

Centre for Global Studies 2003F

DISCOURSES OF GLOBAL STUDIES

**Centre for Global Studies
Huron University College**

**pre-requisite: 0.5 Centre for Global Studies course at the 1000-1099 level, or
permission of the Centre for Global Studies**

**September – December, 2019
Room# HC – A1
Tuesdays, 2:30 - 5:30pm.**

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GENERAL COURSE INFORMATION

Academic programs and courses offered by the Centre for Global Studies require fundamentally critical exercises in scholarship from students. Given that these programs and courses make no assumption of "the global" or "the world" that may be studied as such or that may form the epistemological backdrop for their studies, students pursuing studies in the Centre for Global Studies face the core challenge of developing critical understanding of their own positionings and relations in the world without any objective vantage. They are required to gain knowledge of and insight into the conditions under which they can posit and analyse phenomena on "global" or "world-wide" bases to begin with. Consequently, it is crucial that students in the academic programs and courses offered by the Centre for Global Studies learn to identify and effectively articulate the problems in knowing and knowledge that they inevitably face. It is equally important that these students learn to face and effectively negotiate the challenges of such problems. This course gives focus to such core problems in knowing and the communication of knowledge, as these problems have emerged within modern critical traditions of scholarship.

This course concerns itself with the ways in which knowing and knowledge are generated through "discourses," events and practices of communication through which persons attempt to establish order to understanding, reality, truth, and fact about the world. In this regard, from the beginning, this course is conscious of the fact that, as scholars and knowers, we are caught within productive relations, practices, and networks of both representing and materially formulating global realities in our

knowing. Our practices of knowing and the building of knowledge are themselves acts, deeply entwined with other social, political, and cultural relations and forces. Accordingly, this course accepts the thesis that knowing is itself always politically-oriented and makes exceptionally strong demands of each of us in terms of responsibilities to what may be known in the world.

As a response to the issues and ends described above, this course draws students into close and detailed considerations of how to critically investigate our own practices of knowing, by studying key texts of modern, recent, and contemporary writers who have had dramatic impacts across the social sciences, humanities and arts, and fine arts in developing the critical approaches demanded of us in the Centre for Global Studies. In no way are these investigations and readings exhaustive of what is possible in this regard. However, through the weeks of this term, students will enjoy the advantage of exploring significant texts and theoretical problems that ought to inform their interdisciplinary inquiries, regardless of the courses or streams of study they take up in the Centre for Global Studies.

The course begins with a consideration of how learning and knowing is classically formulated within the modern Liberal Arts academy, through the example of 18th Century Enlightenment thinker Immanuel Kant. Kant is an especially interesting and important figure for us in this course. It is with his writings that the modern notion of a global world—as recognisable within the contemporary Liberal Arts tradition—was first articulated in the particularly "international" and "developmental" fashions now so familiar to us. It is with Kant's description of and argument for a rationally globalising world for a progressing human species that we continue to contend, in our struggles to map, historicise, and give definition to ideals of a global humanity and lines of difference and discrimination in this world. Thus, for the purpose of gaining critical perspective and understanding on contemporary terms of study on the "global," it is exceptionally important to understand how Kant argues for such a rational liberal discourse and is able to present discourses of global studies that are so very attractive to those persons, institutions, and social / political orders who hold a vested interest in the chauvinisms of Liberal Arts inquiry.

Toward the ends described above, we will spend the first three weeks of our term engaged in close study of complex of arguments and analyses through which Kant generates the modern international globe, as a stage for global power relations. Then, over the following two weeks we will engage with significant writings from two 19th Century thinkers who mobilised key forms of challenge to globalising assumptions about reason and the conditions under which critical discourse is possible. In the first instance, we will engage writings from Karl Marx, in which he draws attention to the material and political conditions under which ideas and discourse are made possible and under which they can be changed. In the second instance, we will study a central text by Friedrich Nietzsche in which he draws attention to the relations of power under which knowledge is generated and often moralised.

