

**CGS 1023F 550**  
**Introduction to Development**  
**Summer Intersession 2023**  
**Dr. Matthew McBurney**

Office: Zoom

e-mail address: mmcburn2@uwo.ca

Scheduled class times: Mon – Thurs 9:30am – 12:30pm

Classroom: Zoom

Office Hours: By appointment via email. I am available most days and meetings can take place via Zoom.

### **COURSE DESCRIPTION**

This course is an introduction to the interdisciplinary field of global development with the focus on investigating the notion of ‘poverty’. Discourses and practices within global development will be examined critically, and the roles of development organizations, states, and civil society in addressing globally identified development issues through the negotiation of global development agendas will also be examined.

### **COURSE LEARNING OBJECTIVES**

This course will help students develop as critical and creative thinkers by analyzing various theories and practices in the field of global development. The main goal of this course is to encourage a critical awareness on “global development” as something in which we are intimately involved. Specifically, this course will emphasize the following learning outcomes:

- Reflect on individual positions, places and values within the field of global development and identify personal strengths.
- Demonstrate a critical awareness of the historical changes within global development discourse and practices.
- Recognize and critically assess diverse meanings of development, underdevelopment, poverty and inequality that are found in the wide range of literature on global development.

### **DESCRIPTION OF CLASS METHODS**

Classes will consist of a combination of lectures on most days – see course schedule below (on Zoom for approximately 1-2 hours/day Monday - Thursday) and participatory learning methods. It is expected that students will read all of the week’s **required** readings. Students are required to engage with the readings and with each other during class and in the forums.

During lectures and online classroom learning methods, students are expected to be respectful and to not distract fellow students or the instructor. If you would like to send text messages, browse irrelevant websites, or talk without contributing to class discussion, please do so at

another time. Recording of lectures is prohibited without academic accommodation permission. Also, photographs of lecture slides are not permitted. A summary of slides and/or lecture notes will be posted on the Owl site only for the days in which there is not a Zoom lecture.

## READINGS

A majority of the course readings can be found in *The Companion to Development Studies* Third Edition by Vandana Desai and Robert B. Potter (Routledge, 2014). The rest of the readings are articles or book chapters that can be found for free through the Huron Library website. Students are recommended to purchase this book. Other readings can be found in the library or online. I reserve the right to add to or otherwise alter the reading list, given sufficient notice is provided. All required readings must be read. Students do not have to read each weekly recommended reading. However, these readings will be discussed in class and are used as additional literature and examples of each specific topic. They will provide students with further, more detailed insight on the topic being discussed and will vastly improve their understanding.

## EVALUATION

### *Participation*

<i>Lectures</i>	10%
<i>Forums</i>	10%

In this course, emphasis will be placed on student participation and interaction. The course will include theoretical critiques of development practices, requiring high levels of student participation. As a result, students are required to read the material and to participate in discussions through forums and during online Zoom lectures. Students will be graded on their ability to engage critically with the course materials and lectures within class discussions. Participation will be graded through the use of forums and attendance of online Zoom lectures. Each student must participate in all forums. Full participation grades in the forum will only be given when a student posts their own post and also replies to another classmate's post. **In order to receive full grades for a forum post, students must write their own forum AS WELL AS engage with/respond to another student's post with insightful comments and discussion. In order to receive full participation grades in Zoom lectures, students must attend lectures and have their camera turned on.**

<i>Research Paper Proposal</i>	20%
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The proposal will be a 2-3 page proposal for a research topic of the student's choosing. The topic must be related to global development, which is a broad field of study. The proposal must include a brief description of the topic and its importance in the field of development, a thesis statement, a brief outline of the argument, and an annotated bibliography with a minimum of 5 peer-reviewed, scholarly sources. **Due Friday, May 19**

<i>Research Paper</i>	30%
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The research paper assignment will challenge students to think critically about a global issue related to global development. Students will be required to provide a research topic that contains an argument, gather information to back up their argument, and present their findings in a clear

and concise manner. This assignment will provide students with an opportunity to sharpen many skills necessary for a future in academia or the field of development, such as critical thinking, research, data analysis, proposal design, and communication. Papers must incorporate a minimum of 8 peer-reviewed, scholarly sources and use a proper citation style (you can choose whichever style you are comfortable with). The essay must be between 1,500-2,000 words (Times New Roman, 12 font, Double spaced). **Due Wednesday, May 31**

