

# ***POLS 2294G- Citizenship, Borders and The State***

***-Selected topics in Political Science-***

Huron University College- 2018/19- Winter Term

Wednesday Evenings: 6:30pm-9:30pm

Location: HC-A1

**Dr. Jennifer Mustapha**

**(Office hours Wed 3:30-4:30; Thu 2:30-3:30 in A-15)**

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**Course Prerequisites: Poli Sci 1020E or permission of the Huron Poli Sci department**

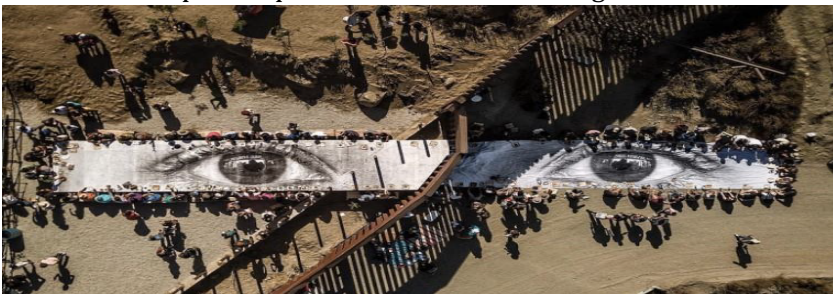
## **Course Materials:**

- Students are **required** to obtain this year's #Huron1Read book –
  - **Alexis, Andre (2015) *Fifteen Dogs*. Coach House Books: Toronto**
  - All other required course materials are available through OWL
- You must sign-in to and familiarize yourself with the **Voice Thread** Plug-In/App that is available through the OWL course page and licenced for your use as a Western student.



## **Course Overview:**

The basic practices of contemporary domestic and global politics are bound up in notions of citizenship, belonging, territoriality, and the state. But what is “citizenship”? And what does it mean to be a “citizen”? What are the implications, for citizenship, of the borders we draw and the spaces we create? What happens to people and groups in the context of different relationships with borders? What are the *politics* that happen in irregular spaces, or in spaces of overlapping jurisdictions? As an engaging way of organizing a breadth of material, the course explores questions like these through four different analytical modes: *Knowing*,



*Seeing, Feeling and Doing*. Under *knowing*, we look at how we come to understand concepts like “citizenship” within both local and global contexts. Here we explore relationships

between citizenship and (state) sovereignty, map-making and territoriality, conceptions of community, and various notions of cosmopolitics. Under *seeing*, we explore the complex role that visual culture, media, and global spectacle play in our ability to “see” each other and in shaping and challenging global and local identities in complex ways. Related to this, under *feeling* we explore how feelings about Self and Other (love, fear, contempt, indifference) are intrinsically related to how we understand citizenship, borders and belonging. Finally, under *doing*, the course explores citizenship and borders “in action.” Here we examine the significance of various bordering practices as well as various forms of political activism and citizenship, both global and local.

### Learning Objectives:

By the end of the course, students will be able to:

- 1) Demonstrate a critical understanding of the concept of “citizenship,” and be familiar with multiple ways of understanding and enacting “citizenship(s),” whether local or global.
- 2) Demonstrate a critical understanding of borders, territoriality, and the state—including the significance of bordering practices and “state space” in relation to the politics of citizenship.
- 3) Demonstrate analytical and empirical knowledge of contemporary topics and issues relating to citizenship and borders.
- 4) Demonstrate and convey these competencies in a clear, critical and reflexive communication style.

### Evaluation- Details to be discussed in class and posted on OWL

(NOTE: Preliminary and subject to change)

<b>Attendance and Participation:</b>	<b>20%</b> (Partially self-assessed)
<b>Multi-Media VoiceThread:</b>	<b>25%</b> (Upload by Friday Mar 1)
<b>Fifteen Dogs Analytical Review:</b>	<b>25%</b> (Due March 27)
<b>Final Exam:</b>	<b>30%</b> (During the April exam period)

### Course Format:

This is a 2nd year special topics course that combines lectures, creative assignments and a variety of participation and discussion methods. In general, in the first part of each class I will deliver a lecture pertaining to the week’s topic, usually with accompanying slides (please note that my slides are brief and I will not be providing or posting “lecture notes,” so attendance is key). We will use the second part of our classes to critically engage the main points of the required readings and raise engaging questions for discussion relating to the weekly topic and the broader themes of the course. My classes are very interactive- I will not just be standing at the front talking for the whole time. I will often raise questions for general discussion and engage you in classroom activities like small conversation groups and problem solving activities. As such, **all students are expected to complete the assigned readings each week before class**, and to come to every class armed with relevant questions and ideas in order to participate actively.