Over weeks Six, Seven, and Eight, we will then turn to a very close reading of what is the core study of our course, Michel Foucault's *Archeaology of Knowledge*. In this work, Foucault pursues an interrelated consideration of the sorts of challenges raised by figures like Marx and Nietzsche toward the critical project initiated by Kant. And he

offers a systematic critique of the sorts of global and globalising discourses on which notions of the modern international and global so typically rest. In this regard, Foucault presents a formidable analysis on how it is that discourses on the global function and, then, how it is that we must work as scholars to maintain critical perspective from within the world we study. On this register, Foucault lays down one of the most influential analyses of "discourse" itself, providing us with an opportunity to learn how to better identify, critically trace, and challenge the discourses of the global that we may face in our studies more broadly.

Following the November Reading Break, we will have only four more weeks of classes. And over these weeks, we will study and critically consider some core examples of what is implied by taking the kind of critical position recommended by Foucault, as informed by Marx and Nietzsche, with respect to globalising discourses that surround our studies, as exemplified by Kant. None of these examples follow directly or necessarily consistently from Foucault's analysis itself, but they offer strong views to what is implied for us as scholars engaging the world, in global scope, when submitting the modern global international, as given to us by Kant, through the radical critical energy of discourse analysis. And each takes up a crucial element of the Kantian legacy in our contemporary global cultures of understanding, specifically: our moral responses to violence in the world; our responsibilities to persons deemed others; and the very geographical and anthropological accounts that we give to ourselves of the world. First, we will study Judith Butler's *Precarious Life*, in which she gives a critical account of how persons stand with respect to terror and war. Second, we will study Jacques Derrida's critical response to and deconstruction of Kant's principle of cosmopolitan hospitality. And, over the final two weeks of our course, we will examine and consider Doreen Massey's efforts to re-imagine what it means to speak of the very spaces and times of our world with one another.

Learning Objectives

This course aims to help students appreciate the significance of discourse and discursive formation to the critical and interdisciplinary work in which we engage across the academic programs and courses offered in the Centre for Global Studies. In this respect, this course aims to aid students in gaining fine skills in reading and interpretation of how supposedly given truths, realities, and orders of phenomena in "the world" are never given but, rather, are formed discursively. And this course aims to give students a strong sense of how they themselves are directly involved in discursive productions and reproductions of the world around them.

Through studying assigned readings, participating in classes, and working on written assignments in this course, students should also gain a strong introductory working knowledge of key areas of theory that impacts critical and interdisciplinary inquiry across the academic programs offered by the Centre for Global Studies. Through their work in this course, students should be well prepared to advance in their studies in the area of critical theory at work in contemporary Social Sciences, Arts and Humanities, and Fine Arts.

The demands and assignments of this course are formed in such ways as to allow students the opportunity to gain strong skills in critical reading and synthesis of ideas. Students will also gain effective practices in the formation of written assignments grounded in the work of critical analysis and articulation of ideas and problems.

Methods of Class Instruction and Class Dynamics

During the three hours that we meet as a class each week over the term, the main methods of instruction will involve substantial lectures, provoking substantial class discussions, debates, and collaborative inquiry. The form of this interplay will change from meeting to meeting, as needed and desired.

The key thing that is going to drive the learning process in our course is direct conversational engagements with one another. While I will spend a good amount of time each week lecturing on the texts and ideas student are to have read and studied for each week, the whole purpose of these presentations is to bring about and encourage strong, useful, and important discussions with one another over our studies. Thus, not only is it imperative that all class members attend our classes, it is absolutely crucial that everyone complete per assigned readings for each week before coming to class. Our lectures and discussions in class will not be aimed at simply covering what is already written in the assigned readings. Rather, our lectures and discussions will aim to use these readings as bases for our discourse in class, so that we may take questions, observations, challenges, and insights that are raised in these readings a great deal further. Therefore, it is expected that students in this course attend all classes, except when ill, of course. And, all students are expected to have truly read and studied the readings that are assigned for each week, before those classes are held. It is expected that all students take extensive notes when reading and studying assigned texts: noting and outlining the key theses and arguments put forward by the authors; developing their own analyses and insights into these texts; and formulating the questions that they believe should be addressed to fully understand these texts.

