

HURON UNIVERSITY COLLEGE
HIST 1801E Controversies in Global History
2016-2017

Lectures: Mondays and Wednesdays 2:30-3:30 p.m. **Room W12**

Tutorials:

551: Fridays, 1:30-2:30, W103
552: Mondays, 3:30-4:30, W116
553: Tuesdays, 12:30-1:30, W6
554: Tuesdays, 1:30-2:30, W8

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 Wednesdays: 1:30-2:30

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Contact policy: For messages left by phone or email expect at least a twenty-four hour response time. Please be courteous and respectful: use a proper salutation, and formal language and punctuation in your emails.

Course Outline

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

The unifying theme in the course is historiography- looking at what constitutes history and why historians have taken different approaches to its study. The course opens with a discussion of the concepts and theories of historiography and then goes on to study cases of conflicting historiographical interpretations and the political implications of the historian's craft.

Statement of Learning Objectives

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

COURSE REQUIREMENTS

Weight given to assignments

| | | |
|-------------------------|-----|----------------------|
| The Value of History | 5% | Sept 28 |
| Primary Source Analysis | 15% | Nov 14 |
| Mid-Year Test | 15% | Nov 28 |
| Research Essay Proposal | 5% | Jan. 25 |
| Research Essay | 20% | Mar. 8 |
| Tutorial Participation | 15% | |
| Tutorial Presentation | 5% | |
| Final Exam | 20% | In Final Exam Period |

Three essays are required for this course. Your task on each assignment is the same: to analyze historical evidence and to discuss it clearly. **Note that, since this is an essay course, students must complete the two major written assignments (the primary source essay and the research essay) to pass the course. Students who accumulate enough marks to pass the course but who do not complete either or both of these required assignments will be assigned a grade of 48%.**

Required Texts

- 1) Robert W. Strayer. *Ways of the World: A Brief Global History with Sources*, Vol. 2: Since 1500. (available in UWO Bookstore)
- 2) Robert Marks, *The Origins of the Modern World*

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

Classroom Conduct

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

Essays

The essays in this course are designed to build the skills necessary for historical analysis. The first focuses on the analysis of primary sources, and the second is a research paper which incorporates all of the skills you will learn over the year. Brief instructions on the two papers follow below, and more detailed handouts will be given closer to the date of the assignment.

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

Footnotes or endnotes must always be used in a history paper. Consult the syllabus (see pages 5-7) for guidance. The reference librarian can also help you. Essays will normally have fifteen to twenty-five notes. Notes are used for several reasons: most commonly, to document little-known facts, to provide references for quotations, and to acknowledge the borrowing of ideas. Occasionally, they are used to provide important material that cannot neatly or logically be inserted into the text.

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

Assignment 1: The Value of History: The Truth About Stories

In his book *The Truth about Stories* Thomas King repeatedly makes the statement: "The truth about stories is that that's all we are." Professors Peace and Compeau think that there are important lessons in this book for students studying the discipline of history. In a 750-word essay, agree or disagree with us by telling us about how you think King's book applies to the study of "Controversies in Global History." This assignment requires no further research - beyond reading and thinking through King's book - and will be marked based on the quality of writing and argumentation.

Assignment 2: Primary Source Essay

This 1,200-1,500 word (5-6 double-spaced pages) assignment is designed to introduce the basics of reading primary sources. Students will analyze a primary source from a selection of sources in the Strayer textbook. The paper should develop an argument, illustrating each point with evidence from the primary source, and include an introduction with thesis statement and a conclusion summarizing your argument. No external research is required. A handout will follow with more details.

- Remember to consult Strayer, xxxix-xlii about interpreting primary sources

Assignment 3: Research Essay

Part One - Research Paper Proposal (5%)

The goal of the paper proposal is to help you begin the major project for this course: the research essay. The first step is to choose a topic from the list that will be distributed at the beginning of the second semester, or to get permission for another topic from your tutorial leader.

The proposal should be a formally-written, 200-250 word summary of your topic, the historical debates surrounding it, how it ties into course themes, how you will approach the topic and what you expect to find in your research. You should include a tentative thesis statement. It would be most helpful to you to write summary as a draft introduction to your essay; this will hone your writing skills and help to define your argument. The proposal must also include a bibliography of at least five sources you will use in your essay, excluding standard textbooks (such as Strayer's). At least two of the five sources used must be monographs (academic books on one topic).

