

HURON UNIVERSITY COLLEGE
HIST 1801E Major Issues in World History
2014-2015

Lectures: Mondays and Wednesdays 11:30-12:30 a.m. **Room** V214

Tutorials:

551: Dr. Read	Fri., 12:30-1:30, W6
552: Dr. Read	Tues., 3:30-4:30, W103
553: Dr. Reid-Maroney	Tues., 12:30-1:30, W116
554: Dr. Reid-Maroney	Tues., 2:30-3:30, W6
555: Dr. Peace	Mon., 3:30-4:30, W103
556: Dr. Peace	Wed., 2:30-3:30, W8

Dr. Tom Peace

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Office Hours:

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Dr. Geoff Read

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Office Hours:

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Dr. Nina Reid-Maroney

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Office: A305

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Contact policy: Professors are generally in the office from 9 to 5. 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

The three-hour lecture/tutorial course gives first-year students an overview of six major issues in world history and the ways in which historians have interpreted them. The lectures follow a thematic pattern, examining slavery, industrial revolution, imperialism, revolution, nationalism, and the development of the nation-state. 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 to study cases of conflicting historiographical interpretations.

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

Primary Source Essay	15%	Oct. 23
Mid-Year Test	15%	Nov. 27
Research Essay Proposal	5%	Feb. 12
Research Essay	20%	Mar. 19
Tutorial Participation	15%	
Tutorial Presentation	5%	
Final Exam	25%	In Final Exam Period

Two 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)

* 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.

We ask that laptops NOT be used in tutorial as they can create physical and intellectual barriers to student engagement. If you would like to request that an exception be made for you please see your tutorial instructor. We also encourage you not to use

laptops in lectures. Recent research suggests that “the level of laptop use is negatively related to several measures of student learning, including self-reported understanding of course material and overall course performance.” (Carrie B. Fried, ‘In-class laptop use and its effects on student learning’ *Computers & Education* 50 (2008): 906–914.) The Power Point slides from lectures will be made available on OWL to aid in note-taking.

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.

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.

Research Essay

The essay is to be between 2,000 and 2,500 (8-10 double-spaced pages) words in length, and is to be based on a minimum of six sources. **Please do not use general material such as textbooks, unsubstantiated internet sources and encyclopedia entries.** At least two of the six 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 and well 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 was in the writing of your essay.

Students may devise their own essay topics, but those wishing to do so must submit a one page essay proposal with a preliminary bibliography to the professor leading their tutorial, indicating what the topic is and why it is relevant to the course. The professor in question must give permission to proceed with the topic.

Mid-Year Test

The mid-year test will be held in lecture room (V214) **on 27 November 2013**. 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**.

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.**

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. 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
 - 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*
 - 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.
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.

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

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>. Accessed October 22, 2012.

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

SUGGESTED ESSAY TOPICS

1. Assess the extent to which the Japanese have come to terms with their role in World War II.
2. Did Maximilien Robespierre subvert or uphold the ideals of the French Revolution?
3. Was the Chinese Communist Revolution a Marxist-Leninist revolution?
4. Question from Tom on Quebec or Canadian nationalism.
5. Assess the conflicting opinions about Tibet's historical status.
6. Discuss whether or not the partitioning of India made sense economically, socially, or politically.
7. Question from Nina on women and abolitionism
8. Assess the extent to which resistance to slavery on the part of blacks was widespread in the Caribbean OR the United States.
9. Is exploitation of workers necessary for successful industrialization? Discuss with reference to two or three examples from world history.
10. Discuss whether or not the events of 1986 in the Philippines constituted a revolution.
11. What, if anything, was socialist about the Nationalist German Worker's Party?
12. Was British industrialization dependent on the de-industrialization of India?
13. Should the Civil Rights movement of the 1950s and 60s be understood as a inevitable product of the American Revolution?
14. Did the violence of the Algerian War hasten or impede the decolonization of the territory?
15. What role did women play in either the French or the Russian Revolution? Discuss only one country.
16. Why did the liberal revolution fail in Russia or France? Discuss only one country.
17. Question from Tom dealing with material he intends to teach.
18. Question from Tom dealing with material he intends to teach.

