

POL 2295F
The Politics and Governance of Africa
September – December 2017
Tutorials: Tuesdays 10:30-11:30am (W6)
Lectures: Thursdays 9:30-11:30am (W6)

Professor: Dr. Lindsay Scorgie-Porter
Office: A15
Office Hours: Mondays 3:15-4:15pm and Thursdays 11:30am-12:30pm
Email: lscorgi@uwo.ca

COURSE DESCRIPTION

POL2295F will introduce students to the politics of contemporary Africa, with a particular emphasis on addressing the question of why Africa continues to be the poorest and arguably most volatile continent. The course will explore this query through the use of both theoretical literature on Africa's underdevelopment, as well as focused case studies of particular countries. It will cover the history, politics, economics, and socio-cultural factors of development in Africa, starting with the precolonial era, but with particular emphasis on the 20th and 21st centuries.

The course begins with an exploration into precolonial and colonial political structures, before moving on to the legacies of colonial rule with regards to leadership styles and governance trends in the latter half of the 20th century. Students will then look into the causes and consequences of conflict in Africa, including consideration of the 'greed versus grievance' debate, the 'resource curse', the violent politics surrounding poaching, as well as the approaches taken by different countries towards the difficult issues of transitional justice and reconstruction in the aftermath of war. Finally, the course will consider a range of other issues currently affecting African politics, including China's extensive presence on the continent, practices of foreign aid by the international community, the increasing involvement of women in the political sphere, and the HIV/AIDS crisis.

LEARNING OBJECTIVES

By the end of the course, students will have a thorough understanding of trends in contemporary African politics. They will be familiar with the historical developments that contributed to such trends, and particularly be able to identify the lasting ramifications of colonialism and continuing neo-colonial dynamics on the continent.

CLASS METHODOLOGY

The structure of POL2295F is as follows: a two hour lecture on Thursdays, and a one hour tutorial on Tuesdays. During tutorials students will have the opportunity to discuss not only that week's reading and lecture material, but also present their own research findings to classmates. For both lectures and tutorials, it is expected that students arrive to class prepared. Adequate preparation

includes having completed weekly readings in advance, and being willing to discuss the reading and lecture material with fellow classmates. As the final exam will include reading, lecture, and discussion material, it is advised that students take notes re. all three course components.

Pre-Requisites/Anti-Requisites:

Permission of the Department.

REQUIRED COURSE READINGS

All readings are available under the ‘Resources’ folder on OWL. Please note that all listed readings are required readings, to be done in advance of class. At times additional readings on current topical subjects will be added to the required reading list. These will be particularly relevant for in-class discussions. At least two days’ advance notice will be given with regards to these readings, and students will be notified via the course website.

Students are strongly encouraged to follow news from Africa, as many of the issues covered in the course will be developing in real time somewhere on the continent. Some suggestions of suitable sources include the BBC, *The New York Times*, *The Washington Post*, *The Guardian*, *The Independent*, *The Economist*, *Al Jazeera*, and Vice news. An excellent podcast that I recommend subscribing to is BBC’s *Africa Today* (available at: <http://www.bbc.co.uk/podcasts/series/africa>).

COURSE REQUIREMENTS

Participation	Value 10%	Ongoing evaluation
Map Quiz	Value 15%	28 September 2017
Newsreel	Value 5%	TBD
Presentation	Value 15%	TBD
Essay	Value 30%	23 November 2017
Final exam	Value 25%	During December exam period

Tutorials:

Class participation will be graded on the basis of attendance and active participation in lectures and tutorials. The professor will take into account the quality of one’s contributions – not simply the quantity – when assessing participation in lectures and tutorials.

Map Quiz:

In the third week of the course students will write a map quiz. Students will be given a blank map of Africa and will be expected to write in the name, capital city, and former colonial ruler of the country. We will use the following map from BBC as the ‘official’ source of information: http://news.bbc.co.uk/cbbcnews/hi/static/find_out/specials/newsround_extra/africa/map/html/default.stm

**A 2% bonus mark (to the entire course grade) is available to those students who can also correctly identify the leader (last name only required) of each African state. No partial bonus marks

will be given – all leaders must be correctly identified.

Newsreel

Each student will be required to deliver a short (5 minutes maximum) presentation at the start of a lecture, on a current political news event occurring within Africa. Prior to the presentation – by the previous Tuesday at 9am – the assigned student must email the professor a news article about the event, which will then be posted on OWL for the class to read.

Therefore, each Thursday the class will spend the first section of the lecture discussing the news on the continent. This will aid immensely in understanding current political dynamics, and thus it is essential that all students do their part by (1) adequately preparing for their own news presentation, and (2) keeping on top of the news articles posted on OWL each Tuesday (in advance of the Thursday lecture).

Seminar Discussion Presentation

In pairs or groups of three (depending on class size), students will be required to lead one seminar discussion on a particular week's topic. In addition to the assigned readings that week, students will be required to do further research on the subject. Based on their research, each group will give a presentation of approx. 50 minutes, of which about half should be devoted to encouraging and leading class discussion. Each member of the group must participate in the presentation, and thus it is advised that each student assume primary responsibility for one core theme/area of the topic.

In terms of subject matter, it is important to keep in mind that the assigned readings are meant as the starting point for exploration into the subject matter. Therefore, it is imperative that students do not provide simply a summary of the readings in their presentation. They should very much rely on the further research they have conducted into the topic, and deliver a dynamic, argumentative, and analytical presentation.

Sign-up for presentation dates will take place in early September. Please note that late penalties do not apply to this assignment and no extensions will be granted. In other words, missed presentations will automatically result in a mark of zero.

Essay:

Students will be required to write a 2,000-2,500 word essay on their 'Seminar Discussion Presentation' topic. Students are strongly encouraged to consult with the professor about whether their chosen topic and proposed thesis are suitable. The essay is to be based on a minimum of ten academic sources (peer-reviewed journals, books, or book chapters), and is due 7 November 2016.

Formatting requirements for the essay are the following:

- 12-point Times New Roman font
- double-spaced (except for footnotes and bibliography)
- 2.5cm margins
- pages numbered
- title page with your name, date, course title, paper title (your essay must have an actual title), and word count
- footnotes and bibliography must be included

- Chicago Manual of Style citation format should be carefully and consistently followed throughout
- word limits exclude footnotes and bibliography; students are permitted to be within 200 words of the word limit, and 1 mark will be taken off for every 100 words below or above the specified word limit

The essay is due at the beginning of class, in person, on the specified due date. The late penalty for the essay is 2 marks per day. If submitted during or after class on the due date, the late penalty will be 1 mark. Essays will not be accepted after ten days past the submission deadline.

Please note: other than for serious cases of emergency, extensions will not be granted. Thus, having multiple work assignments due around the same time, employment responsibilities, studying for the LSAT, or being out of town, do not constitute valid reasons for extensions. Extensions are very rarely granted; if requesting one, documentation of your reason (i.e. doctor's note, hospital records) must be provided.

In addition to submitting a hard copy of their papers, students will be required to submit an online copy to the course website, where it will be checked for plagiarism via Turnitin.com. All forms of plagiarism will be taken extremely seriously.

Final Exam:

The final exam will take place during the December examination period; the specific date will be set by the Office of the Registrar. It will cover the entire course: readings, lectures, and tutorials. It will be a combination of short answer questions and two short essays.

COURSE COMMUNICATION

The professor is happy to meet with students during office hours, both to discuss issues relating to the course, as well as one's academic career more generally. If it is not possible to make the scheduled office hour time, please get in touch via email and an alternate time to meet can be arranged.

Students are required to check their UWO email accounts on a regular basis, as items such as the following may be posted throughout the year: additional readings, further instructions for assignments, notifications of any changes in the class schedule, etc.

CLASS SCHEDULE

- | | |
|-----------------------|--|
| Thurs. Sept. 7 | Overview of POL2295F |
| | <ul style="list-style-type: none"> ▪ No readings. |
| Tues. Sept. 12 | Introduction to African Politics |

- “The Heart of the Matter.” *The Economist* (11 May 2000). Available at: <http://www.economist.com/node/333437>.
- Diamond, Jared. “The Shape of Africa.” *National Geographic* (2005). Available at: http://ngm.nationalgeographic.com/ngm/0509/resources_geo2.html.
- Gettleman, Jeffrey. “‘Africa Rising?’ ‘Africa Reeling’ may be more fitting now.” *The New York Times* (17 October 2016). Available at: https://www.nytimes.com/2016/10/18/world/africa/africa-rising-africa-reeling-may-be-more-fitting-now.html?ref=world&_r=0
- Chazan, Naomi. “The Diversity of African Politics: Trends and Approaches,” in Naomi Chazan, et al, eds., *Politics and Society in Contemporary Africa* (Boulder: Lynne Rienner, 1999): 5-34.

Thurs. Sept. 14

Precolonial Political Structures

- Ehret, Christopher. “Africa in the Era of the Slave Trade, 1640-1800,” in *The Civilizations of Africa: A History to 1800* (Charlottesville: University of Virginia Press, 2002): Chapter 9. **Available online via UWO library.
- Bates, Robert. “The Centralization of African Societies,” in *Essays on the Political Economy of Rural Africa* (Berkeley: University of California Press, 1987): Chapter 2.

Tues. Sept. 19

Tutorial Presentation/Discussion on Precolonial Political Structures

Thurs. Sept. 21

Colonialism and its Legacies

- Rodney, Walter. “Colonialism as a System for Underdeveloping Africa,” in *How Europe Underdeveloped Africa* (London: Bogle-L’Ouverture Publications, 1972): Chapter 6.
- Herbst, Jeffrey. *States and Power in Africa: Comparative Lessons in Authority and Control* (Princeton: Princeton University Press, 2000): Chapter 3.
- Morlin-Yron, Sophie. “What’s the real size of Africa? How Western states used maps to downplay size of continent.” CNN (23 March 2017). Available at: <http://edition.cnn.com/2016/08/18/africa/real-size-of-africa/index.html>

Tues. Sept. 26

Tutorial Presentation/Discussion on Colonialism and its Legacies

Thurs. Sept. 28

The Rise of Personalized Rule, and the Nature of the State in Post-Colonial Africa

****Map Quiz first hour of class**

- Jackson, Robert H., and Carl G. Rosberg. "Why Africa's Weak States Persist: The Empirical and the Juridical in Statehood." *World Politics* 35, 1 (1982): 1-24.
- Herbst, Jeffrey. *States and Power in Africa: Comparative Lessons in Authority and Control* (Princeton: Princeton University Press, 2000): Chapters 1 & 9.

Tues. Oct. 3 **Tutorial Presentation/Discussion on The Rise of Personalized Rule, and the Nature of the State in Post-Colonial Africa**

Thurs. Oct. 5 **The Resource Curse**

- Le Billon, Philippe. "Angola's Political Economy of War: The Role of Oil and Diamonds, 1975-2000." *African Affairs* 100, 398 (2001): 55-80.
- McMillan, John. "Promoting Transparency in Angola." *Journal of Democracy* 16, 3 (2005): 155-169.

Tues. Oct. 10 **Reading Week**

- No class or readings.

Thurs. Oct. 12 **Reading Week**

- No class or readings.

Tues. Oct. 17 **Tutorial Presentation/Discussion on The Resource Curse**

Thurs. Oct. 19 **Civil War in Africa: Greed or Grievance?**

- Collier, Paul, and Anke Hoeffler. "Greed and Grievance in Civil War." *The World Bank* (1999).
- Berdal, Mats. "Beyond Greed and Grievance: And Not Too Soon...A Review Essay." *Review of International Studies* 31, 4 (2005): 687-698.

Tues. Oct. 24 **Tutorial Presentation/Discussion on Civil War in Africa: Greed or Grievance**

Thurs. Oct. 26 **Post-Conflict Reconstruction and Transitional Justice: Rwandan Case Study**

- Hintjens, Helen. "When Identity Becomes a Knife: Reflecting on the Genocide in Rwanda." *Ethnicities* 1, 1 (2001): 25-55.
- Uvin, Peter, and Charles Mironko. "Western and Local Approaches to Justice in Rwanda." *Global Governance* 9, 2 (2003): 219-231.
- *(If you feel like you need more background/overview of what happened*

with regards to the Rwandan genocide, see this BBC article and explore further links on both the genocide and its aftermath: <http://www.bbc.com/news/world-africa-26875506> – this is not mandatory reading.)

Tues. Oct. 31 **Tutorial Presentation/Discussion on Post-Conflict Reconstruction and Transitional Justice: Rwandan Case Study**

Thurs. Nov. 2 **Foreign Aid**

- Sachs, Jeffrey. “A Pioneering Perspective: The Global Social Movement Against Extreme Poverty.” *Harvard International Review* 33, 1 (2011): 78-82.
- Easterly, William. “The Ideology of Development.” *Foreign Policy* 16, 1 (2007): 30-35.

Tues. Nov. 7 **Tutorial Presentation/Discussion on Foreign Aid**

Thurs. Nov. 9 **China in Africa**

- Albert, Eleanor. “China in Africa.” *Council on Foreign Relations* (12 July 2017). Available at: <https://www.cfr.org/background/china-africa>
- Larmer, Brook. “Is China the world’s new colonial power?” *The New York Times* (2 May 2017). Available at: <https://www.nytimes.com/2017/05/02/magazine/is-china-the-worlds-new-colonial-power.html>
- Poplak, Richard. “The new scramble for Africa: how China became the partner of choice.” *The Guardian* (22 December 2016). Available at: <https://www.theguardian.com/global-development-professionals-network/2016/dec/22/the-new-scramble-for-africa-how-china-became-the-partner-of-choice>

Tues. Nov. 14 **Tutorial Presentation/Discussion on China in Africa**

Thurs. Nov. 16 **Women and Politics**

- Tripp, Aili Mari. “Women and Politics in Africa Today.” *Democracy in Africa Blog Posting* (2013). Available at: <http://democracyinafrica.org/women-politics-africa-today/>.
- Devlin, Claire, and Robert Elgie. “The Effect of Increased Women’s Representation in Parliament: The Case of Rwanda.” *Parliamentary Affairs* 61, 2 (2008): 237-254.

- Tues. Nov. 21** **Tutorial Presentation/Discussion on Women and Politics**
- Thurs. Nov. 23** **HIV/AIDS Crisis**
- Poku, Nana K. “HIV Prevention: The Key to Ending AIDS by 2030.” *The Open AIDS Journal* 10, 1 (2016): 65-77.
 - Epstein, Helen, and Kristin Ashburn. “Why is AIDS Worse in Africa?” *Discover* (2004). Available at: <http://discovermagazine.com/2004/feb/why-aids-worse-in-africa>.
 - Piot, Peter, et al. “Squaring the Circle: AIDS, Poverty, and Human Development.” *PLOS Medicine* 4, 10 (2007). Available at: <http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.0040314>
- Tues. Nov. 28** **Tutorial Presentation/Discussion on HIV/AIDS Crisis**
- Thurs. Nov. 30** **The Politics of Poaching – Guest Lecture TBC**
- Readings to be assigned at a later date.
- Tues. Dec. 5** **Tutorial Presentation/Discussion on The Politics of Poaching**
- Thurs. Dec. 7** **Wrap-Up and Exam Review**
- No readings.

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>