

POLS 3345E

International Law and Organization

Huron University College

Full Year Course 2020/21

Mondays: 3:30pm- 5:30pm EDT (GMT-4)

Location- *ONLINE- DISTANCE DUE TO COVID-19*

Dr. Jennifer Mustapha

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Office Hours through Zoom TBD

Website: <https://www.jmustapha.com/student-portal>

OWL site: <https://tinyurl.com/y5anhmnc>



Course Prerequisites: Political Science 2231E

Required Texts and Materials:

- All required course materials, including the main textbook- **Harrington, Alexandra (2018) *International Organizations and the Law 1st Edition*, Routledge: New York** are available through your access to the UWO library and through provided web links on the student portal of my course website and the OWL course page.

Course Overview:

This course provides students with a comprehensive introduction to the pursuit of global governance through international law and organizations. We examine multilateral attempts to create order through norm creation and institution-building in the international system, as well as the wide-ranging implications of the power relations that exist between states and other actors in the pursuit of global society. A critical examination of the historical, political and theoretical foundations of international law provides context for international organization in a contemporary context. This course also engages with current events related to international law and global order. In the first semester, we focus on concepts and theories that pertain to international organization and law. We then explore the global governance of peace and security, contemporary warfare, military and humanitarian interventions, conflict resolution, and other global multilateral issues like trade and environmental governance. In the first semester students also engage in an experiential learning exercise relating to the challenges of multilateral governance within the context of the COVID-19 global pandemic. In the second semester, we turn to current issue areas in global governance. Topics include the bordering practices and legal challenges presented by displaced populations, attempts at arms control, the significance of international sport regulation, and the regulatory challenges posed by the internet and cyber-crime, among others. This capstone section of the course will include student-led presentations and a final research essay on their chosen topic(s) of global governance in relevant issue areas.



Learning Objectives:

By the end of the course, students will be able to:

- Demonstrate familiarity with the historical, political, and theoretical foundations of international law and organization.
- Demonstrate a critical understanding of different approaches to the challenges of order and governance in global society.
- Demonstrate concrete knowledge of the features of contemporary international law and organization, particularly with respect to the United Nations and its related institutions.
- Demonstrate critical engagement with significant current topics and issues pertaining to international law and organization.

Assignments and Assessment:

Note: May be modified depending on class size etc.

Participation (2 term average):	10%
Module Reflections (2 term average):	10%
Briefing Note (T1):	10%
Multilateral Jigsaw Project (T1):	20%
Issue Presentation (T2):	20%
Capstone research proposal (T2):	5%
Capstone research essay (T2):	25%



Course Format and Expectations:

This is an upper-level combined lecture/seminar course to be delivered online through a combination of module learning items that you complete at your own pace, and weekly synchronous meetings that will take place during the scheduled class time. Note that our weekly meetings will not be traditional lectures and we will be using the time differently depending on the module/week.

If you are in a different time zone or having tech issues, and not able to attend as scheduled, please reach out to me ASAP- doing so is your responsibility. I am just an e-mail away!

The course modules on my course website (<https://www.jmustapha.com/student-portal>)

are meant to be explored in chronological sequence, and each include required readings and content for you to complete before moving on to the next module. These will include texts, mini lecture videos; slides; podcast/mp3s you can listen to on the go; and links to external resources or news items depending on the topic.

You are always free to read/explore ahead, but keep in mind that our weekly meetings are a part of each corresponding module so you cannot complete a module without them. I will also be adding things to the modules as the weeks go by, depending on current events and the evolution of our course according to what we all contribute to it.

Contacting me:

The best way to contact me is through e-mail at **jmustap@uwo.ca** - During the week, I will try to respond within 24 hours, and on the weekends or over holidays within 48 hours.

Due to privacy rules, you must e-mail me from your uwo.ca e-mail account.

Success in this course:

If you **attend meetings, engage with the assigned material, complete your assignments and participate in discussions and class activities** you will be well equipped to achieve the learning objectives of the course and do well. The key though, is to **stay on top of things**. Do not put off your module readings and do get a head start on whatever work you can. Familiarize yourself with the online course structure, the course website and how your OWL Dropbox works. **Utilize your resources. Attend my Zoom office hours** if you have questions or need course guidance.

