

# HURON UNIVERSITY COLLEGE

CENTER FOR GLOBAL STUDIES

Fall 2017: CGS 1023 (F) INTRODUCTION TO GLOBAL DEVELOPMENT

Dr. Ritika Shrimali

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Class Meeting: Wednesday 8:30-9:30 am and Friday 8:30-10:30 am

Class Location: V214

Office Hours: Wednesday 11am-12pm (or by appointment)

Office Location: OR 150

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## COURSE OUTLINE

The course is an introduction to the interdisciplinary field of international development studies with the focus on investigating narratives and practices of development and how they intersect with development of capitalism and rise of poverty. Using case studies of contemporary issues from across the world, the course addresses several inter-related questions. For instance, what role does the State play in shaping developmental patterns in a country? Or why are the global financial institutions like the World Bank interested in paying low-interest loan rates to developing countries? Or what are the implications of the idea of 'business of development'? Or why are the marginalized sections of the society, across the world, rising up (the indigenous population against the gas pipe line, the occupy movement and so on) against the dominant forms of development. This course will challenge your ideas and assumptions about development as you know it.

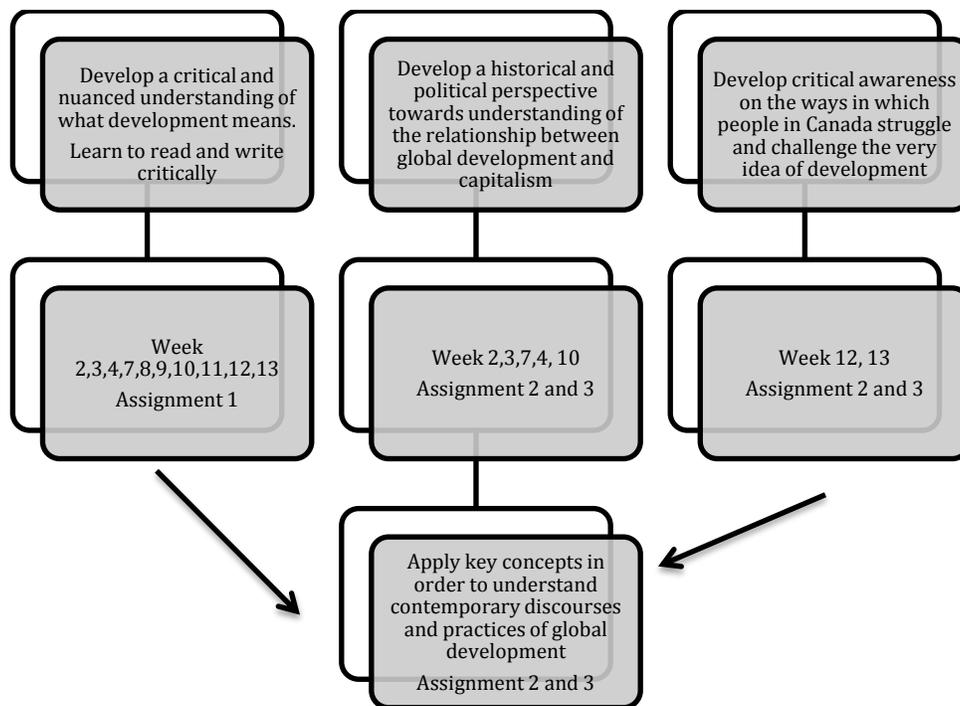
The course begins with a discussion on the discourses and narratives (meanings, views, theories of development with a focus on uneven development) of development and how they have transformed since the development of capitalism. Specifically we will read about the role of mass media in furthering a certain kind of development discourse that serves, reflect and reproduces the ideas and interests of dominant classes at all local, regional, national scales.

The next section of the course will involve reading about contemporary experiences of capitalist development across the third world countries and the nature of implications it has had on the poor and marginalized sections of the society. We will read exciting and recent work from scholars who have done extensive work on India, Africa and Indonesia. We will critically engage with ideas on agrarian change, role of 'aid' in development, impact

of development in social relations, how current development patterns are impacting climate change and so on.

And finally, Ontario is in last place in Canada when measured against most social indicators. Towards the end of the course, we will focus exclusively on existence of 'third world like' conditions within Canada. Specifically, we will focus on poverty and public school education. We will also develop an understanding towards the ongoing indigenous struggles in Canada demanding social justice.

Throughout the course we will be reading academic, journalistic, literary sources, along with watching relevant films, talks and documentaries that will help us reach our following learning and writing objectives:



**Course Learning Objectives:** This course aims to help students to:

1. Develop a critical and nuanced understanding of what development means.
2. Develop a historical and political perspective towards understanding of the relationship between global development and capitalism
3. Develop critical awareness of the social and developmental issues that plague the Canadian Society and the nature of ongoing struggles.
4. Apply key concepts in order to understand contemporary discourses and practices of global development
  - Identify and build a research idea and produce an annotated bibliography
  - Write 2 reflection papers
  - Developing a final research essay

- Learning to communicate ideas and thinking critically through classroom participation
- Developing academic reading skills.

### Course Assignments and Evaluations:

Suggestion: Please, try to attend these workshops organised by:

Writing Support Centre, Student Development Centre

Writing Workshops: <https://studentservices.uwo.ca/secure/writing/WritingWorkshops.cfm>

Writing a thesis statement: September 20 2017 – 12:30pm – WSS Room 3134

Annotated Bibliography: September 25, 2017 – 12:30 pm - WSS Room 3134

Referencing your paper: October 4, 2017 - 12:30 pm - WSS Room 3134

Following the learning objectives of the course, the students will be evaluated based on:

#### 1. Class Participation (10%)

In course of the lecture, we will be discussing ideas that are bound to generate queries and concerns. This course encourages active participation.

Expectations:

1. Share your thoughts and concerns relevant to the course during lecture
2. Asking questions, responding to questions.
3. Sharing a news clipping (relevant to the weekly theme)
4. Respectfully engaging with your peers during lecture.
5. Class attendance is necessary for you to succeed in this course.

Deadline: Throughout the course (September 8-December 8)

#### 2. Written Assignments (60%)

An important part of evaluation will be 3 written assignments.

##### 1. Reflection Paper (10%) – See Handout 1

You are required to write 2 reflection papers.

Deadline 1: October 4

Deadline2: October 27

##### 2. Research Idea and Annotated Bibliography (20%)

Prior to writing this assignment, we will be spending week 5 on:

###### (a) How to develop a useful research topic

- how to find and evaluate good research material (searching through journal articles, books, primary documents)
- how to prepare an annotated bibliography
- providing a rationale for the study
- preparing effective research question, thesis statement

For the purpose of the assignment, you will be required to look for a potential research topic, providing a rationale for the study, prepare an effective research question and a thesis statement. All these components of the assignment will not be more than 250-300 words

The final part of the assignment will be an annotated bibliography with 10 references.

Deadline: November 15, 2017

3. Final Essay (30%) (Separate handout will be provided)

Based on your second assignment, you will now write your final essay. This essay will have the following components:

Introduction: Thesis statement

Body: Evidence  
Analysis and reflection

Conclusion:

The essay will not exceed 1500 words.

Deadline: 10 December

3. Final Exam – 30%

Short essay questions.

Date of Exam will be announced in early November, exam to be scheduled by University registrar.

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**Drop Date for the course: 9<sup>th</sup> November.**

**By 9<sup>th</sup> November, students will receive assessment of work accounting for at least 15% of their final grade. This will include 2 reflection papers (10%) and class participation (5%).**

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**WEEKLY COURSE OUTLINE**

Week 1: Introduction to the course. Course outcomes. Expectations. Assignments.

Week 2: Meanings, Views and theories of Development

Essential Readings

1. Thomas, A. (2000). Meanings and views of Development, Poverty and Development into the 21<sup>st</sup> century. (23-50).
2. Coe, Kelly and Yeung (2007). Economic Geography: A Contemporary Introduction. Uneven Development: Why is Economic growth and Development so Uneven. Blackwell Publishing. (pp. 59-86).

Optional Readings

1. Sen, Amartya Kumar (1999), 'The perspective of Freedom' in Development as Freedom (pp. 13-24)
2. Gerad Dumenil and Dominique Levy (2005), The Neoliberal (Counter-) Revolution, Neoliberalism: A critical Reader, Pluto Press, (pp. 9-19).
3. David Harvey (2006), Note towards a theory of uneven geographical development. (pp. 69-116).

