Overcoming Management Paradigms in Global Development
CGS 3520G | Winter 2019

Course Prerequisites: 0.5 Centre for Global Studies course at the 1000 – 1099 level, or permission of the Centre for Global Studies

Instructor Name: **Matthew McBurney**
Office: **Lucas 2**
E-mail address: **mmcburn2@uwo.ca**
Scheduled class times: **Monday 8:30-11:30 in W18**
Office Hours: **Wednesday 1:30 - 2:30pm**

COURSE DESCRIPTION

This course critically examines how practices of Global Development are typically reduced to problems of management. The course will provide students with a critical examination of how Global Development management paradigms are problematic and, at times, reduce the interconnected and complex issues causing global inequalities to simple solutions. The course blends a combination of theoretical critiques and practical exercises of development project management. Students will also explore alternative approaches to development management.

Antirequisite(s): the former Centre for Global Studies 3004A/B.
Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

COURSE LEARNING OBJECTIVES

 The learning objectives for the course are:
- To increase knowledge of technical and practical skills required for project management
- To examine methodologies used for the various phases of project planning and the project cycle
- To analyze assumptions that inform project management
- To consider ethical and methodological issues that arise for project managers and researchers in the context of conducting international work

DESCRIPTION OF CLASS METHODS

The course format will combine highly participatory activities with conventional lectures. Students are expected to actively participate in classroom discussions and activities. Each week students will have opportunity to participate in group work and discussions with class members and guest speakers. To ensure constructive and lively discussion, students are expected to attend class sessions on a regular basis, complete all assigned readings before our weekly session and come to class prepared to discuss and respond to questions.

TEXTBOOKS AND OTHER REQUIRED RESOURCES

Susan Walsh's book *Trojan-horse Aid: Seeds of Resistance and Resilience in the Bolivian Highlands and Beyond* will be used as the primary text through which we will analyze global development project management. The book will provide useful insight into the practical implementations of development management and the sometimes unseen and unintended consequences for development project "beneficiaries" and practitioners.

Bill. Cooke, & Sadhvi Dar (Eds.) 2008. *The New Development Management: Critiquing the Dual Modernization.* This book is used throughout the course. While you can certainly use a library copy, purchasing your own copy for reading is recommended.

METHOD OF EVALUATION/ASSESSMENT

Class Attendance and Participation 20%
Considering the fact that this is an upper year course, emphasis will be place on student participation and interaction. The course will include theoretical critiques of practical exercises in development management, requiring high levels of student participation. As a result, students are required to come to class having read the material and ready to participate in discussions and group work. Students will be graded on their ability to engage critically the course materials and lectures within class discussions.

As a part of attendance and participation, each student is expected to present **ONE** weekly reading and lead class discussion **ONCE** during the semester. The intention is not to merely summarize the readings. Students will be expected to highlight the main argument(s), assumptions, findings and contributions of the readings. They should do so with a critical perspective, pointing out strengths and weaknesses as well as how they tie into broader debates and/or other readings. Students can present individually or in groups (maximum of 2 students per group). A sign-up sheet will be circulated during the first class. If you have to miss the class in which you are presenting, you must arrange to switch weeks with another student in the course. There will be no alternative assignment.

Global Development Project Proposal Critique 20% - Due Week 6 (February 11)
Students will be given an international development project proposals and asked to provide a 4-5 page critical analysis of the proposal. They will be asked to assess key aspects of the proposal, such as the logic model, ethics, monitoring and evaluation methodologies, and reporting, as well as critically evaluate the dominant management paradigms present in the project. Students must incorporate course readings and/or materials in their analysis. Critiques will be graded on the student's ability to demonstrate a strong understanding of the course materials and the core elements of a development project proposal.

Conventional Development Logical Framework 20% - Due Week 9 (March 11)
Students will prepare a project logic model for an existing call for proposal of their choosing from a list of examples provided by the professor. The list will be posted on Owl. The student can use a different call for proposals with approval from the professor. The essential elements of a logframe will be discussed in class and examples will be provided to guide students in the development of their own logframes. Students will also be provided with a logframe template that can be used for their

project. Logframes will be graded on the coherence and connectivity of activities, outcomes/results, and goals, as well as the methodologies used to measure these achievements.