Quick Index of Weeks and Topics

Fall Term

<i>Dates</i>	<i>Topic</i>
MODULE 1- INTRODUCTION AND ORIGINS	
Sep. 14	W1. Course Overview and Introduction(s)
Sep. 21	W2. Origins of International Law and Org. I
Sep. 28	W3. Origins of International Law and Org. II
MODULE 2- STRUCTURES AND GOVERNANCE	
Oct. 05	W4. Structures and Governance of International Law and Org. I
Oct. 12	<i>(NO CLASS) Thanksgiving Monday</i>
Oct. 19	W5. Structures and Governance of International Law and Org. II
MODULE 3- PEACE AND SECURITY	
Oct. 26	W6. Challenges and Conflict in International Society I
Nov. 02	<i>(NO CLASS) Fall Reading Week</i>
Nov. 09	W7. Challenges and Conflict in International Society II (Briefing Note Due)
Nov. 16	W8. Challenges and Conflict in International Society III
MODULE 4- MULTILATERAL JIGSAW PROJECT	
Nov. 23	W9. Jigsaw Project PART I- MANDATORY ATTENDANCE
Nov. 30	W10. Jigsaw Project PART II- MANDATORY ATTENDANCE
FALL TERM WRAP UP	
Dec. 07	W11. Term Review (Jigsaw Final Report Due)

Winter Term

<i>Dates</i>	<i>Topic</i>
MODULE 5- ISSUES IN REGIONAL GOVERNANCE	
Jan. 04	W12. Term Overview
Jan. 11	W13. Issues in Regional Governance I *
Jan. 18	W14. Issues in Regional Governance II*
MODULE 6- ISSUES IN INDUSTRY, DEVELOPMENT, CULTURE	
Jan. 25	W15. Issues in Global Industry, Development, and Culture I*
Feb. 01	W16. Issues in Global Industry, Development, and Culture II*
MODULE 7- ISSUES IN CONFLICT AND HUMAN RIGHTS	
Feb. 08	W17. Issues in Military Conflict and Human Rights I*
Feb. 13	<i>(NO CLASS) Winter Reading Week</i>
Feb. 22	W18. Issues in Military Conflict and Human Rights II*
Mar. 01	W19. Issues in Military Conflict and Human Rights III*
MODULE 8- ISSUES IN HEALTH, MARITIME AND ENVIRONMENTAL LAW	
Mar. 08	W20. Issues in Health, Maritime and Environmental Law I* (Res. Propos. Due)
Mar. 15	W21. Issues in Health, Maritime and Environmental Law II*
* weeks with student presentations	
MODULE 9- CAPSTONE RESEARCH WEEKS	
Mar. 22	W22. Research Week I
Mar. 29	W23. Research Week II
FINAL COURSE WRAP UP	
Apr. 05	W24. Course Review (Capstone Research Essay Due)

Details of Modules and Reading Assignments

IMPORTANT: Subject to change, especially in the event of illness. Appropriate notice will always be given in the event of any changes.

FALL TERM

MODULE 1: INTRODUCTION AND ORIGINS

Week 1

In the first week we introduce ourselves and discuss the plan for the course, my expectations for the class and our learning objectives. We also discuss the various assumptions we bring to this course, and what we all expect to get out of it.

Readings:

- There are no assigned readings for the first week but if you haven't already, please obtain the course text book, read through the course syllabus and detailed assignment information, and familiarize yourself with the course OWL site.

Weeks 2 and 3

We look at the “nuts and bolts” of our course topic. We examine the historical, theoretical and institutional origins and genealogy of contemporary international legal structures and their related organizations. Here we focus on the UN Charter and Vienna Conventions and the foundational ideas that guide membership and order in international organizations.

Module Readings:

- A full list of UN treaties: <https://treaties.un.org/doc/source/titles/english.pdf>
- Harrington text Chapters 1, 2, 3, 4
- Abbott, Kenneth W., & Duncan Snidal. “Why States Act Through Formal International Organizations.” *Journal of Conflict Resolution*. 42, 1 (1998): 3-32.
- Barnett, Michael, & Martha Finnemore. *Rules for the World: International Organizations in Global Politics* (Ithaca: Cornell University Press, 2004): Chapters 1, 2.

MODULE 2: STRUCTURES AND ORIGINS

Weeks 4 and 5

(note- NO CLASS MEETING Oct 12 due to Thanksgiving)

In these weeks we examine the processes and forms of international organization with a focus on pragmatic concerns relating to international institutions like the United Nations. What keeps a large variety of members in organizations like the UN, despite the clear power imbalances that exist within them? Why are the actual workings of international organizations so often at odds with their declared objectives and principles?

Module Readings:

- Harrington text Chapters 5, 6, 7, 8, 9
- Hurd, Ian. “Myths of Membership: The Politics of Legitimation in UN Security Council Reform.” *Global Governance* 14, 2 (2008): 199-217.
- Tuck, R., 2002, “Hugo Grotius,” in *The Rights of War and Peace: Political Thought and the International Order from Grotius to Kant* Oxford: Oxford University Press, 78-108.
- Reus-Smit, C., 2003, “Politics and International Legal Obligation,” *European Journal of International Relations*, 9(4), 591-625.