The bibliography must be annotated; that is, comments must be made in the bibliography, in sentence form, about the worth of the sources used in the essay. For example, a student writing an essay on the extent of imperial sentiment in Canada during the Boer War who had consulted issues of the *London Free Press* for 1899 might well write: "The twelve issues I consulted of the *Free Press* provided clear evidence that imperial sentiment was alive in Canada. Not only did the paper devote several stories to the debate over the sending of the Canadian expedition but the editor fervently urged Canadian participation in several lengthy, heated editorials." If you are at a loss to know what to write about each source (and each source must have an entry), remember that the point of the exercise is to tell the marker exactly how useful each source will be in the writing of your essay.

Thus your proposal will demonstrate that you have made inroads into your research, and that you have formulated a preliminary argument/thesis which the rest of your research will follow. Your proposal grade will be marked by either Professor Compeau or Peace as well as Colleen Burgess our research librarian.

Part Two – Research Paper (20%)

The final research paper will be between 2,000 and 2,500 words (8-10 d.s. pages) in length, be in formal scholarly form with footnotes or endnotes, and an annotated bibliography. It must contain a thesis statement, introduction and conclusion, and be reinforced with at least ten citations. Your paper must be based on a minimum of five sources. At least two of the five sources used must be monographs (academic books on one topic). Please **do not use** general material such as textbooks, internet sources and encyclopedia entries.

Your paper will be marked on sophistication of analysis, clarity of writing, organization of ideas, breadth of research, as well as the implementation of comments on your previous written assignments. You must submit the paper in hard copy in class, and in electronic form to turnitin.com via OWL on March 8, 2017, or late penalties will apply.

Mid-Year Test

The mid-year test will be held in lecture room (W12) on **28 November 2015**. The format will be a choice of essay questions. The answer must contain a thesis statement and argument and be organized in formal essay prose. The questions will be provided one week in advance of the test.

Final Exam

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

Tutorials

Each tutorial all students will have common readings to do. Attendance at and participation in tutorials will account for 15% of the final mark. Participation marks are pro-rated; for example, if you attend only 80% of the tutorials, you will be eligible for a maximum of 80% of the mark. **Students who attend fewer than 50% of the tutorials will be given zeroes for their tutorial marks.**

Depending on the week's topic, Professor Read and Professor Peace will be alternating in all of the tutorials. This will give you the chance to interact with both of us. To see which of us will be running each week's tutorial, refer to the schedule below.

Tutorial Presentations

Each student will make one tutorial presentation worth 5% of the final mark. You will prepare at least five discussion questions on the week's reading. If you are working with a partner you will prepare at least ten questions. Questions could relate to the author's argument, how the reading relates to the other readings in the section, or to the main themes of the course. Try to avoid questions that can be answered quickly as your aim is to generate discussion. You will then be responsible for leading the class in discussion, based on your questions, for 10 to 15 minutes at the beginning of class. Your mark will be based equally on the questions themselves and on the class discussion.

Appeals

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

RULES AND REGULATIONS

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).

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

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

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

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

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

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

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

3. Page number (including volume number if necessary)

For example:

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

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

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

³Careless, *Canada*, 179-206.

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

Examples:

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

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

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

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

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

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

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

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

Bibliography

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

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

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

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

Sources: University of Toronto Guide to Undergraduate Essays.

