 5 – 10.
	Binns, Tony. 2014. "Dualistic and Unilinear Concepts of Development" in <i>The Companion to Development Studies</i> 100-105.
	Conway, Dennis. 2014. "Neoliberalism: Globalization's Neoconservative Enforcer of Austerity" in <i>The Companion to Development Studies</i> 106-110.
	Conway, Dennis and Nikolas Heymen. 2014. "Dependency Theories: From ECLA to Andre Gunder Frank and Beyond" in <i>The Companion to Development Studies</i> 111-115.
	Recommended
Rodrick, Dani. 2006. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform." <i>Journal of Economic Literature</i> 44:4, 973-	

	987.
	Rostow, W.W. 1959. "The Stages of Economic Growth." <i>The Economic History Review</i> . 12(1): 1-16.
	Frank. A. 1966. "The Development of Underdevelopment." <i>Monthly Review</i> 18: 17-31.

Feb 8 and 13 – Development Alternatives or More of the Same I?

Tasks	Continue Writing Research Paper Proposal
1. Freedom, Capabilities, and Participation	
Readings	Nothover, Patricia. 2014. "Development as Freedom" in <i>The Companion to Development Studies</i> 33-38.
	Bebbington, Anthony and Katherine E. Foo. 2014. "Social Capital and Development" in <i>The Companion to Development Studies</i> 152-155.
	Bebbington, Anthony. 1999. "Capital and Capabilities: A Framework for Analyzing Peasant Viability, Rural Livelihoods and Poverty," <i>World Development</i> Vol. 27, No. 12, pp. 2021-2044
2. Putting the Last First	
Readings	Chambers, Robert. 1994. "Participatory Rural Appraisal (PRA): Challenges, Potentials and Paradigm. <i>World Development</i> 22(10), 1437-1454.
	Mohan, Giles. 2014. "Participatory Development" in <i>The Companion to Development Studies</i> 131-136.

February 15 and 27 – Development Alternatives or More of the Same II?

February 18 – 26 - READING WEEK

Tasks	Complete and submit Research Paper Proposal (Due Feb 15)
	Complete Analytical Book Review (if handing in by suggested due date)
1. (un)Sustainable Development – MDGs to SDGs	
Readings	Rigg, Jonathan. 2014. "The Millennium Development Goals" in <i>The Companion to Development Studies</i> 67-72.
	Redclift, Michael. 2014. "Sustainable Development" in <i>The Companion to Development Studies</i> . 333-335.
	United Nations. <i>Our Common Future, Chapter 2: Towards Sustainable Development</i> . http://www.un-documents.net/ocf-02.htm#I
2. Gender and Development: Inclusion or Patriarchy?	
Readings	Kishwar, Madhu. 2014 "Feminism and Feminist Issues in the South: A Critique of the 'Development' Paradigm". In <i>The Companion to Development Studies</i> . 402-406.
	Parpart, Jane. 2014. "Rethinking Gender and Empowerment" in <i>The Companion to Development Studies</i> 407-410.
	Kabeer, Naila. 2015. "Gender, Poverty, and Inequality: A Brief History of Feminist Contributions in the Field of International Development." <i>Gender & Development</i> 23(2), 189-205.
	Mohanty, Chandra. 2003. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." <i>Signs</i> 28(2), 499-536.

March 1 and 6 – Alternatives to Development

Tasks	Review comments from Research Paper Proposal and continue research
Readings	Required
	Simon, David. 2014. "Postmodernism and Development" in <i>The Companion to Development Studies</i> 142-146.
	Sidaway, James D. 2014. "Post-development" in <i>The Companion to Development Studies</i> 147-151.
	Ziai, Aram. 2017. "Post-development 25 years after The Development Dictionary" <i>Third World Quarterly</i> . 33(12): 2547-2558.
	Recommended
	James Ferguson (w/ Larry Lohmann) (1994 [2008]) "The anti-politics machine: "Development" and bureaucratic power in Lesotho," in <i>The Development Reader</i> eds. Sharad Chari and Stuart Corbridge, Routledge: New York, pp. 322-31
	Escobar, Arturo. 2010. "Latin America at a Crossroads." <i>Cultural Studies</i> , 24(1). Demariaa, Federico and Ashish Kothari. 2017. "The Post-Development Dictionary Agenda: Paths to the Pluriverse" <i>Third World Quarterly</i> 38(12): 2588-2599.

March 8 – Final Research Paper Workshop

March 13 and 15 – The State – Benevolent or Violent?

