

History 4702F
European Imperialism
Huron University College/History Department
Seminars, Wednesdays 10:30-1:20, W101

Course Director: Dr. Geoff Read

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Office hours: Wednesdays, 9:30-10:30, Thursdays, 2:30-3:30, Fridays, 11:30-12:30

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Prerequisite(s): 2.0 courses in History at the 2200 level of above, or permission of the department.

Course Description and Rationale:

This course begins with a discussion of theories of imperialism and an overview of the early modern European empires. It ends with post-World War Two decolonization. In between the class will explore major themes in the topic including expansion, governance, gender, and resistance.

Students are expected to attend 3 hours of seminar every week. Attendance will be taken at all classes (see below); you are also responsible for all the material covered during classes on the take-home exam. Most of the in-class time will be spent either discussing class materials or with student presentations; however, there will be lectures when necessary to cover the necessary historical context. The lectures will not be posted on-line and the professor will not provide his lecture notes to students.

As this is a seminar and discussion of class materials is the main focus of the class, it is essential that you complete the assigned reading before attending class. In order to attain a top mark for participation you will have to participate regularly and actively in these discussions. *Failure to attend 50% of the seminars will result in a participation grade of zero.*

Course Learning Objectives

Through the course assignments, tutorials, and lectures, there are three distinct categories of objective we will work to achieve in this course.

1) Skills-based objectives: By the end of the course students will have improved: their essay-writing skills; their grammar and prose; their ability to conduct research projects; their ability to develop, discuss, and defend their ideas in group settings; their ability to lead groups of people in pursuit of a common goal or exercise; their ability to work with a partner; their critical and analytical thinking; their ability to read texts critically; their ability to organize their time.

2) Content-based objectives: By the end of the course, students will have at least a good understanding of modern European imperialism. They should also have a working knowledge of theories of imperialism and the scholarly debates within the field. Students will also learn the historical details and perspectives covered in the course material.

3) Global-learning-based objectives: By the end of the course, students will have been exposed to material that should allow them to think about the world differently. In particular, students should

have a better understanding of the impact of European imperialism on global history, which should, in turn, provide them with some historical context for understanding the contemporary world.

Required Texts (available at the bookstore):

- Anne Eller, *We Dream Together: Dominican Independence, Haiti, and the Fight for Caribbean Freedom* (Durham: Duke University Press, 2016) ISBN 978-0-8223-6237-1
- Emily S. Burrill, *States of Marriage: Gender, Justice, and Rights in Colonial Mali* (Athens: Ohio University Press, 2015) ISBN 978-0-8214-2145-1

* Other course materials are available through OWL unless indicated otherwise.

Grade Breakdown:

Essay	20%	* 17 November
Leadership of Discussion	20%	
Take-Home Exam	20%	
Participation	20%	(update provided 25 October)
Reflections	20%	(5% each)

Details of Assignments and course components:

Essay

Students will write an essay on a topic relevant to the course. Students are encouraged to develop their own essay topic. It is advisable, however, for student to discuss their ideas with the instructor before investing too much time and effort. More guidance and a handout will be provided in class. Length: 12-15 pages.

Leadership of Discussion

You or you and a partner will be responsible for leading the class in discussion of a week's readings. *You must meet with Dr. Read the week prior to your discussion* to go over your questions. You may not work with more than one other person.

Reflections

Over the course of the term, you will submit four 3-page (double spaced) reflections on the given week's readings. In these, you should reflect on the author(s)' arguments and use of evidence and offer your own take on the issues at hand. You may submit your reflections for any of the weeks of the course where there are readings for class discussion *except for* for the week you are leading discussion. The reflection is due at the beginning of class that week and **you must submit a minimum of 2 of your 4 reflections by 25 October.**

Participation

Participation will be graded at every class in the following manner. Students will receive a grade out of 10 for each day. They will receive 3/10 for attendance and 7/10 for the quality of their participation in lectures and class discussions (or equivalent activities). For lectures participating includes 1) asking questions 2) paying attention 3) answering questions from the instructor. For discussions participation includes 1) contributing to the discussion through comments, by answering

questions, or by debating with classmates 2) listening actively to classmates' contributions 3) asking questions.

RULES AND REGULATIONS

The History Department has specified that:

1. Each course instructor will set policy regarding the form (electronic and/or paper copy) and procedure for submitting essays and other written assignments in each course. Students are responsible for making sure they are familiar with each instructor's policy on electronic and/or paper submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
- 3..Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
4. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

¹ They should be in Arabic, not Roman numerals or letters.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. #, issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

<http://www.history.utoronto.ca/undergraduate/essays.html#footnotes>. Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.

Note on Extensions

Extensions will normally be granted to those students who can demonstrate, by providing documentation (eg: other course syllabi) over a week in advance of the due date, that they have multiple assignments due the same day or week. Such extensions can be for as much as but not more than two weeks depending on the circumstances involved. For extensions of more than two weeks, medical documentation will be required as noted above under “late penalties.” Note that because of the collaborative nature of many of our assignments, students are strongly encouraged to get their work in on time.

Plagiarism

Students must write their own essays and must write them exclusively for this course. Essays written for, or adapted from, other courses will not be acceptable. Essays test students’ ability to do research and to communicate the results of that research in their own words. To represent the ideas of another as one’s own is plagiarism. Plagiarism can involve the uncredited use of another’s ideas or the borrowing, without quotation marks, of another’s words. If asked to do so, students must provide notes for all the material derived from their research, and, if they use someone else’s words, they must place those words within quotation marks. Misrepresentation and plagiarism are serious academic offences. *Students are required to keep copies of all their research notes and to keep all their drafts. I may ask students to produce this material; those unable to do so will receive a grade of zero on the essays involved.*

Seminar Topics and Reading Assignments (L denotes a lecture topic for the day as well; R denotes the reading or readings for the week):

Week 1

Sept. 13, Introduction to the course
L. European Imperialism from the Crusades to Napoleon.

Week 2

Sept. 20, Theories of Imperialism
R.

- J. A. Hobson, “Imperialism and Nationalism,” in his *Imperialism: A Study* (London: James Nisbet & Co., 1902), 1-14.
- Alexander Marshall, “Lenin’s *Imperialism* Nearly 100 Years On: An Outdated Paradigm?” *Critique* 42, 3 (July 2014): 317-333.
- Alfred W. Crosby, “Preface to the New Edition,” and “Prologue,” in his *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* 2nd ed. (Cambridge: Cambridge University Press, 2004), xv-xx, 1-7.

Week 3

Sept. 27, The birth of the Modern Empires
L. The French Revolution and 19th Century Imperial Expansion
R. Eller, 1-116.

Week 4

Oct. 4, Resistance in the Caribbean
R. Eller, 117-236.

Week 5 - No classes – fall reading week.**Week 6**

Oct. 18, The New Imperialism
L. The New Imperialism and its Effects
R.

- R. Adrian S. Wisnicki, “Charting the Frontier: Indigenous Geography, Arab-Nyamwezi Caravans, and the East African Expedition of 1856-59,” *Victorian Studies* 51, 1 (Autumn 2008): 103-137.
- Geoff Read and Todd Webb, “‘The Catholic Mahdi of the North West’: Louis Riel and the Métis Resistance in Trans-Atlantic and Imperial Context,” *Canadian Historical Review* 93, 2 (June 2012): 171-195.

Week 7

Oct. 25, Resistance, Violence, and Imperial Rule ***Students will be given an update on their participation grades. Students are also required to have submitted 2 of their 4 reflections by this date.**

L. How Violent was Imperial Rule?
R.

- Herman Lebovics, “Not the Right Stuff: Shrinking Colonial Administrators,” in his *Imperialism and the Corruption of Democracies* (Durham: Duke University Press, 2006), 1-21.
- Michael G. Vann, “Of Pirates, Postcards, and Public Beheadings: The Pedagogic Execution in French Colonial Indochina,” *Historical Reflections/Réflexions Historiques* 36, 2 (Summer 2010): 39-58.
- Ruth Ginio, “French Officers, African Officers, and the Violent Image of African Colonial Soldiers,” *Historical Reflections/Réflexions Historiques* 36, 2 (Summer 2010): 59-75.

Week 8

Nov. 1, Gender, Family, and Imperialism I
R. Burrill, 1-106.

Week 9

Nov. 8, Gender, Family, and Imperialism II
R. Burrill, 107-186.

Week 10

Nov. 15, Colonial Nationalism: Non-Violence and India
L. Colonial Nationalisms: Patterns
R.

- R. Joseph S. Alter, “Subaltern Bodies and Nationalist Physiques: Gama the Great and the Heroics of Indian Wrestling,” *Body and Society* 6, 2 (June 2000): 45-72.
- Aundhati Virmani, “National Symbols Under Colonial Domination: The Nationalization of the Indian Flag, March-August 1923,” *Past and Present* 164 (August 1999): 169-197.
- Maria Misra, “Sergeant-Major Gandhi: Indian Nationalism and Non-Violent ‘Martiality’,” *Journal of Asian Studies* 73, 3 (August 2014): 689-709.

Week 11

Nov. 22, Colonial Nationalism: Violence and the Case of Algeria * **Essays Due**
 Film: *The Battle of Algiers* (no reading)

Week 12

Nov. 29, Decolonization in a Cold War Context: The Case of the Congo
 R.

- Ebere Nwaubani, “Eisenhower, Nkrumah, and the Congo Crisis,” *Journal of Contemporary History* 36, 4 (Oct. 2001): 599-622.
- Sergei Mazov, “Soviet Aid to the Gizenga Government in the Former Belgian Congo (1860-1861) as Reflected in Russian Archives,” *Cold War History* 7, 3 (August 2007): 425-437.
- Ludo de Witte, “The Suppression of the Congo Rebellions and the Rise of Mobutu, 1963-1965,” *The International History Review* 39, 1 (January 2017): 107-125.

Week 13

Dec. 6, Neo-Imperialism * **The take-home exam will be distributed**
 R.

- Gordon Cumming, “Transposing the ‘Republican’ Model: A Critical Appraisal of France’s Historic Mission in Africa,” *Journal of Contemporary African Studies* 23, 2 (May 2005): 233-252.
- Martin J. Wiener, “The Idea of ‘Colonial Legacy’ and the Historiography of Empire,” *The Journal of the Historical Society* 13, 1 (March 2013): 1-32.
- Herman Lebovics, “Afterword,” in his *Imperialism and the Corruption of Democracies* (Durham: Duke University Press, 2006), 113-119.



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the

instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);

Unauthorized resubmission of course work to a different course;
 Helping someone else cheat;
 Unauthorized collaboration;
 Fabrication of results or sources;
 Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>