

HURON UNIVERSITY COLLEGE at  
WESTERN UNIVERSITY  
LONDON, CANADA  
Department of Psychology  
Fall/Winter 2017-2018

**Psychology 2780E Section 550**  
**Selected Basic Problems in Social Psychology**

**1.0 CALENDAR DESCRIPTION**

This course focuses on the behaviour of individuals in a social context and is one of our core courses in psychology. A research-oriented course, it treats the problems of social psychology in terms of theory, research and methodology. Topics covered will include interpersonal attraction, social perception, pro-social and antisocial behaviour, the development and changing of social attitudes, and the structure and functioning of small task groups.

Antirequisites: Psychology 2712F/G, 3780F/G or the former Psychology 170, 271.

Prerequisites: Psychology 1100E and Psychology 2830A/B. A minimum of 60% is required in Psychology 1100E. May be taken concurrently with Psychology 2830A/B.

Extra Information: 3 lecture hours, 1 hour to be assigned by the instructor, 1.0 course.

Students are responsible for ensuring that they have successfully completed all course requirements. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in this course, you will 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.

**2.0 COURSE INFORMATION**

Instructor:	Dr. Irene Cheung
Email address:	icheung5@uwo.ca
Office & Phone Number:	V117; 519-438-7224 ext. 225
Office Hours:	Tuesdays 10:30-11:30 am & Thursdays 1:30-2:30 pm
Course Website:	Access via <a href="https://owl.uwo.ca/portal">https://owl.uwo.ca/portal</a>

Time & Location of Lectures: Tuesdays (8:30-10:20 am) & Thursdays (8:30-9:20 am) in HUC-W101

- Please check your OWL account and Western email at least once a day to ensure that you do not miss any important class announcements, messages, or emails.

### 3.0 COURSE OBJECTIVES

Upon successful completion of this course, students should be able to:

- Identify major concepts, topics and theories in Social Psychology.
- Be knowledgeable about methodological and theoretical issues important to the study of Social Psychology.
- Think critically about various research paradigms used in social psychological research.
- Find, read, and evaluate scientific articles in social psychology.
- Formulate research questions and testable hypotheses in social psychological research.
- Select an appropriate methodology to test a research question, execute the study, and produce a written report of the work.
- Write APA-format research papers (literature review, methodology, results, discussion, and references).
- Reflect about the application of social psychological research and how it might be used to solve real-world problems and understand everyday life experiences.
- Discuss and write about concepts and theories in Social Psychology targeted toward different audiences (scientific community and general public).

### 4.0 DESCRIPTION OF CLASS METHODS

This course introduces you to the field of Social Psychology in a number of ways:

1. *Aronson, Wilson, Fehr, and Akert (2016) textbook.* This textbook provides excellent coverage of traditional and emergent topics in the field of social psychology with a focus on Canadian content and research.
2. *Lectures.* Class sessions will generally be in lecture format, which will be supplemented with discussions and active learning exercises. The material covered in lectures will reinforce some of the most important topics from the readings, and will usually also include material outside the textbook. The lectures may go into extensive detail for some topics going beyond the scope of the textbook, and may introduce material that is not covered in the textbook at all. Thus, lecture attendance is very important. In addition, please note that some of the content covered in the textbook may not be discussed in lectures. Finally, you are expected to do the assigned readings *prior* to class and participate in all class activities and discussions.
3. *Research projects.* You will be required to participate in two research projects in the course. These projects are designed to provide you with first-hand experience of how research is sometimes conducted in social psychology so that you can see how the research process works from start to finish. The projects will require you to come up with a research question and hypothesis, develop a method to test your hypothesis, collect and analyze the data, and report the results in an APA-style paper.
4. *Discussion Participation.* You will be expected to attend classes regularly and participate in discussions assigned throughout the course. Active participation has many benefits, such as helping you feel more engaged in the class, learning how to express your ideas to others, being exposed to different perspectives on a topic, and generally promotes a dialogue among you and your peers on the course content.
5. *Reflection Papers.* You will be required to write four reflections during the course to help you think deeper about the course material. The reflections require you to write about an interesting concept or research finding that you learned in class, why you think it is interesting, and how it might apply to yourself, someone you know, or to a group of individuals.