There are no common, standard, or pre-formed notes available with respect to our studies. This course is run with the expectation that students attend class and generate their own substantial and careful notes during our hours of instruction. In in-class note-taking, it is expected that students: mark down key interpretations, analyses, and insights into the texts and problems we develop in discussion; mark down key questions that arise from lectures and discussions; and develop their own ideas with respect to the texts and problems we study. When a student misses a class, it is expected that that student will seek to borrow class notes from one or more of per classmates. So, introduce yourself to others, and make a friend.

With respect to the points made in the previous paragraphs, it is important to recognise that this is a reading-intensive course. The number of pages that students are expected to read each week in this course is unusually high, and, generally, the readings are also complex in character. The whole point of this course is really to focus on close, careful, and intense reading of key movements in recent theory, pertinent to the social sciences, humanities, and fine arts, that have impacted contemporary understandings of the

discursive conditions of our knowing in the world. It is expected that we spend the majority of our time in this course gaining a close understanding of the authors and texts we are reading. However, in this regard, students will not be expected to do research and significant reading beyond these assigned readings. Their written assignments will require them to treat the assigned readings as their primary source materials.

Please Note: I approach our activities in our class time with one another truly as *events* in learning. I treat them as moments in which everyone comes together in *relations* of learning through which we push each other's thinking, perspectives, and understandings. In this regard, I understand learning and education to function as something that students and faculty members do with one another, as *relational practices*. Consequently, I approach the teaching of this course with the understanding that education and learning are not mere commodities or "deliverables" and that students are not merely consumers or receivers of such commodities in what some might call "a pedagogical marketplace" or "a site of transference." Therefore, I understand that the learning in our classroom is going to take place to the extent that everyone is actually paying attention to and actively participating in the events and practices we form with one another. When anyone in the classroom is spending time distracted from or only loosely connected to the presentations, discussions, and debates, this actually takes away from our practices in learning with one another. So, I respectfully ask that you do not spend time in class attending to other studies or non-class related matters on your laptops, tablets, or small-phones. Class time is a period in which we need to be engaged with one another on studies in this course. It is not adequate to pay only half-attention to the class lectures and discussion, while exploring the internet or communicating with others outside of the classroom on electronic devices.

READING MATERIALS

All readings assigned for our weeks of study are drawn from a series of books written by the authors engaged in this course. We will read some books in close to their entirety. We will draw from only a few sections from some of the books. I have ordered copies of all of these books for purchase in the Western University Bookstore. The books from which we will read substantially have been ordered and listed as "required," and the books from which we will draw only a few readings have been ordered and listed as "recommended." Also, I have placed copies of all of these books on Reserve Loan from Huron University College's Library. These books are as follows:

"required" books

Judith Butler. *Prekarious Life: The Powers of Mourning and Violence* (Verso, 2006).

Jacques Derrida and Anne Dufourmantelle. *Of Hospitality* (Stanford University Press, 2000).

Michel Foucault. *The Archaeology of Knowledge*, trans. A. M. Sheridan Smith, 2nd ed.

(Routledge, 2002).

Immanuel Kant. *Kant: Political Writings*, trans. H. B. Nisbet, ed. Hans Reiss (Cambridge University Press, 1991).

Doreen Massey. *for space* (Sage Publications, 2005).

"recommended" books

Karl Marx. *Karl Marx: Selected Writings*, ed. Lawrence H. Simon (Hackett Publishing, 1994).

Friedrich Nietzsche. *Nietzsche: On the Genealogy of Morality and Other Writings*, ed. Keith Ansell-Pearson, trans. Carol Diethe, 3rd ed. (Cambridge University Press, 2017).

ASSIGNMENTS AND EVALUATION

Four Essays

Over the term, you will be required to write four essays in which you engage directly with the writings of the theorists we study in this course. For each of these essay assignments, you will be given a specific essay problem to which you must directly respond in your essay. Each essay problem will require you to engage in a detailed and substantial critical analysis of aspects of the ideas of the writings of the one or more theorists you are asked to engage. In this respect, you will be expected to engage in a detailed, thoughtful, and rich consideration of the texts we have read for our classes, drawing widely from these texts and analysing these texts closely.

