

HURON UNIVERSITY COLLEGE

CENTER FOR GLOBAL STUDIES

Winter 2019: CGS 3527G GLOBALIZED CAPITALIST AGRICULTURE

Dr. Ritika Shrimali

Email Contact: rshrimal@uwo.ca

Class Meeting: Monday: 2:30-5:30pm

Class Location: W8

Office Hours: Monday and Thursday: 1-2pm

Office Location: Lucas Alumni 2

Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies.

The central focus of this course is to critically understand the contemporary neoliberal moment of “globalization of capitalist agriculture”. The world of neoliberal and globalized capitalist agriculture is marked by growing inequalities as the forces that are organizing agriculture are now global in nature. This means that not only the process of agriculture production has gone beyond national boundaries, new technologies and markets for food and other agricultural commodities, rising awareness of ecological threat, rising health consequences of food related health issues, and the crises of reproduction of ‘classes of labour’ are emerging as issues of global concern. All these and similarly encompassing and connected themes will be discussed in this course.

The course is divided in three sections: Production, consumption and future of agriculture.

The first section will introduce you to some of the theoretical issues that are pertinent to understand the idea of production of globalized capitalist agriculture. We will begin with a historical understanding of contemporary capitalist agriculture. Then we will go on and discuss how does globalized agriculture lead to inequality in land and labour relations.

In the second section the course will deal with theoretically informed analyses of the ways in which capitalist agriculture works in the epoch of globalization and affects people’s lives. We will focus on the inequities in the consumption culture of globalized capitalist agriculture.

The third and final section focuses on the ‘future of agriculture development’. The premise of this section is that one should not separate thinking about what is happening in the world and why from the thinking about what is to be done and how. Given what we have understood of globalization of capitalist development and its implications, what alternatives do we have to forge a better future for agriculture? In this section we will read about and discuss the various past and ongoing struggles to make the system of agriculture production equitable and ecologically sustainable and the lessons that can be drawn from those.

COURSE LEARNING OBJECTIVES

On completing this course, students should be able to:

- 1) Identify and explain some of the fundamental factors contributing to globalization of capitalist agriculture.
- 2) Evaluate the implications of the globalized capitalist agriculture.
- 3) Identify the limits to globalization of capitalist agriculture.
- 4) Critically think through efforts and struggles against capitalist agriculture.
- 5) Learn to identify themes/concepts discussed in class in popular/fiction/ writings and reflect on those
- 6) Effectively read, summarize and ask critical questions from the text.
- 7) Engage critically with selected academic source and write short entries.
- 8) Develop research questions, critically evaluate and synthesize scholarly sources, and conduct original research.

Course Methods

This course uses a combination of lecture presentations, film screenings, class discussion and student presentations. You are expected to come to class having completed ALL required readings and prepared to engage in scholarly conversation.

Course Requirements

Students will be evaluated on the basis of the following requirements

Assignment	Worth	Due date	Learning outcome
Class participation	10	ongoing	
Reading Responses	20	various	1,2,3,4,5,6
Popular Book/film Reflection paper	10	Feb 25	5, 6
Kew Words (2 dictionary entries)	20	March 4 and March 18	6,7
Research Paper (agrarian Crisis)	40	April 15	1,2,3,4,6,7,8

Assignment Description:

a) Class Participation (10 points)

Your participation grade is based on attendance and in-class participation, which means coming to class on time having done all the assigned readings, and being prepared with questions and/or contributions based on these readings. As a rule, speaking more often does not mean you will receive a higher participation grade; the content of your contribution is equally important. Two percent of your participation grade will come from your participation in brainstorming session in class on April 8th 2019. On April 8th, we will

discuss everyone's ideas on the 'agrarian crisis' research paper and conduct a brainstorming session. This is an important step towards working on the final paper.

a) Response Papers (4x5=20) (400 words)

The purpose of this assignment is to encourage students to read, think and write.

Students are expected to bring to the beginning of the class a one-page typed response paper of approximately 400 words. In this paper you are expected to outline what you believe to be the main themes discussed in the required readings, as well as offer a minimum of 2-3 questions about the issues that are raised for you. In your Reading Responses you must clearly explain how and why these questions have emerged from the readings, and thus justify the questions that you pose. Reading Responses will be used to help initiate discussion within the group.