Conventional Development Proposal and Self-Critique 40% - Due Week 12 (April 4)
This assignment consists of two parts:
1. Students will prepare a short proposal connected to their *Conventional Development Logical Framework Project.* The logframe must relate to the proposal and the proposal must directly address the logframe. Students will be graded on their ability to develop a real-life development project proposal. Submission details (listed below), as well as proposal format and page limits that are found in each call for proposal chosen by the student, will be strictly graded.
2. Students must also critically analyze their own proposal. This section will be graded on the student's ability to engage with course material and lectures, to provide a critical analysis of the development management of the project, and to suggest alternatives to the dominant development management paradigms found within the proposal/project.

SPECIAL INSTRUCTIONS

It is the expectation that students enrolled in CGS 3520G will submit **electronic copies only** via the Owl Assignments tab.   When submitting the electronic file, please use **Word only** and save in the following manner (lastname.firstinitial.assignmentname.doc, for example mcburney.m.conventionaldevelopmentproposal.doc). The format for all assignments, unless stated otherwise in the assignment itself, is the following:

*   Times New Roman 12pt, double spaced, 1-inch margins
*   **Cover page** provides pertinent information
*   **Bibliography** must follow a recognized scholarly style (MLA, APA, Chicago, etc.)

Extensions on assignments can only be requested in-person, and more than 48 hours prior to the assigned deadline. Extensions or approvals being requested for emergency or medical reasons or being requested after the due date must be approved through academic advising.

Late assignments will only be accepted without penalty if a prior agreement with me has been made, or if academic advising has provided academic accommodation. Students who submit assignments late without making a prior agreement with me, or without academic accommodation will be *penalized 5% for every 24-hour period* past the assignment deadline.

Please note that I adhere to a "*24/7 rule*" for reviewing graded course work. This means that you must wait 24 hours after an assignment is returned before approaching me about your grade, and you must make an appointment to speak with me about said grade no longer than 7 days after an assignment is returned in class.

TENTATIVE SCHEDULE OF CLASSES TOPICS

PART I – THE ONTOLOGICAL FOUNDATIONS OF DEVELOPMENT MANAGEMENT

Week 1 – Course Introduction
Hekala, Walter. "Why Donors Should Care More About Project Management" Devex. https://www.devex.com/news/why-donors-should-care-more-about-project-management-77595

Dar, Sadhvi. 2008. "Real-*izing* Development: Reports, Realities and the Self in Development NGOs" in B. Cooke, & S. Dar (Eds.), *The New Development Management: Critiquing the Dual Modernization*: 177-197.

Abbott, D., Brown, S., & Wilson, G. 2007. "Development Management as Reflective Practice." *Journal of International Development*, 19, pg 187-203.

Week 2 – What is Development Management?
Thomas, A. 1996. "What is Development Management?" *Journal of International Development*, 8(1): 95-110.

Escobar, A. 2008. "Afterword." in Bill. Cooke, & Sadhvi Dar (Eds.), *The New Development Management: Critiquing the Dual Modernization*: 150-177.

Walsh, Susan. 2014. **Prologue and Chapter 8** *Trojan-horse Aid: Seeds of Resistance and Resilience in the Bolivian Highlands and Beyond.* Montreal: McGill-Queen's University Press.

Week 3 – The Foundation of Development Management
Valter, Craig and Danielle Stein. 2012. "Understanding Theory of Change in International Development" *The Justice and Security Research Programme.* http://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/UNDERSTANDINGTHEORYOFChangeSteinValtersPN.pdf

Ellerman, David P. 2006. **Chapter 1:** "Introduction and Overview" *Helping People Help Themselves: From the World Bank to An Alternative Philosophy of Development Assistance.* Ann Arbor: University of Michigan Press.

Murphy, Jonathan. 2008. **Chapter 2** "The Rise of Global Managers" in *The New Development Management,* Sadhvi Dar & Bill Cooke eds. London: Zed Books.

Week 4 – Management as Social Control
Scott, James. 1998. "Chapter 2: Cities, People, and Language" in *Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed*. London: Yale University Press.

