

HURON UNIVERSITY COLLEGE
POLITICS 3306F (550) (ONLINE)

Fall 2020

POLITICAL AUTHORITY AND RESISTANCE

Instructor: Dr. Paul W. Nesbitt-Larking pnesbitt@uwo.ca

Classes: Tuesday 18:30 - 20:30 (Online)

Office Hours: By appointment

Prerequisite(s): Enrolment in 3rd or 4th year Political Science or permission of the Department for students not registered in Political Science programs.

Course Description:

The course is an introduction to the role of the masses in political life. Topics include agitation, propaganda, protest, social movements, symbolic politics and mobilization. Ethnic discrimination, nationalism, political terror and political violence are explored through the psychology of ethnocentrism, xenophobia, authoritarianism, dogmatism and racism.

Course Learning Objectives:

(a) Evidence of the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, grounded in reading and research into political authority and resistance, both the required course content and additional readings;

(b) Demonstration, orally and in writing, of a knowledge and critical understanding of the core concepts, theories, and methodologies

related to the study of political authority and resistance in both the required course content and additional readings;

(c) Across a range of oral and written assignments, evidence of the ability to review, present, and critically evaluate qualitative and quantitative information derived from reading and research into political authority and resistance, both the required course content and additional readings;

(d) Through the completion of the Complementary Assignment, a record of critical reflections on personal political authority and resistance;

(e) Completion of a Course Essay demonstrating advanced critical skills in exposition, analysis, and integration of a broad range of materials related to a major subtheme in the study of political authority and resistance.

Class Methods:

This is a seminar and tutorial class with the focus on small group and individual instruction.

You are ***strongly*** advised not to miss any online class meetings. Important material, detailed instructions, information and insights on course themes, assessment, written work, course objectives and other essential matters will be presented in these sessions.

Course expectations and aspirations:

An expectation of self-directed, independent and active learning.

An expectation of routine attendance in scheduled online meetings.

An expectation that assigned readings will be read thoroughly and annotated prior to scheduled meetings.

An expectation that each participant will participate in an active, respectful, and relevant manner, contributing ideas and insights derived from the assigned reading.

An aspiration toward precision, accuracy and clarity in oral communication, including active listening skills.

An aspiration toward enhanced depth and breadth of learning as the course proceeds.

An aspiration toward more critical and analytical thinking as the course proceeds and assignments are completed.

An aspiration toward a continued curiosity toward new ideas and an openness toward others and their ideas.

Assigned Readings:

All required readings are available in full text through the OWL Weekly Lessons and Resources tab.

Assessment and Due dates:

1. Participation in TWELVE consecutive synchronous Tuesday zoom class sessions from September 15 to December 8, 2020 (excluding November 3, 2020): 5%
2. Participation in TWO formal synchronous zoom break-out small-group seminars, one as a presenter and one as a discussant. These run from September 29 to December 1, 2020 (excluding November 3, 2020): 10%
3. Participation in SEVEN small-group weekly synchronous less structured zoom dialogue sessions. (These sessions run from September 29 to December 1, 2020 (excluding November 3, 2020); the Overall grade in these sessions will combine self-assessment and peer assessment): 5%
4. Participation in 30 minute Essay preparation Zoom Session (Held in the weeks of October 20 and 27): 5%

5. Short responses to prompts/questions in weekly OWL forums (at least 5 for the course): 5%
6. Complementary Assignment: 20% (due November 10, 2020)
7. Essay: 35% (due December 8, 2020)
8. Oral Examination: 15% (Duration, 30 minutes. Administered by mutual arrangement in the examination period from December 11 – December 22, 2020).

Important Explanatory Notes on Assessment:

1. Weeks three to eleven (September 29, 2020 to December 1, 2020) will make extensive use of break-out sessions within zoom. Following the *VoiceThread* video (see note #2 below), the zoom class will begin with a brief introduction. The class will then split into five break-out groups of four students each. These groups will work through the three prompts/questions associated with the assigned reading for the week (see note #3 below) as well as other responses to the readings. One of these groups will also include PNL. PNL's group will consist of two formal presenters, who will lead the discussion, with the other two students acting as discussants. The remaining four break-out groups will conduct the same discussion in a less structured manner, focusing on what elements in the reading the participants found to be ***important, interesting, questionable, or challenging*** (see "Participating in Online Seminars" document in the OWL Resources section). Following the break-out groups, the whole class will reconvene to report out and share ideas. Each group will have a designated scribe, who will write up notes on the discussion and post them on the Forum site for the week.
2. There will be **12 short *VoiceThread* videos**, one for each week, presented by PNL. Each of these introduces the principal

- themes for the week's work and addresses challenges and material of interest in the assigned readings. These may be viewed asynchronously or just prior to the class zoom sessions.
3. There are **12 assigned readings** for the course, one for each week. Each reading will be accompanied by **three prompts or questions, making a total of 36 prompts/questions in all**. Each prompt/question will be listed in an OWL Forum for brief written individual responses.
 4. Further details of the **Complementary Assignment** are posted on the OWL site under course Resources.
 5. Further details of the formal **Course Essay** are posted on the OWL site under course Resources.
 6. Participants will take part in an **initial tutorial half-hour check-in with PNL** for through zoom. These will take place in the weeks of September 15 and September 22, 2020. These sessions are ungraded and are designed as individualized course orientation tutorials.
 7. There will be an **essay preparation half-hour zoom meeting with PNL**, to take place in the weeks of October 20 and October 27, 2020. Each participant will be expected to present and discuss three articles or chapters that they have selected, read, and annotated in preparation for their essay, and to explain how they will contribute to the essay. **Please note that this meeting is required as part of the essay preparation process and that essays will not be graded without completion of this step.**
 8. There will be a **half-hour oral examination at the conclusion of the course**, through Zoom for each participant. This will be scheduled in the exam period of December 11 - 22,