Students can choose to write response papers for any 4 weeks (starting from week 3) Responses need to be submitted soon after the class gets over.

Each response paper will be marked out of a total of 5 points. 4x5=20

No late responses will be accepted.

b) Popular book/film reflection paper (10 points): (1000 words)

The purpose of this assignment is to provide students with a break from academic reading and encourage them to explore serious non-academic writings/films that also discuss real concrete issues dealing with everything agrarian. An introduction of such material will be made in the first class of the course. Students have a choice to either read from the suggested list or find something on their own:

Suggested list:

- Kamala Markandeya – Nectar in a Sieve
- Gift of a Cow: A Translation of Hindi Novel, Godaan : Munshi Premchand
- The Motorcycle Diaries: A Journey Around South America - Ernesto Che Guevara, Ernesto Guevara
- Zulfiqar Ghose: The Murder of Aziz Khan
- Chinua Achebe: Things Fall Apart – A Novel
- Ngugi wa Thiong'o: A Grain of Wheat
- Jangalnama: Travels in a Maoist Guerilla Zone: Satnam and Vishav Bharti

Students are expected to choose a relevant novel/film. In this reflection paper you are expected to summarize the central themes of the novel/film and how draw out themes from the novel/film relevant to the course. In this reflection paper you must clearly explain how and why these themes help you understand the course content better.

c) Key words – 2 Dictionary entries: (10x2 = 20 points): 1000 words each

Imagine that you are doing a dictionary of key concepts in globalised capitalist agriculture for an educated intelligent audience. You have to write a few paragraphs about a chosen concept by using at least 5 relevant academic sources.

Students are expected to read relevant academic articles and do a critical literature review on any 2 concepts discussed in class.

d) Research Paper ('Agrarian Crisis'): (40 points): - 3000 words

Students are expected to write a 3000-word research paper. Students are expected to engage with the concept of agrarian crisis and provide a clear thesis statement and find relevant academic and newspaper/blog sources to work on the paper. The focus of this paper will be to identify what *is* agrarian crisis in a specific context of the country, how it manifests itself and what kind of issues are relevant for discussion.

Separate handout will be provided in class.

GRADING SCHEME

A+: 90-100%

A: 80-89%

B: 70-79%

C: 60-69%

D: 50-59%

F: Below 50% or assigned when course is dropped with academic penalty

WEEKLY READINGS

Week 01 (Jan 7): Introduction to the course, assignments, expectations and main conceptual themes:

Agrarian Transition, Mode of production, differentiated peasantry, development of productive forces, relations of production, class, Inequalities, Inequalities in consumption, world food crisis, globalized agriculture, Capitalism's food failures and alternatives.

Movie: Grapes of Wrath: The Joad clan, introduced to the world in John Steinbeck's iconic novel, is looking for a better life in California. After their drought-ridden farm is seized by the bank, the family -- led by just-paroled son Tom (Henry Fonda) -- loads up a truck and heads West. On the road, beset by hardships, the Joads meet dozens of other families making the same trek and holding onto the same dream. Once in California, however, the Joads soon realize that the promised land isn't quite what they hoped

Week 02 (Jan 14): Theoretical Introduction to Globalised Capitalist Agriculture

T.J. Byres (1991) *The Agrarian Question and Differing Forms of Capitalist Agrarian Transition: An Essay with reference to Asia* in Breman and Mundle (ed) *Rural Transformation in Asia*.

Heron, R. (1993). *Globalised Agriculture – Political Choice*. Pergamon Press (pp. 16-34)

McMichael, P. and Raynolds, L. (1994) *Capitalism, Agriculture and World Economy*. In Sklair, L. (ed) *Capitalism and Development*. Routledge .β

Optional Readings

Bernstein, H. (2016), *Agrarian Political Economy and Modern world capitalism: The contributions of food regime analysis*. Available here at:

https://www.iss.nl/sites/corporate/files/55-ICAS_CP_Bernstein.pdf

Bernstein, H. (2001) *Peasantry in global capitalism* in socialist register. Available here at - <https://socialistregister.com/index.php/srv/article/view/5754/2650>

Section 2: Production - land and Labour

Week 03 (Jan 21)– Dispossession 01: The central question to think and discuss will be: How does globalized agriculture lead to inequality in land relations? Small-scale Farmers are losing access to land, which is concentrated in the hands of a few, including agri-business companies as well as urban industries (as in: SEZs). In this section we will discuss 'Globalized agriculture and inequality in control over land. We will delve into the global debate on enclosures and dispossession.

