

**Department of History**  
**Huron University College at Western University**  
**2020-2021**

**Basic Course Information**

Course Number: History 2603E  
Course Name: China: Tradition and Transformation  
Instructor: Dr. Jun Fang  
Office: Room V126  
Tel: 519-438-7224 ext. 239  
Email: [jfang9@huron.uwo.ca](mailto:jfang9@huron.uwo.ca)  
Office Hours: After Zoom class meetings & by email  
Scheduled Class Time: Tues. 2:30-3:30 p.m. & Thurs. 3:30-5:30 p.m.

**Prerequisite:** None

**Anti-requisite:** History 2610E

**Course Description**

This is an introduction to Chinese history from earliest times to the present. China is usually understood as a coherent place, and Chinese as the people who have lived there for thousands of years. But the place and the people have been subject to shifts, misalignments, and transformations over millennia. One of the chief goals of this course is to destabilize the notion of a fixed stable entity called China and people called Chinese. While the framework of the course is chronological, certain themes through the course will be explored. Of them, one will be the importance of interactions between those who called themselves Chinese and those who did not. Interactions with “foreigners” have consumed much attention in the history of the past two centuries, but they are salient throughout Chinese history. Through them, China has achieved its current self-definition. Another central concern of the course is the historiography of China, that is, how the history of China has been written by historians both inside and outside China, and how the histories that have been written can tell us a great deal about the historian’s own time and place as well as the time and place that he or she is writing about. Other recurrent themes include the question of political legitimacy, that is, how China’s rulers justified their position of authority, and the position of women in Chinese society.

**Course Learning Objectives**

By the end of this course students will be able to: (1) evaluate historiographical debates among historians across a range of topics on the Chinese past; (2) read and analyze primary sources in ways that recognize their value and limitations; (3) sharpen their analytical skills; (4) articulate their critical views, both in class discussion and in written work; (5) demonstrate the value of historical inquiry.

## **Class Methods**

The course consists of lectures and tutorials. Students are expected to regularly attend classes and actively participate in the discussions of the assigned readings. Both lectures and tutorials will be conducted via Zoom. In the event of a Zoom outage, recorded lectures and tutorial questions will be posted to the course website.

## **Textbooks and Other Required Resources**

- (1) Patricia Ebrey, *Cambridge Illustrated History of China*. 2<sup>nd</sup> edition. Cambridge: Cambridge University Press, 2010. Available at UWO Bookstore in early September. You can also order the book through the UWO Bookstore website and have it shipped directly to your address.
- (2) Patricia Ebrey, *Chinese Civilization: A Sourcebook*, 2<sup>nd</sup> edition. New York: Free Press, 1993. An e-text version of the book can be purchased via <https://www.simonandschuster.ca/books/Chinese-Civilization/Patricia-Buckley-Ebrey/9781439188392>.

## **Methods of Evaluation/Assessment**

1. First research paper (10-12 pages, 2,500-3,000 words) due on **Nov. 12, 2020** (20%)
2. Take-home exam during the December exam period (15%)
3. Second research paper (10-12 pages, 2,500-3,000 words) due on **Mar. 18, 2021** (20%)
4. Final open-book exam during the April exam period (25%)
5. Tutorial participation (20%)

## **Schedule of Lectures and Tutorials**

### **Fall Term**

|                   |  |
|-------------------|--|
| Sept. 10          | Introduction & conceptual frameworks: What is China?<br>Reading: Ebrey 2010, pp. 10-15                                       |
| Sept. 15 & 17     | The way of the king: The Shang and the Zhou<br>Reading: Ebrey 2010, pp. 16-37<br>Tutorial: Ebrey 1993, chs. 2, 4, & 5        |
| Sept. 22 & 24     | The way of the sage: Confucius<br>Reading: Ebrey 2010, pp. 38-46<br>Tutorial: Ebrey 1993, ch. 6                              |
| Sept. 29 & Oct. 1 | The way of the philosopher: A hundred schools of thought<br>Reading: Ebrey 2010, pp. 46-55<br>Tutorial: Ebrey 1993, chs. 7-8 |

