



The University of Western Ontario  
2017-2018

**FNS 2218F / ANTRO 2218F**  
**Contemporary First Nations Issues in Canada**  
**Lecture: Wednesdays, 7:00 PM - 10:00 PM, WL 258**

|                     | <b>Instructor Natahnee Winder</b>                  | <b>TA Kalley Armstrong</b>                           | <b>TA Danielle Alcock</b>                            |
|---------------------|--|--|--|
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| <b>Office Hours</b> | Weds 10 AM – 12 PM; by appt.                       | Weds 6PM – 7PM; by appt.                             | Weds 6PM – 7PM; by appt.                             |

**COURSE SYLLABUS**

\* This syllabus is a living document and subject to change.

**COURSE DESCRIPTION:**

This course will explore a variety of contemporary topics of concern for First Nations peoples in Canada from common, media, and Indigenous perspectives. In exploring these topics, students will investigate the history behind these “issues” in order to be able to place them in context. Students will form a greater understanding of these topics by examining how discussions regarding these topics are framed both in academia and the popular media and will critically examine and challenge their own and common perceptions, assumptions, and mis/representations of Indigenous peoples in Canada. Topics will include politics, environment, health, identity, justice, development, social issues, and Indigenous rights.

**COURSE LEARNING OBJECTIVES AND GOALS:**

Students will be exposed to multiple perspectives concerning Indigenous issues and learn how to critically engage these perspectives. Indigenous worldviews will be explored, and students will develop culturally appropriate, ethical, and considerate understandings of these issues. By the end of this course, students should be able to:

- Think critically about the political history of First Nations-Canada relations

- Demonstrate comprehensive knowledge of examples of colonialism and self-determination

### **COURSE PREREQUISITES:**

Any first year Arts or Social Science 1.0 or 0.5 Essay course

### **ANTIREQUISITE (S):**

Anthropology/First Nations Studies 2218F/G

### **COURSE MATERIALS:**

#### **Readings/Textbooks**

The required readings for this course include one textbook and a collection of short stories that can be purchased at The Bookstore at Western (<http://www.bookstore.uwo.ca/>).

- Vowel, Chelsea. *Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada*. Winnipeg: Highwater Press, 2016. ISBN: 978-1-55379-680-0
- Winder, Tanaya. *Why Storms are Named After People and Bullets Remain Nameless*
- The remainder of the required articles and chapters are available electronically via Internet link and/or OWL.

#### **Recommended Textbooks**

- Finnbogason, Jack and Al Valleau. *A Canadian Writer's Pocket Guide*, 5th ed. Toronto, ON: Nelson Education, 2014. ISBN: 978-0-17-653161-4

### **COURSE FORMAT**

#### **Participation and Respect**

Community (noun): a group of people living together in one place, esp. one practicing common ownership

We are a learning community—our classroom a common space where we work together around a common goal. Like any community, the choices individual community members make affect the whole group—every single one of us makes choices that can help or harm our community or ourselves. In our community, we practice common ownership of knowledge with a goal of learning the foundational skills we need to succeed in this course. Negative or destructive attitudes/behaviors will make it harder for our community to flourish. For this reason, behaviors that are in any way destructive or disrespectful will not be tolerated.

Participation is vital for our community. Every person here has something creative and thoughtful to teach us, so each person is expected to participate both as a listener and as a speaker. Every person's ideas/input will be important to the outcome of individual and group assignments and projects. Participation will be part of your grade and will be earned through completion of readings, discussion, and participation in class activities. Everyone is expected to be on time, and respectful to each other.

Furthermore, our weekly classes are run in a lecture format with students taking part in activities, group work, discussions, and guest lecturers. Guest lectures will be in-person or over Skype (first/second half of class). As a result, this course is rooted in class discussion and in order to learn from each other and create an engaging class community and environment, it is vital that you attend all classes, complete the readings before class, and come prepared with your thoughts, questions, and reflections.

Although, attendance is not required it is extremely important since our class is based on classroom activities such as group discussions.