Tasks	Begin writing your Research Paper
Readings	Required
	Venugopal, Rajesh. 2014. "Ethnic Conflict and the State" in <i>The Companion to Development Studies</i> 525-528.
	Gill, L. 2007. "Right There with You': Coca-Cola, Labor Restructuring and Political Violence in Colombia". <i>Critique of Anthropology</i> , 27(3), 235–260
	Jennifer S. Holmes & Sheila Amin Gutiérrez de Piñeres. 2014. "Violence and the state: Lessons from Colombia", <i>Small Wars & Insurgencies</i> , 25:2, 372-403

March 20 and 22 – Decoloniality: Is Plurality a Possibility?

Readings	Required
	Quijano, Anibal. 2000. Coloniality of Power, Eurocentrism, and Latin America. <i>Nepantla: View from the South</i> 1:3, 533-580. https://www.unc.edu/~aescobar/wan/wanquijano.pdf
	Mignolo, Walter D. 2007. "Coloniality of Power and Decolonial Thinking" <i>Cultural Studies: Globalization and the De-Colonial Option</i> , Vol.21(2-3), pp.155-167
	Walsh, Susan. 2010. "A Trojan Horse of a Word? 'Development' in Bolivia's Southern Highlands: Monocropping People, Plants and Knowledge." <i>Anthropologica</i> , 52:2, 241-257.
	Recommended
Mignolo, Walter. 2010. <i>The Communal and the Decolonial</i> . http://turbulence.org.uk/turbulence-5/decolonial/	

March 27 and 29 – Sumak Kawsay: An Indigenous Alternative

Tasks	By this time, you should have a substantial amount of the Research Paper finished
Readings	Briggs, John. 2014. "Indigenous Knowledge and Development" in <i>The Companion to Development Studies</i> . 127-130.
	Gudynas, Eduardo. 2011. "Buen Vivir: Today's Tomorrow" <i>Development</i> 54(4), 441-447.
	Radcliffe, Sarah. 2012. "Development for a postneoliberal era? Sumak kawsay, living well and the limits to decolonisation in Ecuador". <i>Geoforum</i> , 43, 240-249.
	Walsh, Catherine. 2010. "Development as Buen Vivir: Institutional Arrangements and (de) colonial Entanglements." <i>Development</i> , 53(1), 15-21.
	Waldmuller, Johannes. 2014. "Buen Vivir, Sumak Kawsay, 'Good Living': An Introduction and Overview". http://www.alternautas.net/blog/2014/5/14/buen-vivir-sumak-kawsay-good-living-an-introduction-and-overview

April 3 – Where do I fit in?

Tasks	Complete and submit Research Paper (Due Wed April 5)
	Complete and submit Analytical Book Review (if not submitted by this day)
Readings	Smith, Matt Baillie. 2014. "Development Education, Global Citizenship, and International Volunteering" in <i>The Companion to Development Studies</i> . 485-490.
	Tiessen, R. and Heron, B. 2012. Volunteering in the Developing World: the Perceived Impacts of Canadian Youth". <i>Development in Practice</i> , 22(1), 44-56.
	Biddle, Pippa. 2013. "The Problem with Little White Girls and Boys." February 18. https://medium.com/race-class/b84d4011d17e
	Illich, Ivan. "To Hell with Good Intentions". http://www.swaraj.org/ illich_hell.htm

April 5 – Final Exam Review

Readings	None Review course material and readings for exam.
-----------------	---

April 10 – Study Day

Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

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 enroll in it, you may be removed from this course and it will be deleted from your record. This decision 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.

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.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

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:

[Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_policies/appeals/appealsundergrad.pdf) . The appeals process is also outlined in this policy as well as more generally at the following website:

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

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 (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, 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.

Statement on Use of Personal Response Systems (“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 Consideration for Missed Work

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. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) Consideration on **Medical Grounds** for assignments worth *less than 10%* of final grade: **Consult Instructor Directly and Contact Academic Advising**

When seeking consideration 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. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. 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.

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

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](https://www.uwo.ca/academic_calendar/) 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.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed **Consideration Request Form**. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](https://www.uwo.ca/academic_calendar/academic_consideration_medical.pdf). Consult **Huron Academic Advising** at huronsss@uwo.ca for any further questions or information.

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/student-life/student-services/>.

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/faculty-staff-directory/>.

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 Advising website, <https://huronatwestern.ca/student-life/student-services/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.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports 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. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. 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

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)