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

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

LECTURE SCHEDULE

Date: Lecture Topic & Background Reading

Topic 1: Historiography

12 Sept: Introduction (Dr. Peace)

14 Sept: Historiography: Reading Sources (Dr. Peace with Colleen Burgess)

- Reading: Strayer, xxxix-xlii

19 Sept: Historiography: Concepts and Theories (Dr. Compeau)

21 Sept: Historiography: Time and Scale (Dr. Peace)

- Reading: Strayer, xliii-xlvii

26 Sept: Case Study: Pseudohistory (Dr. Compeau)

28 Sept: Case Study: Gender: Witchcraft (Dr. Compeau)

- Reading: Strayer, 805-810, 1149-1155.
- **Value of History Assignment Due**

3 Oct: Case Study: Race and Ethnicity: Responding to the Ecological Indian (Dr. Peace)

- Reading: Strayer, 560-565

5 Oct: Political Uses of the Past: Who Killed Canadian History? (Dr. Peace)

- To Do: OWL Activity

8 Oct: **No Class - Thanksgiving**

12 Oct: Library Resources and Writing in History (Guest lecture: Librarian)

The Atlantic World in a Global Context

17 Oct: The World in 1492 (Dr. Compeau)

- Reading: Strayer, 577-592, 670-672

19 Oct: Introduction to the Atlantic World (Dr. Peace)

- Reading: Strayer, 586-592

24 Oct: Early European Empires (Dr. Compeau)

- Reading: Strayer, 569-576, 627-635, 672-675

26 Oct: Broader contexts: China (Guest Lecture: Dr. Fang)

31 Oct: The Columbian Exchange (Dr. Peace)

- Reading: Strayer, 618-626

2 Nov: The Black Atlantic (Guest Lecture: Dr. Reid-Maroney)

- Reading: Strayer, 687-693

7 Nov: Historiography of Slavery in America and an introduction to *Time on the Cross* controversy (Dr. Compeau)

9 Nov: Contexts for Slavery: The Mediterranean (Dr. Peace)

- Reading: Strayer, 644-648

14 Nov: Slavery and Africa (Dr. Compeau)

- Reading: Strayer, 693-697 (including the “Portrait”)
- **Primary Source Analysis Due**

16 Nov: The Trans-Atlantic Slave Trade (Dr. Compeau)

21 Nov: Contexts for Slavery: First Peoples and Slavery (Dr. Peace)

- Reading: Strayer, 773-777

23 Nov: Resistance to Slavery in the Atlantic World (Dr. Compeau)

- Reading: Strayer, 798-801

28 Nov: **MIDTERM TEST**

30 Nov: The Atlantic World after the Seven Years War (Dr. Compeau)

- Reading: Marks, chapter three

5 Dec: Diasporas of Empire (Dr. Peace)

7 Dec: Christmas and Empire (Dr. Compeau)

Second Semester: Revolution, Empire and Nation

9 Jan: Theories of Revolution (Dr. Compeau)

- Reading: Strayer, 805-810

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

- Reading: Strayer, 785-787

16 Jan: Empire and Revolution: France (Dr. Compeau and Colleen Burgess)

- Reading: Strayer, 787-792

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

- Reading: Strayer, 792-794

23 Jan: Theories of Imperialism (Dr. Peace)

25 Jan: British Imperialism in India (Guest lecture: Dr. Bell) ****Essay Proposals Due****

- Reading: Strayer, 676-677, 889-893, 1093-1097

30 Jan: Social Darwinism and Imperialism (Dr. Compeau)

- Reading: Strayer, 902-910

1 Feb: Ecological Imperialism (Dr. Peace)

- Reading: Strayer, 893-902

6 Feb: Defining Industrialization (Dr. Peace)

8 Feb: Imperialism and Industry (Dr. Peace)

- Reading: Strayer, 880-893

13 Feb: Gender and Industrialization (Dr. Compeau)

15 Feb: Class and Industrialization (Dr. Compeau)

- Reading: Strayer, 911

*****Feb. 20-24: Reading Week*****

27 Feb: Film: *Rabbit Proof Fence*

1 Mar: Film: *Rabbit Proof Fence*

6 Mar: Theories on Nation State & Nationalism (Dr. Peace)

- Reading: Strayer, 801-805

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

*****Research Essays due*****

- Reading: Strayer, 1087-1092, 1103-1112

13 Mar: Indigenous Nationalism (Dr. Peace)

15 Mar: Black Nationalism (Guest lecture: Dr. Reid-Maroney)

20 Mar: American Nationalism (Dr. Compeau)

22 Mar: Nationalism as an Emotion in British Propaganda (Guest lecture: Dr. Bell)

- Reading: Strayer, 1061, 1063-1066

27 Mar: Nationalism and Revolution: Nazi Germany (Nick Virtue)

- Reading: Strayer, 990-999, 1006-1012

29 Mar: States and Revolution: China (Guest lecture: Dr. Fang)

- Reading: Strayer, 1042-1045, 1051-1054

3 Apr: States and Revolution: Russia (Dr. Peace)

- Reading: Strayer, 1038-1042, 1045-1048

5 Apr: Conclusion and the Final Exam (Dr. Peace)

TUTORIAL SCHEDULE

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

*****Please note: tutorial 552 will not meet on Thursday, Sept 10.*****

Week 1, beginning 12 Sept. **Organization (split)**

- Introduction of the critical assessment reading sheet

Week 2, beginning 19 Sept. **Historiography (split)**

- Marks, Introduction

Week 3, beginning 26 Sept. **Controversy: Gender (split)**

- *****Please note that there are two short readings this week: they can be found with the filenames Purvis1 and Purvis2***** : Purvis, “Gendering the Historiography of the Suffrage Movement” AND Purvis, “Remembering Emily Wilding Davison”

