

Department of History
Huron University College at Western University

HIS 2603E
China: Tradition and Modern Transformation
(2017-18)

Instructor: Dr. Jun Fang
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Office hours: Mon. 9:30-10:30 a. m & Wed. 2:30-3:30 p.m.
Class: Wed. 1:30-2:30 p. m & Fri. 12:30-2:30 p.m. (HUC-W18)

Introduction:

This is an introduction to Chinese history from earliest times to the present. China is usually understood as a coherent place, and Chinese as the people who have lived there for thousands of years. But the place and the people have been subject to shifts, misalignments, and transformations over millennia. One of the chief goals of this course is to destabilize the notion of a fixed stable entity called China and people called Chinese.

While the framework of the course is chronological, certain themes through the course will be explored. Of them, one will be the importance of interactions between those who called themselves Chinese and those who did not. Interactions with “foreigners” have consumed much attention in the history of the past two centuries, but they are salient throughout Chinese history. Through them, China has achieved its current self-definition. Another central concern of the course is the historiography of China, that is, how the history of China has been written by historians both inside and outside China, and how the histories that have been written can tell us a great deal about the historian’s own time and place as well as the time and place that he or she is writing about. Other recurrent themes include the question of political legitimacy, that is, how China’s rulers justified their position of authority, and the position of women in Chinese society.

Formalities:

Evaluation: Your progress in the course will be evaluated as follows:

- first research paper (10-12 pages, 2,500-3,000 words) due on **Oct. 27, 2017** (20%)
- in-class test on **Nov. 17, 2017** (15%)
- second research paper (10-12 pages, 2,500-3,000 words) due on **Mar. 16, 2018** (20%)
- final exam in the exam period (25%)
- tutorial participation (20%)

Text: The required text for the course is Patricia Ebrey's *Cambridge Illustrated History of China* (Cambridge: Cambridge University Press, 2010).

Prerequisite Information: Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course or written special permission from the dean to enroll in this course, you will be removed from this course and it will be deleted from your record. The 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.

Exclusion: History 2601E is an exclusion or anti-requisite for this course. You may not take both courses.

Schedule of Lectures and Tutorials

Fall Term

Sept. 8	Introduction & conceptual framework: What is China? Reading: Ebrey, pp. 10-15
Sept. 13 & 15	The way of the king: The Shang and the Zhou Reading: Ebrey, pp. 16-37
Sept. 20 & 22	The way of the sage: Confucius Reading: Ebrey, pp. 38-46
Sept. 27 & 29	The way of the philosopher: A hundred schools of thought Reading: Ebrey, pp. 46-55
Oct. 4 & 6	The way of the despot: The Warring States and Qin Reading: Ebrey, pp. 55-63
Oct. 18 & 20	The way of empire: The Han Reading: Ebrey, pp. 63-85
Oct. 25 & 27	The way of multiplicity: Politics and culture of division Reading: Ebrey, pp. 86-95 (first research paper due on Oct. 27) No tutorial
Nov. 1 & 3	The way of the Buddha Reading: Ebrey, pp. 95-107
Nov. 8 & 10	The way of empire (again): The Sui and Tang

Reading: Ebrey, pp. 108-135

Nov. 15 & 17 The way of balance: The Song (**mid-term in-class test on Nov. 17**)
Reading: Ebrey, pp. 136-150
No tutorial

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Nov. 22 & 24 The way of the sage (again): Neo-Confucianism
Reading: Ebrey, pp. 150-163

Nov. 29 & Dec. 1 The way of the steppe: The Conquest Dynasties
Reading: Ebrey, pp. 164-189