- Oct. 6 & 8            The way of the despot: The Warring States and Qin  
 Reading: Ebrey 2010, pp. 55-63  
 Tutorial: Ebrey 1993, chs. 9-11
- Oct. 13& 15            The way of empire: The Han  
 Reading: Ebrey 2010, pp. 63-85  
 Tutorial: Ebrey 1993, chs. 12, 14-15, 17
- Oct. 20 & 22            The way of multiplicity: Politics and culture of division  
 Reading: Ebrey 2010, pp. 86-95  
 Tutorial: Ebrey 1993, chs. 20-21, 23-24
- Oct. 27 & 29            The way of the Buddha  
 Reading: Ebrey 2010, pp. 95-107  
 Tutorial: Ebrey 1993, ch. 22.
- Nov. 10 & 12            The way of empire (again): The Sui and Tang (**1<sup>st</sup> research paper due on Nov. 12**)  
 Reading: Ebrey 2010, pp. 108-135  
 No tutorial.
- Nov. 17 & 19            The way of balance: The Song  
 Reading: Ebrey 1996, pp. 136-150  
 Ebrey 1993, chs. 25-26, 28-30, 33, 35
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 Nov. 24 & 26            The way of the sage (again): Neo-Confucianism  
 Reading: Ebrey 2010, pp. 150-163  
 Tutorial: Ebrey 1993, chs. 36-40
- Dec. 1 & 3              The way of the steppe: The Conquest Dynasties  
 Reading: Ebrey 2010, pp. 164-189  
 Tutorial: Ebrey 1993, chs. 41-46
- Spring Term**
- Jan. 5 & 7              The way of the despot (again): The Ming  
 Reading: Ebrey 2010, pp. 190-219  
 Tutorial: Ebrey 1993, chs. 47, 49-52, 54-58
- Jan. 12 & 14            The way of the steppe (again): The Qing  
 Reading: Ebrey 2010, pp. 220-234  
 Tutorial: Ebrey 1993, chs. 59-64

- Jan. 19 & 21      The way of Opium  
 Reading: Ebrey 2010, pp. 234-240  
 Tutorial: Ebrey 1993, chs. 65-68
- Jan. 26 & 28      The way of decline  
 Reading: Ebrey 2010, pp. 240-262  
 Tutorial: Ebrey 1993, chs. 69-72
- Feb. 2 & 4          The way of revolution I  
 Reading: Ebrey 2010, pp. 262-266  
 Tutorial: Ebrey 1993, chs. 73-75
- Feb. 9 & 11        The way of revolution II  
 Reading: Ebrey 2010, pp. 267-273  
 Tutorial: Ebrey 1993, chs. 76-78
- Feb. 23 & 25      The way of state  
 Reading: Ebrey 2010, pp. 273-282  
 Tutorial: Ebrey 1993, chs. 79-82
- Mar. 2 & 4          The way of war  
 Reading: Ebrey 2010, pp. 282-293  
 Tutorial: Ebrey 1993, chs. 83-85
- Mar. 9 & 11        The way of socialism I  
 Reading: Ebrey 2010, pp. 294-307  
 Tutorial: Ebrey 1993, chs. 86-91
- Mar. 16 & 18      The way of socialism II (**2<sup>nd</sup> research paper due on Mar. 18**)  
 Reading: Ebrey 2010, pp. 308-321  
 Tutorial: Ebrey 1993, chs. 93-94
- Mar. 23 & 25      The way of socialism III  
 Reading: Ebrey 2010, pp. 308-321  
 Tutorial: Ebrey 1993, chs. 95-97
- Mar. 30 & Apr. 1    The way of reform I  
 Reading: Ebrey 2010, pp. 321-336  
 Tutorial: Ebrey 1993, chs. 98-100
- Apr. 6 & 8          The way of reform II  
 Reading: Ebrey 2010, pp. 321-336  
 No tutorial

## **Details on Each of the Evaluation Items**

**Research papers** should be critical analyses of issues suggested by lectures and readings. Some additional research will be expected, and use of primary source materials (including translated ones from Chinese to English) is encouraged. As a rough guide, about 2,500-3,000 words (10-12 typed double space pages) would be appropriate length, but you may find you need more or less to fully explore your topic. If you are unsure about how to get started with a historical essay, consult William Kelleher and Towser Jones, *Writing History: A Guide for Students*.

Your paper is an exercise in communication. It must be easily understandable, which means properly written, correctly spelled and logically organized. If you are in any doubt about any of these issues, consult William Kelleher Storey and Towser Jones, *Writing History: A Guide for Students* (Oxford University Press, 3<sup>rd</sup> ed.) or Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Bedford/St. Martins, 9<sup>th</sup> ed.). Always make a backup copy. Computer failure is not grounds for an extension. Be aware that a spell-checker is no substitute for thorough proof-reading. Please number the pages of your paper to make it easier for the instructor to comment on them.