Each of these four essays will be different in character. And it may be the case that in some of these essays, you will be asked to engage, analyse, and employ the ideas of one or more theorists with respect to a specific problem or matter relevant to problems, issues, or content one would expect to encounter within the programs of study offered by the Centre for Global Studies. Where that is the case, you may be provided with one or more further documents or short texts in relation to which your engagement with the one or more theorists should be written. And specific instructions will be provided to you on how to go about this work.

Essay One: Essay One will require you to address a problem in relation to the writings we read by Kant. You will be given the essay problem and any relevant source materials on September 24th, and this essay is due at the beginning of class on October 8th.

Essay Two: Essay Two will require you to address a problem in relation to the writings we read by Kant, Marx, and Nietzsche. You will be given the essay problem and any relevant source materials on October 8th, and this essay is due at the beginning of class on October 22nd.

Essay Three: Essay Three will require you to address a problem in relation to the writings we read by Foucault. You will be given the essay problem and any relevant source materials on October 29th, and this essay is due at the beginning of class on November 19th.

Essay Four: Essay Four will require you to address a problem in relation to the writings we read by Butler, Derrida, and Massey. You will be given the essay problem and any relevant source materials on November 26th, and this essay is due on December 10th.

- required length of each essay: no less than 1,500 words
- required referencing style for essays: Chicago Style*
- manner of submission of Essays One, Two, and Three:
in person, in class, in paper form
- manner of submission of Essay Five: by email to <mfranke@huron.uwo.ca>, as attachment

Each of these five essays will be evaluated in terms of:

- how well the assignment is structured and written as an essay;
- how effectively you have responded to the essay problem;
- the effectiveness of your arguments and methods of analysis;
- the extent to which you have built your arguments through textual examples and rich referencing and analysis of the texts written by the theorists you are discussing;
- the depth and breadth of knowledge that you display about the one or more theorists' writings and ideas that you engage, as they may be related to the respective essay problems and any associated problems, documents, or texts;
- the accuracy and insight with which you interpret the one or more theorists you engage;
- the critical insight with which you engage the theorists on which you are writing;
- in essays where you are engaging with more than one theorist, the depth of understanding that you display with respect to the ways in which these specific theorists' works relate to one another;
- your ability to accurately use Chicago Style of referencing in your notes and bibliography.

*Style and Referencing for Paper Proposal and Research Essay: For the Four Essays, please be sure to write your bibliographies of research materials and make proper references to all sources from which you draw information, ideas, and/or words, consistently, in Chicago Style. All references to the texts you engage in your essays must include page numbers. Information on the Chicago Style of referencing is available at the Reference Desk in the library at Huron University College. However, you can find helpful examples of Chicago referencing at the Quick Guide to referencing at the Online Chicago Manual of Style:

http://www.chicagomanualofstyle.org/tools_citationguide.html

EVALUATION OF ASSIGNMENTS AND GRADING

Marking/Grade Point Scale

All grades achieved in course assignments and requirements are presented in numerical form along with letter-grade equivalents, with respect to the following grading system:

- 90 – 100 (A+) excellent and extraordinary in meeting and exceeding at least most requirements;
- 80 – 89 (A) exceptionally accomplished work, exhibiting well-developed critical skills, and an approach that is highly thoughtful, credible, insightful, and grounded in appropriate and solid analysis and/or research
- 70 – 79 (B) good to very good work, displaying strong analysis, effective approaches, and demonstrating a high degree of success in meeting requirements for the assignment;
- 60 – 69 (C) competent work, meeting basic requirements;
- 50 – 59 (D) fair work, minimally acceptable but not fulfilling all requirements;
- 0 – 49 (F) unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved by students in the five essay assignments. The distribution of the components adding to a final grade in this course is as follows:

– Essay One	20%
– Essay Two	25%
– Essay Three	30%
– Essay Four	25%

Significant improvement in the quality of students' assignments over the course of the term *may* be taken into consideration in the calculation of their final grades.

A Note on Due Dates/Times of all essays: All essays assigned in this course are due no later than the times and days indicated above. Any assignment submitted after the due date and time specified for it will be considered late and, normally, will not be accepted for grading. Late assignments will be accepted and graded only where students have received a recommendation for Academic Accommodation from Academic Advising.