### METHODS OF EVALUATION

Your attendance and participation is critical to your success in this course. Assignments will be considered late if the student is absent on the due date without making prior arrangements; late assignments will **lose 5 points per day**. The grading breakdown follows (more detailed descriptions of assignments to be distributed in class and via OWL):

| Value | Assignment                              | Due Date                    |
|-------|---|-----------------------------|
| 10%   | Participation                           | Weekly*                     |
| 20%   | Weekly Discussions**                    | Weekly*                     |
| 20%   | Reading Response Papers**               | 9/27; 10/18; 11/1;<br>11/15 |
| 15%   | Seminar Presentation**                  | See Assignments*            |
| 10%   | Creative Writing or Poetry assignment** | November 29th               |
| 25%   | Group Photovoice project**              | December 6th                |

All assignments will have descriptions provided to the students no less than three weeks prior to the due date. These descriptions will be posted on OWL for student access. Students are encouraged to direct questions regarding the assignments to the instructor and/or teaching assistants in a timely fashion. Students are encouraged to bring questions to office hours. **Questions must be sent electronically via OWL** will be answered within 2 working days of message receipt (i.e., an emailed question received Friday at 6 pm will receive an answer by Weds. at 9 am).

*\* See Class Schedule for Due Dates*

*\*\*Grading rubric will be distributed for each assignment in class.*

**TENTATIVE CLASS SCHEDULE**

Readings listed are to be completed before class and will be discussed on the date listed. Read ahead and be prepared for class. The reading schedule is a plan. Come prepared to discuss the required lecture reading for the class.

| DATE        | LECTURE TOPIC  | READINGS (to be read before lecture)   |
|-------------|--|--|
| Week 1      |  |  |
| Sept. 13    | Introduction to the class instructor, rules, assignments, and examinations   | Simpson, L. (2011). "Nishnaabeg Resurgence: Stories from within" in <i>Dancing on our turtle's back: Stories of nishnaabeg re-creation, resurgence and a new emergence</i> . Winnipeg, Man: Arbeiter Ring Pub  |
| Week 2      |  |  |
| Sept. 20    | What does it mean to be an "Indian?"<br>Terminology of Relationships<br><br><b>Due Sept. 20th: Who are you? &amp; Assessment</b> | Vowel – Intro, Chapters 1, 2, 6, 7   |
| Week 3      |  |  |
| Sept. 27    | Myth Busting & Photovoice<br><br><b>Due Sept. 27th: Reading Response #1 (Weeks 1-3)</b>  | Vowel – Chapters 13, 14, 15, 16<br><br>Wang C, & Burris MA. (1997). Photovoice: concept, methodology, and use for participatory needs assessment. <i>Health Education &amp; Behavior : The Official Publication Of The Society For Public Health Education</i> , 24(3), 369-87 |
| Week 4      |  |  |
| Oct. 4      | Racism and White Supremacy<br><br><i>Presentations Groups 1 &amp; 2</i>  | Vowel – Chapters 17, 18, 19<br><br>The White Man's Burden<br><a href="https://youtu.be/aHTPBjCrdpk">https://youtu.be/aHTPBjCrdpk</a> (3 mins).<br><br>In-class video: "The Story We Tell"  |
| Week 5      |  |  |
| Oct. 9 - 13 | Reading Week   | No Readings  |
| Week 6      |  |  |
| Oct. 18     | Culture and Identity   | Vowel – Chapters 3, 4, 5   |