### Success in this course:

Material covered in one component may not be covered in another. Furthermore, this is a politics course that is closely connected to current affairs and issues that are happening all around us, **so you are expected to pay attention to local and world news on a regular basis**. If you **attend the lectures, read the assigned material, put effort into your assignments, pay attention to the world around you and participate in discussions and class activities** you will be well equipped to achieve the learning objectives of the course.



## Index of Classes and Weekly Topics

*IMPORTANT: Subject to change, especially in the event of illness or inclement weather*

<b><i>Date</i></b>	<b><i>Weekly Topic</i></b>
Jan. 09	Introduction to the course
Jan. 16	<i>Knowing I: Ontologies of Citizenship and State Space</i>
Jan. 23	<i>Knowing II: Indigeneity, Identity, and Sovereignty</i>
Jan. 30	<i>Knowing III: Who is a "Citizen" and Where is the "Border"?</i>
Feb. 06	<i>Seeing I: Visual Media and the Power of Images</i>
Feb. 13	<i>Seeing II: "Seeing" Global, "Seeing" Local</i>
<b><i>Feb. 20</i></b>	<b><i>*****NO CLASS: READING WEEK*****</i></b>
Feb. 27	<i>Seeing III: Sport, Spectacle, and Community</i> <b><i>(VoiceThread Due- upload by Friday, Mar 1)</i></b>
Mar. 06	<i>Feeling I: Affect and Emotion in Conceptions of Self and Other</i>
Mar. 13	<i>Feeling II: Belonging and Exclusion- Love, Loathing, and Fear</i>
Mar. 20	<i>Doing I: Performing the Border and Making Spaces</i> <b><i>(Fifteen Dogs Assignment Due)</i></b>
Mar. 27	<i>Doing II: Enacting Citizenship</i>
Apr. 03	Course Wrap Up and Review

***(Final Exam During Exam Period)***



**POL2294G: Selected Topics in Political Science  
(Global) Citizenship and Borders  
Weekly Topics and Weekly Reading Assignments**

*IMPORTANT: Subject to change, especially in the event of illness or inclement weather.  
Appropriate notice will be given in the event of any changes.*

*January 09:*    **1. Introduction to the Course- situating ourselves.**

**1. KNOWING**

What is “citizenship”? How do we know what we think we know about “citizenship”? How are notions of “citizenship” linked to the global? What are the relationships between citizenship and (state) sovereignty? Can there be citizenship without borders? Is “citizenship” a verb or a noun?

*January 16:*    **2. *Knowing I- Ontologies of Citizenship and State Space***

- Arendt, Hannah (1951), ‘The Decline of the Nation-State and the End of the Rights of Man’, in her *Imperialism*, Part II of *The Origins of Totalitarianism* New York: Harvest: 147-182.
- Andreotti, V. (2006) “Soft versus critical global citizenship education” *Policy & Practice-A Development Education Review*, (3) pp. 40-51
- Agnew, J., 1994, “The Territorial Trap: The Geographical Assumptions of International Relations Theory,” *Review of International Political Economy*, 1(1), 53- 80

*January 23:*    **3. *Knowing II- Indigeneity, Identity, and Sovereignty***

- Simpson, Audra (2008). Subjects of sovereignty: indigeneity, the revenue rule, and juridics of failed consent. *Law and Contemporary Problems*, 191-215.
- Connolly, William E. (2004) “The Complexity of Sovereignty” in Jenny Edkins, Véronique Pin-Fat and Michael J. Shapiro (eds), *Sovereign Lives: Power in Global Politics* New York: Routledge: 23-40
- NPR: The Map of Native American Tribes You’ve Never Seen Before  
<http://www.npr.org/sections/codeswitch/2014/06/24/323665644/the-map-of-native-american-tribes-youve-never-seen-before>