LECTURE SCHEDULE

Date	Lecture Topic & Background Reading
8 Sept.	Introduction (Dr. Read) <i>Strayer</i> , xii-xvi.
Topic 1: Historiography	
10 Sept.	Historiography: Reading Sources (Dr. Reid-Maroney) <i>Strayer</i> , xxxvii-xli.
15 Sept.	Historiography: Concepts and Theories (Dr. Read)
17 Sept.	Case study: Controversy in the Study of First Peoples (Dr. Peace) <i>Strayer</i> , 588-594, 626-631.
22 Sept.	Case Study: Witchcraft (Dr. Reid-Maroney)
24 Sept.	Case Study: Assessing Political Leaders (Dr. Read) <i>Strayer</i> , 800-803, 1146-1147.
29 Sept.	Case Study: The Assassination of JFK (Dr. Reid-Maroney)
1 Oct.	Case Study: (Dr. Peace)
Topic 2: Slavery	
6 Oct.	The Historiography of Slavery (Dr. Reid-Maroney) <i>Strayer</i> , 689-697.
8 Oct.	Slavery in the Ottoman Empire (Dr. Read) <i>Strayer</i> , 584-588, 690.
13 Oct.	Thanksgiving holiday
15 Oct.	The Trans-Atlantic Slave Trade (Dr. Reid-Maroney) <i>Strayer</i> , 689-697.
20 Oct.	Slavery in the New World (Dr. Peace) <i>Strayer</i> , 634-637.
22 Oct.	First Peoples and Slavery (Dr. Peace) (Primary Source Essay Due)
27 Oct.	Resistance to Slavery in the United States (Dr. Reid-Maroney) <i>Strayer</i> , 793-796.
29 Oct	Sex and Slavery (Dr. Read)

Topic 3: Industrialization

- 3 Nov. Defining Industrialization and the Case of Britain (Dr. Read)
Strayer, 825-832, 853-854.
- 5 Nov. American industrialization (Dr. Reid-Maroney)
- 10 Nov. Industrialization in Canada (Dr. Peace)
12 Nov. Aboriginal Peoples and Industrialization (Dr. Peace)
- 17 Nov. Industrialization and Women (Guest lecture: Dr. Amy Bell)
Strayer, 840-843.
- 19 Nov. Industrialization and Masculinity (Dr. Read)
Strayer, 832-839.
- 24 Nov. Industrialization in Meiji Japan (Dr. Read)
Strayer, 894-902.
- 26 Nov. **MID YEAR TEST**
- 1 Dec. Industrialization in the USSR (Dr. Read)
Strayer, 843-846.
- 3 Dec. Industrialization in China: The Dragon's Awakening (Guest
lecture: Dr. Fang)
Strayer, 882-889, 1041-1044.

Topic 4: Revolution

- 5 Jan. Theories of Revolution (Dr. Reid-Maroney)
Strayer, 779-780.
- 7 Jan. The American Revolution and Its Traditions (Dr. Reid-Maroney)
Strayer, 780-784.
- 12 Jan. The French Revolution (Dr. Read)
Strayer, 784-787.
- 14 Jan. The Haitian Revolution (Dr. Reid-Maroney)
Strayer, 787-790.
- 19 Jan. The Upper and Lower Canadian Rebellions (Dr. Peace)
21 Jan. The Russian Revolution (Dr. Read)
Strayer, 1029-1035.
- 26 Jan. Nazi Germany (Dr. Read)
Strayer, 990-993, 999-1000.
- 28 Jan. The Communist Chinese Revolution (Guest lecture: Dr. Fang)

Topic 5: The Nation State and Nationalism

- 2 Feb. Theories on Nation State & Nationalism (Dr. Peace)
Strayer, 796-800, 1081-1086.
- 4 Feb. American Nationalism (Dr. Reid-Maroney)
- 9 Feb. Canadian Nationalism (Dr. Peace)
- 11 Feb. The Problems of Nationalism in Post-Independence Africa (Dr. Read)
Strayer, 1094-1103.