### Week 3: Agents of Development: State, Schools and Institutions of Finance Capitalism

#### Essential Readings

1. Thomas, A. and Allen, T. (2000). Agencies of development (189-218)
2. Richard Peet (2009). The Unholy Trinity, Zed Books. Book available online: [https://pol319.wikispaces.com/file/view/Peet\\_Unholy\\_Trinity\\_The\\_IMF,\\_World\\_Bank\\_and\\_WTO,\\_Second\\_Edition\\_2009.pdf](https://pol319.wikispaces.com/file/view/Peet_Unholy_Trinity_The_IMF,_World_Bank_and_WTO,_Second_Edition_2009.pdf) (pp 36-65).
3. Illich, I (1970). Deschooling Society (pp. 1-24)

#### Optional Readings

1. Mackintosh, M. 1992. 'Questioning the state', in M. Wuyts, M. Mackintosh and T. Hewitt eds. Development policy and public action , Oxford University Press in association with the Open University

### Week 4: Media and development

#### Essential Readings

1. Chomsky, N. (1987) The Chomsky Reader, The Manufacture of Consent. (121-136)
2. Dixit, N. (2016). Who's media is it anyways, <http://neha-dixit.blogspot.ca/2016/11/whose-media-is-it-anyway.html>

#### Optional Readings

1. John Agnew (2005), Hegemony: The New Shape of Global Power (pp.12-36).
2. P. Sainath – Poverty, Development and the Press, (pp.419-437).
3. Roy, A. (2003) The Loneliness of Noam Chomsky - <http://rarre.org/documents/roy/The%20Loneliness%20Of%20Noam%20Chomsky.pdf>
4. Chomsky, N. Manufacturing Consent (pp. 1-35) or

### Week 5: Assignment and Research preparation

### Week 6: Reading break

### **Contemporary Development in the third world countries: Case studies**

### Week 7: In the name of 'Development': Aid and Looting of Africa

#### Essential Readings

1. Mawdsley. E. (2012) From recipients to donors: emerging powers and the changing development landscape, Zed Books (pp. 17-47)

2. Bond, Moussa Dembele, Shar and Samir Amin (2009), *Aid to Africa: Redeemer or Coloniser?* (pp. 1-12; 59-75)

#### Optional Learning Material

1. Documentaries: (i) What are we doing here ; (ii) Stealing Africa: How much profit is fair? (iii) How to Rob Africa: Why does the Western world feed Africa with one hand while taking from it with the other?

#### Week 8: Privatizing Common Land and implications for development: Indonesia

This week we will read parts of another book by a renowned scholar of political economy of South East Asia, Prof. Tania Murray Li. This book draws on two decades of ethnographic research in Sulawesi, Indonesia and offers an intimate account of the emergence of capitalist relations among indigenous highlanders who privatized their common land to plant a boom crop, cacao.

#### Essential Reading

1. Taniya Murray Li (2014), *Land's end: Capitalist relations on an indigenous frontier*, Duke University Press. (Chapter 3: pp. 84-114)

#### Optional Readings

1. <http://anthropology.utoronto.ca/people/faculty/tania-li/lands-end-tania-murray-li-anthropology-indonesia-book-capitalist-relations-indigenous-frontier-sulawesi-duke-university-press/>
2. Discussion Forum on importance of the commons for addressing climate change and land degradation, the challenges and potential ways of securing tenure on the commons, and the perspective of civil society.  
<http://www.landscapes.org/commons-tenure-common-future-glf-2015/>

#### Week 9: Agrarian Development: India

The World Bank's 2008 *World Development Report* discusses the role of agriculture in the development process as one of the pathways out of rural poverty. The report calls for greater investment in agriculture in developing countries. Though the report does not specify whether this investment should be private or public, the worldwide evidence of withdrawal of state investments in agriculture through subsidies and the further entry of private enterprises in all economic spheres hint at the World Bank call going out specifically for 'private enterprises. In this week, we will read a few excerpts from my doctoral dissertation on Contract Farming in India and its implications for development.

#### Essential Readings

1. Shrimali, R. (2016). Accumulation by Dispossession or Accumulation without Dispossession: The Case of Contract Farming in India; Human Geography, 9(3) (2016)
2. Akram-Lodhi (2013). Capitalism and the origins of a global food regime (pp. 50-64).
3. Documentary: Candles in the Wind

#### Optional Readings

1. Patnaik and Moyo (2011). The Agrarian question in the neoliberal Era: Primitive Accumulation and the Peasantry (47-49; 73-78)
2. World bank Report on "agriculture for Development" 2008

#### Week 10: Environment and Development

The second half of the twentieth century has witnessed a growing concern with the negative impact of human activity on the physical environment. By the 1990s concern with the global environment had become one of the most potent factors shaping politics in industrialized countries as well as in non-industrialized economies. As a result, the question of environmental change has become a key element in discussion and analysis of international development. We will introduce ourselves to the idea of man-nature debate.