*January 30:*    **4. *Knowing III- Who is a “Citizen” and Where is the “Border”?***

- Balibar, Etienne (2006) “Strangers as Enemies: Further Reflections on the Aporias of Transnational Citizenship,” *Globalization Working Papers* 06/2 [http://www.socialsciences.mcmaster.ca/institute-on-globalization-and-the-human-condition/documents/IGHC-WPS\\_06-4\\_Balibar.pdf](http://www.socialsciences.mcmaster.ca/institute-on-globalization-and-the-human-condition/documents/IGHC-WPS_06-4_Balibar.pdf)
- Hansen, T. B., & Stepputat, F. (2006). Sovereignty revisited. *Annual Review of Anthropology*, 35, 295-315.

- Eder, K. (2006) Europe's Borders The Narrative Construction of the Boundaries of Europe. *European journal of social theory*, 9(2), pp.255-271.

## 2. SEEING

How does visuality figure into our understandings of “citizenship(s)”? How do we “see” ourselves and each other? What role do visual aspects of pop-culture, media, and social communication play in our ability to “see” each other and in shaping and challenging global and local identities? What happens when we cannot (or choose not to) “see” each other?

February 06: 5. *Seeing I-* Visual media and the Power of Images

- Szerszynski, B., & Urry, J. (2006). Visuality, mobility and the cosmopolitan: inhabiting the world from afar. *The British journal of sociology*, 57(1), 113-131
- \*This reading contains descriptions of disturbing images\* Campbell, D. (2004). Horrific blindness: Images of death in contemporary media. *Journal for cultural research*, 8(1), 55-74.
- Johnson, Heather (2011), "Click to Donate: Visual Images, Constructing Victims and Imagining the Female Refugee," *Third World Quarterly* 32, no. 6, 1015-1053

February 13: 6. *Seeing II*- “Seeing” local, “Seeing” global

- Magnusson, Warren (2008) *Seeing Like a State, Seeing Like a City*, Paper prepared for the CPSA meeting at the University of British Columbia, 3 June 2008 <http://host-209-183-10-27.static.dsl.primus.ca/cpsa-acsp/papers-2008/Magnusson.pdf>
- Villazor, R. C. (2010). Sanctuary Cities and Local Citizenship. *Fordham Urb. LJ*, 37, 573.
- Bulkeley, H., & Schroeder, H. (2012). Beyond state/non-state divides: global cities and the governing of climate change. *European Journal of International Relations*, 18(4), 743-766.

<<<<<<<<<<<<<<<<<<<***READING WEEK***>>>>>>>>>>>>>>>>>>>

February 27: **7. Seeing III- Sport, Spectacle, and Community**

- Hoberman, J. (2008). Think Again: The Olympics. *Foreign Policy*, 22-28.
- Tiessen, R. (2011). Global subjects or objects of globalisation? The promotion of global citizenship in organisations offering sport for development and/or peace programmes. *Third world quarterly*, 32(3), 571-587.
- Jackson, S. (2014). Globalization, corporate nationalism and masculinity in Canada: sport, Molson beer advertising and consumer citizenship. *Sport in Society*, 17(7), 901-916.



- The Guardian (2106) on Kaepernick's anthem protest  
<https://www.theguardian.com/sport/2016/sep/09/colin-kaepernick-national-anthem-protest-nfl-race-issues>
- Vice (2015) Rio Postmortem: [https://sports.vice.com/en\\_us/article/the-rio-games-were-an-unjustifiable-human-disaster-and-so-are-the-olympics](https://sports.vice.com/en_us/article/the-rio-games-were-an-unjustifiable-human-disaster-and-so-are-the-olympics)
- #TeamRefugees: <https://www.olympic.org/news/refugee-olympic-team-to-shine-spotlight-on-worldwide-refugee-crisis>

**(“Seeing” Multi-Media Voice Thread upload by Friday, Mar 1)**

### **3. FEELING**

How do affect and emotions figure into notions of self/other? How do feelings about self/other – like love, fear, indifference, contempt- relate to how we understand and enact citizenship and belonging? How does “citizenship(s)” make us feel?

**March 06: 8. Feeling I- Affect and emotion in conceptions of Self and Other**

- Zembylas, M. (2009). Affect, citizenship, politics: Implications for education. *Pedagogy, Culture & Society*, 17(3), 369-383.
- Nussbaum, Martha Craven (2002) *For love of country?* Beacon Press, read Introduction and pp. 1-29
- Van Rythoven, E. (2015). Learning to feel, learning to fear? Emotions, imaginaries, and limits in the politics of securitization. *Security Dialogue*

**March 13: 9. Feeling II- Belonging and Exclusion- Love, Loathing, and Fear**

- D'Aoust, A. M. (2013). In the Name of Love: Marriage Migration, Governmentality, and Technologies of Love. *International Political Sociology*, 7(3), 258-274.
- Potvin, M. (2014). The Reasonable Accommodations Crisis in Quebec: Racializing Rhetorical Devices in Media and Social Discourse 1. *International Journal of Canadian Studies*, (50), 137-164.
- Screening for “anti-Canadian Values”?  
<http://www.cbc.ca/radio/thecurrent/the-current-for-september-8-2016-1.3752705/kellie-leitch-defends-anti-canadian-values-screening-for-new-immigrants-1.3752719>
- The Atlantic (2016) on Trump and the Alt-Right Movement  
<http://www.theatlantic.com/politics/archive/2016/09/the-only-way-that-movement-conservatives-can-vanquish-the-alt-right/498716/>
- Gord Downie and Being Canadian:
  - o <http://www.theglobeandmail.com/news/national/gord-downie-to-release-album-graphic-novel-about-residential-schools/article31784065/>
  - o <https://ipolitics.ca/2016/08/24/bring-on-a-brand-new-renaissance-gord-downie-and-canada/>

#### **4. DOING**

What does it mean to enact citizenship? What different/competing/disparate ways do we see citizenship “in action” in terms of activism, social movements, global causes and so on? What power relations are revealed in enacting citizenship(s)? What acts of citizenship reify existing structures, and which acts are destructive or subversive?

- March 20:*      11. ***Doing I: Performing the Border and Making Spaces***  
***(Fifteen Dogs Assignment due today)***
- Basaran, Tugba (2008) Security, law, borders: Spaces of exclusion *International Political Sociology* 2.4: 339-354.
  - Isen, Engin and Rygiel, Kim (2007) *Of Other Global Cities: Frontiers, Zones, Camps*, IN Drieskens et. al. *Cities of the South: Citizenship and Exclusion in the 21<sup>st</sup> Century* READ PAGES 18 (C.Camps)-37
  - Rajaram, P. K., & Grundy-Warr, C. (2004). The irregular migrant as homo sacer: Migration and detention in Australia, Malaysia, and Thailand. *International Migration*, 42(1), 33-64.
- March 27:*      12. ***Doing II- Enacting Citizenship***
- Isin, E. F. (2009). Citizenship in flux: The figure of the activist citizen. *Subjectivity*, 29(1), 367-388.
  - Strange, M. (2005). Empowering university students as ‘global citizens.’ *Development Education Journal*, 12(1), 25-6
  - Young, Iris Marion (2006), “Responsibility and Global Justice: A Social Connection Model,” *Social Philosophy and Policy* 23, no. 1, 102-130
  - Sznajder, N. (2007). Hannah Arendt's Jewish Cosmopolitanism- Between the Universal and the Particular. *European journal of social theory*, 10(1), 112-122.
- April 03:*      13. ***Course Wrap Up***

**FINAL EXAM DURING EXAM PERIOD**

## **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 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, PDAs, 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**

**Requests for Accommodation on 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 informed 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.

**Requests for 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 informed 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.

**Requests for Accommodation on Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. 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 informed 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.

### **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 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.**

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 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.

### **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>