## 5.0 TEXTBOOKS AND OTHER SOURCES

Aronson, E., Wilson, T. D., Fehr, B., & Akert, R. M. (2016). *Social Psychology*, Sixth Canadian Edition. Pearson Education Inc. **\*\*Required\*\***

Custom Courseware: Readings in Social Psychology **\*\*Required\*\***

American Psychological Association (2009). *Publication Manual of the American psychological association (6th edition)*. Washington, D.C. **\*\*Strongly recommended\*\***

## 6.0 METHOD OF EVALUATION

1. Tests (50%): There will be a total of four tests. Three tests will be held during regular class time (see section 6.3 for dates) and one test will be held during the final exam period in April (scheduled by the Registrar). Each exam will be worth 12.5%, for a total of 50% of your final grade in the course. The tests may cover any material since the last test, which include lectures, assigned readings, discussions, and activities.
2. Research Projects (35%): There will be experiment-based research projects, one during each term of the course. The first project will be worth 15%, and the second project will be worth 20% of your final grade. More details regarding the projects will be discussed in class.
3. Reflection Papers (10%): You will be asked to write four short reflection papers (worth 2.5% each), two each term, to deepen your understanding of the course material. These reflections should describe something interesting that you learned in the course. These are not formal essays but an opportunity for you to think about your intellectual experience. Your reflection should describe what you have learned, why it is interesting, what it made you think or wonder about, and how it applies to you, someone you know, or a group of people. The marking scheme, which will be posted on OWL, will take into account how well the reflections demonstrate your knowledge of the concept, thoughtfulness of your insights, and writing quality. You are strongly encouraged to write your reflections when a topic strikes you rather than writing them near the deadlines. These reflections papers should be no more than one page, double-spaced. More details will be provided in class.
4. *Discussion Participation* (5%). You will be graded throughout the course on your level of participation in the class discussions, which are based on the quantity and quality of your contributions. In addition, the questions you submit for discussion will count towards your participation grade.

## 6.1 SCHEDULE OF EXAMS AND DUE DATES FOR COURSE WORK

Course Component	Due Date	Value
Test 1	October 3, 2017	12.5%
Reflection Paper #1*	October 17, 2017, 8:30 AM	2.5%
Ethics protocol for first-term project *	October 31, 2017	**
Test 2	November 27, 2017	12.5%
Reflection Paper #2 *	December 4, 2017, 8:30 AM	2.5%
First-Term Research Report*	January 9, 2018, 8:30 AM	15%
Test 3	February 6, 2018	12.5%
Ethics protocol for second-term project *	February 8, 2018	**
Reflection Paper #3 *	February 15, 2018, 8:30 AM	2.5%
Reflection Paper #4 *	March 27, 2018, 8:30 AM	2.5%
Second-Term Research Report *	April 3, 2018, 8:30 AM	20%
Participation in Discussions and Submission of Discussion Questions	See schedule for date of discussions	5%
Test 4	TBA, during final exam period in April	12.5%

\* These assignments must be submitted electronically via OWL.

\*\* The research proposal is not worth any marks, but students can **NOT** start data collection for their research project until the proposal has been approved.

## 7.0 TENTATIVE SCHEDULE OF TOPICS AND READINGS FOR FALL TERM

Please note that changes to the lecture schedule will be announced in class.

Dates	Topic	Readings	First-Term Project
Th Sep 7	Introduction to Course		Learn background relevant to first-term project
T Sep 12	Simple Experiments	*Morling: Introduction to Simple Experiments (Ch. 10)	
Th Sep 14	Simple Experiments (cont'd)	*Morling: Introduction to Simple Experiments (Ch. 10)	
T Sep 19	Discussion #1 / IL #1	*Sandstrom & Dunn (2014)	
Th Sep 21	Experiments with more than one IV	*Morling: Experiments with more than one IV (Ch. 12, pp. 343-361, 370-373)	
T Sep 26	Experiments with more than one IV	*Morling: Experiments with more than one IV (Ch. 12, pp. 343-361, 370-373)	Introduction to the first-term project Form groups for project Conduct literature review Develop research question Formulate hypotheses
Th Sep 28	Group Project – Brain Storming Session		
T Oct 3	<b>Test #1</b> Covers all lectures & assigned readings since the beginning of the course.		
Th Oct 5	IL #2		
T Oct 10	Fall reading week. No class.		
Th Oct 12	Fall reading week. No class.		Design study to test research question Prepare ethics protocol
T Oct 17	Social Cognition	Text Ch. 3	
Th Oct 19	Social Cognition	Text Ch. 3	
T Oct 24	Group project – coffee hour		
Th Oct 26	Group project – coffee hour		
T Oct 31	Discussion #2	*Matovic et al. (2014)	<b>Last day to submit ethics protocol</b> (Your group can submit your ethics protocol any time before this date!)
Th Nov 2	Research Ethics & Running Studies**		Revise ethics Collect data Enter data (more details to follow)
T Nov 7	Self-Perception	Text Ch. 4	
Th Nov 9	Self-Perception	Text Ch. 4	
T Nov 14	Data analysis		Analyze data Interpret data
Th Nov 16	Data analysis & interpretation		
T Nov 21	Self-Knowledge	Text Ch. 5	
Th Nov 23	Self-Knowledge	Text Ch. 5	
T Nov 27	<b>Test #2</b> Covers all lectures & assigned readings since Test #1		Prepare written report Edit written report for submission  <b>Report due on Tuesday January 9, 2018.</b>
Th Nov 29	Writing the first-term report		
T Dec 5	Willpower	*McGonigal: Chaps. 2 & 3	
Th Dec 7	Catch-up		

*Note:* There is no exam scheduled during the December final exam period.