#### Essential Readings

1. Naomi Klein (2014) – This changes everything (pp. 31-63; 230-255)
2. Naomi Klein (2017), Harvey didn't come out of the blue.  
<https://theintercept.com/2017/08/28/harvey-didnt-come-out-of-the-blue-now-is-the-time-to-talk-about-climate-change/>

#### Optional Learning Material:

1. Climate Action Week: Capitalism vs. Climate (2014).  
<https://www.youtube.com/watch?v=DVqwmO8RYX0>

#### Week 11: Women and development

#### Essential Readings

1. Pande, A.(2014). Wombs in Labour: Transnational Commercial Surrogacy in India and watch a film: Made in India (pp. 143-165)

#### Optional Readings

1. World Development Report, 2012 - "Gender Equality for Development

#### Week 12: Poverty in Canada: Public School Education and Poverty

Essential Readings

1. Gorski, Paul, Landsman, J. (2014). The Poverty and Education Reader, (pp. 27-32; 38-50; 117-130)
2. McDonald, D. (2017) Ontario needs a Raise: Who benefits from \$15 minimum wage (july 2017), Canadian Center for Policy Alternatives. Available for download:  
[https://www.policyalternatives.ca/sites/default/files/uploads/publications/Ontario%20Office/2017/07/Ontario\\_Needs\\_a\\_Raise\\_2017.pdf](https://www.policyalternatives.ca/sites/default/files/uploads/publications/Ontario%20Office/2017/07/Ontario_Needs_a_Raise_2017.pdf)

Optional Readings:

1. Green Cities Against Neoliberal Urbanism – Socialist Project:  
<https://www.youtube.com/playlist?list=PLhiXBRrj94PdZyrKsslk5jxZrrrShgFET>
2. Ontario Coalition against Poverty
3. Poverty Free Ontario Campaign
4. Bebbington, A. NGO's and Civil Society:  
<http://wordpress.clarku.edu/abebbington/files/2016/08/Chapter-2006-NGOs-and-Civil-Society.pdf>

Week 13: Struggles for Social Justice and Equity: Indigenous struggles

Essential Readings:

1. Glen Coulthard (2014): Red Skin White masks: Rejecting the Colonial Politics of Recognition, (pp 25-50)
2. Editorial (2016), Indigenous nations lead opposition to pipeline development, Canadian Dimension, Volume 50, No. 2, Spring 2016.
3. Tyler McCreary and Dawn Hooegeven  
<https://canadiandimension.com/articles/view/struggles-against-gold-mine-on-indigenous-land>

Optional Learning Material:

1. Lectures on Environmental Justice: Socialist Project  
<https://www.youtube.com/playlist?list=PLhiXBRrj94PeKyecPma3P7820icVUaLrz>

Week 14: Wrap up, conclusion

Final Exam (To be announced in November)

Week1		Assignment Deadlines
8-Sep	Course Introduction: Learning objectives/outcomes/expectations/ assignments	
Week 2		

13-Sep	Meanings, views, theories of Development;	
15-Sep	Uneven Development	
<b>Week 3</b>		
20-Sep	Agents of Development: State and	
22-Sep	Institutions of Finance Capitalism	
<b>Week 4</b>		
27-Sep		
29-Sep	Media and Development	
<b>Week 5</b>		
4-Oct	Week spent in learning the research process.	1 <sup>st</sup> Reflection paper due
6-Oct		
<b>Week 6: READING BREAK</b>		
<b>week 7</b>		<b>Assignment Deadlines</b>
18-Oct		
20-Oct	Aid, Looting, Development in Africa	
<b>week 8</b>		
25-Oct		
27-Oct	Privatizing common land and Development	2nd Reflection paper due
<b>week 9</b>		
1-Nov		
3-Nov	Agriculture and Development	
<b>week 10</b>		
8-Nov	Environment and Development (climate change and environmental degradation)	
10-Nov		
<b>week 11</b>		
15-Nov		Research Proposal due
17-Nov	Women and Development	
<b>week 12</b>		
22-Nov	Struggles for Social Justice and Equity: Role of Democracy and Civil Society	
24-Nov		

<b>week 13</b>		
29-Nov	Struggles for Social Justice and Equity: Contemporary struggles	
1-Dec		
<b>week 14</b>		
6-Dec	<b>CONCLUSION/WRAP UP/PREPARATION OF FINAL EXAM/FINAL ESSAYS/QUESTIONS/CONCERNS</b>	
8-Dec		Final Essay due on Dec 8



## Appendix to Course Outlines

### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision 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.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario 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 Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

## **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.

## **Academic Accommodation for Medical/Non-Medical Grounds**

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/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://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:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.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 Provost and Dean. The instructor’s decision is appealable to the Provost and 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 Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(c) Non-medical Grounds: Consult 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 Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**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, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**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 Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.**

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 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 The University of Western Ontario and Turnitin.com.

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.

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 Needs**

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/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Mental Health @ Western**

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.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

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: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>