

HURON UNIVERSITY COLLEGE

CENTER FOR GLOBAL STUDIES

Fall 2019: CGS 3516F ECONOMIES OF DEVELOPMENT

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Class Meeting – Thursday 2:30-5:20pm

Location: W101

Office: A104

Office Hours: Wednesday 12:30-2pm

This course will introduce students to ideas about how global development is deployed and read in terms of economics that informs policy making and analysis in the field of development studies. To that end, the course is divided into four sections. Section I introduces students to the concept of development and history of thought in development economics as it has evolved from the days of Adam Smith to the present. Section II introduces students to the development actors – State, UN agencies and NGOs. Section III seeks to familiarize students with the different ways in which development (in both its traditional and modern meaning) is measured, and the differing implications of these measures. Specifically, we will look at poverty, inequality and economic growth. In the final section of the course (Section IV) students will encounter the practices of New Development Economists and how their work informs the new practices in global development.

Core learning objectives:

1. Students will have a fairly fluent knowledge and understanding of how UN agencies, state governments, development project managers, and the NGOs render global development in economic terms.
 2. Students will be able to develop a working knowledge of how to read, interpret, and work with the language of development economics – specifically how development is understood through the language of economic models and indicators. Focus on how Poverty, inequality, economic growth (macro level) tends to get measured and the underlying assumptions for such indicators.
 3. Critique the ‘reductive approach’ of traditional economics with respect to global development/understanding the ways economics tries to remedy its problems and learn to critique the way that ‘development’ is construed in the logics of economics
 4. To familiarize students with critical voices and movements in the field of development economics and (new) development economics.
 5. Hands of experience in calculating income and inequality
 6. Finding opportunities to generate alternatives and more progressive forms of interpreting the economic forms of global development practices, policies and politics
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Assignments and Evaluations (separate handouts will be provided for details on how to do the assignment and how it will be evaluated)

Attendance and Class Participation – 10% (throughout the term)

Considering the fact that this is an upper year course, emphasis will be placed on student participation and interaction. Students are required to come to class having read the material and ready to participate in discussions and group work. Participation is not graded on the number of times a student speaks, but also the quality of each interjection and discussion created by the student.

Students are also encouraged to bring relevant (to the week's plan) newspaper reports/blog entries and discuss them in class. The newspaper articles should be handed over to the instructor in hard copy. This work needs to be done on a consistent basis and you cannot submit 10 articles in one day.

In week 7, we will be working on data analysis in class. Attendance is mandatory for that class.

2 op-ed pieces – 2x15% = 30% (Due October 7 and Dec 4)

A question will be provided at the end of lecture on week 5 (it will cover lectures from week 3,4,5).

Another question will be provided at the end of lecture on week 13 (question will cover class from week 12-13)

Using the readings and class lectures, you are required to and submit your responses by the end of October 7 and Dec 4 respectively. More details to be provided during lectures.

Word limit = 1000-1500 words

5 presentations 5x5 = 25% (Starting from week 6)

Starting from week 6, students are required to read at least 1 case study and present in class. There will be no written submission of work. The presentations will be marked in class. The criteria of evaluation will be following:

1. How well the article was summarized?
2. What kind of discussion did the presentation generate?
3. Did the presenter relate the reading to something else that she/he read in another class/elsewhere?
4. Did the presenter have a critique of the article/what is missing in how the authors are thinking about the study? What was the critique?

If a student fails to attend the class the day they are planned to present, zero marks will be added on the gradebook (unless of course due to medical emergency or some other unforeseen severe event).

Data Sources – 10% - due October 16

Measuring poverty is data intensive, particularly if we want to have measurements over time and across many geographical settings. Significant progress has been made in recent years in

making publicly available large databases that can be used to measure poverty. Some of them are:

1. Living Standards Measurement Survey (LSMS)
2. Household income and expenditure survey : for instance, NSS data for India, ENIGH data for Mexico; PNAD data for Brazil, SUSENAS household surveys for Indonesia, ENCOVI data for Guatemala, the Vietnam Longitudinal Survey (VLS), etc.
3. Population Census: they have information on self-reported income, as in Brazil, In Canada – StatsCan
4. Demographic and health surveys (DHS) implemented by ICF International and funded by USAID: they give data on housing, assets owned, and durable goods, but not on consumption expenditures or income.
5. Employment and wage surveys: they are collected by labour ministries and report on individual incomes and access to public services as well as unemployment and wages

You are required to explore one of these data sets and write a short note (500 words) about it. The note can cover the following questions:

1. Who/what organisation/ministry collected this data
2. What is the purpose of this data set?
3. Is there a methodology to data collected? How is it explained? If not, then you can critique it.
4. Think about the range of issues that this data set can respond to. Write a list of 5 topics that this data set can be useful for
5. How current is the data?