CLASS & READING SCHEDULE

Week One – September 10 **Global Limits to Reason and the Problem of Critique**

- readings from: Kant, *Political Writings*
 - "Idea for a Universal History With a Cosmopolitan Purpose," pp. 41–53
 - "An Answer to the Question: 'What Is Enlightenment?'," pp. 54–60
 - "Appendix from 'The Critique of Pure Reason'," p. 191
 - "What is Orientation in Thinking?," pp. 237–249

Week Two – September 17 **Modern Discourse of History and Globality**

- readings from: Kant, *Political Writings*
 - "On the Common Saying: 'This May Be True in Theory, But It Does Not Apply in Practice'," pp. 61–92
 - "The Contest of the Faculties," pp. 177–190
 - "Conjectures on the Beginning of Human History," pp. 221–234

Week Three – September 24 **Problems of the Discourse of the Modern International**

- readings from: Kant, *Political Writings*
 - "Perpetual Peace: A Philosophical Sketch," pp. 93–130
 - "The Metaphysics of Morals," pp. 131–175

Week Four – October 1 **Materiality in Subject Formations, Rationality, and the World**

- readings from: Marx, *Selected Writings*
 - "On the Jewish Question," pp. 1–26
 - "Economic and Philosophic Manuscripts," pp. 54–79
 - "The German Ideology, Part 1," pp. 102–156

Week Five – October 8 **Power in Language and Knowing**

- readings from: Nietzsche, *On the Genealogy of Morality*
 - "Preface,"
 - "First essay: 'Good and Evil', 'Good and Bad',"
 - "Second essay: 'Guilt', 'bad conscience' and related matters,"

Week Six – October 15 **Problems in Thinking the Global in its Discontinuities**

- readings: from Foucault, *The Archeology of Knowledge*
 - "Part I Introduction," pp. 3–19
 - "Part II The Discursive Regularities," pp. 23–85

Week Seven – October 22 **Analysing Discursive Formation**

- readings: from Foucault, *The Archeology of Knowledge*
 - "Part III The Statement and the Archive," pp. 89–148

Week Eight – October 29 **Power and Responsibilities in Discourse Analysis**

- readings: from Foucault, *The Archaeology of Knowledge*
 - "Part IV Archaeological Description," pp. 151–215
 - "Part V Conclusion," pp. 219–232

Week Nine – **Reading Break**

Week Ten – November 12 **Critically Engaging Conflict Globally Without the Violence of Reason**

- reading: Butler, *Prekarious Life*

Week Eleven – November 19 **Critical Engagements with How We Stand and Move With Respect to One Another**

- reading: Derrida & Dufourmantelle, *Of Hospitality* (odd numbered pages only)

Week Twelve – November 26 **Discursive Formations of the Global**

- readings from: Massey, *for space*
 - "Part *One* Setting the scene," pp. 1–15
 - "Part *Two* Unpromising associations," pp. 17–59
 - "Part *Three* Living in spatial times?," pp. 61–103

Week Thirteen – December 3 **Affirming the Ongoing and Differentiating Makings of Space, Time, and Place**

- readings from: Massey, *for space*
 - "Part *Four* Reorientations," pp. 105–145
 - "Part *Five* A relational politics of the spatial," pp. 147–195



Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

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 Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

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.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site at: <https://owl.uwo.ca/portal>, and on the Huron website at www.huronuc.on.ca/about/accessibility.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: www.huronuc.ca/student-life-campus/student-services/academic-advising.

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:

www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, huronuc.ca/student-life-campus/student-services/academic-advising or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to: huronuc.ca/student-life-campus/student-services/health-wellness for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly. Additional supports for Health and Wellness may be found and accessed at Western through www.uwo.ca/uwocom/mentalhealth/.

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

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.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for a 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 Western University and Turnitin.com.

Computer-Marked Tests/exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

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

Policy on “Special” Accommodation

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/index.html> .

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

Students who require academic 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/index.html>.

- (a) Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

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

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

- (b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult your Instructor directly.

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. 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 notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

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

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a.** students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;

b. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.

c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;

d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;

e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;

f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;

g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.

h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Important Dates and Directory at Huron and Western

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Western – Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>