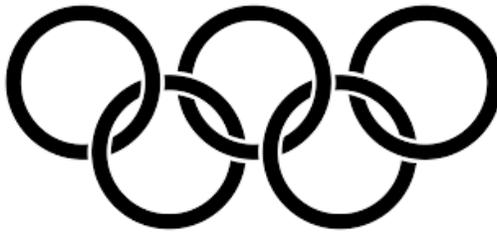


Kinesiology 3362(f) – *Olympic Issues for Modern Times*



<p>Instructors: Robert Barney and Riley Nowokowski</p> <p>Emails: rkbarney@uwo.ca; rnowokow@uwo.ca</p> <p>Office Hrs: Dr. Barney: Tuesday, 9:30-11:00 a.m. Riley: Thursday, 1:45-3:15 p.m.</p> <p>TAs: Oguzhan Keles, okeles@uwo.ca; Marcelo Herrera, mherrer5@uwo.ca; James (Jim) McCormick, jmccord43@uwo.ca</p>	<p>Lectures: Biological and Geological Sciences 0165 (B&G 0165).</p> <p>Tuesday: 12:30-2:30 p.m. Thursday: 12:30-1:30 p.m.</p>
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Course Description:

This year's edition of Kinesiology 3362(f) commences three weeks following the closing of the Paris Games hosted in France in late July and early August. Commensurate with the phenomenon of the Modern Olympic Games this course seeks to offer an undergraduate experience in the socio-cultural study of Olympic sport and, as well, provide students with an opportunity to enrich their understanding of issues surrounding the modern Olympic movement. The first half of the course is rooted in historical analysis, attempting to provide students with an understanding of Olympic history and the conditions under which the Games evolved to become a world-wide phenomenon of imposing power and wealth. The second half of the course explores some of the major issues that linger in today's Olympic environment. Students will have the opportunity to explore Olympic issues by engaging in research, discussion and written applications.

Learning Outcomes: In general, 3362(f) aims to provide students with a better understanding of: (1) the history of the Modern Olympic Games, (2) their function in contemporary society, (3) the persistent problems and issues encountered over time, and (4) the research opportunities associated with their study.

3362(f) aims to help students achieve the following:

- A. Identify and delineate theoretical terms, concepts and philosophies related to the Olympic Games.
- B. Compare and contrast preparation / execution of the Olympic Games.
- C. Synthesize research and theoretical knowledge as it relates to the Olympic Games.
- D. Develop writing and research skills pertaining to each student's particular interest.
- E. Further develop abilities to critically evaluate and reflect on topics relating to the Olympic Games.

Assigned Reading:

A downloadable package of .pdf files will be provided. Articles shared are for educational purposes, they are not to be transmitted physically or digitally to others. We provide two sets of readings for students, *Required* and *Recommended*. Students are expected to read the *required* readings prior to class. For further knowledge and understanding Students may choose to read the recommended readings if they wish.

Methods of Evaluation:

Assignments are due at 11:59pm via OWL/Brightspace

- Class Participation (Tutorial / Seminar): 30%
- Olympic media critical reflection: 20%
 - **Due: Tuesday, October 22, 2024 or Thursday, October 24, 2024**
- Final paper prospectus / outline: 10%
 - **Due: Tuesday, November 5, 2024 or Thursday, November 7, 2024**
- Final Paper: 40%
 - **Due: Tuesday, December 3, 2024 or Thursday, December 5, 2024**

Participation: Grades will be derived from student **participation in five (5) seminars** staged throughout the semester, each to be led by seminar instructor. Each seminar will be worth a maximum of 6.0 points. Students will be expected to participate in the tutorial, while making critical contributions to the discussion through the incorporation of assigned readings. Students will be assigned a seminar room. Seminar instructors will be rotated, so each seminar will have one (1) session with each instructor/seminar instructor.