Ben White, Saturnino M. Borrás Jr., Ruth Hall, Ian Scoones & Wendy Wolford (2012) *The new enclosures: critical perspectives on corporate land deals*, *The Journal of Peasant Studies*, 39:3-4,619-647

David Harvey (2003), *The New Imperialism* (Oxford: Oxford University Press), Chapter 4, pp137-182

Das, Raju. 2017. David Harvey's Theory of Accumulation by Dispossession. *World Review of Political Economy* 8, (4) (Winter): 590-616

Week 04 (Jan 28): DISPOSSESSION 02 (CASE STUDIES): this week we will continue with the earlier discussion on dispossession using specific case studies that will reinforce previous week's discussion.

Shrimali, R. (2016). *Accumulation by Dispossession or Accumulation without Dispossession: The Case of Contract Farming in India*, *Human Geography*, Vol 9, Number 3.

Gustavo de L. T. Oliveira (2018) *Chinese land grabs in Brazil? Sinophobia and foreign investments in Brazilian soybean agribusiness*, *Globalizations*, 15:1, 114-133

Sethi, A. (2012) [http://www.cuts-international.org/ARC/Lusaka/pdf/Insert-2012-Indian Firms Reap Bitter Harvest in Africa.pdf](http://www.cuts-international.org/ARC/Lusaka/pdf/Insert-2012-Indian_Firms_Reap_Bitter_Harvest_in_Africa.pdf)

Optional Readings:

Hanieh A. The Oslo Illusion - <https://www.jacobinmag.com/2013/04/the-oslo-illusion/>

Globalizations journal, Volume 15, 2018 - Issue 1: [BRICS and MICS: Implications for Global Agrarian Transformation](#) -Guest Editors: Ben Cousins, Saturnino M Borrás Jr., Sergio Sauer and Ye Jingzhong

WEEK 05 (Feb 4) - Class Inequality/Peasant differentiation/Inequality and global capitalism

While in week 3 and 4 we discuss how peasants are losing land through dispossession, this week we will discuss how capitalist market relations lead to inequality in control over land.

Raju Das (2013). Agrarian Crisis as the Crisis of Small Property Ownership in Globalizing Capitalism. Available here at: <https://mronline.org/2013/10/01/das011013-html/>

Lenin, V.I. (1899), The differentiation of the Peasantry, in John Harris (ed) Rural Development: Theories of Peasant Economies and Rural Change (pp. 130-138)

Djurfeldt, G. (1982) Classical discussions of capital and peasantry: A critique; in John Harris (ed) Rural Development: Theories of Peasant Economies and Rural Change (pp139-159)

P. Sainath (2010), Suicides are about the living not the dead – <https://psainath.org/suicides-are-about-the-living-not-the-dead/>

Film: Nero's guest

Week 06 (Feb 11) - Conditions of labour in globalized agriculture.

Bridi, R. (2015) Migrant Workers in Ontario's Tobacco Belt: An Examination of Workplace Dynamics, Human Geography – A New Radical Journal, Volume 8, No. 1

Report (2001) – Columbia's flower industry - <https://www.theguardian.com/society/2001/aug/29/guardiansocietysupplement5>

Das (2019) Low-wage Neoliberal Capitalism, Social-cultural Difference, and Nature-Dependent Production. In *Reflections on India: Critical Perspectives on its Society and Economy* Brill: Leiden/Boston (forthcoming)

Das (2014). Low-Wage Capitalism, Social Difference, and Nature-Dependent Production: A Study of the Conditions of Workers in Shrimp Aquaculture, Human Geography – A New Radical Journal. Vol 7, No. 4

Shaw, C. (2011). Global Agro Food Systems: Gendered and Ethnic Inequalities in Mexico's Agricultural Industry, *McGill Sociological Review*, Volume 2, April 2011, pp. 92-109

Brass, T. (1986) Unfree Labour and Capitalist Restructuring in the Agrarian Sector: Peru and India", *Journal of Peasant Studies*, 14 (1986), pp. 50–77