Know your development economist 25% - due date Dec 15

You are required to choose a contemporary development economist and write about one of their work. Focus on the growth and earlier works of the economist and their past work. Think about how their work has helped you understand development from the standpoint of economics. Engage critically with their work.
Refer week 12-13

Word count = 1500-2000

READINGS

1. All readings are available via the western library.
2. Readings marked with * have been kept at Huron Library Desk on reserve for 2-hour loan period.
3. Other readings will be uploaded via OWL

INTRODUCTION

Week 1: (Sept 5) Introduction to the course, assignments, evaluations, what to expect from the course

Week 2 (Sept 12) History of thought in Development Economics

1. Radhika Desai (2013) *Theories of Development in Introduction to International Development*, Oxford University Press.
2. *Peet and Hartwick (2015)– 3rd edition. *Theories of development – chapter 1*
3. Khera, Reetika. 2019. "Fashions, Framing and Expertise: Ethical Hazards for Economists." *Journal of Global Ethics* 15 (1): 45-54.
4. De Janvry, Alain and Elisabeth Sadoulet. 2014. "Sixty Years of Development Economics: What Have we Learned for Economic Development?" *Revue d'économie du développement* 28, 9-19. <https://www.cairn.info/revue-d-economie-du-developpement-2014-HS01-page-9.htm>

Other readings:

1. Alain De Janvry and Elisabeth Sadoulet (2016) -*Development Economics – Theory and Practice – Chapter 3*

DEVELOPMENT ACTORS: STATE, UNITED NATIONS, NGO's

Week 3 (Sept 19) State and development

1. *Adrian Leftwich, (2000) *States of Development*, Chapter 1, 4 and 7
2. Anil Hira (2013) *State of State: Does the state have a role in development*, in *Introduction to international development*, Oxford University Press, Chapter 7
3. *Fine, Ben (2006) 'The Developmental State and the Political Economy of Development.' In: Fine, Ben and Jomo, K.S., (eds.), *The New Development Economics: After the Washington Consensus*. New Delhi: Tulika, pp. 101-122.

Week 4 (Sept 26) United Nations and Multilateral Actors

1. Amin, Samir. 2006. "The Millennium Development Goals: A Critique from the South." *Monthly Review* 57 (10): 1.
2. Gowan Peter. "us: Un." *New Left Review* 24, (2003): 5.
3. Adams, B. and Jens Martens (2015). *Fit for whose Purpose? Private Funding and Corporate Influence in the United Nations*
https://sustainabledevelopment.un.org/content/documents/2101Fit_for_whose_purpose_online.pdf

Optional readings:

1. David Sogge (2013) *The United Nations and the Multilateral Actors in Development in Introduction to international development*, Oxford University Press, Chapter 10

2. Martin Bosman, M. and M. Mark Amen. 2006. "Recasting Neo-Liberalism in the Americas: A Critique of the Preliminary Needs Assessment of the Millennium Development Goals in the Dominican Republic." *Globalizations* 3 (2): 227-236

Week 5 (October 3) Civil Society and NGOs

1. *Bebbington, Anthony, Samuel Hickey, and Diana Mitlin. 2008. "Can NGOs make a Difference?: The Challenge of Development Alternatives." Zed
2. *Veltmeyer, Henry. 2007. *Illusion Or Opportunity: Civil Society and the Quest for Social Change*. Halifax, N.S: Fernwood Pub.
3. *Veltmeyer, H. (2013). Civil Society and Development in Development in Introduction to international development, Oxford University Press, Chapter 12

Preparation of First Op-Ed Piece

LANGUAGE OF DEVELOPMENT ECONOMICS

Week 6 (October 10) POVERTY

Poverty and Vulnerability Analysis: Development Economists argue that understanding how the poor live and why they do what they do is essential for designing poverty-reduction interventions. Measuring poverty therefore becomes essential to identify the poor, understand who they are, design and target anti-poverty interventions. Any statement about poverty is relative to the choice of poverty line (nutrition based, international, relative, weakly relative and subjective. We will read and discuss various case studies that deal with various poverty line indicators used to measure chronic poverty. We will also discuss vulnerability to unexpected shocks and poverty traps.

Chapter 5

1. Behrman, Jere R., Susan W. Parker, and Petra E. Todd. 2011. "Do Conditional Cash Transfers for Schooling Generate Lasting Benefits? . a Five-Year Followup of PROGRESA/Oportunidades." *Journal of Human Resources* 46 (1): 93-122.
2. Alderman, Harold, John Hoddinott, and Bill Kinsey. 2006. "Long Term Consequences of Early Childhood Malnutrition." *Oxford Economic Papers* 58 (3): 450-474.
3. Carter, Michael R. and Christopher B. Barrett. 2006. "The Economics of Poverty Traps and Persistent Poverty: An Asset-Based Approach." *The Journal of Development Studies* 42 (2): 178-199.
4. Antman, Francisca and David McKenzie. 2007. "Poverty Traps and Nonlinear Income Dynamics with Measurement Error and Individual Heterogeneity." *The Journal of Development Studies* 43 (6): 1057-1083
5. Kakwani Nanak and Ernesto Pernia. 2000. "What is pro-poor Growth?" *Asian Development Review* 16 (1); 1-22.