The seminar dates for the year are:

- October 10, 2024
- October 24, 2024
- November 7, 2024
- November 21, 2024
- November 28, 2024

Olympic media critical reflection: Students will choose and critically evaluate in written form one specific media source relating to the Olympics. Examples include: photographs, magazines, post cards, stamps, movies, opening ceremonies, newspaper articles. Students will be graded on their ability to draw connections between their chosen document and assigned course reading and discussion. 1000 words maximum.

Final Paper prospectus / outline: You will provide a 500-word written rationale for your choice of essay topic. You will include a potential thesis statement, supported by literary sources, of which two must be of primary source category.

Final Paper: You will write a 2,000-word (maximum) essay focusing on one of the themes of the course, supported by secondary sources and at least three primary sources.

Course Outline / Overview

Week 0

September 5: *Welcome, Syllabus, Expectations, Introduction to the Modern Olympic Movement*

Part I

The Past is Prologue

Week 1

September 10 – *Antiquity/Memory/Early Olympic Reincarnation Attempts*

September 12 –

Required Readings:

Robert K. Barney, "Prologue: The Ancient Olympic Games," in *Historical Dictionary of the Modern Olympic Movement* (Westport, Ct: Greenwood Publishing Company, 1996), XX-XL.

David C. Young, *The Olympics: A Struggle for Survival* (Baltimore: Johns Hopkins University Press, 1996). Chapter 1, "The Birth of the Olympic Idea, 1833-1858," 1-12; Chapter 2, "The First Zappas Olympiad, 1856-1859," 13-23.

Recommended Readings:

Jeffrey Segrave, "The Olympic Games 393 A.D.: The Genealogy of an Idea in Literature, Music and Dance, *Olympika: The International Journal of Olympic Studies*, 13 (2004), 53-74.

Robert K. Barney, "'For Such Olympic Games': German-American Turnfests as Preludes to the Modern Olympic Games, in *Sport: The Third Millennium*, F. Landry, M. Yerles, M. Landry, eds. (Quebec City: Laval University Press, 1991), 677-705.

Week 2

**September 17 – *The Baron de Coubertin, His Olympic Scheme, and Canada’s Olympic Debut*
September 19 --**

Required Readings:

Allen Guttman, *The Olympics: A History of the Modern Games* (Urbana, Illinois: University of Illinois Press, 1992): Chapter 1, “The Baron’s Dream,” 7-20; Chapter 2, “Growing Pains and Increasing Success,” 21-36; Chapter 3, “The Games Reach Maturity,” 37-52.

Robert K. Barney and Michael H. Heine, ‘The emblem of one united body . . . one great sporting maple leaf’: The Olympic Games and Canada’s Quest for Self-identity, *Sport in Society* 18:7 (2015), 816-834.

Recommended Readings:

Robert K. Barney, “Born from Dilemma: America Awakens to the Modern Olympic Games,” *Olympika: The International Journal of Olympic Studies*, I (1992), 92-135.

David C. Young, “On the Source of the Olympic Credo, *Olympika: The International Journal of Olympic Studies*, III (1994), 17-26.

Week 3

**September 26 – *Growth Pains, Two World Wars, and the Specter of Commercialism*
September 28 –**

Required Readings:

Allen Guttman, *The Olympics: A History of the Modern Games*: Chapter 4, “The Most Controversial Olympics,” 53-72.

Robert K. Barney, Stephen R. Wenn, Scott G. Martyn, *Selling the Five Rings: The International Olympic Committee and the Rise of Olympic Commercialism* (Salt Lake City: University of Utah Press, 2002): Chapter 2, “Avery Brundage and the Great Bread War: An Olympian Precedent,” 31-50.

Recommended Readings:

William J. Murray, “France, Coubertin, and the Nazi Olympics: The Response,” *Olympika: The International Journal of Olympic Studies*, I (1992), 46-69.