Film: Migrant Dreams - <https://tvo.org/video/documentaries/migrant-dreams-feature-version>

WEEK 07 (FEB 18)– READING BREAK

Section 2: Consumption

Week 08 (Feb 25) Stuffed and Starved: how capitalism creates hunger and obesity

The case of tobacco; The 'obesity' epidemic; The starvations; Pesticides
GMOs and food labelling

Raj Patel,

GMO labelling: <https://www.forbes.com/sites/amywestervelt/2012/08/22/monsanto-dupont-spending-millions-to-oppose-californias-gmo-labeling-law/#7b016778605b>

Gender Inequity in Food system - <https://learn.uvm.edu/foodsystemsblog/2015/04/20/raj-patel-on-gender-inequity-in-the-food-system/>

Book Review Due

Week 9 (March 4) Agriculture and the Environment

Tony Weis, *The Ecological Hoofprint: The global burden of industrial livestock*, Zed Books, 2013

Rosillo-Calle, F. (2010). Food versus Fuel: An Informed Introduction to Biofuels

1st Dictionary entry due

Week 10 (March 11) - Agribusiness and diseases

Rob Wallace – Big Farms make big flu

Blog: Farming Pathogens - <https://farmingpathogens.wordpress.com/2017/06/06/theses/>

Section 3: Future of Agriculture: Change, social Justice and Fight for Democracy

Week 11: (March 18) Transnational Agrarian Movements: Food Sovereignty And Alternative Trade Movement

Akram-Lodhi, H. 2013. *Hungry for Change: Farmers, Food Justice, and the Agrarian Question*. Fernwood Publishing and Kumarian Press. Chapter 8 – Food Sovereignty.

Marc Edelman and Saturnimo M.Borras: Political Dynamics of Transnational Agrarian Movements

Gavin Fridell – Alternative Trade, Legacies for the future

Jessica Paddock & Alastair Michael Smith (2018) What role for trade in food sovereignty? Insights from a small island archipelago, *The Journal of Peasant Studies*, 45:2, 368-388, DOI:

Oxfam fair trade: <https://www.oxfamfairtrade.be/en/>

Center for Evaluation (2012) - Assessing the Impact of Fairtrade on Poverty Reduction through Rural Development. Available here at: http://www.wfto-la.org/wp-content/uploads/2013/03/Final_Report_Fairtrade-Impact-Study.pdf

Eduardo Galeano – “Monoculture is a prison, it always was”. Eduardo Galeano writes to MST, Via Campesina <https://www.mstbrazil.org/news/081606-monoculture-prison-it-always-was-eduardo-galeano-writes-mst-campesina>

2 Key word Dictionary Entry due

Week 12 (March 25) : Armed peasant movements:

Morton, A.D. (2011). *Revolution and state in modern Mexico: the political economy of uneven development*. Chapter 7: Uneven Agrarian Development and the Resistance of the ezln (The book is available online through western library)

Roy, A. (2010). *Walking with the Comrades*. Available here at: <https://www.outlookindia.com/magazine/story/walking-with-the-comrades/264738>

Raju Das - *Social movements and State Repression*
Journal of African and Asian Studies, Volume: 52 issue: 8, page(s): 1080-1102

Week 13: (April 1) Sustainable Agriculture: a Misnomer?

Magdoff, R. (2015) *A Rational Agriculture Is Incompatible with Capitalism*
<https://monthlyreview.org/2015/03/01/a-rational-agriculture-is-incompatible-with-capitalism/>

Why Sustainable Agriculture Has to Be a G20 Priority -
<https://www.americasquarterly.org/content/why-sustainable-agriculture-has-be-g20-priority>

Uphoff, N. (2009). *Envisioning Post-Modern Agriculture*. In Atul Sathe (ed.) *Sustainable Agribusiness – Opportunities and Issues*.

Ethical Farming: <https://business.financialpost.com/commodities/agriculture/why-the-ethics-of-farming-are-more-important-than-ever>

Week 14 (April 8) What is agrarian crisis? Research paper discussion

Research Paper due April 15th

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) 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 Dean. The instructor’s decision is appealable to the 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 Dean. The instructor’s decision is appealable to the 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 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/uwo.com/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>