MODULE 3: PEACE AND SECURITY

Weeks 6, 7 and 8- BRIEFING NOTE DUE WEEK 7 (NOV 9th)

(note- NO CLASS MEETING Nov 02 due to Fall Reading Week)

In this module we explore the global governance of peace and security, in particular. How does international law and organization relate to international disputes, war and peace, humanitarian catastrophe, and other issues that invite legal or organizational multilateral responses? What are the challenges presented by conflict- in all of its forms- in a “society” of nations and other actors?

Module Readings:

- Harrington text Chapter 10, 11, 12, 13
- Balas, Alexandru, et al. “Demanding Peace: The Impact of Prevailing Conflict on the Shift from Peacekeeping to Peacebuilding.” *Peace & Change* 37, 2 (2012): 195-226.
- Tull, Denis M. “Peacekeeping in the Democratic Republic of Congo: Waging Peace and Fighting War.” *International Peacekeeping* (2009): 215-230.
- United Nations. “IDDRS Module on Transitional Justice and DDR.” *United Nations DDR* (2010).
- Vines, Alex. “Does the International Criminal Court Help to End Conflict or Exacerbate It?” *The Guardian* (22 February 2016).
- <https://www.amnesty.org/en/latest/news/2019/04/the-worst-human-rights-abusers-in-the-marvel-cinematic-universe/>
- Aloisi, Rosa. “A Tale of Two Institutions: The United Nations Security Council and the International Criminal Court.” *International Criminal Law Review* 13, 1 (2013): 147-168.

MODULE 4: MULTILATERAL JIGSAW PROJECT

Weeks 9 and 10-MANDATORY SYNCHRONOUS PARTICIPATION

Over the course of 2 weeks, students will engage in a collaborative experiential learning project known as a “jigsaw.” A “jigsaw” is so named because everyone involved brings a “piece of the puzzle” to the proverbial table. In this exercise, the goal is to familiarize yourself with the vagaries and challenges of multilateral institutions by becoming the “expert” on a particular actor’s interests and disposition in particular multilateral issue areas. Through group discussion and problem solving, students experience the tensions and challenges involved with multilateral collaboration and global governance. This year we will focus on the COVID-19 Pandemic. Deliverables to me include a copy of your issue briefing and a final personalized report and self-assessment. More information will be provided closer to the assignment. **Please note that although you will be working in collaboration with your assigned group, your grades are based only on your own work**

FALL TERM WRAP-UP – JIGSAW REPORTS DUE WEEK 11 (DEC 7th)

In the last class of term we have an overview discussion and a mid-point check in with a horizon scan for the Winter Term. Depending on the state of the world we might want to change up some of the topics for seminar presentations next term. If time permits, our last meeting in December may include a Festivus airing of grievances and/or feats of (intellectual) strength.

DECEMBER BREAK (NO EXAM FOR THIS COURSE DURING DECEMBER EXAM PERIOD)

WINTER TERM

*** weeks with student issue presentations-topics subject to change**

MODULE 5- ISSUES IN REGIONAL GOVERNANCE

Weeks 12, *13, *14

In these first weeks back from the break, we discuss various challenges related to international law and organization within a regional context such as intra-regional cooperation and conflict and the coexistence of regional arrangements with multilateral institutions. Student-led issue presentations begin in the second week back (week 13).

Discussion topics may include renegotiating NAFTA, BREXIT, and the evolving efforts to form a functioning Trans Pacific Partnership Agreement.

Module Readings:

- Harrington text Chapter 14
- Howse, Robert. "Regulatory cooperation, regional trade agreements, and world trade law: conflict or complementarity." *Law & Contemp. Probs.* 78 (2015): 137.
- Gantz, David A. "The Spaghetti Bowl Revisited: Coexistence of Regional Trade Agreements Such as NAFTA with the Trans-Pacific Partnership." *Geo. J. Int'l L.* 48 (2016): 557.
- Odermatt, Jed. "Brexit and International law: disentangling legal orders." *Emory International Law Review* 31 (2017): 1051-1075.
- More TBD (check OWL)

MODULE 6: ISSUES IN INDUSTRY, DEVELOPMENT, AND CULTURE

Weeks *15, *16

In these weeks we talk about global governance issues relating to global markets, and various industry sectors that overlap with international law. We also discuss issues in development and the global governance of the internet and sport regulation.

Discussion topics may include labour challenges in the tech and garment sectors, the regulation of cryptocurrencies and internet governance, and the doping regulations in international sport.

Module Readings:

- Harrington text Chapter 15, 16
- Zaring, David. "Legal obligation in international law and international finance." *Cornell Int'l LJ* 48 (2015): 175.
- Raymond, Mark, and Gordon Smith. "Reimagining the Internet: The Need for a High-Level Strategic Vision for Internet Governance." *Internet Governance Papers*, CIGI (July 2013).
- Carr, Madeline. "Power Plays in Global Internet Governance." *Journal of International Studies* 43, 2 (2015): 640-659.
- Nelson, Travis, and Patrick Cottrell. "Sport Without Referees? The Power of the International Committee and the Social Politics of Accountability." *European Journal of International Relations* 22, 2 (2016): 437-458.
- Hopkins, Martha. "Olympic Ideal Demolished: How Forced Evictions in China Related to the 2008 Olympic Games Are Violating International Law." *Houston Journal of International Law* 29, 1 (2006): 155-189.
- More TBD (check OWL)

MODULE 7: ISSUES IN CONFLICT & HUMAN RIGHTS

Weeks *17, *18, *19

(Note- NO CLASS MEETING on Feb 13 due to Winter Reading Week)

Through this module, we explore a number of international law and organization issues relating to military and armed conflict and international human rights. Here we examine global governance challenges relating to borders and migration, extra-judicial security policies, armed combatants, nuclear proliferation and arms control.

Discussion topics may include India-Kashmir, child soldier rehabilitation, war crimes tribunals

Module Readings:

- Harrington text Chapter 17, 18
- Quénivet, Noëlle. "Does and should international law prohibit the prosecution of children for war crimes?" *European Journal of International Law* 28, no. 2 (2017): 433-455.
- Tsekos, Mary Ellen. "Minority Rights: The Failure of International Law to Protect the Roma." *Human Rights Brief* 9, 3 (2002): 26-29.
- Morris, Catherine. "Rohingya refugees from Myanmar at the "gates of hell" International law duties of neighbouring States to refugees and asylum seekers Briefing note." (2017)
- Topping, Sean M. "Defying Schengen through Internal Border Controls: Acts of National Risk-Taking or Violations of International Law at the Heart of Europe." *Geo. J. Int'l L.* 48 (2016): 331.
- Gil, Terry, and Elies Van Sliedregt. "Guantánamo Bay: a reflection on the legal status and rights of unlawful enemy combatants." *Utrecht L. Rev.* 1 (2005): 28.
- Bowcott, Owen. "Drone strikes threaten 50 years of international law, says UN rapporteur." *The Guardian* 21 (2012)
- More TBD (check OWL)

MODULE 8: ISSUES IN HEALTH, MARITIME AND ENVIRONMENTAL LAW

Weeks *20, *21- RESEARCH PROPOSAL DUE MAR 8th

Here we discuss various governance issues relating to both maritime law and environmental law, along with their overlapping challenges relating to international law. We examine efforts at global commons management, overlapping governance jurisdiction of sea lanes and disputed waters, and attempts to manage man-made climate change.

Discussion topics may include Indigenous circumpolar governance, the Paris Agreement, territorial disputes in the South China Sea.

Module Readings:

- Harrington Chapter 19
- Craig, Donna G. "Legal Strategies to Expand Indigenous Governance in Climate Change Adaptation: Opportunities and Barriers." (2015).
- Falkner, Robert. "The Paris Agreement and the New Logic of International Climate Politics." *International Affairs* 92, 5 (2016): 1107-1125.
- Loja, Melissa H. "The Spratly Islands as a single unit under international law: a commentary on the final award in Philippines/China Arbitration." *Ocean Development & International Law* 47, no. 4 (2016): 309-326.
- Ma, Xuechan. "The South China Sea Dispute: Perspective of International Law." (2016).
- More TBD (Check OWL)

MODULE 9: CAPSTONE RESEARCH WEEKS

Weeks 22, 23

During the final Module, students will have a chance to focus on their capstone research project for the course, culminating in a final research paper. This Module includes research and writing workshop opportunities and extra one-on-one office hour sessions with your professor.

FINAL COURSE WRAP UP- CAPSTONE RESEARCH PAPER DUE WEEK 24 (APRIL 5th)

Week 24

At the end of the course we take stock of our learning and ideas developed through the course. Students will reflect on whether or not they've met the learning objectives of the course and discuss their biggest take-aways and outstanding questions.



*"These new regulations will fundamentally change
the way we get around them."*



Appendix to Course Outlines: Academic Policies & Regulations

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 that information on the OWL class site, is <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>