2020. The basis for the examination will be the assigned readings for the course as well as the *VoiceThread* videos. Participants may also wish to bring in other relevant materials. The examination will be “open book” in that materials will be permitted for brief consultation. Each participant will be expected to address **three** of the **36 prompts/questions** referenced in note #3 above. The participant may select **any one** of them and prepare it in advance, and PNL will select the **other two** from the list at the time of the examination. Participants will discuss each prompt for approximately 10 minutes. **The oral final examination will be recorded. The data captured may include image, voice, and any personal identifiers on the screen. The recordings will be used exclusively for educational purposes related to this course, specifically evaluation. The final examination recording will only be viewed by the instructor but will remain available for review in case of grade appeals. Please contact the instructor if you have concerns related to recording the final oral examination.**

Course notes:

Submitting Work:

Written assignments must be submitted electronically to the “Assignments” tab on OWL. **Plagiarism detection software may be used in this course.**

What Grades Mean:

The University of Western Ontario Senate has adopted a set of grade descriptors which explain the meaning of grades assigned in all university courses:

A+ 90-100% One could scarcely expect better from a student at

this level

A 80-89% Superior work which is clearly above average

B 70-79% Good work, meeting all requirements, and eminently satisfactory

C 60-69% Competent work, meeting requirements

D 50-59% Fair work, minimally acceptable

F below 50% Fail

Late Penalties:

It is the policy of the Department of Political Science to exact a penalty of 2 marks (i.e. 2 per cent of the grade on the assignment) per working day for late papers. Papers will not be accepted by instructors if they are more than two weeks late.

Recording Course Sessions:

Participants in the course are not permitted to record or distribute the class, seminar, and tutorial sessions in any manner, except under approved student accommodation.

Weekly Sessions:

Introduction:

1. September 15 Political Authority and Resistance: An Introduction

Reading:

Stewart Clegg (2011). "Power, Legitimacy, and Authority". In *The Routledge International Handbook of Contemporary Social and Political Theory* (Eds.), Gerald Delanty and Stephen P. Turner (pp. 215-225). London: Routledge.

Authority and Delineating the Body Politic

**5. October 13
In and Who's Out?**

Social Identity Theory: Who's

Reading:

Stephen Reicher, S. Alexander Haslam and Rakshi Rath (2008). "Making a Virtue of Evil: A Five-step Social Identity Model of the Development of Collective Hate." *Social and Personality Psychology Compass* 2/3: 1313-1344.

**6. October 20
Conventionalism: Political Authoritarianism**

Submission, Aggression, and

Reading:

Christian Fuchs (2018). "Right-Wing Authoritarianism and Authoritarian Capitalism". In Idem., *Digital Demagogue: Authoritarian Capitalism in the Age of Trump and Twitter* (pp. 46-80). London: Pluto Press.

**7. October 27
Nativism**

Ethnic Nationalism and

Reading:

Michael Skey (2010). " 'A Sense of Where You Belong in the World': National Belonging, Ontological Security and the Status of the Ethnic Majority in England". *Nations and Nationalism* 16(4): 715-733.

**8. November 10
Xenophobia**

Racism, Ethnocentrism, and

Reading:

Benjamin P. Bowser (2017). "Racism: Origin and Theory". *Journal of Black Studies*. 48(6): 572-590.

9. November 17

The Politics of Hate: Terrorism

Reading:

Richard Jackson (2011). "In Defence of 'Terrorism': Finding a Way Through a Forest of Misconceptions". *Behavioral Sciences of Terrorism and Political Aggression* 3(2):116-130.

Resistance and Reconciliation

**10. November 24
Resistance**

Protest, Disobedience, and

Reading:

Jocelyn A. Hollander and Rachel L. Einwohner (2004). "Conceptualizing Resistance". *Sociological Forum* 19(4): 533-554.

**11. December 1
Care**

A Itruism and the Politics of

Reading:

Elisabeth Porter (2006). "Can Politics Practice Compassion?" *Hypatia*, 21(4): 97-123.

12. December 8 Healing, Truth, and Reconciliation

Reading:

Guy B. Adams and Danny L. Balfour (2008). "Expiating Evil: Reflections on the Difficulties of Cultural, Organizational and Individual Reparation". *Public Administration* 86(4): 881-893.



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

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 enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

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. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online 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 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: enter and leave quietly. Please see the Code of Student Conduct at: www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

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 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.

Adding / Dropping Courses

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 Huron website, <https://huronatwestern.ca/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.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

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.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student 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/academic-advising>.

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/contact-directory>.

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

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

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, as per the Academic Calendar:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

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 (<https://www.turnitin.com/>).

Computer-Marked Tests/exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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 Accommodation for Students With Disabilities

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://academicsupport.uwo.ca/>.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

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/Academic_Consideration_for_absences.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.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

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

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at, https://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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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 Dean. The instructor’s decision is appealable to the 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 Dean. The instructor's decision is appealable to the Dean.

(c) **Non-Medical Grounds: Consult Huron Support Services/ Academic Advising**

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

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 Dean. The instructor's decision is appealable to the Dean.

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, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>

- **Huron Directory – Faculty, Staff and Administration:**
<https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:**
<https://www.uwo.ca/directory.html>