



### Course Outline

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- The best way to reach me is via email. I will do my best to reply as soon as possible. If you do not get an immediate reply, please allow at least 48 hours if you need to send me a reminder. I usually do not check my email after 5pm or on weekends.
- Please use the course number (e.g. CGS4017) as part of the subject line for your emails. This will ensure a faster reply as my electronic correspondence gets sorted automatically.
- *Due to privacy rules, you must use your UWO email account for contacting me.*

Office Hours      **A208**      Tuesdays      2:00pm – 4:00pm  
or by appointment

Class                      **W102**      Mondays      2:30pm – 5:30pm

**Important note on class cancellations:** In the event of unexpected class cancellations, the instructor will post such notice on OWL ([owl.uwo.ca](http://owl.uwo.ca)). Please check the OWL course site often.

### Course Description

This course examines the ways in which indigenous peoples have started to tell stories through cinematic film. To understand the significance of indigenous-made feature films, the course begins by exploring central concepts such as culture, representation, and decolonization. These concepts are studied from a global perspective and in relation to the historical claims of indigenous peoples for autonomy and self-determination.

### Course Objectives

The course aims to help students discover and appreciate the importance of films in representing indigenous cultures in diverse ways. By discovering a set of recent indigenous films, students will be able explain *how* these films reflect specific storytelling traditions and how these forms of representation are embedded in a wider global context that includes colonialism, the expansion of global capitalism, dominant cinematic traditions (e.g., Hollywood), and the decolonization efforts by indigenous peoples around the world, to name a few.

## Class 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 once a week, in a three-hour period. In general, each class is structured as follows\*:

2:30 – 3:15	(45')	Seminar Presentation
3:15 – 3:30		Break
3:30 – 4:20	(50')	Questions and class discussion or Film
4:20 – 4:30		Break
4:30 – 5:20	(50')	Questions and class discussion

\* This class structure is subject to change.

As an honours seminar, our class periods have little time devoted to lectures. On the contrary, the majority of our class has a combination of seminar presentations by students and class-wide discussion and debates over specific issues raised by the readings and the films. My role as instructor in this course is to facilitate and lead discussions, introducing questions and particular themes related to the course.

*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. I suggest students take study notes while doing the required readings, including a set of questions that emerge from the readings.*

## Learning Outcomes

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

- Define the concept of culture and identify some of the ways in which culture is understood in global context
- Explain the ways in which indigenous cultures have been represented in dominant cinematic traditions
- Analyse the ways in which recent indigenous films challenge dominant representations on indigenous peoples
- Discuss the relationship between indigenous films and indigenous autonomy in a global context
- Evaluate whether indigenous filmmaking may strengthen indigenous culture and decolonization efforts by indigenous peoples around the world.

## Course readings

All required readings are to be made available by the instructor.

When possible, the readings will be available at the Huron Library for a 2-hour loan period.

## Course calendar

Seminars are conducted under the assumption that all students have completed the readings for that week. Critical engagement with the readings throughout the term is essential for reaching the course's learning objectives.

W	Date	Theme(s)	Required Readings	Notes
1	Sep. 9	Introduction <b>Avatar</b>		
2	Sep. 16	Culture and the Global	<p>* Williams, Raymond. 1985 [1976]. "Culture." In <i>Keywords: a vocabulary of culture and society</i>.</p> <p>* Briones, Claudia. 2011. "Scientific avatars or doing anthropology of (and against) our modern discontent." <i>Postcolonial Studies</i> 14, no. 3</p> <p>* Appadurai, Arjun. 2013. "The offending part: sacrifice and ethnocide in the era of globalization." In <i>The future as cultural fact. Essays on the global condition</i>.</p>	
3	Sep. 23	Representation(s) <b>Reel Injun</b>	<p>* Churchill, Ward. 2000. "Fantasies of the Master Race: Categories of stereotyping of American Indians in Film."</p> <p>* Dyer, Richard. 1997. "The matter of whiteness." In <i>White</i>.</p> <p>* Hall, Stuart. 2000. "Cultural Identity and Cinematic Representation."</p>	
4	Sep. 30	Is there an "indigenous aesthetic"?	<p>* Leuthold, Steven. 1998. <i>Indigenous Aesthetics: Native Art, Media, and Identity. (Selections)</i></p> <p>* Ginsburg, Faye. 2008. "Screen memories and entangled technologies: Resignifying indigenous lives." In <i>Multiculturalism, postcoloniality, and transnational media</i>, ed. E. Shoat and R. Stam.</p>	
5	Oct. 7	Indigenous Films as Decolonization	<p>* Knopf, Kerstin. 2009. "A postcolonial approach to indigenous filmmaking in North America." In <i>Decolonizing the lens of power. Indigenous films in North America</i>.</p> <p>* Stam, Robert and Ella Shohat. 2012. "The Seismic Shift and the Decolonization of Knowledge." In <i>Race in translation. Culture wars and the postcolonial Atlantic</i>.</p>	
	Oct. 14	<i>Thanksgiving</i>		
6	Oct. 21	<b>The Fast Runner</b>		
7	Oct. 28	Indigenous Media and Autonomy	* Urban, Greg. 2001. "The once and future thing." In <i>Metaculture. How culture moves through the world</i> .	

			* Evans, Michael Robert. 2010. <i>The Fast Runner: Filming the legend of Atanarjuat</i> . (Selections)	
8	Nov. 4	Native American Sovereignty: Life on- and off-reservation  <b>Smoke Signals</b>	* Wood, Houston. 2009. "North American Indigenous Films before 2000." In <i>Native Features. Indigenous films from around the world</i> .  * Hearne, Joanna. 2012. <i>Smoke Signals: Native Cinema Rising</i> . (Selections)	
9	Nov. 11	Where is "home"?  <b>Once Were Warriors</b>	* Martens, Emiel. 2007. <i>Once Were Warriors. The Aftermath. The controversy of OWW in Aotearoa New Zealand</i> . (Selections)  * Columpar, Corinn. 2010. "Land Claims. Dramas of deterritorialization." In <i>Unsettling Sights. The Fourth World on Film</i> .	
10	Nov. 18	Culture and Authenticity  <b>Whale Rider</b>	* Wilson, Pamela and Michelle Stewart. 2008. "Introduction: Indigeneity and Indigenous Media on the Global Stage." In <i>Global Indigenous Media. Cultures, poetics, and politics</i> .  * Gauthier, Jennifer. 2009. " 'Lest Others Speak for Us': The Neglected Roots and Uncertain Future of Maori Cinema in New Zealand." In <i>Global Indigenous Media. Cultures, poetics, and politics</i> .  * Columpar, Corinn. 2010. "Speech Acts. Toward a 'postcolonial' poetics." In <i>Unsettling Sights. The Fourth World on Film</i> .	
11	Nov. 25	<b>Rabbit-Proof Fence</b>	* Shoat, Ella and Robert Stam. 1994. <i>Unthinking Eurocentrism. Multiculturalism and the Media</i> (Selections)	
12	Dec. 2	Culture as the "capacity to aspire"	* Appadurai, Arjun. 2013. "The capacity to aspire: culture and the terms of recognition." In <i>The future as cultural fact. Essays on the global condition</i> .	

## 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>15%</b>	Ongoing
<b>Critical Journals (4)</b>	<b>20%</b>	Sign-up Sheet
<b>Seminar Presentation</b>	<b>15%</b>	Sign-up Sheet
<b>Research Proposal</b>	<b>10%</b>	TBC
<b>Final Research Paper</b>	<b>30%</b>	TBC

**A note on due dates for Research Proposal and Final Research Paper:** Each student will be given some flexibility to plan the dates for these assignments. Students will sign a "contract" with their chosen dates for these assignments.

### 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) for attendance. 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. – 500 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 four critical journals. A sign-up sheet will be available the first and second weeks of class. Each journal is worth 5% of the final grade.

**Critical Journals must be submitted electronically in the OWL course site.** Critical Journals are due on Mondays and they must be submitted before 10:30am. 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.

## Seminar Presentation

We learn more by teaching others than by passively reading, or even writing. The goal of this assignment is to allow students to be proactive in this learning experience. This presentation will offer students the opportunity to explore an area of interest from the required readings and share them with the rest of the class. The central purpose of each presentation is to help identify the important questions and themes in order to engage to that week's readings and general topic.

Beginning **Week 3**, each student will be responsible for leading and facilitating the seminar discussion. Sign-up sheets will be available on the first week of class. Since seminar presentations begin on Week 3, students need to choose their presentation dates the first day of class. After Week 1, the instructor reserves the right to assign presentations to students who have not yet signed.

Students have the freedom to be creative in how they deliver the seminar presentation (e.g. create your own short clip, 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, create a visually appealing and concise slides, etc.). **Originality and creativity will be rewarded.**

Please note that seminar presentations **should not offer mere summaries or reports** of what is written or argued in the assigned readings. Furthermore, the presenter must try to explain to the class what the author of the assigned readings is arguing in her/his work. In addition, the presenter should provide his or her own interpretation of the texts. Finally, the student must provide a critical reading of the arguments, ideas and concepts encountered in the readings.

Each presentation should last approximately **45 minutes**.

It is highly recommended that presenters provide the class with a **one-page handout**.

## Research Proposal

In preparation for the Final Research Paper, each student is required to submit a proposal. This is the first presentation of your argument. The proposal must outline the intended research topic, overview of the bibliography consulted so far, a suggested plan to analyse this bibliography.

The research proposal should include a preliminary bibliography of at least ten sources, five of which should be annotated. The bibliography list should only include books, book chapters, or journal articles. Newspaper articles can be added to the final paper but not on this list. Articles from encyclopaedias and/or dictionaries, and web pages with no clear author/institution should be avoided.

The research proposal will have from **1,250 (minimum) to 1,750 (maximum) words** in length. It must be submitted in person, in class.

### **Final Research Essay**

The main goal of this research essay is to explore the ways in which indigenous culture has been represented in film.

The length of this essay is 3,500 words (min.) to 4,000 (max.).

**Handout #1** provides more specific guidelines for the preparation of this assignment. Handout #1 will be available in OWL.

## 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/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/CounselorsCounsellingServices>