

**Centre for Global Studies (CGS) 2003F**  
**DISCOURSES OF GLOBAL STUDIES**

pre-requisite: 0.5 course from CGS 1000–1099 level,  
or permission of the Centre for Global Studies

**Centre for Global Studies**  
**Huron University College**

**September – December, 2013**  
**Room# HC – W12**  
**Mondays 8:30 – 10:30am.**  
**Wednesdays, 8:30 – 9:30am.**

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### **GENERAL COURSE INFORMATION**

#### **Course Description:**

This course draws our attention to the ways in which the world that we know and the ways in which we study it are conditioned by cultures of understanding and the interplay of ideas and material experiences. It reveals and examines how it is that knowledge of the world and the means by which this knowledge is produced are shaped within acts of language and specific systems of codes, symbols, words, and concepts through which we orient, identify, and interpret ourselves and the other persons and things we encounter. At the same time, this course asks us to examine how ideas and representations of the world are disciplined through relations of force and power. In this respect, our studies in this course will consider the extent to which the apparent reality of the global context and its constituents are constructed through limiting discursive practices, and we will examine fundamental ways in which contemporary discourses regarding global affairs are themselves constructed and function.

Through examining the depths to which the world is caught up within and conditioning of the politics and power relations at play in languages, symbols, ideas, and images, we will focus, in particular, on the manners by which we organise the global in terms of such things as civilisations, cultures, states, social movements, governmental and non-governmental organisations, legal regimes, commercial orders,

capital, and the human. Students will be asked to evaluate the extent to which the divisions that constitute these things are socially, politically, textually, and linguistically performed and limited, and they will consider the ways in which such divisions rely on ongoing discursive practices to sustain them. As a result, all members of this course will be asked to also consider the extent to which the shape of the global context and our understanding of what that might contain may be interrupted and figured anew at the level of discourse.

Our studies in this course will revolve around examinations of the nature of discourse itself and discourse analysis, in direct reference to a selection of discursive systems through which contemporary Global Studies and global affairs are conducted. Fundamental to this work will be examination of Michel Foucault's *The Archaeology of Knowledge*, wherein he provides a foundational study of what it even means to speak of discourse and the power of discourse in the ways we will be addressing these things in this course. Foucault's analysis, as set out in this book, is deeply influential of contemporary discourse analysis in Global Studies and has informed the works of all other texts engaged in the course.

The remainder of classes in this course will be devoted to engagement with and study of four different examples of how attention to discourse and discursive analyses can productively inform our understanding of what we encounter on social, political, legal, and cultural registers of global life. We will examine Dorothea Hilhorst's *The Real World of NGOs* as an example of how discourse analysis can trace the limiting practices that construct 'reality' and 'things' in the world as we seek to engage it in our social practices. In particular, we will take up the challenges presented by Hilhorst's critical investigation of NGOs by reflecting on the difficulty we actually have in describing any social order or grouping in global affairs, as such, in objective terms. Instead, we will begin our consideration of how things and objects in the world are conditioned by practices, processes, and relations. Through Nevzat Soguk's *States and Strangers* we will consider the extent to which the commonly held view that we meet the world, normally, as persons who rightfully enjoy claim to a territory and social/political citizenship in that place itself is a discursive construction, made possible through the forced displacement of others. In this case study, we will have the opportunity to reflect on the reality of the notion of 'human' on which so much international politics and law relies. We will engage Marieke de Goede's *Virtue, Fortune, and Faith* to more directly examine questions of how systems of global relations are given the appearance of coherence and confidence in these systems is made possible. Specifically, de Goede's study will give us the opportunity to consider how global financial relations and the flow of capital are structured and function at the level of discourse. And we will consider Claudia Aradau and Rens van Munster's arguments in *Politics of Catastrophe* over how any future and the ability to plan for the future in global affairs is made possible through problematic discursive strategies. In this final movement, we will take up the questions regarding how it is that we might pretend to know, analyse, and predict what we can never know, which, as it turns out, is a fairly common practice in global affairs.

### **Learning Objectives:**

This course aims to help students appreciate the significance of discourse and discursive formation to what we understand as the global and all that this term is

supposed to signify. Moreover, it aims to challenge students to appreciate not only the politics of discourse at work in the global and Global Studies but, in reference to the discursive conditions of Global Studies, also their own political role and intellectual responsibilities as scholars. As a crucial component of serving these objectives, this course will give students the opportunity to directly study the question of discourse itself, allowing them the possibility of generating a strong working understanding of the term that may be brought to productive use in their studies in other Global Studies courses. In this regard, through both the study of assigned readings and the work of fulfilling course requirements, it is expected that students successfully completing this course will be able to recognise and trace lines of discursive formation in phenomena of interest to Global Studies and within the practices of Global Studies, and it is expected that they will be able to develop their own discourse analyses of subjects, problems, and theories of interest to Global Studies.

### **Methods of Instruction and Course Conduct:**

Each class will be devoted to close and detailed examination of weekly assigned readings, where we will explore the ideas, problems, and challenges raised in these texts and reflect on the significance of these things in terms of the practices of Global Studies more broadly. On the basis of a combination of lectures and class discussions, we will work each week to gain deep, accurate, and critical understandings of the texts we engage, as the basis from which to develop our broader sense of the function of discourse in global life and our studies of its various dimensions. Thus, all students in this class are expected to attend all classes and to have read and studied assigned readings according to our reading schedule (see below). To facilitate the aims of lectures and class discussions, students should bring to class their copies of assigned readings, as we will often refer directly to the texts in class. Whenever a student misses a class, it is expected that she or he borrow class notes from one or more classmates and promptly discusses with me problems of study engaged in that class.