Cooke, Bill. 2004. The Managing of the (Third) World. *Organization*, 11(5): 603-629.

Walsh, Susan. 2014. **Chapter 9** *Trojan-horse Aid: Seeds of Resistance and Resilience in the Bolivian Highlands and Beyond.* Montreal: McGill-Queen's University Press.

Week 5 - The Development Project – From Discourse to Implementation
James Ferguson (w/ Larry Lohmann) 1994 [2008]. "The Anti-politics Machine: "Development" and Bureaucratic Power in Lesotho," in *The Development Reader* eds. Sharad Chari and Stuart Corbridge, Routlidge: New York, pp. 322-31.

Ziai, Aram. 2016. **Chapter 10** "'Development: Projects, Power, and a Post-structuralist Perspective." *Development Discourse and Global History: From Colonialism to the Sustainable Development Goals.* New York: Routledge, 139-154.

Walsh, Susan. 2014. **Chapter 10** *Trojan-horse Aid: Seeds of Resistance and Resilience in the Bolivian Highlands and Beyond.* Montreal: McGill-Queen's University Press.

Week 6 – Portraying Poverty in Development Projects
Dogra, Nandita. 2012. "Cast of Characters." in *Representations of Global Poverty*. New York: Palgrave Macmillan. 31-63.

Rahnema, Majid. 1992. "Poverty" in *The Development Dictionary: A Guide to Knowledge as Power.* ed. Wolfgang Sachs. Zed Books: London.

Walsh, Susan. 2014. **Chapter 11** *Trojan-horse Aid: Seeds of Resistance and Resilience in the Bolivian Highlands and Beyond.* Montreal: McGill-Queen's University Press.

PART II – TOOLS OF DEVELOPMENT MANAGEMENT

Week 7 – Guest Speaker – Tim Brown (Director, Hope Story) – From Theory to Practice: Development Management Skills Needed for the Workforce

Week 8 –Project Logframe Workshop
This class will be used to discuss and develop student logframes. Students will be encouraged, but not required, to present/discuss their logframes and allow for constructive critique from classmates. This will help students in developing their *Conventional Development Logical Framework* and *Conventional Development Proposal and Self-Critique* assignments. The readings below will help students in preparation for the class and in the writing of their logframes.

How to Write a Logframe: A Beginners Guide
https://www.theguardian.com/global-development-professionals-network/2015/aug/17/how-to-write-a-logframe-a-beginners-guide

Week 9 – Funding for Development
Hydén, Göran. 2011. 'Foreign Aid: What Happened to Development?', in *Danish Foreign Policy Yearbook,* N. Hvidt & H. Mouritzen (eds), Danish Institute for International Studies, pp. 130-155.

Riddell, Roger C. 2007. Does Foreign Aid Really Work? Oxford: Oxford University Press. Part 1, pg 15-86.

Recommended
Easterly, William. 2006. "Why Aid Doesn't Work" *Cato Unbound.* https://www.cato-unbound.org/2006/04/02/william-easterly/why-doesnt-aid-work

Sachs, Jeffrey. 2012. "The Case for Aid" *The Guardian.* http://foreignpolicy.com/2014/01/21/the-case-for-aid/

Week 10 - Project Planning – Colonial Administration to Development Management
Escobar, A. 1993. "Planning". In W. Sachs (Ed.), *The Development Dictionary*: 132-146. London: Zed Books.

Lavagnon A. Ika and Jan Saint-Macary. 2012. "The Project Planning Myth in International Development" *International Journal of Managing Projects in Business*, Vol.5(3), p.420-439

Cooke, Bill. 2001. "From Colonial Administration to Development Management" http://docplayer.net/13730919-From-colonial-administration-to-development-management.html

Recommended
Cooke, B. 2003. "A New Continuity with Colonial Administration: Participation in Development Management", *Third World Quarterly*, 24(47).

Week 11 – Results Based Management
Hatton, M., Schroeder, K. 2007. Results-based Management: Friend or Foe? *Development in Practice* 17(3). 37-41.

Kerr. Ron. 2008. "International Development and the New Public Management: Projects and Logframes as Discursive Technologies of Governance" in *The New Development Management,* Sadhvi Dar & Bill Cooke eds. London: Zed Books.