Going over 'Data sources Assignment'

Week 7 (October 17) INEQUALITY

Poverty is an absolute concept that does not require definition of a threshold such as the poverty line. Measuring inequality requires information about per capital expenditure for the entire population, not just for individuals below the poverty line, as in measuring poverty. We will discuss relationship between level of income (GDPpc) and Inequality. We will also learn about Kuznets inverted U curve, Lorenz curve, Gini Coefficients.

What should be the optimal level of inequality to maximise growth in both short and long run? This is one of the most passionate debates in development economics with huge policy implications. We will read and learn about it.

1. Perotti, Roberto. 1996. "Growth, Income Distribution, and Democracy: What the Data Say." *Journal of Economic Growth* 1 (2): 149-187.
2. Barro, Robert J. 2000. "Inequality and Growth in a Panel of Countries." *Journal of Economic Growth* 5 (1): 5-32.
3. Forbes, Kristin J. 2000. "A Reassessment of the Relationship between Inequality and Growth." *The American Economic Review* 90 (4): 869-887.
4. Hausmann, R. Dani Rodrik, Andres Velasco (2005). Growth Diagnostics. Working paper, John F. Kennedy school of Government, Harvard University - <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.446.2212&rep=rep1&type=pdf>
5. Crost, Benjamin, The Effect of Subsidized Employment on Happiness (June 1, 2011). SOEPpaper No. 384. Available at SSRN: <https://ssrn.com/abstract=1868897> or <http://dx.doi.org/10.2139/ssrn.1868897>

CLASS WORK: Measuring inequality: Make the graph

We will use the time in class to do the calculations, create a Lorenz curve and make numbers talk to us!

Week 8 (October 24) ECONOMIC GROWTH

GDPpc growth is the cornerstone of development. Yet it is one of the most difficult economic outcomes to explain and predict, with many competing theories, but also many different potentially effective strategies to accelerate growth. We will discuss two models – the Harrod-Domar growth Model and Solow Growth accounting formula.

1. Christiaensen, Luc, Lionel Demery, and Jesper Kuhl. 2011. "The (Evolving) Role of Agriculture in Poverty reduction—An Empirical Perspective." *Journal of Development Economics* 96 (2): 239-254.
2. Eifert, Benn and Gelb, Alan and Ramachandran, Vijaya, Business Environment and Comparative Advantage in Africa: Evidence from the Investment Climate Data (February 18, 2005). Available at SSRN: <https://ssrn.com/abstract=1112857> or <http://dx.doi.org/10.2139/ssrn.1112857>
3. Hsieh, Chang-Tai and Peter J. Klenow. 2007. "Relative Prices and Relative Prosperity." *The American Economic Review* 97 (3): 562-585.
4. Lucas, Robert E. 1990. "Why Doesn't Capital Flow from Rich to Poor Countries?" *The American Economic Review* 80 (2): 92-96.

5. Young, Alwyn. 2003. "Gold into Base Metals: Productivity Growth in the People's Republic of China during the Reform Period." *Journal of Political Economy* 111 (6): 1220-1261.

Week 9 (October 31) IMPACT EVALUATION OF POLICIES AND PROGRAMS: METHODS AND INDICATORS

1. Banerjee, Abhijit, Esther Duflo, Rachel Glennerster, and Cynthia Kinnan. 2015. "The Miracle of Microfinance? Evidence from a Randomized Evaluation." *American Economic Journal: Applied Economics* 7 (1): 22-53.
2. Bloom, Nicholas, Benn Eifert, Aprajit Mahajan, David McKenzie, and John Roberts. 2013. "does Management Matter? Evidence from India." *The Quarterly Journal of Economics* 128 (1): 1-51.
3. Janvry, Alain de and Elisabeth Sadoulet. 2006. "Making Conditional Cash Transfer Programs More Efficient: Designing for Maximum Effect of the Conditionality." *The World Bank Economic Review* 20 (1): 1-29.
4. Field, Erica and Rohini Pande. 2008. "Repayment Frequency and Default in Microfinance: Evidence from India." *Journal of the European Economic Association* 6 (2/3): 501-509.
5. Jensen, Robert T. 2010. "The (Perceived) Returns to Education and the Demand for Schooling." *The Quarterly Journal of Economics* 125 (2): 515-548.
6. Miguel, Edward and Michael Kremer. 2004. "Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities." *Econometrica* 72 (1): 159-217

WEEK 10 – READING BREAK

NEW DEVELOPMENT ECONOMICS

Week 11 (Nov 14) - **The New Development Economics 01: Introduction**

*The New Development Economics – After the Washington Consensus – Ed. Jomo K.S. and Ben Fine.