Please note, we will be working our way through exceptionally difficult and dense theoretical literature that requires attentive reading and re-reading prior to discussion of it in class. If you have not studied assigned texts before they are discussed in class, it will be very difficult for you to keep up with lectures and class debate. Those students who neglect to keep up with their readings, who do not regularly attend classes, who do not pay attention to lectures, or who do not actively partake in class discussion will have considerable difficulty in even understanding how to approach and complete their written assignments well. Strong understanding of and rigorous engagement with the assigned readings and discussions developed in class lectures will be necessary to fulfill the written assignments successfully in this course.

In asking all members of the class to “study” their assigned readings, then, I mean the following: You ought not to simply have a quick review of the assigned chapters before class. Rather, you ought to take your time to closely investigate the arguments and ideas presented in these texts, often reading the assigned materials more than once before class. (You ought to also have a good dictionary by your side while reading, as the language in these books is often fairly rich and inventive.) You ought to aim to do your best to determine what the authors are claiming in their writings, and you ought to try to trace the lines of argument that they are presenting in support of their claims. In doing so, you ought to try to identify the most important points that are

raised in the readings, in terms of the authors' interests but also in terms of what problems the authors' discussions raise beyond their own interests. In this regard, you ought to then begin to identify important questions that could be raised in joint reference to the assigned readings and the broader concerns of the course. In other words, you should be fully prepared in class to recommend serious lines of inquiry with respect to assigned readings and the ongoing discussions and debates in the course. And you ought to be fully prepared to engage the lines of inquiry raised by others.

Given the difficulty of the material and ideas we will be studying in this course, it is important that students also quickly resolve the problems and questions that they encounter in reading, following lectures, and taking part in class discussions. Thus, it is expected that students will raise these questions in class and/or with me in my office hours, so that students may gain help in their understandings of our studies. It is very important that you do not allow yourself to fall behind in your understanding of our readings and lectures. There will be very little time in which to catch up, given our steady pace in the class.

If you feel the need for assistance in your interpretation and study of the readings beyond class lectures and discussions, or if you desire the challenge of further dialogue on issues that you feel are not adequately addressed in class discussion, you are welcome to see me when available outside of class time. I am more than happy to talk with any class-member in either of these regards. You should feel free to see me independently about any class-related issue in any event.

It is also highly recommended that students form study-groups with one another, for the purposes of helping one another understand the assigned readings and prepare for class lectures and discussion.

## READING MATERIALS

The following five books have been ordered as required reading and are available for sale in the UWO Bookstore:

- Claudia Aradau & Rens van Munster, *Politics of Catastrophe: Genealogies of the Unknown* (Routledge, 2011)
- Michel Foucault, *Archaeology of Knowledge*, 2nd ed., trans. A. M. Sheridan Smith (Routledge, 2002).
- Marieke de Goede, *Virtue, Fortune, and Faith: A Genealogy of Finance* (University of Minnesota Press, 2005).
- Dorothea Hilhorst, *The Real World of NGOs: Discourses, Diversity and Development* (Zed Books, 2003).
- Nevzat Soguk, *States and Strangers: Refugees and Displacements of Statecraft* (University of Minnesota Press, 1999).

All of our assigned readings will be drawn from these five books, and a copy of each of these books is available on reserve loan in the Huron University College library.

The following slim volume on discourse and discourse analysis has also been placed on reserve loan in the Huron University College library:

– Sara Mills, Discourse, 2nd edition (London and New York: Routledge, 2004).

No readings will be assigned from Mill's book for discussion in class. However, it has been made available for students to work through in their independent efforts to sharpen and deepen their understanding of discourse and discourse analysis, particularly as it applies to the work of Foucault.

## **COURSE REQUIREMENTS AND METHODS OF EVALUATION**

### Discourse Analysis in Global Studies — four assignments

The main written assignment that each student is to write in this course is a research paper in which you engage in a critical study of an example of discursive formation within the context of Global Studies. The core aims of this project are for you to identify and examine a site of discursive formation pertaining to an area of Global Studies that interests you and to show how we may critically analyse this site at the level of discourse in interesting and significant manners. As the process through which you are to prepare for this difficult work, you are required first to write three other assignments of shorter lengths. The first of these is to be a short essay in which you begin to show how we may recognise and critically investigate an interesting example of the material, symbolic, and theoretical limits at which can see and analyse the activity of discursive formation taking place. The second assignment is an act of collection and discussion, wherein you build and discuss the value of an archive of materials that could be used in the development of a discourse analysis of the limits and limiting activities explored in the first assignment. The third assignment requires that you build on and give strong focus to the work in the first and second assignments, producing a lengthy proposal essay for your aims in the final research paper, based on significant research. The research paper, your fourth and final assignment, is to then build on the successes and learning experiences in developing your first three assignments and the critical feedback you have received on each of them, fulfilling your aims in the development of a significant act of discourse analysis. Descriptions and requirements for all three of these assignments follow below.

The fact that you have to submit four written assignments in this course may seem a bit overwhelming. However, please remember, the first three assignments each build toward the fourth. In each of the first three assignments, you are required to complete important work that will allow you, ultimately, to produce a high quality and rich piece of academic writing in the fourth assignment. In essence, all four assignments are part of the same single assignment, and you are given the opportunity to receive rich critical feedback on your work on your thinking, research, analysis, planning, and writing along the way.

Assignment #1: essay identifying a site of discursive formation and research question

In this first essay, the basic goal is for you to try to establish a sound site of study, around which your final research paper in the course may ultimately be built. For this essay, you are asked to accomplish two basic things. You are required to identify a site wherein we may trace relations of discursive formation, of interest within the broad context of Global Studies. And you are required to identify one or more specific problems related to this site of discursive formation that would serve well as a research problem for the paper you will ultimately write for Assignment #4.