Further details will be provided in class. However, students will be graded based on the following marking scheme:

Grade	Research	Argument (Intro/Conclusion)	Analysis (Body of Paper)	Clarity	Format
<b>A</b>	<p>a significant amount of independent, scholarly research was undertaken</p> <p>the majority of sources are from peer-reviewed publications, those that aren't are used as primary research only.</p> <p>research is solidly within the parameters of the analysis and thesis argument</p>	<p>an innovative and provocative thesis is clearly stated at the beginning of the paper</p> <p>the method of proving that thesis is established early on and justified on scholarly terms</p> <p>the thesis provides the backbone of analysis and reaches a satisfying conclusion based on what was proposed at the beginning</p>	<p>based on excellent research and an original thesis, the analysis is strong, and clearly follows established research questions</p> <p>the research is artfully woven throughout the analysis, shoring up and thoughtfully supporting the argument</p> <p>new information is well contextualized and serves to propel the argument towards a satisfying conclusion</p>	<p>the paper is easy to read, analysis flows expertly</p> <p>language is sophisticated without using jargon</p> <p>terms of analysis and argumentation are clearly laid out and well-defined</p>	<p>TimesRoman 12pt, double spaced, 1-inch margins, page numbers</p> <p>a cover page provides pertinent information</p> <p>the bibliography follows a recognized scholarly style</p> <p>citations are thorough and well documented throughout the paper</p>
<b>B</b>	<p>a reasonable amount of independent, scholarly research was undertaken</p> <p>sources are mainly from peer-reviewed publications</p> <p>research is sound but predictable</p>	<p>an interesting but predictable thesis is clearly stated at the beginning of the paper</p> <p>the thesis tends toward more description than argument, leading to a weak conclusion</p> <p>the methodology is there but isn't clearly</p>	<p>the analysis is good but there are some significant weaknesses or lapses</p> <p>the paper occasionally drifts off-topic or into territory that isn't adequately supported by the research</p>	<p>the paper is well written but suffers from some significant grammatical inconsistencies or spelling errors</p> <p>language is clear but lacks scholarly depth</p>	<p>the paper basically follows the technical requirements, with a few minor exceptions</p> <p>citations are solid but not thorough, with some noticeable omissions</p>

		laid out, or is laid out but not followed through on an expert level	the research questions are interesting but potentially unrealistic in terms of the type and/or level of research undertaken	there are some lapses in definition and explication of terms segue between points in the analysis are weak	
<b>C</b>	the minimum amount of independent, scholarly research was undertaken  sources also rely on non-scholarly publications  research is weak and unoriginal	the thesis is fundamentally descriptive or dependent on a value judgment (good/bad, right/wrong)  the method is vague or poorly laid out  the argument fails to reach a satisfying conclusion, with the paper simply petering out	analysis is uninteresting or uninspired, tending toward description  research questions are poorly laid out and inadequately explored  the research does not adequately support the analysis	there are significant but not quite major problems in grammar and spelling  language is unclear and/or shallow  terms are not well defined and analysis leaps erratically from point to point	there are some significant problems with the technical requirements of the paper that affect the strength of its analysis  citations are weak and/or the bibliography is incomplete
<b>D</b>	less than the minimum amount of independent, scholarly research was undertaken  sources depend heavily on non-scholarly publications  research is weak and unoriginal, but also fails to adequately support the argument	there is no easily identifiable thesis and/or little in the way of method  there is no conclusion because no argument was established early on	research questions are not identified at the outset  there is little interaction between research and analysis  what is supposed to pass as analysis is little more than description	major problems with grammar and spelling  language is murky, confused and difficult to follow  there is a paucity of definitions or context for analysis	there are major problems with the technical requirements of the paper that affect the strength of the analysis  there are next to no citations and/or no bibliography or it does not follow a scholarly style
<b>F</b>	little to no research undertaken, scholarly or not	there is no thesis and/or no method  the conclusion is deeply flawed or outright non-existent	analysis is nearly non-existent, weak, minimal and unsupported by research	language is sub-par for university, riddled with grammatical and spelling errors	the paper does not follow a scholarly format

little evidence of scholarly research in the paper			analysis is difficult to follow and lacks any sense of flow	
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*Final Exam*

30%

The final exam can include material from all the topics taught throughout the course in both lectures or readings. The exam will be a take-home exam which will be provided on the last day of class and due on Owl exactly 24 hours later. **Take home 4-day exam to be posted to Owl on Friday, June 2 at 8am and due Monday, June 5 at 11:59pm**

**SPECIAL INSTRUCTIONS**

The use of any AI assistance for assignments in this class is strictly prohibited.