\*These readings are found in the course pack.

\*\*Attendance is mandatory in order to begin data collection and for report to be graded.

## TENTATIVE SCHEDULE OF TOPICS AND READINGS FOR WINTER TERM

Dates	Topic	Readings	Second-Term Project
T Jan 9	Attitudes & Attitude Change	Text Ch. 6	Introduction to second-term project Form groups for project
Th Jan 11	Attitudes & Attitude Change	Text Ch. 6	
T Jan 16	Attitudes & Attitude Change	Text Ch. 6	
Th Jan 18	Conformity	Text Ch. 7	Decide on research topic Conduct literature review
T Jan 23	Conformity	Text Ch. 7	Develop research question Design study to test research question
Th Jan 25	Conformity	Text Ch. 7	
T Jan 30	Group Processes	Text Ch. 8	
Th Feb 1	Group Processes	Text Ch. 8	Prepare ethics protocol
T Feb 6	<b>Test #3</b> Covers all lectures & assigned readings since Test #2		
Th Feb 8	Group project – Finalizing Ethics		<b>Ethics Proposal Due</b>
T Feb 13	Interpersonal Attraction	Text Ch. 9	Revise ethics protocol Begin data collection if study has been approved
Th Feb 15	Interpersonal Attraction	Text Ch. 9	
T Feb 20	Winter reading week. No class.		
Th Feb 22	Winter reading week. No class.		
T Feb 27	Discussion #3	*Whitchurch et al. (2011)	
Th Mar 1	Group project – Collect data		Collect data Enter data
T Mar 6	Prosocial Behaviour	Text Ch. 10	
Th Mar 8	Prosocial Behaviour	Text Ch. 10	
T Mar 13	Data Analysis		Analyze data Interpret data
Th Mar 15	Data Analysis & Interpretation		
T Mar 20	Aggression	Text Ch. 11	Prepare written report Edit written report for submission
Th Mar 22	Aggression	Text Ch. 11	
T Mar 27	Aggression	Text Ch. 11	
Th Mar 29	Prejudice	Text Ch. 12	
T Apr 3	Prejudice	Text Ch. 12	<b>Report due on Tuesday April 3, 2018</b>
Th Apr 5	Discussion #4	*Brochu & Dovidio (2014)	
T Apr 10	Applications & Current Directions		
TBA	<b>Test #4 will be scheduled during the final exam period (Apr 9-30)</b> Covers all lectures & assigned readings since Test #3		

## **8.0 POLICY ON GRADING STANDARDS**

Students at Huron University College should consider a grade in the range from 70-74 to be evidence of satisfactory performance in a 2100-level Psychology course. Grades in the B+ (75-79) or A (80-89%) ranges will only be awarded for performance that is demonstrably superior to the second-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded very rarely and only for work that is truly exceptional.

## **9.0 SUBMISSION OF WORK**

Please note that ALL written work must be submitted electronically through the course website, which allows TurnItIn to conduct a plagiarism check (you do not need to go to the TurnItIn website). Please allow ample time for your submission—this means that you should avoid submitting your paper last minute. The TurnItIn report can sometimes take a while to generate so submit your paper as early as possible. If you are having issues with your electronic submission, you must contact the instructor BEFORE the deadline. Do NOT submit your paper as an email attachment to the instructor and expect to use that as a record of when you submitted your paper as this submission will not contain a TurnItIn report.

## **10.0 PENALTIES FOR LATE SUBMISSIONS**

**An electronic copy of written work is due at 8:30 AM.** The late penalty is 2% a day for up to 21 days (including weekends). Any written work turned in later than the 21st day following the due date will receive a grade of zero. Extensions for reports are normally considered only before the deadline and granted for medical reasons deemed acceptable by the Dean or his or her designate. Additional information regarding University policy regarding relief based on medical grounds appears in the Appendix.

## **11.0 MAKE-UP TESTS**

There will be NO make-up tests for Tests 1, 2, or 3. Following the failure of a student to write one or the other of these tests, and acting on advice from the Academic Counselling Office to provide relief based on medical grounds, the weight devoted to that test will be allocated equally to the remaining tests. Otherwise the grade recorded will be zero. In the event of failure of a student to write Test 4, and again acting on advice from the Academic Counselling Office to provide relief based on medical grounds, that student will be permitted to write a make-up for Term Test 4. Otherwise, the grade will be recorded as zero. That make-up test will be written on the day and at the time set aside for such make-up examinations. Documentation for missed term tests must be submitted to the Academic Counselling Office in a timely manner.

## **12.0 AUDIO AND VISUAL RECORDING OF LECTURES**

Audio and visual recordings of lectures are strictly prohibited. Consideration of request for audio and visual recordings will be based on recommendation from Services for Students with Disabilities (SSD).

## **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>