You should pursue these aims in terms of how the idea of discursive formation is discussed within the texts we are reading in this course, especially and specifically Parts I and II from Foucault's *The Archaeology of Knowledge*. In this regard, your aim should be to identify a point at which the apparent truth, reality, or order pertaining to a question of interest to scholars of Global Studies is formed through the mutually limiting interplay of ideas and disciplining political and material forces. You are asked to identify and describe a point at which we can ultimately trace how it is that ideas and material forces come to limit each other in such a way that it becomes possible to accept a particular point of view, practice, institution, set of divisions, identity, or hierarchy as true, valid, real, natural, or necessary. In this regard, probably the most important thing for you to do is to find a site at which we could detect and trace material, verbal, and ideological activities of forming limits. Look for a site in which limits are formed, such that we can then talk about such things as: specific objects and subjects of global affairs; truths in practices and principles of interest to us in Global Studies; sensible divisions between places, groups, and periods; believable principles and aims for practices in global affairs. These are just some general examples of the kinds of limits and limiting activities we could consider. There are others as well.

In your work of detecting the limits and relational limiting practices that exhibit discursive formation, it makes the most sense to look for one or more sources that offer a statement of sorts about these limits. By this, I mean that you should look for a site (textual, social, material, or otherwise) that states a limit of some sort, whether that be in the form of a division, a border, an identity, a truth, a faith, an order, a hierarchy, or opposition. In looking for a site in which you see such limits stated or expressed, you may choose from many different kinds of sources, for example: media representations of global issues/events; primary documents related to agreements, institutions, organisations, and regimes within the global context; documents of international law; textbooks related to interests in Global Studies; scholarly writings related to interests in Global Studies; speeches on issues relevant to global affairs; advertisements for products or services of interest to global issues; examples of public debate over interests in the global context; editorials on issues in global affairs; the mandates or mission statements of corporations, institutions, non-governmental organisation; and policy or project manuals for organisations operating in global contexts. However, these are just some obvious sorts of examples. No doubt, there are many other possible sources, but this gives you an idea of the scope of sources you can look at. Please feel free to be creative.

As the fundamental aim of this assignment, you are expected to identify how the particular source or sources to which you are referring rely on or project a particular truth, reality, order, division, or hierarchy, in reference to issues/problems of interest to Global Studies, that we may appropriately understand as discursively formed—constructed through and expressive of the mutually limiting interplay of ideas and power relations. And you are required to describe the ways in which the source material(s) to which you refer exhibit this interplay and a statement of sorts on one or

more kinds of divisions discussed above. In this regard, please note, it is very important to emphasise the specific over the general. As you will learn in this course, discursive formation is understood to occur always at particular moments and points. Thus, we are able to identify and trace discursive formation, first, in specific events, texts, debates, documents, institutions, practices, and relations. Please do not try to begin your identification of discursive formation in a general problem or issue. Rather, look to see how our experience of knowledge of a general problem or issue is given shape and expression in the specific first. Start this project by looking for a specific articulation of the 'truth' or 'reality' of some sort of limit(s) in global affairs, and, then, begin your analysis of its discursive formation by considering what are the conditions under which such a 'truth' or 'reality' could make sense. Ask yourself what interplay of ideas, words, symbols, politics, and force make it possible for this particular articulation to appear sensible, valid, or acceptable.

In addition and in equal part to identifying this site of discursive formation, for this assignment you are to also identify, examine, and discuss a question for scholarly research and analysis. You are required to identify a central question worth pursuing with respect to problems in the relations between ideas and force that make possible the truth, reality, division, order, or hierarchy that results. For example, consider how the point of discursive formation may allow for such things as: the acceptance of inequalities; the ignoring of phenomena that do not match the apparent truth/reality; the inappropriate simplification of complex issues; an unfounded sense of moral superiority; problematic notions of rights and duties; global divisions that do not match how people must live; social and cultural identities that diminish the agency of persons; belief in the solidity of systems and regimes that are in fact neither coherent nor reliable; or, the legitimating of otherwise unacceptable forms of violence. Again, there are many possibilities, but these are some things that may be considered.

This assignment should indeed be written in the basic form of an academic essay. In writing your research paper proposals essays, you are expected to prepare and organise it in the following fashion:

Introduction: In the introduction to this essay, you ought to indicate that your purpose is to show how we may study and analyse the source or sources that you are engaging as a site of limiting discursive formation. You should outline how it is that you think we can indeed trace out the dynamics of limiting discursive formation at this source or these sources. In this regard, in your introduction to this essay you should also indicate one or more problems that arise from this fact that are worthy of scholarly inquiry. And, as your thesis statement in this introduction, you should state quite clearly what you understand to be a useful and important research question to pursue in investigating these problems in the discursive formation you have begun to detect. (Please note, you are not expected to pursue this research question in this essay. You will do this in your research paper, Assignment #4. In this essay, you need only try to show that there is indeed a worthy research question that could be approached in the form of an analysis at the level of discourse.)

Body Paragraphs: In the central paragraphs of your essay, following the introduction, you ought to build a series of discussions and arguments that support your reading of your source as a site of discursive formation and that suggests the problems that you indicate in your introduction. Over the course of

these paragraphs, you should present arguments that support the core thesis statement that you announce in your introduction. And in doing these things, you should show that you can successfully discuss these questions of discourse and discursive formation in relation to the arguments presented by Foucault in Parts I and II of *The Archaeology of Knowledge*. It is expected that you substantially engage and make reference to these sections of Foucault's text, in addition to your engagement with and references to the source or sources at focus in this essay. You should be able to show how you are identifying and discussing discourse and discursive formation in the source or sources you exam is consistent with Foucault's analysis of these things.