For all assignments completed outside of class, the instructor and/or the TA may require you to attend an in-person interview to discuss your work before the mark is finalized.

All assignments will be submitted on Owl in Word format and no hard copies are needed. However, make sure to keep an electronic copy of your assignment until it has been graded and returned to you.

Extensions on assignments can only be requested more than 48 hours prior to the assigned deadline. Extensions being requested for emergency or medical reasons 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 2% 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.

**SCHEDULE OF CLASSES**

**May 15 - Zoom Lecture**

**1<sup>st</sup> Half - Course Intro**

**Recommended**

Hobbes, Michael. 2014. “Stop Trying to Save the World”.  
<https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it>

Gates, Bill. 2016. “Why I Would Raise Chickens” <https://www.gatesnotes.com/Development/Why-I-Would-Raise-Chickens>

Smith, Lindsey. 2016. "Why Bolivia Turned Away Bill Gates Chicken Donation"  
<http://www.theverge.com/2016/6/17/11965820/bill-gates-bolivia-heifer-international-ngo-us-aid-rejection>

## **2<sup>nd</sup> Half - Positionality and Reflectivity in the Development Game**

Schuurman, Frans J. 2014. "The Impasse in Development Studies" in *The Companion to Development Studies* 1-25.

Potter, Robert B. 2014. "The Nature of Development Studies" in *The Companion to Development Studies* 16-20.

Merriam, Sharan et al. 2010. "Power and positionality: negotiating insider/outsider status within and across cultures" *International Journal of Lifelong Education* 20 (5)

## **Day 2 May 16 – Challenging the Definition of Development**

### **Posted Online Lesson (No Zoom)**

Horner, Rory. 2019. "Towards a new paradigm of global development? Beyond the limits of international development"

<https://journals.sagepub.com/doi/full/10.1177/0309132519836158>

Potter, Robert B. 2014. "Measuring Development: From GDP to the HDI and Wider Approaches" in *The Companion to Development Studies* 56-59.

Esteva, Gustavo. 1992. "Development" in *The Development Dictionary: A Guide to Knowledge as Power*. Ed. Wolfgang Sachs. London: Zed Books.

Escobar, Arturo. 1995. Introduction: Development and the Anthropology of Modernity. In *Encountering Development: The Making and Unmaking of the Third World*. New Jersey: Princeton University Press. 3-17.

## **Day 3 – May 17 – Marketing Poverty: Harmful Stereotypes**

### **Zoom Lecture**

White, Howard. 2014. "The Measurement of Poverty" in *The Companion to Development Studies* 60-66.

Escobar, Arturo. 2011 "The Problematization of Poverty: The Tale of Three Worlds and Development," in *Encountering Development*, Chapter 2.

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

## **Day 4 – May 18 – The Modernization Myth**

### **Zoom Lecture**

Craggs, Ruth. 2014. "Development in a global-historical context" in *The Companion to Development Studies* 5 – 10.

Binns, Tony. 2014. "Dualistic and Unilinear Concepts of Development" in *The Companion to Development Studies* 100-105.

Conway, Dennis. 2014. "Neoliberalism: Globalization's Neoconservative Enforcer of Austerity" in *The Companion to Development Studies* 106-110.

Conway, Dennis and Nikolas Heymen. 2014. "Dependency Theories: From ECLA to Andre Gunder Frank and Beyond" in *The Companion to Development Studies* 111-115.

### **Day 5 – May 23 Video: *Under Rich Earth***

**No Zoom – watch the videos at the following links (place your mouse over the titles below and the link should appear. The links will also be on Owl under the announcements)**

#### **[Under Rich Earth](#)**

#### **[Defending Intag Update](#)**

### **Day 6 - May 24 – Development Alternatives or More of the Same I?**

#### **Zoom Lecture**

#### **1. Freedom and Capabilities**

Nothover, Patricia. 2014. "Development as Freedom" in *The Companion to Development Studies* 33-38.

Bebbington, Anthony and Katherine E. Foo. 2014. "Social Capital and Development" in *The Companion to Development Studies* 152-155.

