



around the world struggle to mitigate the negative effects of detrimental development practices. This part also focuses on how indigenous political organizations challenge the traditional power of states and state-sponsored development efforts. Finally, the third part of this course offers an account of indigenous perspectives on development and globalization.

## Course Objectives

- To introduce and develop an understanding of the connections between indigenous peoples and global development.
- To encourage critical awareness on the most pressing issues affecting indigenous peoples around the world in the era of neoliberal globalization.
- To expose students to the challenges indigenous peoples face when they organize and mobilize to defend their interests, worldviews and ways of life.
- To identify some of the specific forms that the struggles for indigenous autonomy take in our time.

## Course Structure and Methods

These ambitious aims require an ongoing commitment throughout the semester from both students and instructor in the effort to make this course a stimulating academic experience.

Our class meets twice a week: Tuesdays (2-hour period) and Thursdays (1-hour period). These classes will be structured as follows:

**Tuesdays**     *11:30am – 1:30pm*  
Lectures, class discussions, and group activities.\*

**Thursdays**     *11:30am – 12:30pm*  
Starting in Week 3, Thursdays are scheduled for group presentations.

\* Lectures and class discussions may be replaced with documentaries or movies related to the week's topic. This audio-visual material will be discussed in class in connection to the week's readings.

Please be aware that lectures do not necessarily repeat the information found in the weekly readings. On the contrary, lectures often aim at bring to the forefront new questions and issues that relate to the weekly topics. In sum, lectures and class discussions do not replace the required readings. Likewise, required readings are not a substitute for lectures and class discussions.

*A minimum requirement is that students read the material before coming to class in order to facilitate the process of active learning through participation and engagement. Thus it is very important that students attend all lectures and critically reflect on all assigned readings for this course.*

## Learning Outcomes

On completion of this course, students should be able to:

- Assess the impact of development practices on indigenous peoples in historical perspective.
- Outline the main issues affecting indigenous peoples in relation to development projects and policies.
- Demonstrate critical awareness on the most pressing issues affecting indigenous peoples as they organize and mobilize in order to defend their livelihoods.
- Explain the factors playing a role in the ways in which indigenous peoples defend and/or reclaim their autonomy as a form of resistance.

## Course readings

There are three required books for this course:

- ❑ Eversole, R., J. McNeish, and A. Cimadamore, eds. 2005. *Indigenous Peoples and Poverty. An International Perspective*. London: Zed.
- ❑ Andolina, R., N. Laurie, and S. A. Radcliffe. 2009. *Indigenous Development in the Andes. Culture, Power, and Transnationalism*. Durham: Duke University Press.
- ❑ Blaser, Mario et al, eds. 2010. *Indigenous Peoples and Autonomy. Insights for a Global Age*. Toronto: UBC Press.

Additional required readings assigned for this course will be posted on OWL.

Each of the above books is available for purchase at the UWO Bookstore, and copies are available on Reserve Loan (2-hour) at the Huron University College Library.

## Course calendar

Lectures and class discussions will be conducted under the assumption that all students have completed the readings each week. Critical engagement with the readings is essential for reaching the learning objectives of this course.

**References:**     **IPP**     “*Indigenous Peoples & Poverty.*”  
                       **IDA**     “*Indigenous Development in the Andes.*”  
                       **IPA**     “*Indigenous Peoples and Autonomy.*”

W	Date	Part	Theme(s)	Readings	Important
1	Sep. 10 (TUE)	Introduction	General overview of course and basic housekeeping		Start coordinating groups for presentations
	Sep. 12 (THU)		Who are indigenous peoples? What does it mean to be indigenous today? Indigeneity	Lecture	Sign-up for Presentations
2	Sep. 17 (TUE)		The intersection of indigeneity, poverty, development, and autonomy	IPP (1) IDA (Intro) IPA (1)	
	Sep. 19 (THU)		Colonial Power and Indigenous Peoples	Lecture	
3	Sep. 24 (TUE)	(1) Development & its Others	Breakdown of Indigenous Autonomy. “Poverty as a verb, not a noun.”	IPP (2, 3, 5)	<b>Critical Journal #1</b>
	Sep. 26 (THU)		<b>Yanomami peoples</b>	Presentation	Group presentations begin
4	Oct. 1 (TUE)		The transnational dimension of indigeneity and development. Representations	IDA (1, 2)	<b>Critical Journal #2</b>
	Oct. 3 (THU)		<b>Quechua peoples</b>	Presentation	
5	Oct. 8 (TUE)		Land, Place, Territory	IDA (3) IPA (2)	<b>Critical Journal #3</b>
	Oct. 10 (THU)		<b>Aymara peoples</b>	Presentation	
6	Oct. 15 (TUE)		Neoliberalism(s)	IDA (4) IPA (3)	<b>Critical Journal #4</b>
	Oct. 17 (THU)		“Contested National Identities: An Interdisciplinary Symposium” @ Huron University College, 16-18 October <i>Attendance is recommended to students taking this course</i>		
7	Oct. 22 (TUE)		<b>Preparation of Research Essay</b> (No class this week)		
	Oct. 24 (THU)				
8	Oct. 29 (TUE)	Indigenous knowledge and the gendered nature of development	IDA (5, 6)	<b>Critical Journal #5</b>	
	Oct. 31 (THU)	<b>Fall Study Break</b> (Oct. 31 – Nov. 1)			
9	Nov. 5 (TUE)	(2) Indigenous self-determination	The making of indigenous citizenship and the politics of self-determination	IPP (6, 9, 11)	<b>Critical Journal #6</b>
	Nov. 7 (THU)		<b>Maori peoples</b>	Presentation	<b>Research Essay Due</b>

10	Nov. 12 (TUE)		The limits of recognition	IPP (10) IPA (5, 7)	<b>Critical Journal #7</b>
	Nov. 14 (THU)		<b>Cree peoples</b>	Presentation	
11	Nov. 19 (TUE)	(3) Indigenous Perspectives	Indigenous perspectives on development and globalization	IPP (12, 13) IPA (6)	<b>Critical Journal #8</b>
	Nov. 21 (THU)		<b>Maya peoples</b>	Presentation	
12	Nov. 26 (TUE)		Indigenous responses to poverty: the autonomy option.	IPP (14, 15) IPA (8, 9)	
	Nov. 28 (THU)		<b>Mapuche peoples</b>	Presentation	
13	Dec. 3 (TUE)		Hope	IPA (10 & Afterword) IPP (16) IDA, Concl.	
	Dec. 5 (THU)		<b>Zapatistas</b>	Presentation	Final critical report questions are given

## Course Evaluation

**All due dates are absolute, and late work is not accepted.** This applies to all assignments, including exams. An assignment submitted after its due date and time will receive a grade of zero. Extensions, however, may be granted with proof of severe medical or other emergency in the form of an official, signed medical note (etc.) that explains why the student is unable to complete the assignment on time. This note should be submitted to the student's academic counsellor.

If you feel that you have a medical or personal problem that is interfering with your work, please contact both the Academic Counselling Office and myself to make arrangements possible before the assignment is due.

*All work must be submitted in print, except provisions made by instructor.*

<b>Attendance</b>	<b>10%</b>	Ongoing
<b>Participation</b>	<b>10%</b>	Ongoing
<b>Critical Journals (8)</b>	<b>25%</b>	Weeks 3-11 (OWL)
<b>Group Presentation</b>	<b>15%</b>	Sign-up sheet (see calendar)
<b>Research Essay</b>	<b>30%</b>	<b>Nov. 7</b>
<b>Final Critical Report</b>	<b>10%</b>	<b>Dec. 12</b> , e-submission (OWL)

### Attendance

Regular attendance and a serious effort to actively and productively contribute to discussion and debate in class, and during presentations are highly expected.

All students begin with a mark of ten points (10/100). One point is deducted for each missed class. If the absence is justified under university regulations, please submit a note to your academic counsellor. Once I receive confirmation from the academic counselling office, I will update attendance records.

### Participation

Participation is based on the instructor's perception on the level of engagement with the readings and other class-related activities, including engagement with group presentations. This means students are expected to have completed the readings and to be prepared to critically discuss the ideas and arguments they present.

A high participation grade (80+) reflects *exceptional* preparation before class and a substantive level of engagement in class discussions. In other words, if the student with this participation grade were not a member of the class, the quality of discussion would be diminished. Quality is sought over quantity.

## Critical Journals

As university students, you are expected to take responsibility for your learning. Thoughtful involvement in this course also requires preparation above and beyond reading. Hopefully, these very brief Critical Journals will increase your confidence and ability to make important contributions to our class.

A Critical Journal is a written response to the weekly readings (not to individual chapters or articles) and they should address the particular issues, concepts and arguments raised by the readings. While additional sources are not required, you may add any material that you believe is relevant and that has been discussed in previous weeks. The core focus of these short reflexions, however, must be on the readings and topic assigned for the week.