Conclusion: In the conclusion of this essay you should reflect upon the significance of the thesis you are presenting and supporting in the rest of the essay.

Textual References and Bibliography: In writing this essay, it is expected that you develop your discussion and arguments with thorough, rich, and multiple references to the source or sources you are engaging and Foucault's *The Archaeology of Knowledge*. All references to your sources, whether they are direct quotations, paraphrased representations of the text, or observations or claims about the text, should be documented with appropriate textual references in the form of footnotes, endnotes, or parenthetical notes. Regardless of the form of notes in which the references are made, *each reference must include page numbers*, where available. (Where page numbers are not available, such as on an on-line blog, please reference by paragraph number, counting from the top.) Each essay should also include at the end a bibliography, listing all sources engaged in this essay. And both the notes and bibliographical entries must be written in either Chicago Style or the Harvard Referencing Style. Information on both styles of referencing is available at the Reference Desk in the library at Huron University College. However, you can find helpful examples of Chicago referencing at the Quick Guide to referencing at the Online Chicago Manual of Style:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

For an easy-to-follow guide for Harvard Referencing, see the online Harvard Referencing Guide made available from the Anglia Ruskin University:

<http://libweb.anglia.ac.uk/referencing/harvard.htm>

Your assignment will be evaluated, in significant part, in terms of how successfully you do identify and describe a point of discursive formation of relevance to Global Studies, as it may be found in one or more sources of the kinds described above. It will also be evaluated in strong consideration of how well you derive a useful and productive line of inquiry into the problems of discursive formation evident in the site of discursive formation you engage. In both regards, it is expected that you will describe and discuss this point of discursive formation in direct reference to how discursive formation is introduced to us by Foucault to this point in the course. In this respect, your assignment will also be evaluated in terms of how well you display initial insights into how Foucault analyses discourse and discursive formation. And it will be



evaluated in terms of how well you substantiate your observations, judgments, and arguments in relation to textual evidence. Moreover, your assignment will be evaluated in reference to the quality of your writing style and effective communication.

- required length of assignment #1: a minimum of 1,000 words, plus bibliography
- due date & time of assignment #1: no later than 8:40 am., October 2<sup>nd</sup>
- manner of submission for assignment #1: paper copy; in person; in class

### Assignment #2: formation of an archive for analysis

For the second assignment, you are required to build and discuss an archive of materials that you can use in developing a discursive analysis of the site of discursive formation you identify and begin to trace in the first assignment. Essentially, what this means is that you are being asked to identify and collect a series of things, ideas, and practices that do the work of establishing the limits and limiting work that produce the divisions of interest to you in the first assignment that can then be viewed, experienced, known, and stated. The archive, then, is a set of things, ideas, practices, and relations that are in relation with one another, at a specific place and time or specific places and times, that make specific divisions apparent, believable, and even acceptable as truthful. It is the interplay of these things, ideas, practices, and relations at one or more site, that give rise to truths about a specific order, hierarchy, or reality in global affairs. And, for the purposes of this assignment and in preparation for the next two assignments, it is your job to try to identify and present a range of important elements of this archive.

The kinds and range of things, ideas, practices, and relations that may be taken up as part of the archive you develop for analysis are quite broad. It is possible that anything goes. Much depends on the specific site of formation you are identifying (in Assignment #1) and trying to open for analysis at the level of discourse. Generally, though, it is useful to look for archival material in the forms of: texts; documents; ideas; words and phrases; laws and principles; institutions and their work; conflicts, wars, and disciplining acts; social movements; material changes in the environment; industrial and commercial developments; public images; advertising; philosophical commitments; tools of propaganda; religious ideals; social/political identifications;....etc. There are many possibilities, and you are welcomed and encouraged to be creative in this aspect of your work. Just remember, you are looking for a series of things, ideas, practices, and relations that contribute to our ability to recognise and accept a particular division or set of divisions of some sort in global affairs as forms of global reality and truth. Having identified such divisions in your first assignment, now, for this second assignment, ask yourself how is it possible for this/these division(s) to make sense? What needs to be in place? What must I already understand? What kinds of disciplining procedures, of bodies, minds, and organisations, to give such divisions reality in the world?

For the actual text of this assignment, I want you to develop an essay-like discussion, in which you identify the various things, ideas, practices, and relations to which you argue it is worth paying attention as the core archive for your project. This discussion should offer a description of each archival element and a consideration of

how it contributes to the limiting function of the site of discursive formation that you discuss in your first assignment. I would be especially interested to see you discuss what you see as the interrelation between archival elements in producing these limits and divisions. Please write this assignment in the following format:

Introduction: At the beginning of your essay, please identify the site of discursive formation that you seek to submit to analysis at the level of discourse in Assignment #4, and indicate the kinds of research questions that you seek, ultimately in that final assignment, to raise with respect to it. Describe the range and types of archival elements that you have found and argue are interesting and crucial to developing analysis of this site at the level of discourse. And present a thesis in which you make a general contention about the interrelation of these elements in your archive.

Body Paragraphs: In the main sections of your essay, following the Introduction, please develop a critical and analytical discussion of the various things, ideas, practices, and relations that you are collecting as part of your archive. And, in doing so, please try to develop this discussion in such a way that it supports your thesis.

Conclusion: In your conclusion to this essay, do your best to anticipate what you would see as a useful way to engage your analysis of this archive in developing the final paper in this course.