Bebbington, Anthony. 1999. "Capital and Capabilities: A Framework for Analyzing Peasant Viability, Rural Livelihoods and Poverty," *World Development* Vol. 27, No. 12, pp. 2021-2044

#### **2. Putting the Last First: Participatory and Ethno-development**

Breton, Victor. 2008. "From Agrarian Reform to Ethnodevelopment in the Highlands of Ecuador" *Journal of Agrarian Change* 8(4): 583-617.

Mohan, Giles. 2014. "Participatory Development" in *The Companion to Development Studies* 131-136.

### **Day 7 – May 25 – Development Alternatives or More of the Same II?**

#### **Posted Online Lecture (No Zoom)**

#### **1. (un)Sustainable Development – MDGs to SDGs**

Rigg, Jonathan. 2014. "The Millennium Development Goals" in *The Companion to Development Studies* 67-72.

Redclift, Michael. 2014. "Sustainable Development" in *The Companion to Development Studies*. 333-335.

## **2. Gender and Development: Inclusion or Patriarchy?**

Kishwar, Madhu. 2014 "Feminism and Feminist Issues in the South: A Critique of the 'Development' Paradigm". In *The Companion to Development Studies*. 402-406.

Parpart, Jane. 2014. "Rethinking Gender and Empowerment" in *The Companion to Development Studies* 407-410.

Kabeer, Naila. 2015. "Gender, Poverty, and Inequality: A Brief History of Feminist Contributions in the Field of International Development." *Gender & Development* 23(2), 189-205.

### **Day 8 May 29 – Alternatives to Development**

#### **Posted Online Lesson (No Zoom)**

Simon, David. 2014. "Postmodernism and Development" in *The Companion to Development Studies* 142-146.

Sidaway, James D. 2014. "Post-development" in *The Companion to Development Studies* 147-151.

Ziai, Aram. 2017. "Post-development 25 years after *The Development Dictionary*" *Third World Quarterly*. 33(12): 2547-2558.

#### **Recommended**

Escobar, Arturo. 2010. "Latin America at a Crossroads." *Cultural Studies*, 24(1).

Demariaa, Federico and Ashish Kothari. 2017. "The Post-Development Dictionary Agenda: Paths to the Pluriverse" *Third World Quarterly* 38(12): 2588-2599.

### **Day 9 – May 30 – Decoloniality: Is Plurality a Possibility?**

#### **Zoom Lecture**

Mignolo, Walter. 2018. "What does it mean to decolonize?" Chapter 5 in *On Decoloniality* available virtually through Huron Library

Bolliet et al. 2013. "The Importance of Place Names in the Search for Ecosystem-Like Concepts in Indigenous Societies: An Example from the Bolivian Andes" *Environmental Management* 51: 663-678

#### **Recommended**

Mignolo, Walter. 2010. *The Communal and the Decolonial*. <http://turbulence.org.uk/turbulence-5/decolonial/>

### **Day 10 – May 31 – *Sumak Kawsay*: An Indigenous Alternative**

#### **Posted Online Lesson (No Zoom)**

Briggs, John. 2014. "Indigenous Knowledge and Development" in *The Companion to Development Studies*. 127-130.



Gudynas, Eduardo. 2011. "Buen Vivir: Today's Tomorrow" *Development* 54(4), 441–447.

Radcliffe, Sarah. 2012. "Development for a postneoliberal era? Sumak kawsay, living well and the limits to decolonisation in Ecuador". *Geoforum*, 43, 240–249.

Walsh, Catherine. 2010. "Development as Buen Vivir: Institutional Arrangements and (de)colonial Entanglements." *Development*, 53(1), 15–21.

### **Day 11 – June 1 – Final Review/Study**

#### **Zoom Lecture**

There will be a final Zoom lecture/review for those that want to participate.

**Final Exam - (Take home 24 hour exam to be posted to Owl on Friday, June 2 at 8am and due on Owl on Monday, June 5).**

## **Appendix to Course Outlines: Academic Policies & Regulations Summer 2023**

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University 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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **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 enroll 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.

### **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.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

### **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 website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

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 (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

### **Statement on Use of Personal Response Systems (“Clickers”)**

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.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

**b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) 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: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation\\_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

[huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions

about individual programs. Contact information can be found on the Huron website at:  
<https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here:  
<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academic-support.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

[huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca) Community

Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -  
[Academic Calendar - Western University \(uwo.ca\)](#)