## **Suggested paper topics**

### **First term**

1. Discuss the influence of the Dynastic Cycle/Mandate of Heaven on the writing of Chinese history.
2. What is the Chinese “Foundation Myth”? What are some of the challenges to this myth?
3. Was Shang a state?
4. Why did so many important Chinese political and religious philosophies come out of the Warring States period? Does this change our understanding and interpretation of this period?
5. How has the portrayal of the first Qin Emperor changed in the writing of Chinese history? Why?
6. Is Buddhism a “Chinese” religion? Why or why not?
7. How has Empress Wu been written about in Chinese history. Has this interpretation changed? Why?
8. Discuss the foreign influences upon the Tang Dynasty. Why did perceptions of things foreign change during the Tang?
9. Why do we see a return to the “Chinese” classical tradition during the Tang? What is its significance?

10. Did the Song Dynasty stagnate?
11. What was the Chinese Renaissance of the Song? Why is it significant?
12. How has the position of women changed from the Han to Song? Why?
13. Why was Buddhism repressed? What is the significance of this repression?
14. How has archeology changed our views of Chinese history?
15. Discuss traditional Chinese diplomacy. What does it tell us about how Chinese saw the outside world? Are there exceptions?
16. Why do we see the creation of the centralized state? What needs does it fulfill?
17. Discuss how merchants are seen during the early dynasties.
18. What is Orientalism?

### **Second term**

1. Discuss the view that in the year A.D. 1600 the empire of China was the largest and most sophisticated of all the unified realms on earth.
2. Did the Chinese discover the New World before Christopher Columbus?
3. What were the Manchu influences on the Han Chinese during the Qing period?
4. Discuss the place of the Qing dynasty in Chinese history
5. Was Opium war a turning point in Chinese history?
6. Although Dr. Sun Yat-sen did not lead the 1911 revolution which overthrew the last Chinese dynasty, he is widely regarded as Father of Republic of China. Why?
7. How important was the New Cultural Movement?
8. Why was Xi'an Incident crucial in modern Chinese history?
9. What were the characteristics of Chinese Communist revolution?
10. How essential was Mao Zedong's role in the success of Chinese Communist revolution?
11. Why did the Nationalist Party (Guomindang) lose its power struggle with the Communists?
12. What was the impact of the Korean War on China?
13. Discuss the causes and/or effects of the Great Leap Forward
14. Discuss the causes and/or effects of the Cultural Revolution
15. What is your assessment of China's economic performance during the 1949-76 period?
16. Have the post-Mao reforms changed the nature of the Chinese communist regime?
17. What were the causes of the 1989 Tian'anmen student protest?
18. Do you agree with the view that political reforms lag behind economic reforms in Post-Mao China?

### **Test and final examination**

The test and examination will consist entirely of essay questions. You will be allowed to choose the questions you answer from a list. The questions for the final examination will focus on material covered in the second term, but you will be required to answer at least one broad, interpretive question which may require that you reflect on material covered in both terms.

## **Tutorials**

Discussion participation is evaluated according to the following criteria: regular attendance; evidence of having read the assigned material; ability to explicate, analyze the material; thoughtfulness in relating readings to the questions posed for that conference, and to the major themes of the course; alertness to the discussion of classmates and willingness to engage in discussion.

As a rough guideline, a student who attends almost all discussions and makes helpful substantive contributions in most conferences attended can expect an A grade; a student who attends most discussions but makes few contributions or who attends few discussions but makes useful contributions when s/he is present can expect a C grade; a student who attends fewer than half of the discussion and makes few contributions in those which s/he does attend will be given an F grade.

## **RULES AND REGULATIONS**

The History Department has specified that:

1. All written assignments are to be submitted electronically following your professor's instructions. Students are responsible for making sure they are familiar with each professor's policy on electronic submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to OWL Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows:  
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

## Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

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

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

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

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

For example:

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

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

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

<sup>3</sup>Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references

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<sup>1</sup> They should be in Arabic, not Roman numerals or letters.



and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

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

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

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

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

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

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

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

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

## **Bibliography**

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

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

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

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

Sources: University of Toronto Guide to Undergraduate Essays. [Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

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



## **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](http://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](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](mailto: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](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](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](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](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](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](mailto:huronsss@uwo.ca) .**

University Senate policy, which can be found at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](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](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](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwocom/mentalhealth/](http://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>