

**HURON UNIVERSITY COLLEGE**  
**HIST 1801E Controversies in Global History**  
**2015-2016**

**Lectures:** Tuesdays and Thursdays 10:30-11:30 a.m. **Room W12**

**Tutorials:**

551: Mondays, 2:30-3:30, W103 (Prof. Read)

552: Thursdays, 8:30-9:30, W6 (Prof. Read)

553: Tuesdays, 2:30-3:30, W8 (Prof. Peace)

554: Tuesdays, 12:30-1:30, V207 (Prof. Peace)

**Dr. Tom Peace**

**Email:** tpeace@huron.uwo.ca

**Office Hours:** Mondays: 12:30-2:30

Fridays: 12:30-1:30

**Office:** V127

**Telephone:** 519-438-7224 ext 227

**Dr. Geoff Read**

**Email:** gread4@huron.uwo.ca

**Office Hours:** Tuesdays 9:30-10:30

Wednesdays 2:30-3:30

Thursdays 9:30-10:30

**Office:** A217

**Telephone:** 519-438-7224 ext 222

**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**

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

Primary Source Essay	15%	Oct. 27
Mid-Year Test	15%	Dec. 1
Research Essay Proposal	5%	Jan. 21
Research Essay	20%	Mar. 3
Tutorial Participation	15%	
Tutorial Presentation	5%	
Final Exam	25%	In Final Exam Period (Apr 9-30)

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 (but not the notes) 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.

**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.

## 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 (W12) on **1 December 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.<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*
  - 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:

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

Examples:

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

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>. 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. Was Pierre Trudeau a nationalist?
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. Discuss the relationship between the movement to abolish racial slavery and the rise of feminism in the 19th-century Atlantic world.
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 National Socialist German Workers' 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 an 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. To what degree should we consider the Rebellions of 1837/38 Revolutionary?
18. Is genocide a fundamental component of settler colonialism?

## LECTURE SCHEDULE

### **Date: Lecture Topic & Background Reading**

10 Sept: Introduction (Dr. Read)

- Reading: Strayer, xii-xvi

### **Topic 1: Historiography**

15 Sept: Historiography: Reading Sources (Dr. Peace)

- Reading: Strayer, xxxix-xlii

17 Sept: Historiography: Concepts and Theories (Dr. Read)

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

- Reading: Strayer, xliii-xlvii

24 Sept: Case Study: Class and the Social Constituency of Fascism (Dr. Read)

29 Sept: Case Study: Gender: Assessing Political Leaders: Emmeline Pankhurst (Dr. Read)

- Reading: Strayer, 805-810, 1149-1155.

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

- To Do: OWL Activity

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

- Reading: Strayer, 560-565

8 Oct: Guest Lecture on Writing in History

### **The Atlantic World in a Global Context**

13 Oct: The World in 1492 (Dr. Read)

- Reading: Strayer, 577-586, 670-672

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

- Reading: Strayer, 586-592

20 Oct: The Columbian Exchange (Dr. Peace)

- Reading: Strayer, 618-626

22 Oct: Early European Empires: Spain and Portugal (Dr. Read)

- Reading: Strayer, 569-576, 627-630, 672-675

27 Oct: Rise of the British and French Empires (Dr. Read) \* **Primary Source Essay Due**

- Reading: Strayer, 630-635

29 Oct: No class: Fall Study Day

3 Nov: Chain her by One Foot? Gender and early Imperialism (Dr. Peace)

- Reading: Strayer, 682-687

5 Nov: Broader contexts: China (Guest Lecture: Dr. Fang)

- Reading: Strayer, 566-569, 635-644

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

- Reading: Strayer, 687-693

12 Nov: Contexts for Slavery: The Ottoman Empire (Dr. Read)

- Reading: Strayer, 644-648

17 Nov: Slavery and Africa (Dr. Read)

- Reading: Strayer, 693-697 (including the “Portrait”)