|         |  |  |
|---------|--|--|
|         | <i>Presentations Groups 3 &amp; 4</i><br><br>Due Oct. 18th: Reading Response #2<br>(Week 4)                  | In-Class film: Club Native   |
| Week 7  |  |  |
| Oct. 25 | Settler Colonialism and the Indian Act<br><br><i>Presentations Groups 5 &amp; 6</i>                          | Tobias, John L. "Protection, Civilization, Assimilation: An outline history of Canada's Indian policy." In Sweet Promises: A Reader on Indian-White Relations in Canada, edited by J. R. Miller, 127-144. Toronto: University of Toronto Press, 1991.<br><br>Vowel – Chapter 8, 30   |
| Week 8  |  |  |
| Nov. 1  | Treaties<br><br><i>Presentations Groups 7 &amp; 8</i><br><br>Due Nov. 1st Reading Response #3<br>(Weeks 6-8) | Vowel - Chapters 26, 27, 28<br><br>Borrows, John. "Wampum at Niagara: The Royal Proclamation, Canadian Legal History, and Self-Government." Aboriginal and Treaty Rights in Canada: Essays on Law, Equity, and Respect for Difference. Michael Asch, ed. Vancouver: UBC Press, 1997. pg 155-172.   |
| Week 9  |  |  |
| Nov. 8  | Residential Schools & Reconciliation<br><br><i>Presentations Groups 9 &amp; 10</i>                           | Vowel – Chapter 12, 20, 21<br><br>In-class video: Rhymes for Young Ghouls<br><br>Truth and Reconciliation Commission of Canada. Honouring the Truth, Reconciling for the Future. Introduction pp.1-22. available at: <a href="http://www.myrobust.com/websites/trci nstitution/File/Reports/Executive_Summary_English_Web.pdf">http://www.myrobust.com/websites/trci nstitution/File/Reports/Executive_Summary_English_Web.pdf</a> |
| Week 10 |  |  |
| Nov. 15 | Continuing Colonialism<br><br>Due Nov. 15 <sup>th</sup> : Reading Response #4<br>(Weeks 9-10)                | Vowel – Chapters 24, 25, 29<br><br>Simpson, Audra. "The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty." <i>Theory &amp; Event</i> , vol. 19, no. 4, 2016, pp. N_A.  |

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|---------|--|--|
|         |  | In-class video: Highway of Tears<br><br>Standing Rock<br><a href="https://youtu.be/IEVGmavX4EY">https://youtu.be/IEVGmavX4EY</a>                               |
| Week 11 |  |  |
| Nov. 22 | Guest Speaker: Tanaya Winder,<br>“Wearing Multiple Hats while working<br>with Indigenous communities.”               | Why Storms are Named After People<br>and Bullets Remain Nameless   |
| Week 12 |  |  |
| Nov. 29 | Cultural Appropriation & Indigenous<br>Activism<br><br><b>Due Nov. 29<sup>th</sup>: Creative Writing or<br/>Poem</b> | Vowel – Chapters 9, 10, 11<br><br>Idle No More<br><a href="https://youtu.be/PvwAt9MRW-0">https://youtu.be/PvwAt9MRW-0</a><br><br>UWO Indigenous Strategic Plan |
| Week 13 |  |  |
| Dec. 6  | Class Presentations<br><br><b>Due Dec. 6: Photovoice Research<br/>Report and Presentation</b>                        | <i>Class Celebration</i>   |

## ASSIGNMENT DESCRIPTIONS

\*\*\*Make sure to put your name, student number, the title of your assignment, the date, name of the instructor and teaching assistants, page numbers, and any other pertinent information requested by the instructor on all submitted assignments. Marks may be taken off of assignments that do not include this necessary information.

### **Participation (10%)**

Participation will be part of your grade and will be earned through completion of readings, discussion, small assignments, and participation in-class activities.

*Assignments due: September 20<sup>th</sup> – Who are you write-up and assessment to be submitted in-class paper and electronically by 7:00 pm*

- Who are you? 100-150 words typed and double-spaced assignment that informs the reader who you are:
  - Background, what is important to you, what do you think the instructor and teaching assistants should know about you?
- Assessment will be used to support you as a student and identify content ideas that need further explanation in lectures

### **Seminar Presentation or Debate (Oral 10% Written 5%)**

Working in groups of four, students will prepare a 20-minute presentation that provides context around a news story posted on OWL. Two groups will present each week. Schedule/topics will be chosen the second week of classes. Students will provide a (very) brief summary of the issue (1-2 minutes), the history behind the story, accuracy of the article, stereotypes and underlying assumptions, and the biases/agenda of the author(s)/organization.

The two groups presenting may decide to hold a debate, each arguing one side of the issue, instead of having separate presentations.

The week after presenting, each group will submit a written report of 250 words, double-spaced, summarizing their presentation/debate (include a bibliography).

Marking Rubric (10 marks): Introduction 2 marks; Content 4 marks; Conclusion 2 marks; Style 2 marks.