Dec. 6 & 8 The way of the despot (again): The Ming
Reading: Ebrey, pp. 190-219

Spring Term

Jan. 10 & 12 The way of the steppe (again): The Qing
Reading: Ebrey, pp. 220-234

Jan. 17 & 19 The way of Opium
Reading: Ebrey, pp. 234-240

Jan. 24 & 26 The way of decline
Reading: Ebrey, pp. 240-262

Jan. 31 & Feb. 2 The way of revolution I
Reading: Ebrey, 262-266

Feb. 7 & 9 The way of revolution II
Reading: Ebrey, pp. 267-273

Feb. 14 & 16 The way of state
Reading: Ebrey, pp. 273-282

Feb. 28 & Mar. 2 The way of war
Reading: Ebrey, pp. 282-293

Mar. 7 & 9 The way of socialism I
Reading: Ebrey, pp. 294-307

Mar. 14 & 16 The way of socialism II

Reading: Ebrey, pp. 308-321 (**second research paper due on Mar. 16**)
No tutorial

Mar. 21 & 23 The way of socialism III
Reading: Ebrey, pp. 308-321

Mar. 28 & 30 The way of reform I
Reading: Ebrey, pp. 321-336

Apr. 4 & 6 The way of reform II & review
Reading: Ebrey, pp. 321-336
No tutorial

Apr. 11 The way of today & review
No tutorial

Details on Each of the Evaluation Items

Research papers should be critical analyses of issues suggested by lectures and readings. Some additional research will be expected, and use of primary source materials is especially encouraged. As a rough guide, about 2,500-3,000 words (10-12 typed double space pages) would be appropriate length, but you may find you need more or less to fully explore your topic. If you are unsure about how to get started with a historical essay, consult William Kelleher and Towser Jones, *Writing History: A Guide for Students*.

Your paper is an exercise in communication. It must be easily understandable, which means properly written, correctly spelled and logically organized. If you are in any doubt about any of these issues, consult William Kelleher Storey and Towser Jones, *Writing History: A Guide for Students* (Oxford University Press, 3rd ed.) or Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Bedford/St. Martins, 6th or 7th ed.). Always make a backup copy. Computer failure is not grounds for an extension. Be aware that a spell-checker is no substitute for thorough proof-reading. Please number the pages of your paper to make it easier for the instructor to comment on them.

Suggested paper topics

First term

1. Discuss the influence of the Dynastic Cycle/Mandate of Heaven on the writing of Chinese history.
2. What is the Chinese “Foundation Myth”? What are some of the challenges to this myth?
3. Was Shang a state?
4. Why did so many important Chinese political and religious philosophies come out of the Warring States period? Does this change our understanding and interpretation of this period?
5. How has the portrayal of the first Qin Emperor changed in the writing of Chinese history? Why?
6. Is Buddhism a “Chinese” religion? Why or why not?
7. How has Empress Wu been written about in Chinese history. Has this interpretation changed? Why?
8. Discuss the foreign influences upon the Tang Dynasty. Why did perceptions of things foreign change during the Tang?
9. Why do we see a return to the “Chinese” classical tradition during the Tang? What is its significance?
10. Did the Song Dynasty stagnate?
11. What was the Chinese Renaissance of the Song? Why is it significant?
12. How has the position of women changed from the Han to Song? Why?
13. Why was Buddhism repressed? What is the significance of this repression?
14. How has archeology changed our views of Chinese history?
15. Discuss traditional Chinese diplomacy. What does it tell us about how Chinese saw the outside world? Are there exceptions?
16. Why do we see the creation of the centralized state? What needs does it fulfill?
17. Discuss how merchants are seen during the early dynasties.
18. What is Orientalism?

Second term

1. Discuss the view that in the year A.D. 1600 the empire of China was the largest and most sophisticated of all the unified realms on earth.
2. Did the Chinese discover the New World before Christopher Columbus?
3. What were the Manchu influences on the Han Chinese during the Qing period?
4. Discuss the place of the Qing dynasty in Chinese history
5. Was Opium war a turning point in Chinese history?
6. Although Dr. Sun Yat-sen did not lead the 1911 revolution which overthrew the last Chinese dynasty, he is widely regarded as Father of Republic of China. Why?
7. How important was the New Cultural Movement?
8. Why was Xi’an Incident crucial in modern Chinese history?
9. What were the characteristics of Chinese Communist revolution?

10. How essential was Mao Zedong's role in the success of Chinese Communist revolution?
11. Why did the Nationalist Party (Guomindang) lose its power struggle with the Communists?
12. What was the impact of the Korean War on China?
13. Discuss the causes and/or effects of the Great Leap Forward
14. Discuss the causes and/or effects of the Cultural Revolution
15. What is your assessment of China's economic performance during the 1949-76 period?
16. Have the post-Mao reforms changed the nature of the Chinese communist system?
17. What were the causes and/or effects of the 1989 Tian'anmen student protest?
18. Do you agree with the view that political reforms lag behind economic reforms in Post-Mao China?

RULES AND REGULATIONS

In-class test and final examination

The test and examination will consist entirely of essay questions. You will be allowed to choose the questions you answer from a list. The questions for the final examination will focus on material covered in the second term, but you will be required to answer at least one broad, interpretive question which may require that you reflect on material covered in both terms.

Tutorials

Discussion participation is evaluated according to the following criteria: regular attendance; evidence of having read the assigned material; ability to explicate, analyze the material; thoughtfulness in relating readings to the questions posed for that conference, and to the major themes of the course; alertness to the discussion of classmates and willingness to engage in discussion.

As a rough guideline, a student who attends almost all discussions and makes helpful substantive contributions in most conferences attended can expect an A grade; a student who attends most discussions but makes few contributions or who attends few discussions but makes useful contributions when s/he is present can expect a C grade; a student who attends fewer than half of the discussion and makes few contributions in those which s/he does attend will be given an F grade.

Conduct of Students in Lectures and Tutorials

The instructors ask that students observe proper classroom etiquette. Of course, they welcome questions in lectures and the discussions they may well prompt.

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 professional manner that supports the learning environment of others. Laptops should be used for classroom purposes only so as not to disrupt the people sitting around you. Please arrive in sufficient time to be seated and ready for the start of the class, remain silent while the professor or another student is speaking, and do not eat or sleep in class. If you are late, or know that you will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

History Department Late Policy:

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
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 weekends.
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. Since this is an essay course, students must complete the written assignments worth more than 10% to pass the course.

Guide to Footnotes and Bibliographies

Footnotes

Footnotes have several purposes in a history paper: (1) they acknowledge your use of other people's opinions and ideas; (2) they allow the reader to immediately find your reference; (3) they give authority for a fact which might be questioned; they tell the reader when a source was written.

A footnote 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.

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; Place and date of publication is put 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.
- 3) Page number (including volume and issue numbers in case of periodical articles)

For example:

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

Basil Davidson, "Questions about Nationalism," *African Affairs*, 76: 302 (Jan. 1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful shorter title, and page numbers. For example: Careless, *Canada*, 179-206.

Where the reference is actually the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same (source), 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 abbreviation such as *op. cit.* is not recommended.

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 date is not put in brackets, and page numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *Canada: A Story of Challenge*. Toronto: Macmillan Co., 1970.

Davidson, Basil. "Questions about Nationalism." *African Affairs*, 76: 302 (Jan. 1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

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

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is an academic offence and will be dealt with in accordance with the relevant policy of the Huron University College

(http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf). Note that to convey others' phrases or sentences without quotation marks or block quotation, even if footnoted, constitutes plagiarism. Students who are in doubt as to the nature of this offence should consult their instructor, department chair, dean's office, as well as the Huron University College Statement on Plagiarism, available at <http://www.huronuc.on.ca/pdf/FASSonPlagiarism.pdf>. In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources may be found at www.huronuc/library/research_guides_and_handouts.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University of Western Ontario for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the Turnitin.com system. Use of the service is subject to the license agreement, currently between the UWO and Turnitin.com (<http://www.turnitin.com>).

Appeal:

Before appealing a mark, take time to consider the assignment and the instructor's comments. Then discuss the mark with the instructor. If the resolution is not satisfactory, make your appeal in writing to Dr. Nina Reid-Maroney.

**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>