

Centre for Global Studies 2003F

DISCOURSES OF GLOBAL STUDIES

**Centre for Global Studies
Huron University College**

**pre-requisite: 0.5 Centre for Global Studies course at the 1000-1099 level, or
permission of the Centre for Global Studies**

September – December, 2017

Room# HC – W6

Tuesdays 1:30 – 2:20pm.

Thursdays, 12:30 – 2:20pm.

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and by appointment

GENERAL COURSE INFORMATION

Course Description

This course draws our attention to the ways in which the world that we know and the ways in which we study it are conditioned by cultures of understanding and the interplay of ideas and material experiences. It traces and examines how it is that knowledge of the world and the means by which this knowledge is produced are shaped within acts of language and specific systems of codes, symbols, words, and concepts through which we orient, identify, and interpret ourselves and the other persons and things we encounter. At the same time, this course asks us to examine how ideas and representations of the world are disciplined through relations of force and power. In this respect, our studies in this course will consider the extent to which the apparent reality of the global context and its constituents are constructed through limiting discursive practices, and we will examine fundamental ways in which contemporary discourses regarding global affairs are themselves constructed and function.

Through examining the depths to which the world is caught up within and conditioning of the politics and power relations at play in languages, symbols, ideas, and images, we will focus, in particular, on the manners by which we organise the

global in terms of such things as civilisations, cultures, states, social movements, governmental and non-governmental organisations, legal regimes, commercial orders, capital, and the human. Students will be asked to evaluate the extent to which the divisions that constitute these things are socially, politically, textually, and linguistically performed and limited, and they will consider the ways in which such divisions rely on ongoing discursive practices to sustain them. As a result, all members of this course will be asked to also consider the extent to which the shape of the global context and our understanding of what that might contain may be interrupted and figured anew at the level of discourse.

Our studies in this course will revolve around examinations of the nature of discourse itself and discourse analysis, in direct reference to a selection of discursive systems through which contemporary studies on global scales are conducted. Fundamental to this work will be examination of Michel Foucault's *The Archaeology of Knowledge*, wherein he provides a foundational study of what it even means to speak of discourse and the power relations caught up with discourse in the ways we will be addressing these things in this course.

As an introduction of sorts to Foucault's text, we will first study Edward Said's now classic *Orientalism*, which critically considers how it is possible to think and act on the world in terms of "East" and "West," in a way that is very faithful to the analysis of discourse begun in Foucault's work. A close study of Said's argument gives one an excellent understanding of the broader arguments that Foucault develops in his *Archaeology*, which is a much more difficult and technical read.

Following our studies of Said and Foucault, we will spend the second half of the course examining texts written by Thomas Hobbes and Immanuel Kant, in the 17th and 18th Centuries, respectively, which have been crucial to the development of how we now know the world in modernity. These texts give one first-hand evidence of how discourses of the human, the state, the international, and the global are rendered sensible; moreover, a critical study of the discursive functions of these texts provides one with vital insight into how it is possible to think the world past these categories and the normalisation of the power relations that sustain them. Our readings of these texts will allow us the opportunity to study and recognise the workings of contemporary discourses regarding the global, recognising their points of discursive vulnerability and force.

Learning Objectives

This course aims to help students appreciate the significance of discourse and discursive formation to what we understand as the global and all that this term is typically given to signify and include. Moreover, it aims to challenge students to appreciate not only the politics of discourse at work in the global and problems typically engaged in academic programs offered by the Centre for Global Studies but, in reference to the discursive conditions under which knowledge of the global is built, also their own political role and intellectual responsibilities as scholars. As a crucial component of serving these objectives, this course will give students the opportunity to

directly study the question of discourse itself, allowing them the possibility of generating a strong working understanding of the term that may be brought to productive use in their studies in other Centre for Global Studies courses, as well as other studies across the social sciences and humanities. In this regard, through both the study of assigned readings and the work of fulfilling course requirements, it is expected that students successfully completing this course will be able to recognise and trace lines of discursive formation in phenomena of interest to scholarship engaged in the Centre for Global Studies and within the scholarly practices broadly, and it is expected that they will be able to develop their own discourse analyses of subjects, problems, and theories of problems the engage in the world.

Methods of Class Instruction and Class Dynamics

During the three hours that we meet as a class each week over the term, the main methods of instruction will involve the interplay of lectures and class discussions. The form of this interplay will change from meeting to meeting, as needed and desired.

The key thing that is going to drive the learning process in our course is direct conversational engagements with one another. While I will spend a good amount of time each week making lecture-like presentations, the whole purpose of these presentations is to bring about and provoke strong, useful, and important discussions with one another over our studies. Thus, not only is it imperative that all class members attend our classes, it is absolutely crucial that everyone complete per assigned readings for each week before coming to class. Our lectures and discussions in class will not be aimed at simply covering what is already written in the assigned readings. Rather, our lectures and discussions will aim to use these readings as bases for our discourse in class, so that we may take questions, observations, challenges, and insights that are raised in these readings a great deal further. Therefore, it is expected that students in this course attend all classes, except when ill, of course. And, all students are expected to have truly read and studied the readings that are assigned for each week, before those classes are held.

READING MATERIALS

All of the weekly assigned readings in this course are drawn from the following four books:

Michel Foucault, *The Archaeology of Knowledge* (Routledge, 2002)

Thomas Hobbes, *Leviathan, Parts I & II*, ed. A.P. Martinich (Broadview, 2010)

Immanuel Kant, *Kant: Political Writings*, ed. Hans Reiss (Cambridge U. Press, 1991)

Edward W. Said, *Orientalism*, 25th Anniversary Edition (Vintage Books, 1979)

All of the above books are available for purchase at the Western University Bookstore, and a copy of each is available for two-hour loan from the Reserve Loan section of Huron University College's Library. Below, you will find a full schedule of the readings assigned for each week's classes from these books.

ASSIGNMENTS AND EVALUATION

Participation and Class Contributions

Given that so much of the learning process in this class is going to take place through dynamic discourse and debate with one another in class, in relation to required readings and problems, questions, and cases raised in the classroom, active participation in the classroom is a key assignment in this course. All students in the class are expected to make strong efforts to participate in discussions and debate in the classroom, through the term. And all students are expected to make strong efforts to contribute positively to each other's learning experiences.

To participate and contribute successfully in our class meetings over the term, it is important that each student attempt to: respond effectively to questions posed by the professor and classmates in discussion; participate actively in class discussion by contributing ideas, questions, observations, challenges, and points of insight; listen attentively to each other; encourage the participation of others; show respect for each other's statements, questions, and ideas; and demonstrate caring for each other's contributions and efforts to learn.

In order to participate successfully in the manners above, it is necessary for all students to keep up with required readings, having not simply reviewed these readings but to have also studied carefully and reflected on the significance of these readings. Students should come prepared to develop and respond to questions and discussions based on what we have all read and learned from the required readings.

To participate in and contribute to the learning processes of our weekly class meetings with one another, it is necessary also for students to attend the scheduled classes. Without doubt, most members of the class will need to miss a class or two, due to illness, personal matters, or schedule conflicts with important events. However, any student who misses more than three hours of class time over the term, without official academic accommodation, will be considered to be in poor attendance, and per participation will attract a poor grade as a result.

Four In-class Writing Assignments

Students are required to write four scheduled in-class writing assignments over the term. Each of these four writing assignments will be assigned as a critical and

interpretive response to ideas and arguments put forward in one of the four books that we are reading and studying in the course.

For each of these assignments, students will be presented in class with a short passage from one of the books that we are studying. And, students will be asked to write out an explanation and interpretation of the ideas and arguments being presented in the passage, with a view to the larger lines of arguments being presented by the author in the book in question. These assignments should be written with pen or pencil on paper in class, which students should supply themselves. And students will be given 50 minutes to write out their responses after receiving the assignment.

In writing each of these in-class critical and interpretative responses to the passage presented for these assignment, students should do their best to demonstrate a clear understanding of what the author is writing in the passage. Moreover, they should do so in such a way that they demonstrate strong understanding of how it is that the specific statements in the passages are situated within the overall arguments and positions put forward by the author in per book. Students' assignments will be evaluated in relation to how well they demonstrate an understanding of the passage and how well they are able to demonstrate insight into how the passage relates to the overall themes and arguments of the book. These assignments will be evaluated also in relation to how well students are able to effectively articulate their analyses and ideas in their own writing.

Students may not consult books, notes, or one another while writing these in-class assignments.

These four in-class writing assignments are scheduled to address the four books we are reading in the course as follows:

1st in-class writing assignment: on Said's *Orientalism*
beginning at 1:30pm., September 26th

2nd in-class writing assignment: on Foucault's *Archaeology of Knowledge*
beginning at 1:30pm., October 24th

3rd in-class writing assignment: on Hobbes, *Leviathan*
beginning at 1:30pm., November 14th

4th in-class writing assignment: on Kant's *Political Writings*
beginning at 1:30pm., December 5th

Paper Proposal for Discourse Analysis:

The main assignment that each student is to write in this course is a research paper that carries out a critical study of an example of discursive formation in relation to a problem of interest of relevance to one or more of the programs of study offered in the Centre for Global Studies. The core aims of this project are for you to identify and examine a site of discursive formation pertaining to a subject in this interdisciplinary

site of research that interests you and to show how we may critically analyse this site at the level of discourse in valuable and significant manners. In preparation for writing this paper, students are first required to develop, write, and submit a paper proposal for this final project.

This paper proposal assignment should be built with five main components:

- identification of a site of discursive formation, suitable for discourse analysis;
- development of a significant research question, with rationale;
- formation and discussion over an archive from which the discourse analysis may be built;
- an outline and plan for how the discourse analysis will be developed in the research paper;
- an annotated bibliography of all items in the archive and research materials consulted and to be consulted

Full and detailed instructions on how this paper proposal is to be accomplished, in meeting these goals, will be distributed in an additional document within the first two weeks of the term. These instructions will include also a full discussion of the criteria in terms of which these paper proposals will be evaluated and graded.

due time & date of paper proposal: no later than 1:40pm., November 7th

required manner of submission of paper proposal: in class, printed on paper

required length of paper proposal: no less than 1,000 words, plus bibliography

required referencing style: Chicago Style, a guide to which may be found at:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Research Paper: Discourse Analysis

For the major written assignment in this course, you are required to write a research paper in which you develop your own critically-oriented discourse analysis focused somehow within the broad context of the academic programs offered by the Centre for Global Studies, as already developed in your paper proposal assignment. The central point in your paper should be that you identify and critically analyse how some element of global affairs or problem in the world functions and/or is conditioned discursively.

Of course, your research paper is meant to be a successful fulfillment and/or re-working of the research objectives outlined in your paper proposal, responding effectively to the critical commentary received in the evaluation of that assignment. If your research paper proposal essay establishes a good ground and framework for the research paper, then it may be possible to move in a fairly straightforward manner from research paper proposal to the research paper itself. However, the vast majority of

students in the class are likely to have to reconsider and revise the research problems, objectives, methodologies, and list of archival and scholarly research materials to be consulted to some degree, in response to the critical evaluation and commentary they receive on their research paper proposals. It may even be the case that some students will be advised and expected to alter the direction of their research and analysis from paper proposal to final research paper.

You should be careful to not prepare your research paper in a merely descriptive or explanatory style. Rather, you should aim to address your topic of study in the normal contentious methods of academic writing, wherein one establishes for oneself in one's introduction a strongly and explicitly articulated thesis statement whose validity one seeks to prove through rigorous argument and analysis of ideas and evidence in the body of one's paper. You should aim to build your research paper around a thesis that offers a specific point of insight regarding the discursive force and life of the problem in Global Studies you investigate. And you should, ultimately, offer conclusions regarding the implications of the success of your arguments and analyses.

Texts assigned for reading and class study and discussion may be included as sources of research for this research paper. In developing this paper, though, you are expected to conduct research far beyond class readings, engaging other books, academic journal articles, and primary sources relevant to your specific focus, along with the archive of things, ideas, practices, and relations you have collected over the term to date.

A much more detailed description of what is to be done in this research paper assignment and how this assignment will be evaluated will be distributed in a separate document within the first two weeks of term.

due time & date of research paper: no later than 12:40pm., December 7th

required manner of submission of research paper: in class, printed on paper

required length of research paper: no less than 2,500 words, plus bibliography

required referencing style: Chicago Style, a guide to which may be found at:

http://www.chicagomanualofstyle.org/tools_citationguide.html

EVALUATION OF ASSIGNMENTS AND GRADING

Marking/Grade Point Scale

All grades achieved in course assignments and requirements are presented in numerical form along with letter-grade equivalents, with respect to the following grading system:

90 – 100 (A+) excellent and extraordinary in meeting and exceeding at least most requirements;

- 80 – 89 (A) exceptionally accomplished work, exhibiting well–developed critical skills, and an approach that is highly thoughtful, credible, insightful, and grounded in appropriate and solid analysis and /or research
- 70 – 79 (B) good to very good work, displaying strong analysis, effective approaches, and demonstrating a high degree of success in meeting requirements for the assignment;
- 60 – 69 (C) competent work, meeting basic requirements;
- 50 – 59 (D) fair work, minimally acceptable but not fulfilling all requirements;
- 0 – 49 (F) unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved in the three written assignments, the final exam, and class participation and contributions. The distribution of the components adding to a final grade in this course is as follows:

– Participation and Class Contributions	10%
– Four In-Class Writing Assignments (7.5% each)	30%
– Paper Proposal for Discourse Analysis	15%
– Research Paper: Discourse Analysis	45%

Significant improvement in the quality of students' assignments over the course of the term *may* be taken into consideration in the calculation of their final grades.

A Note on Due Dates/Times of Essays: The paper proposal and research paper assignments in this course are due no later than the times and days indicated above. Any assignment submitted after the due date and time specified for it will be considered late and, normally, will not be accepted for grading. Late essays will be accepted and graded only where students have received a recommendation for Academic Accommodation.

CLASS AND READING SCHEDULE

Week One: Sept. 7

- review of syllabus and outline of learning objectives in course

Week Two: Sept. 12 & 14

- readings: from Said, *Orientalism*
 - "Introduction" pp. 1–28
 - "Knowing the Oriental," pp. 31–49

Week Three: Sept. 19 & 21

- readings: from Said, *Orientalism*
 - "Imaginative Geography and Its Representations," pp. 49–73
 - "Projects," pp. 73–92
 - "Crisis," pp. 92–110

Week Four: Sept. 26 & 28

- readings: from Said, *Orientalism*

- "Redrawn Frontiers, Redefined Issues, Secularized Religion," pp. 113–123
- "Silverstre de Sacy and Ernest Renan," pp. 123–148
- "Orientalist Residence and Scholarship," pp. 149–166
- "Latent and Manifest Orientalism," pp. 201–225

Week Five: Oct. 3 & 5

- readings: from Foucault, *The Archaeology of Knowledge*
 - "Part I – Introduction," pp. 3–19
 - "Part II – The Discursive Regularities," pp. 23–85

Week Six: READING BREAK

Week Seven: Oct. 17 & 19

- readings: from Foucault, *The Archaeology of Knowledge*
 - "Part III – The Statement and the Archive," pp. 89–148

Week Eight: Oct 24 & 26

- readings: from Foucault, *The Archaeology of Knowledge*
 - "Part IV – Archaeological Description," pp. 151–215
 - "Part V – Conclusion," pp. 219–232

Week Nine: Oct. 31 & Nov. 2

- readings: Hobbes, *Leviathan*, Chapters I – XII, pp. 13–93

Week Ten: Nov. 7 & 9

- readings: Hobbes, *Leviathan*, Chapters XIII – XXI, pp. 93–167

Week Eleven: Nov. 14 & 16

- readings: from Hobbes, *Leviathan*, Chapters XXII – XXXI, pp. 167–275

Week Twelve: Nov. 21 & 23

- readings: from Kant, *Political Writings*
 - "Idea For a Universal History With a Cosmopolitan Purpose," pp. 41–53
 - "An Answer to the Question: 'What Is Enlightenment?'," pp. 54–60
 - "On the Common Saying: 'This May Be True in Theory, But It Does Not Apply in Practice'," pp. 61–92

Week Thirteen: Nov. 28 & 30

- readings: from Kant, *Political Writings*
 - "Perpetual Peace: A Philosophical Sketch," pp. 93–130
 - "The Metaphysics of Morals," pp. 131–175

Week Fourteen: Dec. 5 & 7

- readings: from Kant, *Political Writings*
 - "Conjectures on the Beginning of Human History," pp. 221–234
 - "What Is Orientation in Thinking?," pp. 237–249



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

(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,

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.

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

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

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). 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>