*****Feb. 16-20: Reading Week*****

- 23 Feb. Indigenous Nationalism (Dr. Peace)
- 25 Feb. Black Nationalism (Dr. Reid-Maroney)
- 2 March Music and Nationalism (Guest lecture: Dr. McClatchie)
Strayer, 889-894.

Topic 6: Imperialism

- 4 March Theories of Imperialism (Dr. Peace/Read)
Strayer, 771-775, 924-928.
- 9 March British Imperialism in India (Guest lecture: Dr. Bell)
Strayer, 679-680, 928-932, 941-945.
- 11 March Social Darwinism and Imperialism (Dr. Reid-Maroney)
Strayer, 881-882
- 16 March
- 18 March
- 23 March European Imperialism in Africa (Dr. Read)
Strayer, 932-941, 945-947.
- 25 March Case Study: (Dr. Peace)
- 30 March Case Study: (Dr. Peace)
- 1 April Ecological Imperialism (Dr. Peace/Read)
- 6 April Sex and Imperialism (Dr. Read)
- 8 April Conclusion and the Final Exam (Dr. Read)

TUTORIAL SCHEDULE

All the tutorial readings available at the OWL course website under “resources”, subfolder “readings”. Search for the reading by the author’s last name.

*****Please note: tutorials will not meet on Thursday, Sept. 4 or Friday, Sept 5.*****

Week 1, beginning 8 Sept.	Organization
Week 2, beginning 15 Sept.	Historiography
Spalding and Parker, “History and Historiography” & “The Essay and Historiography”	
Week 3, beginning 22 Sept.	Essay Writing: Primary Source Essay
No reading.	
Week 4, beginning 29 Sept.	Historiography of....
Week 5, beginning 6 Oct.	The Nature and Historiography of Slavery
Philips, “The Problem of Slavery”	
Week 6, beginning 13 Oct.	No Tutorials (due to Thanksgiving)
Week 7, beginning 20 Oct.	Slaves’ Resistance
Davis, “Some Nineteenth-Century Slave Conspiracies and Revolts”	
Week 8, beginning 27 Oct.	No Tutorials (Fall Study Break)
Week 9, beginning 3 Nov.	Industrialization: Western Genius?
Landes, “The Invention of Invention”	
Week 10, beginning 10 Nov.	Industrialization: Global Process?
Week 11, beginning 17 Nov.	Gender and Industrialization
Smith, “Class and Gender: Women’s Strikes in St Petersburg, 1895-1917 and	

in Shanghai, 1895-1927”

Week 12, beginning 24 Nov. **Canadian Industrialization**

Week 13, beginning 1 Dec. **No tutorials**

WINTER BREAK

Week 14, beginning 5 Jan. **American Revolution**

Week 15, beginning 12 Jan. **French Revolution**

Colwill, “Just Another *Citoyenne*? Marie-Antoinette on Trial, 1790-1793”

Week 16, beginning 19 Jan. **Essay Writing: Research Essay and Proposal**

No reading

Week 17, beginning 27 Jan. **The Third Reich**

***Please note that there are two readings this week:** CP, Goebbels, *My Part in Germany's Fight* and Klemperer, *I Will Bear Witness*

Week 18, beginning 2 Feb. **Nation-State: The Case of Canada**

Richler, “The Vimy Effect” in *What We Talk About When We Talk About War*.

Week 19, beginning 9 Feb. **African Nation-States**

Kalusa, “The Killing of Lilian Margaret Burton”

Week 20: Reading Week

Week 21, beginning 23 Feb. **First Nations**

Week 22, beginning 2 Mar. **Imperialism and the Law: Nigeria**

Ibhawoh, “Stronger than the Maxim Gun”

Week 23, beginning 9 Marc. **Imperialism and Masculinity: British India**

Sramek, “‘Face Him Like a Briton:’ Tiger Hunting, Imperialism, and British Masculinity in Colonial India, 1800-1875”

Week 24, beginning 16 March **French Imperialism**

Jones, “Modern Magic and the War on Miracles”

Week 25, beginning 23 Mar.

Film:

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

Week 26, beginning 30 Mar. **Exam Discussion**

Week 27, beginning 6 Apr. **No Tutorials**

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>