*Submit in-class paper and electronically by 7:00 pm on the presentation day*

### **Weekly Discussions (20%)**

Each week students will engage in discussion regarding an article/topic posted to OWL. Responses must be posted to OWL prior to class each week; late or emailed responses will not be accepted. Discussion must be respectful. Students must cite any external sources. A good discussion question requires analysis, synthesis, interpretation, and critical thinking in order to answer it. Avoid Yes/No and leading questions (i.e., questions that lead your audience to a certain answer). Students will respond (100-200 words) to a minimum of 8 discussions (8 \* 2.5%).

*Submit electronically by 7:00 pm on the day before class*

### **Reading Response Papers (20%)**

Students will submit 4 two-page (250-500 words) reading responses (double-spaced) on the required readings and films. Reading responses are meant to illuminate what you found interesting, confusing, and/or problematic with the readings for each week. Feel free to expand upon a topic and relate it to other course readings and/or current news that you come across. These short assignments are designed to develop students' analytical and writing skills in order to make informed decisions through critical examination. These critical reflections must contain a brief summary of the readings or film and an in-depth analysis of the reading or film. The summary should include the major argument, concepts, and/or themes. The analysis must include the strengths and weaknesses of the reading or film. No bibliography or title page; however, all

material referenced from the reading or film should be cited using APA or MLA format. Each reflection will receive a mark for the quality of the summary, analysis, and critical examination.

Below is a template for a useful way to take notes and reflect on course readings. Please do not turn in your responses in this format. Your submitted responses should be written as complete paragraphs.

- Text Author/Title: Main Argument (i.e. Thesis):
- Successfully argued? Why/Why Not?
- What did this reading make you think about? Why?
- What questions do you have after reading this piece?

*The grading rubric for reading responses is as follows (10 points maximum):*

The piece lacks substance or is missing required components (6 pts. Equivalent).

The piece meets expectations for length and substance (8 pts. Equivalent).

The piece is a strongly engaged, high-quality response (10 pts. Equivalent).

Spelling and grammatical errors:

An additional 2 points may be taken off for poor spelling and grammar.

*Submit in-class paper and electronically throughout the term (see schedule for due dates)*

### **Creative Writing or Poetry Assignment (worth 10%)**

There are two components for the creative assignment. For this assignment, students will have the opportunity to express themselves artistically by writing poetry or creative writing piece on an issue directly related to the course, which is the first component. The second component is a brief write-up that explains the rationale of the topic and why it was chosen. Students will reflect on the topics discussed in the course and connect the creative writing piece or poem to the course material. The work will be assessed based on its creativity, its relations to course material

The length of write-up is 250 – 300 words; double-spaced; APA or MLA documentation style. Marking Rubric (10 marks): Introduction 2 marks; Content 4 marks; Conclusion 2 marks; Style 2 marks.

*Submit in-class paper and electronically by 7:00 pm, November 29th*

### **Group Photovoice Project (Oral 10% and Written 15%):**



You will engage in a hand-on learning research project using a participatory action research method called photo-voice. Photo-voice uses photography to answer a research question(s) using themes. In this project, you and your group members will act as both researchers and research participants to examine a topic relevant to the course such as the bias, perceptions, assumptions, and mis/representations. You are expected to consult the literature of the course as well as outside sources and use it to analyze your group's photographs. Your group's synthesis of course material and think critically about the role of colonialism and resistance is important for in the project. Include at *least eight* additional sources from outside of the course readings. Group Research Report papers are to be 1200-1500 words, 4 photographs with short captions/descriptions in the appendix, 1 inch margins, 12 point Times New Roman. Proper citations/bibliography must be used. The oral component is a 7-10 minute group presentation about the research report.

Marking Rubric (100 marks): Introduction 20 marks; Content 40 marks; Conclusion 20 marks; Style 20 marks.

*Submit on paper and electronically by 7:00 pm & presentation on December 6th*

## **THE UNIVERSITY OF WESTERN ONTARIO FACULTY OF SOCIAL SCIENCE** **PLAGIARISM**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic

essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note: You cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

In adopting other writer's ideas, you must acknowledge that they are theirs. You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above. Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject. In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

### **MEDICAL ACCOMMODATION**

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form.

In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Ursula Doxtator, Program Coordinator, First Nations Studies Program, 519-661-2111 x86429, [udoxtato@uwo.ca](mailto:udoxtato@uwo.ca).

### **POLICIES AND GUIDELINES**

You must follow all assignment instructions and codes of the university handbook ([http://www.uwo.ca/univsec/academic\\_policies/](http://www.uwo.ca/univsec/academic_policies/)).