Week 4, beginning 3 Oct. **Essay Writing: Primary Source Essay (split)**

- Spalding and Parker, “The Essay and Historiography”

Week 5, beginning 10 Oct. **No Tutorials (due to Thanksgiving)**

- **TUTORIAL 551 WILL MEET ON 14 OCTOBER IN LIEU OF 21 OCTOBER MEETING**

Week 6, beginning 17 Oct. **Controversy: Atlantic World or Global System? (Dr. Peace)**

- Marks, chapter one

Week 7, beginning 24 Oct. **No Tutorials (Fall Study Break)**

Week 8, beginning 31 Oct. **Controversy: Atlantic World or Global System? (Dr. Peace)**

- Marks, chapter two

Week 9, beginning 7 Nov. **Controversy: Slavery (Dr. Compeau)**

- Fogel and Engerman, *Time on the Cross*, Chapter 4, “The Anatomy of Exploitation.”

Week 10, beginning 14 Nov. **Controversy: Slavery (Dr. Compeau)**

- David Brion Davis, “Looking at Slavery from Broader Perspectives.” *The American Historical Review*, Vol. 105, No. 2 (Apr., 2000): 452-466

Week 11, beginning 21 Nov. **Controversy: Slavery (Dr. Compeau)**

Debate

Week 12, beginning 28 Nov. **Midterm (No Tutorials)**

Week 13, beginning 5 Dec. **No tutorials**

WINTER BREAK

Week 14, beginning 9 Jan. **Controversy: Empire and Revolution (Dr. Compeau)**

- Gordon S. Wood, *The Radicalism of the American Revolution*, (1992). Introduction and Chapter 15, 3-10, 271-286.

Week 15, beginning 16 Jan. **Controversy: Empire and Revolution (Dr. Compeau)**

- Gary B. Nash, *The Unknown American Revolution*, (2006). “Epilogue, Sparks from the Altar of ‘76”, 423-455.

Week 16, beginning 23 Jan. **Controversy: Empire and Revolution (Dr. Compeau)**

Debate

Week 17, beginning 30 Jan. **Controversy: Industrialization (Dr. Peace)**

- Marks, chapter 4

Week 18, beginning 6 Feb. **Controversy: Industrialization (Dr. Peace)**

- David Landes, “The Invention of Invention,” in *The Wealth and Poverty of Nations: Why Some are so Rich and Some are So Poor* (New York: Norton, 1998).

Week 19, beginning 13 Feb. **Controversy: Industrialization (Dr. Peace)**

- Debate

Week 20: Reading Week

Week 21, beginning 27 Feb. **Social Darwinism and State Policy (Split)**

- Marks, chapter five

Week 22, beginning 6 Mar. **Rabbit Proof Fence (split)**

- No reading. Students will discuss the film *Rabbit Proof Fence* shown in lectures the preceding week. Attendance will be taken and participation graded as always.

Week 23, beginning 13 Mar. **Controversy: Genocide and Empire (Dr. Peace)**

- Benjamin Madley, “Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods,” *AHR*, 2015.

Week 24, beginning 20 Mar. **Controversy: Genocide and Empire (Dr. Peace)**

- Ibhawoh, “Stronger than the Maxim Gun”

Week 25, beginning 27 Mar. **Controversy: Genocide and Empire (Dr. Peace)**

- Debate

Week 26, beginning 3 Apr. **Exam Discussion (Split)**

- Marks, conclusion

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol 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.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities. In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

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

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and

provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For **non-medical** grounds or for **medical grounds when work represents less than 10%** of the overall grade for the course, the student must submit a request to the instructor in writing prior to the due date of an assignment, and immediately in the case of a test. (Or as soon as possible following a medical emergency) Students are protected under the Official Student Record Information Privacy Policy and so written requests need only include a broad and general explanation of the situation, and the approximate length of time required. At the discretion of the instructor, the granting of extensions and re-scheduled tests may require the student to submit supporting either medical or non-medical documentation to the Academic Counsellor, who will then make the determination as to whether accommodation is warranted.

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 Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

Statement on Academic Integrity

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

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

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

Academic Integrity: Importance and Impact

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

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

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

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

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

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

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

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.

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.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any

concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

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

Policy on Special Needs

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

http://www.sdc.uwo.ca/ssd/?requesting_acc

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.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at:

<http://www.huronuc.ca/AccessibilityInfo>

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Program and Academic Counselling

History students registered at Huron who require advice about modules and courses in History should contact Dr. Amy Bell, Chair, Department of History, abell44@huron.uwo.ca, 519-438-7224 ext. 293. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices>