

**CGS 3516F**  
**Economies of Development**  
**Matthew McBurney**

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Scheduled class times: Mondays, 12:30 - 2:20pm and Wednesdays, 1:30 - 2:20pm. Room #W12

Office Hours Wednesday 11:00am – 1:00pm or by appointment

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

### **COURSE DESCRIPTION**

This course critically examines tools for assessing development, such as development indicators and indices (GNP/GDP, Human Development/Poverty Indices, Physical Quality of Life Index, Gender Empowerment Measure), community-based indicators, and explanations of economic development in micro and macro contexts. A critical perspective will be used to analyze the validity and usefulness of these tools.

### **COURSE LEARNING OBJECTIVES**

#### **Learning Outcomes**

On completing this course it is envisaged that students will have:

- Demonstrate analytical knowledge of various economic strains of thought and the evolution of these thoughts in relation to development.
- Critically assess and engage with organizational policy literature on global development.
- Demonstrate familiarity with existing tools and measures for assessing development.
- An ability to present and evaluate some of the key debates over development strategy and practices.
- Demonstrate and convey these competencies in a clear, critical and reflexive communication style.

### **DESCRIPTION OF CLASS METHODS**

Classes will consist of a combination of lecture and participatory learning methods, such as circle workshops and discussion groups. However, each class will require high levels of participation from students. It is expected that each student will arrive at each class having read all of the week's readings, and students are required to engage with the readings and with each other during the weekly seminar.

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.

### **REQUIRED RESOURCES**

Taylor, J. Edward and Lybbert, Travis J. 2015. *Essentials of Development Economics*. 2<sup>nd</sup> Edition. University of California Press.

## **EVALUATION**

### *Class Participation 15%*

Considering the fact that this is an upper year course, emphasis will be placed on student participation and interaction. Students are required to come to class having read the material and ready to participate in discussions and group work. Participation is not graded on the number of times a student speaks, but also the quality of each interjection and discussion created by the student. Various group learning and participatory methods will be used throughout the course which require active participation on the part of each student.

### *Policy Brief Analysis Project 20% Presentation 10%*

This assignment is designed to be done in a group (maximum 2-3 students), but exceptions can be made for those who wish to present individually. For this assignment, students will be asked to analyze a current policy brief from an international development organization or government. The group will then be asked to provide an alternative policy brief to the one analyzed. The policy brief analysis will be a document (1500 words) which outlines the rationale for choosing a particular policy alternative or course of action in a current policy debate. The policy must be related to the topics covered in the course about global development economics. The purpose of the policy brief is to convince the target audience of the urgency of the current problem and the need to adopt the preferred alternative or course of action outlined by the student(s). Students will be graded on their ability to analyze critically the suggested policy and to put forth viable alternatives. Each group will present their policy brief analysis in class. **Due October 4, Presentations Week 6 (October 16 and 18)**

### *Millennium Development Goals Project Proposal 10%*

The proposal will be a maximum 2 page proposal for the MDG project. The proposal must include a description of and justification for the chosen MDG, a thesis statement, a brief outline of the final essay, and an annotated bibliography with a minimum of 5 scholarly sources. **Due November 1**

### *Millennium - Sustainable Development Goals Project 30% Presentation 15%*

Students will be asked to elaborate a critical analysis of one of the MDGs as it relates to a specific country and/or region (no more than 3 countries). This analysis must take into account readings discussed during the course and show the ability to engage critically with development policies and the tools used to measure them, such as the MDGs. Students must analyze the achievement (or failure to achieve) one of the MDGs as it relates to the chosen country/region. Students must also show how the country/region is attempted to achieve the chosen MDG through development policies and projects and provide a critical analysis of these projects and policies. Students will be required to discuss both the positive and negative aspects of his/her chosen MDG and suggest alternatives, if possible. The assignment must be between 2,000-2,500 words and must use a minimum of 10 scholarly sources. The format of the project is an essay and will be graded using the following grading scheme: **Due November 22**