Mosse, David. 2005. Chapter 7 "The Social Production of Development Success" in *Cultivating Development: An Ethnography of Aid Policy and Practice*. London: Pluto Press**.**

Walsh, Susan. 2014. **Chapter 12** *Trojan-horse Aid: Seeds of Resistance and Resilience in the Bolivian Highlands and Beyond.* Montreal: McGill-Queen's University Press.

Recommended
Canadian International Development Agency. (2010). "Results Based Management Tools at CIDA: How-to Guide." http://www.international.gc.ca/development-developpement/partners-partenaires/bt-oa/rbm_tools-gar_outils.aspx?lang=eng#intro

United Nations Development Group. 2011. *Results Based Management Handbook.* pg 1-37.

Week 12 – The Project Logframe - Monitoring and Evaluating What?
Dale, Reidar. 2004. "Formulating Indicators of Achievement". In *Development Planning: Concepts and Tools for Planners, Managers and Facilitators*. London: Zed Books. 121-136.

Rogers, Patricia J. and Dugan I. Fraser. 2014. **Chapter 9**: "Development Evaluation" in *International Development: Ideas, Experience, and Prospects* eds. Bruce Currie-Alder et al., Oxford: Oxford University Press.

Win, Everjoice. 2004. "'If It Doesn't Fit on the Blue Square It's Out!' An Open Letter to My Donor Friend." in *Inclusive Aid: Changing Power Relationships in International Development* eds Leslie Groves and Rachel Hinton, London: Earthscan pp. 123-127.
Recommended
Knowlton, Lisa and Cynthia Phillips. 2013. *The Logic Model Guidebook.* Thousand Oaks: Sage Publishing. Pg. 2-15, 34-48.

UNDP. 2009. *Handbook on Planning, Monitoring and Evaluation for Development Results.* New York: UNDP. Pg 100-142.
http://web.undp.org/evaluation/evaluations/handbook/english/documents/pme-handbook.pdf

PART III – ALTERNATIVES TO MANAGEMENT, NOT MANAGEMENT ALTERNATIVES
Week 13 – Alternatives to Management
Walsh, Susan. 2014. **Chapters 14 and Epilogue** *Trojan-horse Aid: Seeds of Resistance and Resilience in the Bolivian Highlands and Beyond.* Montreal: McGill-Queen's University Press.

Esteva, Gustavo. 2013. **Chapter 7** "Epilogue: A Role for the Development of Scholars and Practitioners." *The Future of Development: A Radical Manifesto.* Bristol: Policy Press:

Recommended
Alkon, Alison. 2011. "Resisting Environmental Injustice through Sustainable Agriculture Examples from Latin America and Their Implications for U.S. Food Policy." In *Environmental Inequalities Beyond Borders: Local Perspectives on Global Injustices* eds JoAnn Carmin and Julian Agyeman, Cambridge: MIT Press.

Scott-Villiers, Patta. 2004. "Personal Change and Responsible Well-Being." in *Inclusive Aid: Changing Power Relationships in International Development* eds Leslie Groves and Rachel Hinton, London: Earthscan pp. 199-209.

Appendix to Course Outlines

Prerequisite and Antirequisite Information
Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

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 Conduct* at:
https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf

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) <u>**Medical Grounds**</u> **for assignments** <u>**worth 10% or more of final grade**</u>**: 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 Dean. The instructor's decision is appealable to the Dean.

(b) **Accommodation on** <u>**Medical Grounds**</u> **for assignments worth** <u>**less than 10%**</u> **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 <u>not</u> 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 Dean. The instructor's decision is appealable to the Dean.

(c) <u>**Non-medical**</u> **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 Dean. The instructor's decision is appealable to the 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 Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

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

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

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:
- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs
Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:
http://www.sdc.uwo.ca/ssd/?requesting_acc

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

Class Cancellations
In the event of a cancellation of class, every effort will be made to post that information on the Huron website, https://huronuc.on.ca/about/accessibility ("Cancellations and Closures").

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: https://huronuc.ca/student-life-campus/student-services/academic-advising

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: https://huronuc.ca/student-life-campus/art-social-science