First 6 chapters are from the book “New Development Economics”

1. Chapter 1 The new Development economics – Ben fine
2. Chapter 2 From Washington to post- Washington consensus: Illusions of development – Elisa van Waeyenberge
3. Chapter 3 Kicking away the logic – Free trade is Neither the question nor the answer for development – Sonali Deraniyagala and ben Fine
4. Chapter 5 - Financing programming and the IMF – Ben Fine
5. Chapter 10 - John Harris Social Capital
6. Chapter 12 – Terence Byres Agriculture and Development – towards a critique of the new neoclassical development economics and of neoclassical neo populism

7. Woolcock, Michael and Deepa Narayan. 2000. "Social Capital: Implications for Development Theory, Research, and Policy." *The World Bank Research Observer* 15 (2): 225-249.

Week 12 (Nov 21) - The New Development Economists 02 – Alternatives and Progressive Economic Forms of Global Development practices: Critical reading

1. *Sen, Amartya. 1999. *Development as Freedom*. 1st. ed. New York: Knopf.
2. *Banerjee, Abhijit V. and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. 1st ed. New York: PublicAffairs.
3. *Gender and Green Governance: The Political Economy of Women's Presence Within and Beyond Community Forestry Bina Aggarwal
4. *Joseph Stiglitz (2015) *The Great Divide: Unequal Societies and What We Can Do About Them*
5. *Jefrey Sachs (2005) *The End of Poverty: How We Can Make It Happen in Our Lifetime*
6. Public intervention in alleviating chronic poverty: NREGA – Reetika Khera
7. Global public goods: Inge Kaul – Human Development Report
<https://www.odi.org/publications/10784-providing-global-public-goods-what-role-multilateral-development-banks>
8. Pascaline Dupas: savings / poor - Why don't the poor save more? Evidence from health savings experiments

Know your Development Economist Assignment

Week 13 (Nov 28) The New Development Economists 02 – Alternatives and Progressive Economic Forms of Global Development practices

SOCIAL ASSISTANCE PROGRAMS AND COMMUNITY BASED TARGETING

1. Drèze, Jean and Reetika Khera. 2017. "Recent Social Security Initiatives in India." *World Development* 98: 555-572.
2. Besley, Timothy and Stephen Coate. 1992. "Workfare versus Welfare: Incentive Arguments for Work Requirements in Poverty Alleviations Programs." *American Economic Review* 82 (1): 249-61
3. Jonathan Conning, Michael Kevane (2002), Community-Based Targeting Mechanisms for Social Safety Nets: A Critical Review, *World Development*, Volume 30, Issue 3, March 2002, Pages 375-394
4. De Janvry, Alain, Frederico Finan, Elisabeth Sadoulet, and Renos Vakis. 2006. "Can conditional cash transfer programs serve as safety nets in keeping children at School and from working when exposed to shocks?" *Journal of Development Economics* 79 (2): 349-73
5. Faguet, Jean-Paul. 2004. "Does Decentralization Increase Government Responsiveness to Local Needs? Evidence from Bolivia." *Journal of Public Economics* 88 (3): 867-893.

6. Gertler, Paul J., Sebastian W. Martinez, and Marta Rubio-Codina. 2012. "Investing Cash Transfers to Raise Long-Term Living Standards." *American Economic Journal: Applied Economics* 4 (1): 164-192.
7. Morten, Melanie. 2019. "Temporary Migration and Endogenous Risk Sharing in Village India." *Journal of Political Economy* 127 (1): 1-46.
8. Sadoulet, Elisabeth, Alain de Janvry, and Benjamin Davis. 2001. "Cash Transfer Programs with Income Multipliers: PROCAMPO in Mexico." *World Development* 29 (6): 1043-1056.
9. Alderman, Harold. 2002. "Do Local Officials Know Something We Don't? Decentralization of Targeted Transfers in Albania." *Journal of Public Economics* 83 (3): 375-404.
10. Ahmed, Akhter U., Agnes R. Quisumbing, Mahbuba Nasreen, John Hoddinott, and Elizabeth Bryan. 2009. "Comparing Food and Cash Transfers to the Ultra Poor in Bangladesh," no. 604-2016-40164: 224. <https://doi.org/10.22004/ag.econ.92803>.

Second Op-Ed Piece

Week 14 (Dec 5): Course wrap up



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](http://www.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](http://www.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>