1. Syllabus is subject to changes in order to facilitate corrections, clarification, and the inclusion of guest speakers.
2. Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health. If you require academic accommodations due to disability you must be registered with Services for Students with Disabilities (SSD) at 661-2111 x 82147. These disabilities include, but are not limited to, vision, hearing and mobility impairments, learning disabilities, chronic illnesses, chronic pain, and attention deficit/hyperactivity disorders. Your instructor will work with you and SSD to best address your needs.
3. Prerequisite checking - the student's responsibility.
4. In cases of missed class or classes for bereavement, spiritual holidays or serious illness, students must notify the professor of their situation in order to make necessary accommodations.
5. Minimum attendance required to take final examination in the University regulations stipulate that an instructor may refuse to let a student take the final examination in a course if the student has, in the instructor's judgment, missed too many classes.
6. Assignments are to be typed in twelve-point font and formatted according to APA or MLA style. Double-spaced. **Submitted in-class or FNS drop box AND electronically in OWL's drop-box.**
7. Students that miss a presentation will receive a failing grade. If there is a prior arrangement then some accommodation can be made to possibly move a date if there is another date available; however, the schedule is strict. Be aware that it is your responsibility to notify the instructor of an impending challenge arising with your presentation.
8. All classes and assignments are mandatory and not optional. Accommodations will follow only for students who can provide documentation or have made prior arrangements with the instructor. It is the student's personal responsibility to attend lectures and complete all assignments outlined in the syllabus.
9. Non-medical absences. Failure to meet the assignments submission deadlines can result in a failure. End date for all "late" assignments is the same date as the final exam. No late assignments will be accepted after April 10, 2018 and will receive the mark of 0 or fail (unless there have been prior arrangements with the instructor). Note that if you are late in handing in an assignment, it is your responsibility to ensure that the instructor receives a hard copy.
10. Late penalties will be calculated as a loss of 5% per day. End date for all "late" assignments is the same date as the final exam.
11. Medical absences will follow the university codes as set out in the university's policy: [http://www.sdc.uwo.ca/ssd/documentation\\_requirements.html](http://www.sdc.uwo.ca/ssd/documentation_requirements.html). Documentation is required for medical academic accommodation and it should be submitted by the student directly

to the appropriate Faculty Dean's office and not to the instructor. It will be the Dean's office that will determine if accommodation is warranted. Students must provide in writing a date when their assignment(s) will be submitted. Failure to follow these procedures and submit an assignment in a timely manner will result in a failing grade. Providing such documentation is submitted, reasonable effort will be made to accommodate your situation. If such documentation is not provided, I will impose a failed grade on assignments that are submitted after April 10, 2018.

12. Support Services within the Student Development Centre:
13. Writing Support Centre: <http://www.sdc.uwo.ca/writing/>
  - a. Learning Skills Services: <https://www.uwo.ca/sdc/learning/>
  - b. Psychological Services: <http://www.sdc.uwo.ca/psych/>
  - c. Services for Students with Disabilities: <http://www.sdc.uwo.ca/ssd>
  - d. Indigenous Services: <http://indigenous.uwo.ca/welcome/index.html>
  - e. Register's Services: <http://registrar.uwo.ca/index.html>
14. Use of Electronic Devices. Students are permitted to use laptops for class note taking only (no Facebook, Skype or any other peer to peer communication services are permitted – students caught using those sites will be asked to leave). Turn phones to mute while in class. Students are permitted to digitally record the lectures on a voice recorder. However, students are not allowed to take and then distribute the contents of the recorded lectures or the actual recordings for any reason. The content of the lectures are the ownership of the instructor and shall not be reproduced for any reason without permission of the instructor.
15. 2017-2018 Academic calendar: <http://westerncalendar.uwo.ca/2017/>

### **ACADEMIC INTEGRITY**

Students are expected at all times to follow university policies concerning academic integrity. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; plagiarism - claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the university; and nondisclosure or misrepresentation in filling out applications or other university records. Plagiarism is a major academic offense (see Scholastic Offense Policy in the Western Academic Calendar). I will be available to discuss any questions or concerns you may have about academic and professional ethics during office hour.