These responses should be brief (word count: 250 min. – 400 max.). **Formal citations are expected.** For example, (Author, Year) and List of References at the end. In the case of edited books, you must list the chapter(s) used (consult style manual).

These are some questions that can help you get started with your journal entries:

- What are the main arguments presented in the texts? One or two sentences should suffice to summarize.
- Are there recurring themes within the texts? From the course in general?
- Where do arguments overlap? Diverge? Contradict?
- How do the readings relate to the week's topic and your knowledge of course content? What is your reaction to what you have read? Why?
- How do these readings help to understand the weekly theme?
- What questions come to mind from these readings that have not been answered? What would you like to discuss or better understand?

Please note that while these papers are short, they will be graded on the same level of expectation as any other academic assignment. Critical Journals must be presented in essay format with an overall focused and clear argument. It is best to present this main argument **one** single, specific and focused sentence.

### Elements of Critical Journals

There are five main elements that you should keep in mind when students prepare the Critical Journals:

- Introduction.** A strong introduction should provide at least three elements to the reader of the essay: first, it should address the main arguments and key points encountered in the readings in relation to the week's topic; second, it should be clear from the introduction what the main focus of the critical journal is (this is the argument or main thesis); and finally, the introduction should provide a clear overview of all readings in a concise and clear manner. Assume that I have read the texts assigned and write accordingly. Two sentences should be enough.
- Critical analysis** This is the “core” and the most important aspect of Critical

journal. In order to build a critical assessment of the literature, you need to address the readings as a whole and not individually. You can do this by identifying what they have in common, how they approach the topic, etc.

The Critical Journal should also connect the readings of that week with broader concepts on the subject. Make your best effort to identify what are the main critical concepts that help to make sense of a certain topic and case studies. In addition, critical terms must be used in a manner that makes their meaning clear (and makes it clear to me that you understand them).

Finally, you need to identify and assess the *relevance and importance* of the readings to our understanding of the relationship between indigenous peoples and development.

- **Conclusion.** All good critical journals and essays end with a strong conclusion. In order to build your conclusion, you need to include a brief summary of the essay and its main points as well as a “wrap up” that identifies the main implications of the readings for our understanding of the week’s topic. This latter point can include possible questions that emerge from reading these texts. Two sentences should be enough.
- **Format.** These critical journals should follow the formalities that are common in academic writing. Use a formal tone to present your ideas.

In terms of format there are three elements that are important to consider: first, the essay should use proper formal citations (Chicago is preferred but not mandatory); there should also be a logical sequence of arguments organized in paragraphs; and finally, paragraph should be built with short sentences. Try to work with short paragraphs, as this will help you to structure your thoughts more clearly.

Also, please keep quotations to a minimum and when you use them, place them in context. Punctuation is very important when you use quotations. In general, paragraphs do not start with a quotation

Each page must be numbered.

### Important information on submission

Each student must submit eight critical journals. The period covered for submitting these critical journals is from weeks 3 to 11 (no journal for week 7). Each journal is worth 3% (technically, 3.125%, to give a final total of 25%).

**Critical Journals must be submitted electronically in the OWL course site.** Critical Journals are due on Tuesdays and they must be submitted before 9:30am. OWL will not allow submissions after this time. This deadline helps the instructor to read the submissions before class.

**Important:** If, due to some emergency, a student is not able to submit the critical journal on time, the student must contact the instructor in advance (i.e. before the due date and time) to discuss if and how an alternative arrangement can be granted. Decisions regarding this matter will be made on a case-by-case basis. Documentation must be provided to the academic counselling office.

## **Group Presentation**

Beginning on week 3, each student will participate in a group presentation. We learn more by teaching others than by passively reading, or even writing. The goal of this exercise is to allow you to be proactive in your learning experience. This presentation will offer you the opportunity to explore an indigenous group and their relationship with global development.

Students have the freedom to be creative in how they deliver this presentation (e.g. create your own short film, introduce a work of fiction – novel or film – to the audience in order to discuss the week’s topic, perform a short debate to show the different positions on a topic, visually appealing and concise slides, etc.). **Originality and creativity will be rewarded!**

Groups will consist of four students, although the numbers can change upon enrolment. Sign-up sheets will be available on the first week of class. Students must sign-up no later than Week 2. If a student has not signed up by week 2, the student will add the student’s name where is needed. The student will be notified via email.

### *Responsibilities of presenters:*

- Each group is responsible for designing and managing a 45-minute presentation. This presentation includes class discussion.
- The main theme of the presentation will be the relationship of an indigenous group (see course calendar) and global development. For example, “Mapuche peoples and extractive industries” or “Maori peoples and Autonomy.”
- The goal of each presentation is to integrate the readings and themes of that week and offer a clear and critical perspective on the material focusing on one indigenous group. **Avoid a summary of readings and a bullet-points presentation.**
- Groups should make their best effort to keep the rest of the class interested and engaged with the presentation. Being creative in how you deliver the results of your research is important in this regard.
- Each group must provide a **one-page** handout to the class. The handout must include the names of all group members.
- Meeting with instructor a week prior to presentation (during my office hours) is highly recommended. The level of preparation for this meeting will be considered as part of the grade for this assignment. This can also be a good opportunity to discuss the relevance and value of the materials consulted for the presentation.
- Each member of the group is expected to do an equal amount of work.
- Each group must submit to me, via email, a **summary of the presentation by**
- Students who miss their presentations without prior arrangement with the course instructor will be given a grade of zero.

*Responsibilities of students not presenting:*

- Study readings before coming to presentation.
- They must provide constructive, written feedback on the presentation.
- The quality of the feedback will count towards the participation mark.
- Students will recommend a grade for each participant. Instructor will consider this feedback to calculate each presenter's grade.

<b>Research Essay</b>
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The main goal of this research essay is to explore the relationship between one indigenous group and an aspect of global development.

The length for this essay is 2,500 words (min.) to 3,000 (max.).

Handout #1 (Research Essay) provides more specific guidelines for the preparation of this assignment. Handout # 1 will be available in OWL.

<b>Critical Report</b>
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The critical report will be a comprehensive written response to the readings covered this term. The question(s) for this assignment will be handed out the last day of class. It will have two questions, and you need to answer one in a short essay (word count: 750 (min.)–1000 (max.) not including bibliography). It must be typed and double-spaced. **Formal citations are expected.** This assignment will be graded according to the organization of ideas, the clarity of the response and the quality of your own assessment of the material.

This assignment is due a week after, on **December 12<sup>th</sup>**.

The submission for this assignment is **electronic**, via OWL. There will be a Turnitin icon ready for your submission. **Late submissions will not be accepted.**

## Grades Description

**Exceptional** = above 86

Went beyond expectations in all categories. One could expect little more from a student at this level.

**Strong** = 80-85

Displays high level of capability in all categories, but did not exceed all conceivable expectations.

**Strong/Average** = 76-79

Displayed high level of capability in some categories but not all; did not go beyond the obvious but the work is eminently satisfactory.

**Average** = 70-75

Work displays a good level of capability overall, with some strengths and some weaknesses.

**Average/Weak** = 66-69

Displayed average capability in some categories but no particular strengths. Meets basic requirements.

**Average/Weaker** = 60-65

Displayed average capability in some categories and some under-average levels of capability.

**Weak** = below 60

Fair work. Displayed an under-average level of capability and is minimally acceptable.

**Not acceptable** = below 50

Failure. Work is unsatisfactory and does not meet basic requirements.

## Policy on Returned Assignments and Appeals

Frequently students wish to discuss the results of their assignments immediately upon receiving their grade and feedback. Every effort will be made to provide substantial feedback on assignments with the intention of making the grading clear, and also to help you improve regardless if the assignments receives an “A” or a “C.”

If you still have questions or concerns about the results of your assignment, please make an appointment to see me and discuss further. You must also wait 24 hours after receiving your assignment and grade before contacting me to discuss your results. In addition, you must set up an appointment no later than 7 days after receiving your grade if you wish to meet and discuss, or appeal.

You may appeal your overall grade, or the grade of any specific assignment. There are several steps to appeal a grade:

1. Have an informed discussion with me. **This step must be initiated (i.e. set up an appointment) within 7 days of receiving your grade.**
2. If you still find the explanation of your grade unsatisfactory, you may appeal your grade in writing. **This written submission must be submitted within 14 days of receiving your grade.** You are to write a formal letter indicating the ways in which believe your assignment met the requirements – with evidence cited – as well as the grade you believe you deserve for your work. Please keep in mind that the onus is on you to demonstrate that your work meets the requirement set out for the assignment, and not for me to defend the mark allocated.

No grade change will be considered without submitting a formal appeal in writing. Please be aware that the **formal appeal process may result in your grade going up or down.**

## **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**

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/uwoom/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/CounselorsCounsellingServices>