Mark Dyreson, “Marketing National Identity: The Olympic Games of 1932 and American Culture,” *Olympika: The International Journal of Olympic Studies*, IV (1995), 23-48.

Week 4

October 1, 2024 – *Boycotts and Expulsions: A Half Century of Cold War Olympian Drama*
October 3, 2024 –

Required Readings:

Toby C. Rider, *Defending the American Way of Life: Sport, Culture and the Cold War*, Toby C. Rider and Kevin B. Witherspoon, eds. (Fayetteville: University of Arkansas Press, 2018): Toby C. Rider, Chapter 1, “Projecting America: Sport and Early US Cold War Propaganda, 1947-1960,” 13-37, Notes, 233-237.

Toby C. Rider and Kevin B. Witherspoon, eds. *Defending the American Way of Life: Sport, Culture, and the Cold War* (Fayetteville: University of Arkansas Press, 2018): Chapter 10, Damion L. Thomas, “Defying the Cultural Boycott: Arthur Ashe, the Anti-Apartheid Activist,” 155-169, Notes, 268-270.

Recommended Readings:

Jim Riordan, “The Rise and Fall of Soviet Olympic Champions,” *Olympika: The International Journal of Olympic Studies*, II (1993), 25-44.

Terri Hedgpeth, “Between a Rock and a Hard Place: The USOC, the Carter Administration, and the 1980 Olympic Games Boycott,” *Olympika: The International Journal of Olympic Studies*, XXVIII (2019), 82-93.

Week 5

October 8, 2024 – *An Olympian Scandal, Retribution, and a “New” Olympic Look*
October 10, 2024 – Seminar #1

Required Readings:

Stephen R. Wenn, Robert K. Barney, Scott G. Martyn, *Tarnished Rings: The International Olympic Committee and the Salt Lake City Bid Scandal* (Syracuse: Syracuse University Press, 2011), Chapter 2, “A Gathering Storm,” 15-34; Chapter 3, “Survival Mode,” 35-55; Chapter 4, “Two Days Lausanne Stood Still,” 56-79.

Recommended Readings:

Douglas Booth, “Gifts of Corruption? Ambiguities of Obligation in the Olympic Movement,” *Olympika: The International Journal of Olympic Studies*, VIII (1999), 42-68.

Bill Mallon, “The Olympic Bribery Scandal,” *Journal of Olympic History*, 8:2 (2000), 11-27.

Week 6

October 15, 2024 – *Fall Reading Week – No Class.*
October 17, 2024 – *Fall Reading Week – No Class.*

Week 7

October 22, 2024 – *Critics and Romanticists: Reflections on the Games*

October 24, 2024 – Seminar #2

Readings:

Dean Neubauer, “Modern Sport and the Olympic Games: The Problematic Perplexities Raised by the Dynamics of Globalization,” *Olympika: The International Journal of Olympic Studies*, XVII (2008), 1-41,

Jules Boykoff, “The Anti Olympics,” *The New Left*, 67 (2011), 41-59.

Recommended Readings:

Robert K. Barney, “The Politics of Bidding for Olympic Games: The Case of the ‘Let Denver Note Yes’ Initiative,” *Olympika: The International Journal of Olympic Studies*, XXVIII (2019), 65-81.

Thomas M. Hunt, “Countering the Soviet Threat in the Olympic Medals Race: The Amateur Sports Act of 1978 and American Athletics Policy Reform,” *International Journal of History of Sport*, 24 (2007), 796-818.

Part II

Persistent Problems: Olympian Issues and Answers.

Week 8

October 29, 2024 – ‘An ambiguous history’, *Human Rights and the Olympic Movement. (Human Rights).*

October 31, 2024 –

Required Reading:

Bruce Kidd, “Human rights and the Olympic Movement after Beijing,” *Sport in Society*, 13:5 (2010), 901-910.

Jean-Loup Chappelet, “The Olympics’ evolving relationship with human rights: an ongoing affair,” *Sport in Society*, 25:1 (2022), 1-22.

Recommended Reading:

Barbara Keys, “Harnessing Human Rights to the Olympic Games: Human Rights Watch and the 1993 ‘Stop Beijing’ Campaign,” *Journal of Contemporary History*, 53:2 (2018), 415-438.

Umberto Tulli, "Bringing Human Rights In: The Campaign Against the 1980 Moscow Olympic Games and the Origins of the Nexus Between Human Rights and the Olympic Games," *The International Journal of the History of Sport*, 33:16 (2016), 2026-2045.

Week 9

November 5, 2024 – Foundations of 'Purity' and the shift toward performance enhancement (Drugs, Doping and Performance Enhancement).

November 7, 2024 – Seminar #3

Required Readings:

John Gleaves & Matthew Llewellyn, "Sport, Drugs, and Amateurism: Tracing the Real Cultural Origins of Anti-Doping Rules in International Sport," *The International Journal of the History of Sport*, 31:8 (2014), 839-853. David F. Gerrard, "Playing foreign policy games: States, drugs and other Olympian vices," *Sport in Society*, 11:4 (2008), 459-466.

Recommended Readings:

Daniel Rosenke, "Dawn of the War on Steroids," *The International Journal of the History of Sport*, 40:10-11 (2023), 877-926.

Ian Ritchie, "Pierre de Coubertin, Doped 'Amateurs' and the 'Spirit of Sport': The Role of Mythology in Olympic Anti-Doping Policies," *The International Journal of the History of Sport*, 31:8 (2014), 820-838.

Week 10

November 12, 2024 – Cyborgasm! The Human Body and the Olympic/Paralympic Experience (Sex, Gender and Paralympism).

November 14, 2024 –

Required Readings:

Lindsay Parks Pieper, "Sex Testing and the Maintenance of Western Femininity in International Sport," *The International Journal of the History of Sport*, 31:13 (2014), 1557-1576.

David P. Howe, "Cyborg and Supercrip: The Paralympics Technology and the (Dis)empowerment of Disabled Athletes," *Sociology*, 45:5 (2011), 868-882.

Derek Van Rheenen, "A skunk at the garden party: the Sochi Olympics, state-sponsored homophobia and prospects for human rights through mega sporting events," *Journal of Sport & Tourism*, 19:2 (2014), 127-144.

Recommended Readings:

Tomoko Tamari, "Body Image and Prosthetic Aesthetics: Disability, Technology and Paralympic Culture," *Body & Society*, 23:3 (2017), 25-56.

Week 11

November 19, 2024 – *Athlete Objections and the Black Bloc, Protest and the Olympic Movement.*

November 21, 2024 –

Required Readings:

Louis Edgar Esparza & Rhiannan Price, “Convergence repertoires: anti-capitalist protest at the 2010 Vancouver Winter Olympics,” *Contemporary Justice Review*, 18:1 (2015), 22-41.

Christine M. O'Bonsawin, “‘No Olympics on stolen native land’: contesting Olympic narratives and asserting indigenous rights within the discourse of the 2010 Vancouver Games,” *Sport in Society*, 13:1 (2010), 143-156.

Recommended Readings:

Mark Dyreson, “‘To Dip or Not to Dip’: The American Flag at the Olympic Games Since 1936,” *The International Journal of the History of Sport*, 25:2 (2008), 163-184.

Jules Boykoff, “Protest, Activism, and the Olympic Games: An Overview of Key Issues and Iconic Moments,” *The International Journal of the History of Sport*, 34:3-4 (2017), 162-183,

Week 12

November 26, 2024, *The ‘Global Civil Social’ and Sport mega-events: Hosting & Host Cities & The Environment.*

November 28, 2024 – Seminar #4

Required Readings:

David Rowe, “The bid, the lead-up, the event, and the legacy: global cultural politics and hosting the Olympics,” *The British Journal of Sociology*, 63:2 (2012), 285-305.

Sarah Teetzel & Heather L. Dichter, “Olympic History and Legacy: New Research in Bidding for and Hosting the Olympic Winter Games, *The International Journal of the History of Sport*, 38:13-14 (2021), 1299-1311.

Ben Glasson, “Environmental myth-work: the discursive greening of the Olympic Games,” *Communication and Critical/Cultural Studies*, 19:3 (2022), 217-234.

Watch: Search Party, “Why no one wants to host the Olympics,” YouTube video, 13:35, 18 July 2024, <https://youtu.be/VpMgn0S3QOE?si=18LS2uUR9SLJSC1->

Recommended Readings:

Ben Glasson, “Reality offsets: Climate meets capitalism at the Olympic Games,” *European Journal of Cultural Studies*, 00:0 (2024), 1-19.

Week 13

December 3, 2024 – *“The End of Olympic History,” Issues for the 21st Century.*
 December 5, 2024 –

DUE: FINAL PAPER

Required Readings:

Jules Boykoff & Christopher Gaffney, “The Tokyo 2020 Games and the End of Olympic History,” *Capitalism Nature Socialism*, 31:2 (2020), 1-19.

Bram Constandt and Annick Willem, “Hosting the Olympics in Times of a Pandemic: Historical Insights from Antwerp 1920,” *Leisure Sciences*, 43:1-2 (2020), 50-55.

Boria Majumdar, “How Covid changed sport – a case study of the 2020 Tokyo Olympic Games,” *Sport in Society*, 26:1 (2023), 184-190.

December 6, 2024 – LAST DAY OF Fall Courses.

*We reserve the right to change information on a week-to-week basis if the course requires it.

Instructor Policies:

The Use of Artificial Intelligence Programs, Applications, Scripts, etc.

Given that 3362(f) is classified as an essay course (1) we have made the decision to exclude the use of any generative artificial intelligence programs, like ChatGPT, or any of their competitors. Please note, Western’s A.I. Policy states instructors have “complete autonomy in how, and if, A.I. is integrated into your course.” (2) We have chosen **not to** include the use of A.I. programs in this specific course. Furthermore, please note that students “have an obligation to act with honesty and integrity and abide by the rules of the syllabus for each course.”

We approve of the use of electronic devices to record lectures. However, we do not consent to having our lecture material or voices transcribed/disseminated by artificial intelligence tools.

(1) https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/coursenum_bering.pdf

(2) <https://ai.uwo.ca/Guidance/Guidance-by-Role.html>

(3) Ibid.

Attendance, Lateness, Participation.

3362(f) depends on student participation. Seminars will be rendered largely ineffective if students choose not to attend and participation. Please consider attending all lectures, as attendance will factor in the seminar evaluation component of the course.

Students are expected to participate (to the best of their ability) in tutorial and lecture (when it is required). As such, students are assumed to treat colleagues with dignity and respect. In person or digital interactions among students, teaching assistants and instructors must remain professional. Any issues and complaints will be dealt with following the appropriate university policy. For

more information, see section 9 of Course/University Policies, under “Student Code of Conduct”.

FHS Common Course Outline Attachment

Academic Policies and Statements

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar’s Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Absence from Course Commitments

Students must familiarize themselves with the Policy on Academic Consideration – Undergraduate Students in First Entry Programs

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central [academic consideration portal](#). Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following

website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 Western University and Turnitin.com (www.turnitin.com).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice 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.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#)

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Copyright and Audio/Video Recording Statement

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Grades

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 13th, 2024(for first term half-courses)
- November 30th, 2024(for full-year courses)
- March 7th, 2025 (for second term half-courses)

A+	90-100	<i>One could scarcely expect better from a student at this</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently satisfactory</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or ‘giving away’ of marks. Please don’t ask me to do this for you; the response will be “please review the course outline where this is presented

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student’s control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student’s Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be

submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses).