

POL 3345E
International Law and Organization
September 2017 – April 2018
Class: Thursdays 2:30-4:30pm, HUC W17

FALL TERM

Professor: Dr. Lindsay Scorgie-Porter

Office: A15

Office Hours: Mondays 3:15-4:15pm, and Thursdays 11:30am-12:30pm

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WINTER TERM

Professor: Dr. Jennifer Mustapha

Office: A15

Office Hours: Mondays 11:45-12:45pm, and Wednesdays 3:30-4:30pm

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COURSE DESCRIPTION

POL3345 will provide students with a critical introduction to global governance via international law and organization. The course is divided into three units. The first unit constitutes a general overview of the concepts and theories regarding both international organizations and international law. The second unit of the course focuses specifically on peace and security, and covers such topics as the modern day relevance of just war theory, the protection of various types of non-combatants and combatants during warfare, military and humanitarian interventions by both international and regional organizations, current approaches to conflict resolution, and finally an examination of various transitional justice tools.

The third unit turns to issue areas in global governance that are currently generating a great deal of discussion and debate. Such topics will include the place of nomadic and stateless populations within international law, bordering practices and the legal challenges presented by people movements, attempts at arms control, the significance of sports within international politics, and the regulatory challenges posed by the internet and cyber-crime, among others. This last section of the course will include student-led presentations and discussions on their chosen topic of global governance in relevant issue areas.

LEARNING GOALS

By the end of the course, students will not only have a strong grasp of the concepts and theories of global governance, but will be able to critically analyze the role of both international organizations and international law in shaping the most significant international issues of today.

CLASS METHODOLOGY

POL3345 is a seminar course; most classes will start with a brief lecture by the professor, followed by a student-led presentation, and then discussion amongst the class. However, a number of classes will follow more interactive formats, such as debates, persuasive speeches, and so on. As such, there will be a strong

emphasis upon class participation – students must be willing to be active members of the class, and it is essential that they arrive to class prepared. Adequate preparation includes having completed the weekly readings in advance, and being willing to discuss the reading and lecture material with fellow classmates.

Please note that Dr. Scorgie-Porter will be teaching the fall term of POL3345, and Dr. Jennifer Mustapha will be teaching the winter term of the course.

Pre-Requisites/Anti-Requisites:
Political Science 2231E

COURSE READINGS

- Scott, Shirley V. (ed.). *International Law in World Politics: An Introduction* (Boulder: Lynne Rienner Publishers, Inc., 2010).
- Holbrooke, Richard. *To End a War* (New York: Random House, Inc., 1999).

The above course readings are available from the UWO bookstore (although it is likely cheaper to simply purchase a used copy of *To End a War* from amazon). There are numerous additional articles listed throughout the syllabus, which are provided in the ‘Required Readings’ folder on OWL.

As this is an international politics course, concerned with timely and topical global issues, students are strongly encouraged to get into the habit of reading world news on a daily basis (if they do not do so already). Suitable sources for this include the BBC, *The New York Times*, *The Washington Post*, *The Guardian*, *The Independent*, *The Economist*, CNN (international), NPR, Vice, and *The Globe and Mail* (although this should not be relied upon, as its international coverage is extremely minimal). All of these can be accessed online.

COURSE REQUIREMENTS

Participation (Both Terms)	Value 20%	(10% each term)
Seminar Discussion (T1)	Value 10%	Date TBD
Policy Memo (T1)	Value 15%	Due 9 November 2017
December Exam (T1)	Value 15%	During December exam period
Issue Discussion Lead (T2)	Value 15%	Date TBD
Final Research Essay (T2)	Value 25%	Due 5 April 2018

Participation (Both Terms):

Class participation will be graded on the basis of attendance and active participation in class. The professor will take into account the quality of one’s contributions – not simply the quantity – when assessing participation in class. To do well in the participation portion of the course, it is imperative that students arrive to class having completed that week’s readings. Please note that the reading requirements for POL3345 are significant; only those students willing to read 3-4 academic articles/book chapters (sometimes this will be higher) a week should be enrolled.

Seminar Discussion (Fall Term):

In pairs, 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 pair will give a presentation of approx. 45 minutes, which is to then be followed by a general 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 during the first class in 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.

Policy Memo (Fall Term):

Students will be required to write a 1,500-2,000 word policy memo on their seminar discussion topic (in particular, the dimension of the topic that they have decided to focus upon, in consultation with their seminar discussion partner). Students should consult a minimum of five reputable news sources and five academic sources. This paper is due 9 November 2017. Please see this helpful document by the Woodrow Wilson School on how to write effective policy memos: <http://wws.princeton.edu/admissions/wws-blog/item/policy-memo-writing-tips>

Formatting requirements for papers 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

Papers are due at the beginning of class, in person, on the specified due date. The late penalty for essays 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.

December Exam (Fall Term):

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

Issue Presentation (Winter Term):

Starting in Week 2 of the Winter Term (January 18th) 2-3 students will each give a short individual presentation on a particular case relating to that week's topic as well as lead classmates in a discussion based on questions you have prepared. Depending on final class size, this will be done either as a front-of-the-class presentation, or as small break-away group discussions. Either way, your presentation will include briefly stated information on the case, your own analysis of how the case relates to the week's topic and readings, and a set of at least 3 discussion questions. You are required to prepare a power-point (front-of-the-class presentation) OR provide your classmates with a printed hand-out (small group discussions), either of which must include your discussion questions. Although your issue will relate to the readings, these presentations are *not meant to be a summary of the readings*. As such, you are required to do independent research on your topic. This assignment will equally weight the substantive quality of your presentation (5%); your presentation delivery (5%); and the quality of your questions along with the discussion that they generate (5%). Sign-up for presentation dates will take place in class in early January, and will be allocated on a first come, first served basis.

Final Research Essay (Winter Term):

Students will be required to write a **3,500 word research essay** on an international organization and/or international law topic of their choice. Please note that you are free to write your final essay on the same topic as your Issue Presentation if that issue piqued your research interest. The essay is to be based on a minimum of twelve academic sources (peer-reviewed journals, books, or book chapters), and is due April 5th 2017. More information about the final research essay will be discussed in class. Students are *strongly encouraged to consult with the professor well in advance of the due date, about ideas for topics, theses, etc.* **Please note that formatting requirements, submission policies and late penalties for Final Research Essays are the same as for the Policy Memo (see above).**

COURSE COMMUNICATION

The professors are 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

FALL TERM: Dr. Lindsay Scorgie-Porter

PART I: INTRODUCTION TO GLOBAL GOVERNANCE

Sept. 7 **Course Overview**

- No readings.

Sept. 14 **Introduction to International Organizations Part I: What/Who are IOs?**

- Volgy, Thomas J., et al. "Identifying Formal Intergovernmental Organizations." *Journal of Peace Research* 45, 6 (2008): 837-850.
- Abbott, Kenneth W., & Duncan Snidal. "Why States Act Through Formal International Organizations." *Journal of Conflict Resolution*. 42, 1 (1998): 3-32.
- **Seminar Presentation**

Sept. 21 **Introduction to International Organizations Part II: Issues in IO Structure and Governance**

- Barnett, Michael, & Martha Finnemore. *Rules for the World: International Organizations in Global Politics* (Ithaca: Cornell University Press, 2004): Chapters 1, 2.
- Hurd, Ian. "Myths of Membership: The Politics of Legitimation in UN Security Council Reform." *Global Governance* 14, 2 (2008): 199-217.
- **Seminar Presentation**

Sept. 28 **Introduction to International Law Part I: IL Sources & Actors**

- Scott: Chapters 1, 2, 3, 4 (can just skim Chapter 4).
- **Seminar Presentation**

Oct. 5 **Introduction to International Law Part II: IL Structures & Procedures**

- Scott: Chapters 6, 8, 9.
- **Seminar Presentation**

Oct. 12 **Reading Week**

- *No class or readings.*

PART II: PEACE & SECURITY IN GLOBAL GOVERNANCE

Oct. 19 The (II)Legality of Armed Conflict

- Scott: Chapters 10, 11.
- Seminar Presentation

Oct. 26 Responding to Conflict Part I: The United Nations

- Barnett, Michael, & Martha Finnemore. *Rules for the World: International Organizations in Global Politics* (Ithaca: Cornell University Press, 2004): Chapter 5.
- Balas, Alexandru, et al. “Demanding Peace: The Impact of Prevailing Conflict on the Shift from Peacekeeping to Peacebuilding.” *Peace & Change* 37, 2 (2012): 195-226.
- Tull, Denis M. “Peacekeeping in the Democratic Republic of Congo: Waging Peace and Fighting War.” *International Peacekeeping* (2009): 215-230.
- Sieff, Kevin. “U.N. discovers that some peacekeepers have disturbing pasts.” *The Washington Post* (26 December 2016).
- Seminar Presentation

Nov. 2 Responding to Conflict Part II: Regional Bodies

- Williams, Paul D. “Global and Regional Peacekeepers.” *Council on Foreign Relations* (September 2016).
- Rettig, Michael D. “The Evolution of African Peacekeeping.” *Africa Center for Strategic Studies* (26 May 2016).
- Pietz, Tobias. “The European Union and UN Peacekeeping: Half-Time for the EU’s Action Plan.” *Center for International Peace Operations* (October 2013).
- Seminar Presentation

Nov. 9 Resolving Conflict Part I: Bilateral vs. Multilateral Approaches

- Holbrooke: Chapters 1-7.
- Seminar Presentation

Nov. 16 Resolving Conflict Part II: Negotiations & Mediations

- Holbrooke: Chapters 8-15.
- Seminar Presentation

Nov. 23

Resolving Conflict Part III: Peace Agreements & Treaties

- Holbrooke: Chapters 16-21.
- Seminar Presentation

Nov. 30

Implementing Transitional Justice Part I: The ‘TJ Toolkit’

- McAuliffe, Pdraig. “Transitional Justice and the Rule of Law: The Perfect Couple or Awkward Bedfellows?” *Hague Journal on the Rule of Law* 2, 2 (2010): 127-154.
- United Nations. “IDDRS Module on Transitional Justice and DDR.” *United Nations DDR* (2010).
- Scott: Chapter 5.
- Seminar Presentation

Dec. 7

Implementing Transitional Justice Part II: The ICC In-Depth

- Vines, Alex. “Does the International Criminal Court Help to End Conflict or Exacerbate It?” *The Guardian* (22 February 2016).
- Aloisi, Rosa. “A Tale of Two Institutions: The United Nations Security Council and the International Criminal Court.” *International Criminal Law Review* 13, 1 (2013): 147-168.
- Goldman, Russell, and Marlise Simons. “Why the Terrorist Who Destroyed Palmyra Won’t Face Justice.” *The New York Times* (29 September 2016).
- Seminar Presentation

WINTER TERM: Dr. Jennifer Mustapha

PART III: CONTENTIOUS DEBATES IN GLOBAL GOVERNANCE

IMPORTANT: Subject to change, especially in the event of illness or inclement weather. Appropriate notice will be given in the event of any changes.

A detailed list of weekly reading assignments for the Winter Term will be provided at the beginning of term and posted on the course OWL site.

Jan. 11

Winter Term Welcome and Overview

Jan. 18

Global Environmental Law and Global Commons Management

- Issue Presentation Ideas: Indigenous Circumpolar Governance, the Paris Agreement, Oil and gas pipelines

Jan. 25

Issues in Trade and Financial Flows

- Issue Presentation Ideas: Softwood Lumber dispute, NAFTA renegotiations, 2008 Financial Crisis

- Feb. 1** **Nomadic Groups and Stateless Peoples**
- Issue Presentation Ideas: IS attacks on the Yazidis, Burmese persecution of the Rohingya, the Roma in Europe
- Feb. 8** **Irregular Combatants and Child Soldiers**
- Issue Presentation Ideas: Extra-judicial targeted killings, Child soldier rehabilitation, the case of Omar Khadr
- Feb. 15** **Non-proliferation and Arms Control**
- Issue Presentation Ideas: Nuclear NPT, treaty to ban landmines, illegal chemical weapons use
- Feb. 22* *Reading Week*
- *No class or readings.*
- Mar. 1** **Black Sites and Secret Spaces**
- Issue Presentation Ideas: Extraordinary rendition, CIA black sites, Visiting Forces Agreements
- Mar. 8** **Borderlands and Migration Laws**
- Issue Presentation Ideas: Migration and human trafficking, border pre-clearance areas, The Korean Demilitarized Zone
- Mar. 15** **Sport and International Politics**
- Issue Presentation Ideas: Doping and sport regulation, Olympic Boycotts, FIFA Corruption
- Mar. 22** **Regulating Cyberspace**
- Issue Presentation Ideas: Hactivism, Cyberwarfare, Cryptocurrencies
- Mar. 29** **TBD**
- Apr. 5** **Course Wrap-Up**
- Final Research Essay Due

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>