<b>Grade</b>	<b>Research</b>	<b>Argument (Intro/Conclusion)</b>	<b>Analysis (Body of Paper)</b>	<b>Clarity</b>	<b>Format</b>
<b>A</b>	<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>B</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 followed</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 potentially unrealistic in terms of the</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 terms</p> <p>segue between points in</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>

		through on an expert level	type and/or level of research undertaken	the analysis are weak	
<b>C</b>	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
<b>D</b>	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
<b>F</b>	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 follow and lacks any sense of flow	the paper does not follow a scholarly format

### *MDG-SDG Project Presentation 15%*

Students will present the findings of their SDG analysis and the suggestions and alternatives laid forth. Students will be graded on the quality of their presentations and ability to assess critically the suggestions in the brief and to put forth their own viable alternatives. Students will have 15 minutes to present their analysis. **Weeks 11 and 12 (November 24 and December 1)**

### **SPECIAL INSTRUCTIONS**

It is the expectation that students enrolled in CGS 3516F will submit electronic copies of assignments via Owl. Make sure to keep an electronic copy of your assignment until it has been graded and returned to you.

Extensions on assignments can only be requested in-person, and more than 48 hours prior to the assigned deadline. Extensions being requested for emergency or medical reasons must be approved through academic advising.

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 2% 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 in class.

### **SCHEDULE OF CLASSES**

#### **Day 1 (September 11) – Course Intro**

Smith, Noah. 2015. “Most of What You Learned in Econ101 Is Wrong”. Bloomberg, 24 November. <https://www.bloomberg.com/view/articles/2015-11-24/most-of-what-you-learned-in-econ-101-is-wrong>

De Janvry, Alain and Elisabeth Sadoulet. 2014. “Sixty Years of Development Economics: What Have we Learned for Economic Development?” *Revue d'économie du développement* 28, 9-19. <https://www.cairn.info/revue-d-economie-du-developpement-2014-HS01-page-9.htm>

#### **Day 2 and 3 (September 13 and 18) – Development Economics or Economic Development?**

Taylor and Lybbert. *Essentials of Development Economics*. Chapter 1

Sen, Amartya. (1988). “The Concept of Development.” Chapter 1 in *Handbook of Development Economics*, Vol. I, edited by Chenery, H. & Srinivasan, T. N.

#### **Day 4 and 5 (September 20 and 25) – Critiques of the Dominant Paradigms of Development Economics**

Akbulut, Bengi, Adaman, Fikret and Madra, Yahya M. 2015. “The Decimation and Displacement of Development Economics.” *Development and Change* 46(4), 733-761.

Stiglitz, Joseph E. 2011. "Rethinking Development Economics." *The World Bank Research Observer*, 26(2), 230-236

Fine, Ben. 2002. "Economics Imperialism and the New Development Economics as Kuhnian Paradigm Shift?" *World Development*, 30(12), 2057-2070.

Collier, Paul. 2015. "Development Economics in Retrospect and Prospect." *Oxford Review of Economic Policy*, 31(2), 242-25.

Max-Neef, Manfred. 1982. *From the Outside Looking In: Experiences in "Barefoot Economics"*. Sweden: Dag Hammarskjöld Foundation. Prelude pp 15-22.

### **Day 6 and 7 (September 27 and October 2) Week 4 – Economic Growth: The Neoclassical and Endogenous Paradigm**

Taylor and Lybbert *Essentials of Development Economics* Chapter 3 and 7

Solow, Robert M., "A Contribution to the Theory of Economic Growth," *Quarterly Journal of Economics*, LXX (1956), 65-94.

Dollar, D. and Kraay, W. 2001. Growth is Good for the Poor, *Journal of Economic Growth*. 7(3), 195-225.

### **Day 7 (October 4) - Poverty and Inequality**

Taylor and Lybbert. *Essentials of Development Economics*. Chapter 4

Deaton, Angus. 2005. "Measuring Poverty in a Growing World (or Measuring Growth in a Poor World)" *Review of Economics and Statistics*. 87(1): 1-19.

Ferreira, F. and Ravallion, M. 2008. "Global Poverty and Inequality: A Review of Evidence". *World Bank Policy Research Working Paper*, No:4623.

Rahnema, Majid. 1992. "Poverty" in *The Development Dictionary: A Guide to Knowledge as Power*. ed. Wolfgang Sachs. Zed Books: London.

### **Day 8 and 9 (October 16 and 18) - Presentations**

### **Day 10 and 11 (October 23 – 25) – Poverty Alleviation**

Taylor and Lybbert. *Essentials of Development Economics*. Chapter 5

Besley, Timothy and Burgess, Robin. 2003. Halving Global Poverty. *The Journal of Economic Perspectives*, 17(3):3–22.

Besley, Timothy and Coate S. 1992. "Workfare versus Welfare: Incentive Arguments for Work Requirements in Poverty-Alleviation Programs". *American Economic Review*, 82(1): 249-261.

Krishna, A., (2007). "For Reducing Poverty Faster: Target Reasons Before People". *World Development*, 35(11), 1947-1960.

Banerjee, A.V. and Duflo, E. 2007. "The Economic Lives of the Poor." *The Journal of Economic Perspectives*. 21(1):141–167

### **Day 12 and 13 (October 30 and November 1) - Foreign Aid and International Organizations – Part 1**

Taylor and Lybbert Essentials of Development Economics Chapter 9 - Institutions

Nancy Chau, Hideaki Goto and Ravi Kanbur. 2009. "Middlemen, Non-Profits and Poverty", <http://www.kanbur.aem.cornell.edu/papers/ChauGotoKanburMddlemen9.2.09.pdf>

### **Day 13 and 14 (November 6 and 8) - Foreign Aid and International Organizations – Part 2**

Riddell, Roger C. 2007. *Does Foreign Aid Really Work?* Oxford: Oxford University Press. Chapter 15 and 20.

Walsh, Susan. 2010. "A Trojan Horse of a Word? 'Development' in Bolivia's Southern Highlands: Monocropping People, Plants and Knowledge". *Anthropologica*, Vol.52(2), pp.241-257

### **The following news articles will be discussed in class:**

[http://www.huffingtonpost.ca/2017/01/13/canada-foreign-aid\\_n\\_14150162.html](http://www.huffingtonpost.ca/2017/01/13/canada-foreign-aid_n_14150162.html)

<http://www.cbc.ca/news/politics/canadian-international-aid-drops-trudeau-1.4066640>

<http://foreignpolicy.com/2017/04/24/u-s-agency-for-international-development-foreign-aid-state-department-trump-slash-foreign-funding/>

### **Day 14 and 15 (November 13 and 16) –Sustainability and the Use of Natural Resources**

Kates, Robert, Thomas Parris, and Anthony Leiserowitz. 2005. "What is Sustainable Development? Goals, Indicators, Values, and Practice." *Environment: Science and Policy for Sustainable Development* 47(3), 8-21.

Van der Ploeg, Frederick. 2011. "Natural Resources: Curse or Blessing?" *Journal of Economic Literature* 49(2), 366-420.

Galeano, Eduardo. 1997. *The Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York: Monthly Review Press. Chapter 5.

Ziai, Aram. 2016. "The Post-2015 Agenda and the Sustainable Development Goals: The Persistence of the Development Discourse." *Development Discourse and Global History: From Colonialism to the Sustainable Development Goals*. New York: Routledge, 194-207.

## **Day 16 and 17 (November 20 and 22) – Human Development and Well-being**

Taylor and Lybbert. *Essentials of Development Economics*. Chapter 6.

Dasgupta, Partha and Weale, Martin. 1992. “On Measuring the Quality of Life. *World Development*, 20(1):119–131.

McGillivray, Mark. 1991. “The Human Development Index: Yet Another Redundant Composite Development Indicator? *World Development* 19(10), 1461-1468.

Chowdhur, Omar Haider. 1991. “Human Development Index: A Critique” *The Bangladesh Development Studies* 19(3), 125-127

Gudynas, Eduardo. 2011. “Buen Vivir: Today’s Tomorrow” *Development* 54(4), 441–447.

Waldmuller, Johannes. *Buen Vivir, Sumak Kawsay, 'Good Living': An Introduction and Overview*. <http://www.alternautas.net/blog/2014/5/14/buen-vivir-sumak-kawsay-good-living-an-introduction-and-overview>

## **Day 18 and 19 (November 27 and 29) – MDG Presentations**

## **Day 20 and 21 (December 4 and 6) – MDG Presentations**



### **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>