

Problems of Global Development

CGS 2002F | Fall 2021

Instructor Name: Dr. Matthew McBurney

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Scheduled class time: Monday 2:30-3:20 and Wednesday 3:30-5:20

Classroom: H111

Office Hours: Mondays 1:30-2:30 on Zoom or by appointment on Zoom

COURSE DESCRIPTION

This course provides a comparative and theoretical examination of societies and cultures undergoing significant change and of the complex global relations between developing and industrialized areas. It offers an interdisciplinary perspective on such issues as economic development, development indicators, gender, foreign policy, development aid, participatory development and post-development.

Antirequisite(s): the former Centre for Global Studies 3004A/B.

Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

COURSE LEARNING OBJECTIVES

By the end of this course students should be able to:

- Recognize the complex political, economic and social factors that shape development discourse and practice in historical and contemporary contexts
- Identify and explain different approaches to development including the strategies and practices they legitimate
- Demonstrate familiarity with key problems in global development including the various strategies that have been applied to address them
- Critically analyze a development campaign or initiative using the theories and concepts discussed in class

In addition, the course will enable students to develop their:

- Written and oral communication skills
- Analytical and critical thinking skills
- Ability to critically assess the credibility and relevance of secondary sources in the research process and effectively incorporate findings into their work

DESCRIPTION OF CLASS METHODS

Classes will consist of a combination of lecture and participatory learning methods. It is expected that students will arrive at each class having read all of the week's required readings. Students are required to engage with the readings and with each other during class.

During lectures and classroom learning methods, students are expected to be respectful and to not distract fellow students or the instructor. If you would like to send text messages, browse irrelevant websites, or talk without contributing to class discussion, please do so elsewhere. Recording of lectures is not prohibited without academic accommodation permission. Also, photographs of lecture slides are not permitted.

Students who attend lectures are expected to participate in discussions and activities. To ensure constructive and lively discussions, students are expected to complete all assigned readings before class and to come prepared to discuss and respond to questions, as well as to come prepared to present their own work and assignments. Due to the unique nature of the course material and assignments, it may be difficult for some students to understand the material and assignments and, as a result, pass the course if lectures and workshops are missed. Time will be dedicated to the assignments during workshops, and lectures will provide opportunities to understand the course materials in detail. Having said that, students can still pass the course without attending lectures if they are dedicated to independent learning and for various reasons find themselves outside of Canada for the semester. I am available to answer any questions during office hours. Due to the ongoing uncertainty of COVID, office hours will be done virtually via Zoom. Links will be on Owl for regular office hours, but I can also meet with students by appointment via Zoom. Please email me to arrange a Zoom office meet.

TEXTBOOKS AND OTHER REQUIRED RESOURCES

The main book used for this class which you will need to purchase is

Murray Li, Tanya. 2014. *Lands End: Capitalist Relations on an Indigenous Frontier*. Durham: Duke University Press.

EVALUATION

Analytical Book Review 30% (Due Friday, October 29 – Suggested Due Date)

You will notice that this assignment has a “suggested due date” of October 29, which is reflected on the Owl due date for this assignment. This is my suggestion to students in order to maintain a good schedule and not become overloaded at the end of the semester. Students can hand in their paper before or after the suggested due date. Papers handed in by this date will receive feedback and will be graded within the normal 2 week turnaround. However, students can choose to hand in this assignment any time before the last day of class on Friday, December 8 (11:55pm). Students that choose to hand in the paper after the suggested due date will not receive a penalty, but the assignment will have very little feedback and will be graded at some point before final grades are due (with no guaranteed turnaround).

This is the first major written assignment in this course, which comprises a significant portion of your final grade. You must write an analytical book review (1,500 – 2,000 words, double spaced, Times New Roman font). In order to do well on this assignment, you will have to begin working on the paper well before the deadline. In other words, start reading NOW! We will use time during the Zoom seminars/workshops that will provide more details on how to write an analytical book review.

This written assignment is an analytical book review of Li's *Land's End*. This book has been carefully selected because it provides a discussion of various problems of development. More specifically, it deals with the cross-cutting theme of land. Although each book addresses a number of different topics, you will need to narrow down the focus of your essay for the purposes of your own discussion and argument. That is, it will not be possible to talk about everything or every "problem" in this book review, so you should manage this assignment by choosing a particular "angle" or "problem". Your analytical book review should have an appropriate essay structure, with an introduction that presents the themes and arguments that you will discuss; a main body (with appropriately-structured paragraphs) that can use the questions below as a guideline (you are not required to answer ALL of the questions below, but they should help guide your discussion); and a conclusion that succinctly ties your discussion together (but does not simply re-state what you have already said). Your book review should contain specific examples from the book, using citations where appropriate. You should engage with other course materials to support your analysis. You are able to use any citation format, but you must use the chosen format correctly and consistently. Above all, remember that your book review should not simply contain a summary of the book. Rather, you should develop an argument based on your analysis of the book. You can use the questions below to guide your discussion (but you are not required to or limited to these questions alone):

1. How does this book relate to issues surrounding development?
2. What are some of the various "problems" of development that Li identifies?
3. How were the communities Li research affected by "development"?
4. How did communities exhibit agency?

Please check – and double-check – to ensure that you have included each of these elements in your book review:

1. A title page that includes the book review's title, student name and number, and course information.
2. Approximately 1,500 – 2,000 words.
3. 12-point Times New Roman font.
4. Double-spaced.
5. Include page numbers
6. Complete citations using your chosen citation style. Include a correctly-formatted bibliography at the end of the paper.
7. Correct structure: an introduction, a body that is divided into appropriate sections and provides a clear analysis of the book/argument, and a conclusion.

Forum Participation 20%

Considering the fact that this is an upper year course, emphasis will be placed on student participation and interaction in forums. The forums are another place to interact outside of the classroom. In total, there will be 10 required forum posts, beginning with an introductory post in Unit/Week 1. Questions will be posed in the other forums and students are asked to answer the question(s) by engaging with the course material and readings. In order to receive full marks, students must respond to another student's post (with Week 1 being the exception). Forum posts must meet the following requirements:

1. Be 200-300 words in length
2. Engage with the question through the course material/readings, citing where necessary

3. Respond to 1 other post from another student.

Forums are due the following dates, but forums will be open from the first day of class. The last day to post to any forum is the date listed below, at which point the forum will be closed and no submission will be accepted beyond the due date.

Essay Proposal 10% (Due Date, Friday Oct. 15)

The proposal will be a 2-3 page proposal for a research topic of the student's choosing. The topic must be related to problems of global development, either discussed in this class or one of your own choosing. The proposal must include a brief description of the "problem" and its importance in the field of development, a thesis statement, a brief outline of the argument, and an annotated bibliography with a minimum of 5 peer-reviewed, scholarly sources.

Development Problem Final Essay 40% (Due Date Friday, Dec 3)

Students must take a "problem" in development discussed in this course (or one of your own finding) and critically analyze this problem. Students are recommended to narrow the problem down by choosing specific cases, such as a region or country, that will help to focus their arguments and thoughts. Students will be required to provide a research topic that contains an argument, gather information to back up their argument, and present their findings in a clear and concise manner. This assignment will provide students with an opportunity to sharpen many skills necessary for a future in academia or the field of development, such as critical thinking, research, data analysis, proposal design, and communication. Papers must incorporate a minimum of 8 peer-reviewed, scholarly sources and use Chicago style citation. The essay must be between 1,500-2,000 words (Times New Roman, 12 font, Double spaced). Further details will be provided in class. However, students will be graded based on the following marking scheme:

Grade	Research	Argument (Intro/Conclusion)	Analysis (Body of Paper)	Clarity	Format
A	<p>a significant amount of independent, scholarly research was undertaken</p> <p>the majority of sources are from peer-reviewed publications, those that aren't are used as primary research only.</p> <p>research is solidly within the parameters of the analysis and thesis argument</p>	<p>an innovative and provocative thesis is clearly stated at the beginning of the paper</p> <p>the method of proving that thesis is established early on and justified on scholarly terms</p> <p>the thesis provides the backbone of analysis and reaches a satisfying conclusion based on what was proposed at the beginning</p>	<p>based on excellent research and an original thesis, the analysis is strong, and clearly follows established research questions</p> <p>the research is artfully woven throughout the analysis, shoring up and thoughtfully supporting the argument</p> <p>new information is well contextualized and serves to propel the argument towards a satisfying conclusion</p>	<p>the paper is easy to read, analysis flows expertly</p> <p>language is sophisticated without using jargon</p> <p>terms of analysis and argumentation are clearly laid out and well-defined</p>	<p>TimesRoman 12pt, double spaced, 1-inch margins, page numbers</p> <p>a cover page provides pertinent information</p> <p>the bibliography follows a recognized scholarly style</p> <p>citations are thorough and well documented throughout the paper</p>
B	<p>a reasonable amount of independent, scholarly research was undertaken</p> <p>sources are mainly from peer-reviewed publications</p> <p>research is sound but predictable</p>	<p>an interesting but predictable thesis is clearly stated at the beginning of the paper</p> <p>the thesis tends toward more description than argument, leading to a weak conclusion</p> <p>the methodology is there but isn't clearly laid out, or is laid out but not</p>	<p>the analysis is good but there are some significant weaknesses or lapses</p> <p>the paper occasionally drifts off-topic or into territory that isn't adequately supported by the research</p> <p>the research questions are interesting but</p>	<p>the paper is well written but suffers from some significant grammatical inconsistencies or spelling errors</p> <p>language is clear but lacks scholarly depth</p> <p>there are some lapses in definition and explication of</p>	<p>the paper basically follows the technical requirements, with a few minor exceptions</p> <p>citations are solid but not thorough, with some noticeable omissions</p>

		followed through on an expert level	potentially unrealistic in terms of the type and/or level of research undertaken	terms segue between points in the analysis are weak	
C	the minimum amount of independent, scholarly research was undertaken sources also rely on non-scholarly publications research is weak and unoriginal	the thesis is fundamentally descriptive or dependent on a value judgment (good/bad, right/wrong) the method is vague or poorly laid out the argument fails to reach a satisfying conclusion, with the paper simply petering out	analysis is uninteresting or uninspired, tending toward description research questions are poorly laid out and inadequately explored the research does not adequately support the analysis	there are significant but not quite major problems in grammar and spelling language is unclear and/or shallow terms are not well defined and analysis leaps erratically from point to point	there are some significant problems with the technical requirements of the paper that affect the strength of its analysis citations are weak and/or the bibliography is incomplete
D	less than the minimum amount of independent, scholarly research was undertaken sources depend heavily on non-scholarly publications research is weak and unoriginal, but also fails to adequately support the argument	there is no easily identifiable thesis and/or little in the way of method there is no conclusion because no argument was established early on	research questions are not identified at the outset there is little interaction between research and analysis what is supposed to pass as analysis is little more than description	major problems with grammar and spelling language is murky, confused and difficult to follow there is a paucity of definitions or context for analysis	there are major problems with the technical requirements of the paper that affect the strength of the analysis there are next to no citations and/or no bibliography or it does not follow a scholarly style
F	little to no research undertaken, scholarly or not little evidence of scholarly research in the paper	there is no thesis and/or no method the conclusion is deeply flawed or outright non-existent	analysis is nearly non-existent, weak, minimal and unsupported by research	language is sub-par for university, riddled with grammatical and spelling errors analysis is difficult to	the paper does not follow a scholarly format

				follow and lacks any sense of flow	
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SPECIAL INSTRUCTIONS

Part of development management is adhering to strict deadlines and requirements stated by funding agencies and organizations. Therefore, the following requirements are mandatory for all assignments and grades will be deducted for non-compliance to these requirements. It is the expectation that students enrolled in CGS 2002 will submit **electronic copies only** via the Owl Assignments tab. When submitting the electronic file, please use **Word only**. The format for all assignments, unless stated otherwise in the assignment itself, is the following:

- Times New Roman 12pt, double spaced
- **Cover page** provides pertinent information
- **Bibliography and citation** must use a correct citation style (Chicago, MLA, APA, etc.) of your choice. Choose one and use it correctly and consistently.

Extensions on assignments can be requested, but, if possible, please make all requests well in advance of the due date. Longer extensions being requested for emergency or medical reasons must be approved through academic advising. Be aware that I have the following policy on late assignments: any assignment receiving an extension or handed in late will be given less feedback and the grade may not be returned before submission of final grades.

Late assignments will only be accepted without penalty if a prior agreement with me has been made, or if academic advising has provided academic accommodation. Students who submit assignments late without making a prior agreement with me or without academic accommodation will be **penalized 5% for every 24-hour period** past the assignment deadline.

Please note that I adhere to a “24/7 rule” for reviewing graded course work. This means that you must wait 24 hours after an assignment is returned before approaching me about your grade, and you must make an appointment to speak with me about said grade no longer than 7 days after an assignment is returned.

CLASS SCHEDULE

* **Tasks** are suggested tasks that you should be completing during each week. I have outlined suggested steps for the assignments. I recognize that everyone works at a different pace and course work can pile up as the term moves forward. Staying ahead of assignments and readings is recommended and following (to some degree) the outlined tasks will avoid last minute assignment writing and work piling up.

Week 1 (Sept 8) – Course Introduction

Tasks	Read through the entire course outline
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Week 2 (Sept 13 and 15) – (Re)Introducing Global Development

Tasks	Begin reading your book for the Analytical book review
Readings	Escobar, Chapter 1. <i>Encountering Development: The Making and Unmaking of the Third World</i> .
	Esteva, Gustavo. 2010. “Development” in Wolfgang Sachs (ed.) <i>The Development Dictionary: A Guide to Knowledge as Power</i> , London: Zed Books.

Week 3 (Sept 20 and 22) – The Problem of Poverty

Tasks	Weekly Readings
Readings	Escobar, Chapter 2
	Hickel, J. (2016). “The True Extent of Global Poverty and Hunger: Questioning the Good News Narrative of the Millennium Development Goals.” <i>Third World Quarterly</i> 37 (5): 749-767.

Week 4 (Sept 27 and 29) – Global Inequality

Tasks	Weekly Readings
Readings	Oxfam. https://www.oxfam.org/en/research/time-care (You can skim through this document)
	Crow et al.. 2009. “Mapping Global Inequalities Beyond Income Inequality to Multi-dimensional Inequalities” <i>Journal of International Development</i> 21, 1051-1065.
	Sen, Amartya. 2002. <i>Globalization, Global Inequality and Global Protest</i> .

Week 5 (Oct 4 and 6) – Global Institutions and Global Aid

Tasks	Development Problem Essay Proposal Due Friday, Oct 15
	Weekly Readings
Readings	Ilcan, S. and Lacey, A. 2011. “Introduction.” <i>Governing the Poor: Exercises of Poverty Reduction, Practices of Global Aid</i> . Montreal and Kingston: McGill-Queens University Press.
	Alesina, Alberto, and David Dollar. 2000. “Who Gives Foreign Aid to Whom and Why?” <i>Journal of Economic Growth</i> 5(1): 33–63.
	Collier, Paul. 2007. <i>The Bottom Billion</i> . Chapter 7 Aid to the Rescue? https://www.sfu.ca/content/sfu/dean-gradstudies/events/dreamcolloquium/SpringColloquium/Readings/Readings/_jcr_content/main_content/download_47/file.res/Paul%20Collier
	Riddell, Roger C. 2007. Does Foreign Aid Really Work? https://devpolicy.org/2014-Australasian-Aid-and-International-Development-Policy-Workshop/Roger-Riddell-Background-Paper.pdf

Week 6 – (Class only on Wednesday, Oct 13 due to Thanksgiving Holiday on Monday, Oct 11) Extractivism

Tasks	Weekly Readings
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Readings	Riofrancos, Thea. 2021. “The rush to go electric comes with a hidden cost: destructive lithium mining”. Available at https://www.theguardian.com/commentisfree/2021/jun/14/electric-cost-lithium-mining-decarbonasation-salt-flats-chile
	Gudynas, Eduardo. “Extractivisms” Available at http://gudynas.com/wp-content/uploads/GudynasExtractivismsTendenciasConsequences18.pdf
	Burchardt, Hans-Jürgen and Kristina Dietz. 2014. “(Neo-)extractivism - a new challenge for development theory from Latin America” <i>Third World Quarterly</i> 35(3), 468-486.

Week 7 (Oct 18 and 20) – Gender (In)equality

Tasks	Analytical Book Review Suggested Due Date – Oct 29
	Weekly Readings
Readings	Parpart, Jane. 2014. “Exploring the Potential of Gender Mainstreaming in International Development Studies” <i>Journal of International Development</i> 26, 382-395.
	https://www.un.org/womenwatch/osagi/pdf/e65237.pdf

Week 8 (Oct 25 and 27) – Green Grabbing and the Creation of Environmental Subjects

Tasks	Weekly Readings
Readings	Scones et al.. 2012. “Green Grabbing: A New Appropriation of Nature” <i>Journal of Peasant Studies</i> 39(2), 237-261
	Agrawal, Arun. 2005. “Environmentality: Community, Intimate Government, and the Making of Environmental Subjects in Kumaon, India” <i>Current Anthropology</i> 46(2), 161-190
	Mendoza eta al. 2021. “Green distributive politics: Legitimizing green capitalism and environmental protection in Latin America” <i>Geoforum</i> 126: 1-12

Reading Week (Nov 1 - 5)

Week 9 (Nov 8 and 10) – Food Security

Tasks	Weekly readings
Readings	Borras et al., 2015. “Land and Food Sovereignty” <i>Third World Quarterly</i> 36(3), 600-617
	Grey, Sam and Raj Patel. 2015. “Food sovereignty as decolonization: some contributions from Indigenous movements to food system and development politics” <i>Agricultural and Human Values</i> 32: 431-444.

Week 10 (Nov 15 and 17) – The Rural Problem: Precarious Livelihoods in a Changing Context

Tasks	Weekly readings
Readings	Rigg, Jonathan. “Land, Farming, Livelihoods and Poverty: Rethinking the Links in the Rural South” <i>World Development</i> 34(1), 180-202.
	Bebbington, Anthony. 2000. <i>Reencountering Development: Livelihood Transitions and Place Transformations in the Andes</i> .

Week 11 (Nov 22 and Nov 24) – Indigenous Peoples and Decolonial Options

Tasks	Development Problem Essay Due Friday, Dec 3
	Weekly Readings
Readings	Briggs, John and Joanne Sharp. 2004. “Indigenous knowledges and development: a postcolonial caution” <i>Third World Quarterly</i> 25(4): 661-676. OR Mignolo, Walter. 2018. “What does it mean to decolonize?” Chapter 5 in <i>On Decoloniality</i> available virtually through Huron Library
	Walsh, Catherine. 2010. “Development as buen vivir: Institutional Arrangements and (de)colonial entanglements. <i>Development</i> 53(1): 15-21
	Bolliet et al. 2013. “The Importance of Place Names in the Search for Ecosystem-Like Concepts in Indigenous Societies: An Example from the Bolivian Andes” <i>Environmental Management</i> 51: 663-678

Week 12 (Nov 29 and Dec 1)

Week 13 (Dec 6 and 8) – Conclusions – So What Now?

Tasks	Weekly Readings
Readings	Esteva, Gustavo. <i>The Future of Development: A Radical Manifesto</i> 2015 Chapter 7
	Hickel, Jason. 2013. “The ‘Real Experience’: Student development projects and the depoliticization of poverty. <i>Learning and Teaching</i> 2: 11-32.



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll 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.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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 website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for 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 (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must

see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the

conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicssupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.