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

- Reading: Strayer, 773-777

24 Nov: Slavery in Canada (Dr. Peace)

26 Nov: Resistance to Slavery in the Atlantic World (Dr. Read)

- Reading: Strayer, 798-801

1 Dec: **MIDTERM TEST**

3 Dec: The Atlantic World after the Seven Years War (Dr. Peace)

- Reading: Strayer, 781-784

8 Dec: Case Study: Diaspora: Acadians (Dr. Peace)

## **Second Semester: Revolution, Empire and Nation**

5 Jan: Theories of Revolution (Dr. Read)

- Reading: Strayer, 805-810

7 Jan: Empire and Revolution: The United States (Dr. Peace)

- Reading: Strayer, 785-787

12 Jan: Empire and Revolution: France (Dr. Read)

- Reading: Strayer, 787-792

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

- Reading: Strayer, 792-794

19 Jan: The Industrial Revolution in Global Context (Dr. Read)

- Reading: Strayer, 792-794

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

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

26 Jan: Social Darwinism and Imperialism (Dr. Peace)

- Reading: Strayer, 902-910

28 Jan: Creating the Indian Department (Dr. Peace)

2 Feb: Ecological Imperialism (Dr. Peace)

- Reading: Strayer, 893-902

4 Feb: Imperialism and Industry (Dr. Peace)

- Reading: Strayer, 880-893

9 Feb: Sex and Imperialism (Dr. Read)

11 Feb: European Imperialism in Africa (Dr. Read)

- Reading: Strayer, 911

**\*\*\*Feb. 15-19: Reading Week\*\*\***

23 Feb: Film: *Rabbit Proof Fence*

25 Feb: Film: *Rabbit Proof Fence*

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

- Reading: Strayer, 801-805

3 Mar: The Problems of Nationalism in Post-Independence Africa (Dr. Read)

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

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

8 Mar: Nationalisms in Canada (Dr. Peace)

10 Mar: Métis Nationalism in the Atlantic World (Dr. Read)

15 Mar: Youth Cultures in Eastern Europe (Guest lecture: Dr. Bell)

- Reading: Strayer, 1061, 1063-1066

17 Mar: Music and Nationalism (Guest lecture: Dr. McClatchie)

22 Mar: Nationalism and Revolution: Nazi Germany (Dr. Read)

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

24 Mar: States and Revolution: Russia (Dr. Read)

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

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

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

31 Mar: States and Revolution: Quebec (Dr. Peace)

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

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

## 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 14 Sept. **Organization (split)**

Week 2, beginning 21 Sept. **Historiography (split)**

Spalding and Parker, “History and Historiography” & “The Essay and Historiography”

Week 3, beginning 28 Sept. **Historiography of Women’s Suffrage in Britain (Prof. Read)**

\*\*\*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 5 Oct. **Essay Writing: Primary Source Essay (split)**

No reading.

Week 5, beginning 13 Oct. **No Tutorials (due to Thanksgiving)**

Week 6, beginning 19 Oct. **The World in 1492 (split)**

Robert B. Marks, “The Material and Trading Worlds, circa 1400”

Week 7, beginning 26 Oct. **No Tutorials (Fall Study Break)**

Week 8, beginning 2 Nov. **The Columbian Exchange (Prof. Peace)**

David Jones, “Virgin Soils Revisited,” *William and Mary Quarterly*, 2003

Week 9, beginning 9 Nov. **China and the World (split)**

Andre Gunder Frank, “The Global Trade Carousel, 1400-1800”, pages 56-70, 108-117, 126-130.

Week 10, beginning 16 Nov. **Defining Slavery (Prof. Peace)**

Philips, “The Problem of Slavery”

Week 11, beginning 23 Nov.           **Resistance to Slavery   (Prof. Read)**

Davis, "Some Nineteenth-Century Slave Conspiracies and Revolts"

Week 12, beginning 30 Nov.           **Midterm (No Tutorials)**

Week 13, beginning 7 Dec.           **No tutorials**

### **WINTER BREAK**

Week 14, beginning 4 Jan.           **Essay Writing: Research Essay and Proposal**

No reading

Week 15, beginning 11 Jan.           **American Revolution (Prof. Peace)**

Nash, "Philadelphia's Radical Caucus that Propelled Pennsylvania to Independence and Democracy"

Week 16, beginning 18 Jan.           **French Revolution (Prof. Read)**

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

Week 17, beginning 25 Jan.           **Empire and Environment (Dr. Peace)**

Trading Consequences

Week 18, beginning 1 Feb.           **Genocide (split)**

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

Week 19, beginning 8 Feb.           **Imperialism and Masculinity: British India (Prof. Read)**

Sramek, "'Face Him Like a Briton:' Tiger Hunting, Imperialism, and British Masculinity in Colonial India, 1800-1875"

### **Week 20: Reading Week**

Week 21, beginning 22 Feb.           **Imperialism and the Law: Nigeria (Prof. Read)**

Ibhawoh, "Stronger than the Maxim Gun"

Week 22, beginning 29 Feb. **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 7 Mar. **African Nation-States (split)**

Kalusa, "The Killing of Lilian Margaret Burton"

Week 24, beginning 14 Mar. **Indigenous Nationalisms (Prof. Peace)**

King, "Like Cowboys and Indians"

Week 25, beginning 21 Mar. **The Third Reich (Split)**

\*\*\*Please note that there are two readings this week\*\*\*

Goebbels, *My Part in Germany's Fight* and Klemperer, *I Will Bear Witness*

Week 26, beginning 28 Mar. **Exam Discussion**

Week 27, beginning 5 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**

#### **Requests for Accommodation on Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://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:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.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 informed 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 normally consult with the Assistant Dean, Student Success. The instructor's decision is appealable to the dean.

**Requests for 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 informed 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 normally consult with the Assistant Dean, Student Success. The instructor's decision is appealable to the dean.

**Requests for Accommodation on Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

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 informed 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 normally consult with the Assistant Dean, Student Success. The instructor's decision is appealable to the dean.

**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/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/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](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”).

### **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.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at:

<http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>