References and Bibliography: At the end of your paper, include a bibliography of all the archival elements you have discussed in this essay. And, throughout this assignment, as you make references to the different items in your archive, please be sure to make proper references to them in either Chicago Style or the Harvard Referencing Style. Information on both styles of referencing is available at the Reference Desk in the library at Huron University College. However, you can find helpful examples of Chicago referencing at the Quick Guide to referencing at the Online Chicago Manual of Style:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

For an easy-to-follow guide for Harvard Referencing, see the online Harvard Referencing Guide made available from the Anglia Ruskin University:

<http://libweb.anglia.ac.uk/referencing/harvard.htm>

Your assignment will be evaluated in terms of the following criteria: 1) how well you develop an archive of things, ideas, practices, and relations that relate well to the limits and limiting activities pertinent to the site of discursive formation you seek to investigate in your final project; 2) how well you think through the value of these archival materials for your project overall; 3) how well you consider the interrelation of these different items in your proposed archive; 4) how well you structure your essay into an effective argument; and 5) the quality and style of your writing.

- required number of items to be discussed and listed in archive: minimum of 12
- required length of assignment #2: no less than 1,500 words
- due date and time of assignment #2: no later than 8:40am., October 21<sup>st</sup>
- manner of submission of assignment #2: paper copy; in person; in class

### Assignment #3: research paper proposal essay

For this third assignment, you are asked to revise and improve on the work you have begun in Assignments #1 and #2, building on that work to form a full proposal for the writing of your final research paper, Assignment #4. The primary task that you are to accomplish in writing this proposal essay, once again, is to successfully identify and present arguments regarding how it is possible and valuable to develop a discourse analysis in relation to: the site of discursive formation you identified and begun to trace out in Assignment #1 and the further analysis and insights you have been able to develop in this regard; the archive that you have begun to build in Assignment #2, along with further archival material you have collected since submitting that assignment; and scholarly texts, in the forms of academic books and academic journal articles, you have begun to read and study that can help you develop your study in Assignment #4.

As with Assignment #1, you should be able to show how what you are identifying as a site of discursive formation is available for analysis at the level of discourse, showing how we can detect and trace limits and limiting activity that allows us to see divisions in global affairs, of one sort or another. In this regard, once again, you are to identify one or more problems that arise at this site that you may address via a specific research question. And in the body of your essay, you need to be making arguments that show how it is possible and valuable to analyse this site at the level of discourse. However, this proposal essay should also accomplish a great deal more in terms of laying out a plan for your research paper, Assignment #4. Beyond doing the work of identifying and describing the site of discursive formation and demonstrating how it is that you can engage in discursive analysis of this site, you are also required to present a proposal for how you could indeed effectively carry out this analysis. And this work should take up the majority of this essay.

Please note, if your work on Assignments #1 and/or #2 was not very successful, and you wish to change things up before proceeding, you may revise your approach to your project quite a bit in the preparation of Assignment #3, by either shifting your focus to a different or different kind of site of discursive formation and/or developing a new archive. However, if you want to do this, please consult with me about your decisions in this regard beforehand.

In stating that you are to write a proposal in Assignment #3 for how you can effectively carry out a discourse analysis of the divisions explored in Assignment #1 and considered at the level of an archive in Assignment #2, I mean that you should aim to propose what you see as effective ways to trace out and analyse the problems in discursive formation that interest you at this site. Again, as discussed above in reference to Assignment #1, these problems may include such things as: the acceptance of inequalities; the ignoring of phenomena that do not match the apparent

truth/reality; the inappropriate simplification of complex issues; an unfounded sense of moral superiority; problematic notions of rights and duties; global divisions that do not match how people must live; social and cultural identities that diminish the agency of persons; belief in the solidity of systems and regimes that are in fact neither coherent nor reliable; or, the legitimating of otherwise unacceptable forms of violence. Other ideas may occur to you, and if you are unsure about the validity of your ideas, please just check with me. In any event, in this essay, you should work to show what problems arise in the discursive formation you are tracing and map out an effective plan for critically analysing them and their significance.

In building this proposed plan for study, you should describe the approaches or methods of analysis you seek to employ, and you should indicate the kinds of research materials you are already and plan on studying to develop your analysis. These research materials should include both the items from your archive (which you may revise and increase in size at this point) and scholarly research helpful to your analysis, in the forms of academic books and journal articles. The main point is to begin to develop a group of research materials that can help you in tracing out the discursive formation you argue is present in the source or sources on which your final paper will be focused and that can help you in your discussion of discursive formation in terms of such of division, or discursive formation. In addition to the research materials that you draw from your archive and scholarly materials, you are also required, again, to develop your proposal essay in reference to the ideas and arguments presented by Foucault, in Parts I, II, and III of his *The Archaeology of Knowledge*. You need to show that you understand very well how your discussion of discourse, discursive formation, and analysis at the level of discourse relates to the ideas and arguments put forward by Foucault. And, for this essay, it is particularly important that you show an awareness of how Foucault's notion of "the statement" pertains to the analysis you are proposing, as he discusses this in Part III of his book.

In writing your research paper proposals essay, you are expected to prepare and organise it in the following fashion:

Introduction: The introduction ought to include a brief description of the topic to be taken up in the research paper, as it is grounded in the specific site(s) of discursive formation that you are taking as your focus of study. And it should include a brief account of the significance of taking up this line of study as a question of discursive formation. In this particular respect and, perhaps, most importantly, you are expected to clearly identify the central problem of discourse analysis that you seek to investigate in your research paper, indicating the value of addressing this particular problem. Finally, this introduction must include an explicit and clear thesis statement in which you contend, in specific terms, how and why it is possible to address this topic and focus in terms of discourse and via discourse analysis.

Body Paragraphs: In the body paragraphs of your proposal essay, you ought to establish a series of arguments to support the thesis statement in your introduction, establishing how one can reasonably submit the expressions made in the sites of discursive formation you are engaging and why it is important to do so. You should construct and defend a rationale for developing the discourse analysis you seek to carry out in your research paper, Assignment #4, offering an account of how your research paper will generate a direct and appropriate

response to the central problem of discourse analysis you indicate in your introduction through direct critical engagement with items in your archive and scholarly literature related to your study and interests.

In this work, it is expected that you will build your arguments with substantial textual references to your research materials (archive and scholarly literature) and Parts I, II, and III of Foucault's *The Archaeology of Knowledge*, along with any of the other books we have read to this point that you find useful in discussing the discursive formation of interest to you in this assignment. The point here is to demonstrate your understanding of what it means to talk about discourse and to trace discourse in your topics of study. It is also expected that you will build your arguments with substantial reference to evidence from the research materials you have so far engaged in the development of your research project. Please note, it is important in this proposal essay to give a clear indication that you are already working seriously on the research necessary to build the research paper you will submit at the end of term. In this assignment, you should be able to show that you are finding source materials of relevance and value to your research question and that you already considering their merits.

Conclusion: Rather than developing a normal scholarly conclusion, where one would reflect on the implications of one's arguments, in the conclusion to this research paper proposal essay you should outline what you see is the most effective methodology and approach for research, analysis, and writing for the research paper that you will submit at the end of term. This conclusion ought to be written in direct consideration of what you seek to achieve in your research paper and the arguments that you have developed in the body of this proposal essay.

Textual References and Annotated Bibliography: In writing this essay, it is expected that you develop your discussion and arguments with thorough and rich references to the source or sources you are engaging, Foucault's *The Archaeology of Knowledge*, and the other research materials you are bringing together and studying in the development of this project. All references to these materials, whether they are direct quotations, paraphrased representations of the text, or observations or claims about the text, should be documented with appropriate textual references in the form of footnotes, endnotes, or parenthetical notes. Regardless of the form of notes in which the references are made, *each reference must include page numbers*, where available. (Where page numbers are not available, such as on an on-line blog, please reference by paragraph number, counting from the top.) Each essay should also include at the end a bibliography, listing all sources engaged in this essay. And both the notes and bibliographical entries must be written in either Chicago Style or the Harvard Referencing Style. Information on both styles of referencing is available at the Reference Desk in the library at Huron University College. However, you can find helpful examples of Chicago referencing at the Quick Guide to referencing at the Online Chicago Manual of Style:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

For an easy-to-follow guide for Harvard Referencing, see the online Harvard Referencing Guide made available from the Anglia Ruskin University:

<http://libweb.anglia.ac.uk/referencing/harvard.htm>

It is also required that your bibliography be "annotated." What this means is that you should write a few sentences after each entry, briefly describing the nature of the source and the value it will have to the development of the research project to which it will be applied.

Your research paper proposal essay will be evaluated in terms of the following eight components: 1). how well you define the scope, focus, and guiding research problem of your intended research project; 2). the clarity with which you state your position in your thesis statement; 3) your success in supporting this thesis in the body of your essay with reasonable and insightful arguments and with fair and rich consideration of and reference to ideas and textual evidence available in Foucault's *The Archaeology of Knowledge*, the archival materials you have collected to date, and the research materials you have, to date, collected for the research paper; 4). your success in developing a research project that lends itself well to discourse analysis; 5). the accuracy with which you conceptualise your research plans in reference to discourse, as discourse is represented by Foucault; 6). your success in identifying an effective methodology for your research and writing of the research paper; 7). the quality of your writing style; and 8). the strength of the working bibliography you have developed so far.

- number of items to be discussed and listed from archive: minimum of 12
- number of scholarly texts to be engaged in paper proposal: minimum of 6
- required length of assignment #3: a minimum of 1,200 words,  
plus annotated bibliography
- due date & time of assignment #3: no later than 8:40am. November 11<sup>th</sup>
- manner of submission for assignment #3: paper copy; in person; in class

#### Assignment #4: research paper — critical discourse analysis:

For the major written assignment in this course, you are required to write a research paper in which you develop your own critically-oriented discourse analysis focused somehow within the broad context of Global Studies, as already developed in the previous three assignments you have written for this course. The central point in your paper should be that you identify and critically analyse how some element of global affairs or the subjects of interest to Global Studies functions discursively.

Of course, your research paper is meant to be a successful fulfillment and/or re-working of the research objectives outlined in your paper proposal (Assignment #3), responding effectively to the critical commentary received in the evaluation of that assignment. If your research paper proposal essay establishes a good ground and

framework for the research paper, then it may be possible to move in a fairly straightforward manner from research paper proposal essay to the research paper itself. However, the vast majority of students in the class are likely to have to reconsider and revise the research problems, objectives, methodologies, and list of archival and scholarly research materials to be consulted to some degree, in response to the critical evaluation and commentary they receive on their research paper proposal essays. It may even be the case that some students will be advised and expected to alter the direction of their research and analysis from proposal to final research paper.

You should be careful to not prepare your research paper in a merely descriptive or explanatory style. Rather, you should aim to address your topic of study in the normal contentious methods of academic writing, wherein one establishes for oneself in one's introduction a strongly and explicitly articulated thesis statement whose validity one seeks to prove through rigorous argument and analysis of ideas and evidence in the body of one's paper. You should aim to build your research paper around a thesis that offers a specific point of insight regarding the discursive force and life of the problem in Global Studies you investigate. And you should, ultimately, offer conclusions regarding the implications of the success of your arguments and analyses.

Texts assigned for reading and class study and discussion may be included as sources of research for this research paper. In developing this paper, though, you are expected to conduct research far beyond class readings, engaging other books, academic journal articles, and primary sources relevant to your specific focus, along with the archive of things, ideas, practices, and relations you have collected over the term to date.

In general, your research paper will be evaluated in terms of the following ten components: 1). your ability to develop an appropriate topic of study and research problem for the requirements of this assignment; 2). the depth of understanding you display in terms of the discursive conditions of your topic of study; 3). the clarity with which you state your own position in this paper through a thesis statement; 4). how well and directly you support your thesis through the arguments you construct; 5). your ability to develop your arguments with rigorous, substantial, and direct textual analysis and evidence; 6). the quality of analysis you provide of the archive you assemble for this project; 7). the fairness and accuracy with which you address and represent the texts you study in this paper; 8). the depth of understanding and insight that you demonstrate with respect to your topic of study; 9). the extent to which you have consulted, drawn from, and fairly assess a representative range of research materials available on your topic of study; and 10). the quality and style of your writing.

- number of items to be discussed and listed from archive: minimum of 12
- number of scholarly texts to be engaged in paper proposal: minimum of 10
- required length of assignment #4: a minimum of 2,500 words,  
plus bibliography
- due date & time of assignment #4: no later than 8:40am. December 4<sup>th</sup>
- manner of submission for assignment #4: paper copy; in person; in class

### Final Examination:

You are required to write a final examination, of three hours in length, during the December examination period, to be scheduled by the Registrar. In this examination, you will be expected to write essays in response to a selection of problems presented at the time of examination. These problems will be created in reference to information, theories, ideas, discussions, and questions presented in the readings studied in this course and all lectures and class discussion through the term. All assigned readings and all lectures are relevant to this final examination, and it is expected that students will write their essays in rich and fluent reference to the arguments, questions, and analyses presented in the texts assigned for reading and study in this course.

On the most part, students' exam essays will be evaluated in terms of their fluent and accurate reference to texts, ideas, and problems studied in this course through readings and lectures. Almost equally important, though, the success and quality of each essay will also be assessed in terms of its degree of sound critical engagement with the problem to which it responds. In this regard, you may do very well to draw on dilemmas and debates developed in class discussion.

The only way in which to adequately prepare for the final examination is to keep up with weekly course work throughout the term. This means that you should study your readings weekly, attend all classes, participate fully in class discussions, take substantial reading and lecture notes, and constantly reflect on the materials and issues discussed in class and in the readings. In order to prepare for this exam, you must ensure that you understand the readings and ideas studied in this course, as we study these things on a weekly basis from the beginning to the end of term. In this regard, you are responsible for making sure that your own questions and problems of understanding are resolved along the way, by posing questions for discussion in class, by forming study groups with classmates, and by seeking tutorial assistance from me.

### Overall Assessment:

All grades achieved in course assignments and requirements will be presented in numerical form along with letter-grade equivalents, with respect to the following grading system:

- 90 – 100 (A+) work of excellence; one could expect little more from a student at this level
- 80 – 89 (A) superior work, exhibiting well-developed critical skills, and a sophisticated approach
- 70 – 79 (B) good to very good work, meeting all requirements, and eminently satisfactory
- 60 – 69 (C) competent work, meeting basic requirements
- 50 – 59 (D) fair work, minimally acceptable
- 0 – 49 (F) failure; unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved on assignments #1, #2, #3, and #4 and the final examination. The distribution of the components adding to a final grade is as follows:



- Assignment #1: 5%
- Assignment #2: 15%
- Assignment #3: 20%
- Assignment #4: 35%
- Final Examination: 25%

Significant improvement in the quality of students' assignments over the course of the term *may* be taken into consideration in the calculation of their final grades.

## READING SCHEDULE

Please have read and studied the respective required readings by the dates under which they are listed below.

Week One — September 9 & 11:

- Foucault, *Archaeology of Knowledge*
  - "Part I – Introduction," pp. 3–19
  - "Part II – The Discursive Regularities," pp. 23–85

Week Two — September 16 & 18:

- Foucault, *Archaeology of Knowledge*
  - "Part I – Introduction," pp. 3–19
  - "Part II – The Discursive Regularities," pp. 23–85

Week Three — September 23 & 25:

- Hilhorst, *Real World of NGOs*
  - "1. Introduction: The Politics of NGO-ing," pp. 1–26
  - "2. Damning the Dams: Social Movements and NGOs," pp. 28–49
  - "3. The Power of Discourse: NGOs, Gender and National Democratic Politics," 51–77
  - "4. Village Experts and Development Discourse: 'Progress' in a Philippine Igorot Village," pp. 80–100
  - "5. Modelling Development: NGO Room for Manoeuvre," pp. 103–124
  - "6. Whose Reality Counts? Issues of NGO Accountability," pp. 125–145

*Obviously, the reading for Week Three is very long and likely too much to manage.  
Just do the best you can and, perhaps, only skim-read or skip Chaps. 5 & 6.*

Week Four — September 30:

- Hilhorst, *Real World of NGOs*
  - "7. Making Sense of NGOs in Everyday Office Life," 146–170
  - "8. NGO Leaders: A Social Analysis of 'Fairly Unusual Human Beings'," pp. 172–191
  - "9. Funding Agencies and NGOs: Peeping Behind Paper Realities," pp. 192–212
  - "10. Conclusion: NGO Everyday Politics," pp. 213–226
  - "Epilogue: The Politics of Research," pp. 227–232

Week Four — October 2:

- Foucault, *Archaeology of Knowledge*
  - "Part III – The Statement and the Archive,"
    - "1. Defining the Statement," pp. 89–98

Week Five — October 7 & 9:

- Foucault, *Archaeology of Knowledge*
  - "Part III – The Statement and the Archive," pp. 89–148

Week Six — October 16:

- Foucault, *Archaeology of Knowledge*
  - "Part III – The Statement and the Archive," pp. 89–148

Week Seven — October 21 & 23:

- Soguk, *States and Strangers*
  - "Introduction," pp. 1–26
  - "1. Theorising Refugee Problematizations as Practices of Statecraft," pp. 27–55
  - "2. Refugees, Human Displacement, and Statecraft: The Ascent of the Territorial Nation-State," pp. 57–100

Week Eight — October 28 & 30:

- Soguk, *States and Strangers*
  - "3. Refugees, Intergovernmentalization, and Statecraft: The Birth of the Modern Refugee Regime," pp. 101–142
  - "4. Change and Continuity: Making, Unmaking, and Remaking the International Refugee Regime," pp. 143–178
  - "5. Humanitarian Interventions as Practices of Statecraft: Recrafting State Sovereignty in Refugee Crises," pp. 179–206
  - "6. Refugees, Predicaments of Territorial Democracy, and Statecraft in Europe," pp. 207–240
  - "Conclusion," pp. 241–260

*Obviously, the reading for Week Eight is very long and likely too much to manage. Just do the best you can and, perhaps, only skim-read or skip Chap. 6 and the Conclusion.*

Week Nine — November 4 & 6:

- de Goede, *Virtue, Fortune, and Faith*
  - "Introduction: Money and Representation," xiii–xxvii
  - "1. A Genealogy of Finance," pp. 1–20
  - "2. Mastering Lady Credit," pp. 21–46
  - "3. Finance, Gambling, and Speculation," pp. 47–85

Week Ten — November 11 & 13:

- de Goede, *Virtue, Fortune, and Faith*
  - "4. The Dow Jones Average and the Birth of the Financial Market," pp. 87–120
  - "5. Regulation and Risk in Contemporary Markets," pp. 121–143
  - "6. Repoliticizing Financial Practices," pp. 145–176

- "Conclusion: Objectivity and Irony in the Dot–Com Bubble," pp. 177–183

Week Eleven — November 18 & 20:

- Aradau & Munster, *Politics of Catastrophe*
  - "1. Introduction," pp. 1–16
  - "2. Securing Catastrophic Futures," pp. 17–30
  - "3. Conjectures of Catastrophe: the 'Next Terrorist Attack'," pp. 31–51
  - "4. Economies of Catastrophe," pp. 52–67

Week Twelve — November 25 & 27:

- Aradau & Munster, *Politics of Catastrophe*
  - "5. Imagining Catastrophe," pp. 68–84
  - "6. Aesthetics of Catastrophe," pp. 85–106
  - "7. Catastrophe, Exception, Event," pp. 107–122
  - "8. Conclusion," pp. 123–127

Week Thirteen — December 2 & 4:

- Foucault, *Archaeology of Knowledge*
  - "Part IV – Archaeological Description," pp. 151–215
  - "Part V – Conclusion," pp. 219–232

## GENERAL RULES AND POLICIES

### **Grammar in Written Assignments:**

Students in this course are responsible for ensuring that the written assignments they submit for evaluation and grading are free of significant or recurring grammatical errors. Any written assignment submitted to me that exhibits significant grammatical or stylistic problems or errors will be subject to a penalty against its grade, relative to the degree of grammatical problems in the text. Any student who submits a written assignment that is made very difficult to read or comprehend because of grammatical or stylistic errors or problems will earn a failing grade on that assignment. To avoid this range of penalties altogether, all students in the course are highly encouraged to review their written assignments with members in the Writing Skills Centre at Huron University College before submitting them, and it is recommended that they take every opportunity to improve their writing skills and proficiency in English grammar through the workshops and consultation sessions offered at this Centre.

### **Format and Style of Written Assignments:**

All written assignments, except the final examination, must be typed with at least one-inch margins on all sides. The lines of the main text should be double-spaced, but lines in block quotations (which should also be indented), endnotes/footnotes, and bibliographies should all be single-spaced. Pages must be numbered consecutively, exclusive of the title page. Include the following information on the title page of each assignment: the title of your essay, your full name and student number, the date submitted, the course number, and your professor's name.

Assignments #1, #2, #3, and #4 must include references, in the form of either footnotes, endnotes, or parenthetical notes, and bibliographies written in either the Chicago Style or the Harvard Referencing System. Students will find a hard copy of the Chicago Manual of Style available at the Reference Desk in the Huron University College Library. It is also quite easy to find reputable guides to both Chicago and Harvard on the internet. If in doubt, please look for direction from the reference librarians.

### **Due Dates/Times of Written Assignments:**

An assignment submitted by a student after its due date and time will receive a grade of 0%. A late submission will be accepted without penalty only when the student has made an official request for academic accommodation and it has been granted. For the policy on how to seek academic accommodation, please see the policies on "Academic Accommodation" below.

### **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**

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

[http://www.uwo.ca/univsec/handbook/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf)

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

### **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/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/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”).

### **Accessibility**

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/AccessibilityInfo>

### **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.

### **Program and Academic Counselling**

Centre for Global Studies students registered at Huron who require advice about modules and courses in Global Studies should contact Dr. Mark Franke, Director of the Centre for Global Studies, [mfranke@huron.uwo.ca](mailto:mfranke@huron.uwo.ca), 519-438-7224 ext. 242. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounselingServices>