

Course conduct with respect to the COVID-19 pandemic

Although the intent is for this course to be conducted in-person, the changing COVID-19 landscape may necessitate some or all of the course to be conducted online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be carried out online as determined by the course instructor.

Centre for Global Studies 3526G (sec. 550)

**Challenging Regimes of Global Citizenship
and Internationalisation**

**Centre for Global Studies
Huron University College**

**pre-requisite: 0.5 Centre for Global Studies course at the 1000-1099 level, or
permission of the Centre for Global Studies**

January – April, 2022

**Tuesdays, 11:30am. – 1:20pm., room # W108
Thursdays, 11:30am. – 12:20pm., room # W108**

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office hours/individual student consultations: by Zoom (please just email me to
arrange an appointment)

GENERAL COURSE INFORMATION

This course involves students in critical examinations of and engagements with the promotion of "global citizenship" and "internationalisation" as pedagogical objectives within contemporary institutions of higher learning, civil society organisations, and charities. We will examine how it is that "the global" and "globalisation" are formed as ideals through which knowledge of ourselves and others, as learners and social agents, is rendered thinkable and desirable, particularly through North American institutions of higher learning and their partners in corporate business, civil society initiatives, and governments. And we will consider how learning and engagements with others in the world have been formed specifically through ideals of citizenship within global

frameworks. In these regards, we will acknowledge and study the ways in which contemporary institutions of higher learning, civil society organisations, and charities aim to situate students, volunteers, and activists within frameworks of difference that serve specific orderings and layerings of global civil society aligned and compliant with liberal and increasingly neo-liberal objectives in learning, knowing, and social practices.

From these critical perspectives and engagements, we will consider and attempt to develop challenges to the contemporary conventions in the promotion of "global citizenship" and "internationalisation" in learning and public actions. And we will emphasise the possibility of projects of *de-internationalisation*, through which: we may dis-entangled conditions of difference from programs of commodification and internationalised cultural consumption; we may counter the racialisations and territorial exclusions inherent to programs of global citizenship; we may disrupt the neo-colonial power relations of "internationalisation"; we may learn to halt the violences of translating all difference to universalised forms of knowing and being; and we may overcome the imperial impulse to gain universalised views on and perspectives for the world.

Through the studies and projects students take up in this course, they will have the opportunity to promote critical challenges of their own to global engagements. And they will consider ways in which the imperatives of global citizenship ideals and orders may be transgress through relations of solidarity with other persons and communities who would otherwise be excluded or oppressed by the forms of global civil society idealised in contemporary norms of institutional internationalisation.

Learning Objectives

In gaining critical orientation to contemporary regimes of global citizenship and internationalisation, students in this course will learn how to recognise and understand "the global" or "internationalised" perspectives that are now typically promoted by North American institutions of higher education and their partners in corporate business, charities, civil society movements, and governments as formed through and for the benefit of specific financial and statist interests. In this regard, they will gain knowledge of the liberal and neo-liberal structures and violences at work in contemporary regimes of global citizenship promotion. Following this work, students will develop ways in which global engagement can function more responsibly to others and resist the globalization of intellectual inquiry and civic subject positions. Students will gain skills in de-internationalising tactics in their own knowledge production and intellectual and social interrelations with others, allowing for the greater mobilisation of difference within terms of difference that are not reducible to global norms or structures.

In this course, students will also gain great practice in critical reading. Through this work, students will learn to better develop and articulate insights into a wide range of scholarly materials and studies. And, they will gain significant experience and practice in the building of major research projects, in collaborative critical engagement with their peers.

Methods of Instruction and Class Dynamics

Remote Learning: January 10th – 31st (and any other weeks, if necessary)

As you are already well aware, we remain within social conditions that are necessarily restrained as a result of our efforts to minimise the spread of the COVID-19 virus, within the context of a global pandemic. Consequently, our community at Huron University College has made the decision to not allow students and faculty members to meet one another in-person, as classes, within our institution's buildings for the period of January 10th – 31st. Rather, we are teaching and engaging in our studies and learning practices in our courses over these weeks remotely. And, unavoidably, our manners of teaching, learning, and interactions with one another over this time are changed quite radically from what usually occurs on campus.

In order to achieve the learning objectives in this course, over these first few weeks of the term, CGS 3526G will be conducted remotely via online media and tools. Students will be engaged in significant independent directed reading and study, supported by rich opportunities for online engagements between professor and student and amongst the students in this class generally. I have organised our studies in this course most substantially around a very strong set of weekly assigned readings. These assigned readings will provide the core substance of the course. It is expected that all students in this course carefully read and study all assigned book chapters, weekly. And all discussions between students and students and myself will be based on prior reading and engagements with these assigned texts.

While we are conducting our course remotely over these weeks, during this time I will be guiding you through your studies in CGS 3526G by means of weekly written directions and lecture notes on how to engage and study assigned readings. As well, we will have the opportunity to meet with one another, as a full class, over Zoom for our weekly class period scheduled for each Tuesday, through these first few weeks, for tutorial seminar discussions over the readings and questions arising in our engagements with them. These Tuesday tutorial discussions will begin at 11:30am. and run as late as 1:20pm. EST, depending on how much we have to discuss and engage with one another. I will also be available to you each week to work with you on your individual questions, concerns, and assignments via email and through individual office hours meetings via Zoom that we can arrange by appointment (just email me to make an appointment) . And, as a class of students, you will have weekly access to each other at any time via the topic-oriented Forum discussion pages available on the OWL site for our course.

Weekly Introduction to Assigned Readings and Lecture Notes: Each week, by Friday afternoon, I will post for everyone in the class a short textual introduction to the journal articles and book chapters you are to read and study for the week to come and longer written lecture notes on these chapters. I will submit this as a text within the Week's folder in the **Resources** tool of our OWL course site. In these writings, I will certainly give you an understanding of how to interpret and contextualise these materials, and I

will present you with questions and problems on which I would like you to focus in your study of these materials. Where I feel it is necessary, I will expand my written notes into a longer set of lecture notes, to help you work through the details and arguments of the assigned readings.

Tuesday tutorial discussions via Zoom: During the contact hours scheduled for CGS 3526G on Tuesdays, 11:30am. – 1:20pm. EST., I have scheduled our entire class for Zoom tutorial discussions. You will be able to link to these Zoom discussions via the **Zoom** tool in the OWL site for our course. During these Zoom discussions, we will have the opportunity to discuss with one another issues and questions that arise regarding our studies of required readings each week. I will certainly come to these meetings with my own questions and points that I wish to engage with you. And it will very often be the case that I will spend a good amount of this time lecturing to you or overtly leading discussions on the assigned readings, to ensure that you have a good understanding of what we are studying. However, this is also a very important time when every student in the class should feel comfortable in bringing their questions and ideas, to pose to one another for discussion. During these Thursday Zoom seminars, we will engage the specific materials assigned for that particular week, according to the schedule in the syllabus, below. Please note, you will need to register for these Zoom meetings, but, once you have registered for the first one, you should be automatically registered for all of them, for the rest of the term.

OWL site Forums: On the OWL site for CGS 3526G, I have created a set of forum sites for each week of readings/studies with which we are engaging over the term, which, not surprisingly, you can find in the **Forum** tool. These forum sites are offered to students in the course only for the purpose of giving everyone the chance to share questions and ideas with one another on an informal basis. Essentially, these forums will serve as online study-group sites, where you can ask questions of one another and develop discussions over our studies and the assignments. There are no assignments related to participation in the forums themselves. These forums are set up only as tools for those who want them, for the purpose of developing online discussions with peers about the materials and topics we are studying in the course. Over the term, I will certainly have a look at the dialogue and discussions that are emerging in these forums, just to see how the conversations are developing. However, I will not participate in them myself, and the posts made on the forums will not be evaluated or graded.

In-Person in-class Learning: February 1st – April 8th (unless shifting back to remote learning for any weeks of this period, when we will return to remote dynamics described above)

Our current plan is to meet in-person as a class twice each week over the weeks covering February 1st – April 8th, for two hours on Tuesdays and for one hour on Thursdays. During these classes, our time will be divided into a series of practices. I will spend some time lecturing, in relation to assigned readings and problems or examples that I put in relation to these readings. However, much of the time will also be spent in more of a seminar format of discussion over specific readings, where discussion will be largely student-driven and professor-facilitated. As well, in some

weeks, we will be developing our focus and discussions around short films regarding matters raised in our readings.

It is expected that all students in this course attend every class over this portion of the term, except where illness or other serious personal issue makes it impossible to do so. It is also expected that all students come to class having read and studied readings assigned for these classes. Students should be fully prepared, with reading and study notes, to engage in full discussion over the assigned readings and to critically engage with the questions they raise for us.

Please Note: I approach our activities in our class time with one another truly as *events* in learning. I treat them as moments in which everyone comes together in *relations* of learning through which we push each other's thinking, perspectives, and understandings. In this regard, I understand learning and education to function as something that students and faculty members do with one another, as *relational practices*. Consequently, I approach the teaching of this course with the understanding that education and learning are not mere commodities or "deliverables" and that students are not merely consumers or receivers of such commodities in what some might call "a pedagogical marketplace" or "a site of transference." Therefore, I understand that the learning in our classroom is going to take place to the extent that everyone is actually paying attention to and actively participating in the events and practices we form with one another. When anyone in the classroom is spending time distracted from or only loosely connected to the presentations, discussions, and debates, this actually takes away from our practices in learning with one another. So, I respectfully ask that you do not spend time in class attending to other studies or non-class related matters on your laptops, tablets, or small-phones. Class time is a period in which we need to be engaged with one another on studies in this course. It is not adequate to pay only half-attention to the class lectures and discussion, while exploring the internet or communicating with others outside of the classroom on electronic devices.

Also, for the weeks in which we will be engaging our studies with in-person classes, the OWL site forums will still be available to students, divided by Weeks of studies, as listed in the Class and Reading Schedule below.

READING MATERIALS

There are readings assigned for study before each week of class meetings. In fact, there are generally substantial amounts of readings required each week. This is most certainly a reading-intensive course. Be prepared to read...a lot.

The readings that are assigned each week are drawn from a combination of chapters from four books and a large collection of academic journal articles. Copies of the four books are available for purchase at Western University's bookstore, and at least some portions of these books are available electronically via the Course Readings tool on the CGS 3526G OWL site. The full bibliographic citations for each journal article are all given in the reading schedule that follows below in the syllabus. So, they are easy to

find through the Library's search mechanism, and it is fully possible to download your own pdfs of these articles through the Library's website. However, electronic pdf copies of all of these journal articles are also made available via the Course Readings tool on the course OWL site for CGS 3526G. The books we will engage are:

Isaac A. Kamola, *Making the World Global: U.S. Universities and the Production of the Global Imaginary* (Duke U. Press, 2019).

Amal Hassan Fadlalla, *Branding Humanity: Competing Narratives of Rights, Violence, and Global Citizenship* (Stanford U. Press, 2019).

Engin F. Isin, *Citizen's Without Frontiers* (Bloomsbury, 2012).

Gayatri Chakravorty Spivak, *Death of a Discipline* (Columbia U. Press, 2003).

ASSIGNMENTS AND EVALUATION

Over this term, students will be required to complete four types of assignments in earning credit for this course. First, students will be required to participate fully in the studies of our course through in-class participation and contributions to one another's learning. Second, students will be required to demonstrate ongoing thoughtful and critical engagement with assigned readings through weekly short writings. Third, students will be required to write an assignment in which they critically analyse an existing program of "global citizenship" education/promotion. And, fourth, students will be required to write a final assignment in which they reflect on and consider anew how responsible engagement with the world, in the form of learning experiences, may be mobilised pedagogically and practically.

Participation: Oral and Aural Contributions to the Learning Environment

Given that so much of the learning process in this class, after January 31st, is going to take place through dynamic discourse and debate with one another in class, in relation to required readings and problems, questions, and cases raised in the classroom, active participation in the classroom is a key assignment in this course. During the weeks in which we are able to meet in-person, all students in the class are expected to make strong efforts to participate in discussions, debate, and collaborative work regarding one another's research projects in the classroom, through the term. And all students are expected to make strong efforts to contribute positively to each other's learning experiences. Thus, a significant portion of each student's final grade in this course is dependent on these efforts.

Please note: Active participation during our weekly class meetings will be subject to evaluation and grading only for those weeks when we can teach and learn in-person in the classroom. As indicated, it is expected that we will be meeting in the classroom for in-person teaching and learning from February 1st onwards. And, students' participation in the in-class learning dynamics over these remaining weeks of the

course will be evaluated and graded, contributing to 10% of their final grades. However, if we must spend further weeks during the term teaching and learning remotely and less than six weeks of our course are conducted in the classroom, then the participation component of students' requirements in this course will be reduced to 5% of the final grade. And the remaining 5% portion of final grades designated for class participation will be calculated as an average of the grades students achieve on their full range of written assignments in this course, instead. If we end up having to conduct the course remotely for the entire term, then the full 10% portion of students' final grades in the course will be calculated as an average of the grades students achieve on their written assignments.

To participate and contribute successfully in our class meetings over the term, it is important that each student attempts to: respond effectively to questions posed by the professor and classmates in discussion; participate actively in class discussions, by contributing ideas, questions, observations, challenges, and points of insight; listen attentively to each other; encourage the participation of others; show respect for each other's statements, questions, and ideas; and demonstrate caring for each other's contributions and efforts to learn.

In order to participate successfully in the manners above, it is necessary for all students to keep up with required readings, having not simply reviewed these readings but to have also studied carefully and reflected on the significance of these readings. Students should come prepared to develop and respond to questions and discussions based on what we have all read and learned from the required readings.

To participate in and contribute to the learning processes of our weekly class meetings with one another, it is necessary also for students to attend the scheduled classes. Without doubt, most members of the class will need to miss a class over the term, due to illness, personal matter, or schedule conflict with an important event. However, any student who misses more than three hours of class time over the term, without official academic accommodation, will be considered to be in poor attendance, and her or his participation grade may attract a poor to failing grade as a result.

Ten Weekly Critical Reading Studies:

Across the eleven weeks of class meetings that we will have over Weeks Two through Thirteen (which does not include our Reading Break, of course), as indicated in the Class and Reading Schedule below, students are expected to submit a minimum of 10 short weekly written assignments related to assigned readings. In each week, each student is expected to submit what I am referring to as a "critical reading study" in which per engages directly and substantially with those readings assigned for study in that week's class. Students are welcome to submit these assignments in each of the 11 weeks we meet after our introductory week of classes (Week One), but only the best 10 that they submit will count toward their grade for this component of the course assignments and grades. In any event, students are expected to submit these assignments in at least 10 of these eleven weeks, as each weekly critical reading study will be graded out of a total possible 3 points, and the set of such assignments that students submit over the term will account for 30% of their final grades. Each weekly

critical reading study that a student submits should be at least 300 words in length. And these weekly critical reading studies should be submitted via the Assignment tool of our CGS 3526G course OWL page by no later than 11:00am. on the Tuesday of the week in which the readings are assigned.

When asking you to write a "critical reading study" each week, what I am asking you to do is to offer a critical engagement with the range of readings assigned to you to study in preparation for that week's class, in response to a short question or problem provided via the Assignment tool of the CGS 3526G course OWL page, the week before. In this regard, you are asked to write a short response to this problem or question raising significant points of insight into the range of readings assigned for the week in question. In writing these short assignments, the point is not to simply identify and summarise points, ideas, and questions raised in these readings themselves. You certainly may and should point to central issues. However, in responding to the question or problem given with each week's assignment the larger and more central objective in writing these critical reading studies is to offer a critical assessment of the overall significance of information, arguments, ideas, questions, and debates presented in the readings and how these elements bear upon one another between the readings. So, you should think about writing these short critical reading studies as densely constructed mini essays, in which you try to identify one or more key points of insight that you have developed into the readings, based on your study of them and consideration of their interrelations with one another, and in which you discuss and evaluate these one or more points of insight in relation to what you have learned from the readings themselves.

Each critical reading study will be evaluated in terms of the following criteria:

- how well it shows knowledge and understanding of the assigned readings;
- how well it demonstrates critical understanding of the relations between the assigned readings;
- the depth of critical insight it shows with respect to the problems, questions, and information that are presented and discussed in the assigned readings;
- the significance of the points raised;
- the quality of reasoning displayed;
- and the quality and style of writing.

These critical reading studies will be returned the following week with very brief commentary and a grade. I will also be sure to address in class the general problems and success that students display in their work on these assignments from week to week. And students are always welcome to speak with me outside of class time to discuss the development of their skills in writing these assignments.

Schedule for Critical Reading Assignments:

Week	date Critical Reading Assignment problem will be distributed via OWL Assignment tool	date/ time by which Critical Reading Assignment must be submitted via OWL Assignment tool
Weeks One & Two	Wednesday, January 12th	no later than 11:00am. Tuesday, January 18th
Week Three	Wednesday, January 19th	no later than 11:00am. Tuesday, January 25th
Week Four	Wednesday, January 26th	no later than 11:00am. Tuesday, February 1st
Week Five	Wednesday, February 2nd	no later than 11:00am. Tuesday, February 8th
Week Six	Wednesday, February 9th	no later than 11:00am. Tuesday, February 15th
Week Eight	Wednesday, February 16th	no later than 11:00am. Tuesday, March 1st
Week Nine	Wednesday, March 2nd	no later than 11:00am. Tuesday, March 8th
Week Ten	Wednesday, March 9th	no later than 11:00am. Tuesday, March 15th
Week Eleven	Wednesday, March 16th	no later than 11:00am. Tuesday, March 22nd
Week Twelve	Wednesday, March 23rd	no later than 11:00am. Tuesday, March 29th
Week Thirteen	Wednesday, March 30th	no later than 11:00am. Tuesday, April 5th

Number of Critical Reading Studies to complete over the term: no less than 10

Required length of each Critical Reading Study: no less than 300 words,
and as long as you like after that

Referencing Style: Feel free to use a casual referencing style, placing authors' names and page number(s) of referenced texts in parentheses. However, you must include the page numbers.

Essay 1: Critically Mapping Global Citizenship Ideology in Institutional or Organisational Practices and Aims

For this assignment, each student is required to write an essay in which they critically analyse and assess the aims, practices, and potential or actual impacts of an existing program of "global citizenship" education or promotion, conducted by either a university or college, social organisation, charity, governmental organisation, or non-governmental organisation. Students are asked to select the institution, program, or

organisation that they study on the basis of their own research. They must gain approval from me (the professor) to develop their assignment on a study of their proposed selection. And no two students can build their assignment on the same institution, program, or organisation. Every student in the course must work on a different institution, program, or organisation. To ensure this is the case, after each student gains approval for their selected institution, program, or organisation, this selection will be identified on a list available in the Resources tool of the OWL site for CGS 3526G, for everyone to see.

The key objective of this assignment is for each student in the course to closely study how "global citizenship" (either overtly in such terms or, at least, by implication in other terms) is promoted and established as a pedagogical and practical goal in the programming, learning experiences, course/programming requirements, and opportunities made available in a specific program carried out by the institution, program, or organisation that they are studying for the purposes of this project. Each student is asked to build this essay as a critical analysis of how "global citizenship" is established as a guiding principle and goal in this programming and a critical analysis of the aims, practices, pedagogy, and potential or actual outcomes of this programming. In this regard, in this assignment, students are required to critically assess the "global citizenship" culture and ideology that is formed in this specific programming and the implications that the resulting practices have for both those participating in the programming and other persons, communities, or social contexts that are impacted by the programming.

This assignment is a research essay. Students will be expected to conduct primary research into the specific "global citizenship" programming that they study, drawing on informational and promotional literature provided by the institution, organisation, or program itself, which is likely to be most accessible via the websites associated with the programming. Students should search for as much content as possible to inform them on the programming they are studying, including not only informational and promotional literature but also feedback from participants which might be available in formal websites or on blogs and the like. As well, students should conduct internet and Library searches for further academic and non-academic sources that offer commentary on or assessments of the programming they are studying. Finally, students will be expected to build a substantial portion of their research sources from academic studies on global citizenship education and promotion. Much of this can be derived from required and recommended readings assigned for this course, as listed in the Class and Reading Schedule below, but students will be expected to search for further academic sources beyond readings already listed in the syllabus.

- required length of assignment: no less than 1,500 words, plus a bibliography (as long as you like after that)
- sources to be engaged and referenced in assignment:
 - informational and promotional literature on the programming studied, as may be found on the internet or other sources;
 - assessments of the programming, as may be found in both non-academic and academic sources, as available;
 - a minimum of 10 academic sources, at least 30% of which should be comprised

of journal articles, books, or book chapters not included as required or recommended course readings (the rest can be drawn from assigned readings)

- style for referencing and bibliography: Chicago Style
see: https://www.chicagomanualofstyle.org/tools_citationguide.html
- manner of submission: electronically via Assignments tool on course OWL site
(subject to Turnitin.com)
- due date/time of assignment: no later than midnight, Monday, March 7th

Essay 2: Practical Pedagogies of Responsible Global Engagements

For this assignment, each student is required to write an essay in which they identify and argue for pedagogical practices in engaging the world that they contend effectively address and/or overcome the ideological problems and impacts of "global citizenship" education and promotion, as studied in this course. This essay may be written in a mostly speculative manner, theorising pedagogical approaches that could achieve this aim. As an alternative, this essay may be written in a way that focuses more on the pedagogical practices of one or more programs of learning that the student argues provides practical or potential examples of such an overcoming. Or, the essay can be written in a combination of these approaches. In these regards, students have a fair degree of latitude in how they develop the essay. This is an essay assignment in which students will need to be creative in their design and how they develop and address the central problem of the essay that they write.

The key objective for this essay assignment is for students to critically assess how pedagogical practices aimed at helping us better and more responsibly "engage the world" can be formed that avoid the traps of evident in the liberal, neo-liberal, and leadership ideologies endemic to global citizenship education programming. Moreover, in this essay assignments, students should aim to critically re-evaluate what positive aims may be developed for pedagogical approaches to engaging the world, as alternatives to the problematic aspirations and commitments to conventional global citizenship programming.

This assignment is a research essay. Students will be expected to conduct research into critiques of pedagogies typical of global citizenship programming, possible positive alternatives to the pedagogical practices of global citizenship programming, and actual alternative pedagogical programs. To the extent that they are studying alternative programming, students should search for as much content as possible to inform them on the programming they are studying, including not only informational and promotional literature but also feedback from participants which might be available in formal websites or on blogs and the like. As well, students should conduct internet and Library searches for further academic and non-academic sources that offer commentary on or assessments of the programming they are studying. Finally, students will be expected to build a substantial portion of their research sources from academic studies regarding who responsible engagements with the world can be encouraged through

pedagogical practices that overcome global citizenship ideology. Much of this can be derived from required and recommended readings assigned for this course, as listed in the Class and Reading Schedule below, but students will be expected to search for further academic sources beyond readings already listed in the syllabus.

- required length of assignment: no less than 2,500 words, plus a bibliography (as long as you like after that)
- sources to be engaged and referenced in assignment:
 - informational and promotional literature on any programming studied, as may be found on the internet or other sources;
 - assessments of any programming studied, as may be found in both non-academic and academic sources, as available;
 - a minimum of 15 academic sources, at least 33% of which should be comprised of journal articles, books, or book chapters not included as required or recommended course readings (the rest can be drawn from assigned readings)
- style for referencing and bibliography: Chicago Style
see: https://www.chicagomanualofstyle.org/tools_citationguide.html
- manner of submission: electronically via Assignments tool on course OWL site (subject to Turnitin.com)
- due date/ time of assignment: no later than midnight, Friday, April 8th
(*very likely subject to generous extension for everyone*)

EVALUATION OF ASSIGNMENTS AND GRADING

Marking/Grade Point Scale

All grades achieved in course assignments and requirements are presented in numerical form along with letter-grade equivalents, with respect to the following grading system:

- 90 – 100 (A+) excellent and extraordinary in meeting and exceeding at least most if not all requirements;
- 80 – 89 (A) exceptionally accomplished work, exhibiting well-developed critical skills, and an approach that is highly thoughtful, credible, insightful, and grounded in appropriate and solid analysis and /or research
- 70 – 79 (B) good to very good work, displaying strong analysis, effective approaches, and demonstrating a high degree of success in meeting requirements for the assignment;
- 60 – 69 (C) competent work, meeting basic requirements;
- 50 – 59 (D) fair work, minimally acceptable but not fulfilling all requirements;
- 0 – 49 (F) unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved by students in the assignments described above. The distribution of the components adding to a final grade in this course is as follows:

Participation	10%
Ten Weekly Critical Reading Studies (3% each x 10)	30%
Essay 1: Critically Mapping Global Citizenship Ideology in Institutional or Organisational Practices and Aims	25%
Essay 2: Practical Pedagogies of Responsible Global Engagements	35%

Significant improvement in the quality of students' assignments over the course of the term *may* be taken into consideration in the calculation of their final grades.

A Note on Due Dates/Times of all written assignments: All written assignments in this course are due no later than the times and days indicated above. Any assignment submitted after the due date and time specified for it will be considered late and, normally, will not be accepted for grading. Normally, late assignments will be accepted and graded only where students have received a recommendation for Academic Accommodation from Academic Advising or when you have received explicit permission from the professor to do so, given circumstances that require such accommodation.

CLASS AND READING SCHEDULE

Please have read the readings assigned for each Week before the class meetings of the Week in which they are assigned.

Week One — January 11th & 13th **Imagining and Shaping the World as Global Through Interrelations of Universities, States, and the Capitalisation of Some Persons as Citizens of an International Order**

required readings:

- from Kamola, *Making the World Global*
- "Introduction: Globalization and the World," pp. 1–26
- "1. 'Creative Imagination' Is Needed: W.W. Rostow and the Rise of Modernization as a National Imaginary," pp. 29–61
- "2. 'The World's Largest...Development Institution': Robert McNamara and the National Development Imaginary," pp 62–80
- "3. 'Marketing Can Be Magic': Theodore Levitt and Globalization as a Market Imaginary," pp. 83–117
- "4. 'Realities of the Global Economy': A. W. Clausen and the Banker's Global Imaginary," pp. 118–137

Week Two — January 18th & 20th **The International Intellectual Economy of
Rendering Learning a Form Globalization**

required readings:

- from Kamola, *Making the World Global*
 - "5. 'Stakeholders and Co-investors...Have 'Reform' on Their Mind': Kenneth Prewitt and the Defunding of Area Studies," pp. 141–167
 - "6. 'An Opportunity to Transform the University and, Frankly, the World'. John Sexton and the Global Networked University," pp. 168–188
 - "Conclusion: Reworlding the Global," pp. 189–194
- Adam Howard and Claire Maxwell, "Conferred cosmopolitanism: class-making strategies of elite schools across the world," *British Journal of Sociology of Education* Vol. 42, No. 2 (2021), pp. 164–178
- from Fadlalla, *Branding Humanity*:
 - "Introduction: Violence Narratives and the Cultural Politics of Identity," pp. 1–26

Week Three — January 25th & 27th **Considering Global Citizenship:
Liberal Violences**

required readings:

- from Fadlalla, *Branding Humanity*:
 - "Chap. One – Performing Humanity: Suffering and the Making of Global Citizens," pp. 27–64
- Fatih Aktas, Kate Pitts, Jessica C. Richards, and Iveta Siolva, "Institutionalizing Global Citizenship: A Critical Analysis of Higher Education Programs and Curricula," *Journal of Studies in International Education* Vol. 21, No. 1 (2017), pp. 65–80.
- Philip Bamber, David Lewin and Morgan White, "(Dis-) Locating the transformative dimension of global citizenship education," *Journal of Curriculum Studies* Vol. 50, No. 2 (2018) pp. 204–230
- Christopher L. Busey and Tianna Dowie-Chin, "The making of global Black anti-citizen/citizenship: Situating BlackCrit in global citizenship research and theory," *Theory & Research in Social Education* Vol. 49, No. 2 (2021), pp. 153–175
- Richard Bates, "Is global citizenship possible, and can international schools provide it?," *Journal of Research in International Education* Vol. 11, No. 3 (2012) pp. 262–274.
- Elizabeth Buckner and Sharon Stein, "What Counts as Internalization? Deconstructing the Internationalization Imperative," *Journal of Studies in International Education* Vol. 24, No. 2 (2020) pp. 151–166.

recommended readings:

- Louise Morley, Nafsika Alexiadou, Stela Garaz, José González-Monteagudo, and Marius Taba, "Internationalisation and migrant academics: the hidden

- narratives of mobility," *Higher Education* Vol. 76, No. 3 (2018) pp. 537–554.
- María Lucía Guerrero Farías, "Elite global citizenship, a case of a secondary school in Bogotá, Colombia," *International Studies in Sociology of Education* Vol. 30, No. 3 (2021) pp. 268–286
 - Karen Pashby, Marta da Costa, Sharon Stein and Vaness Andreotti, "A meta-review of typologies of global citizenship education," *Comparative Education* Vol. 56, No. 2 (2020), pp. 144–164
 - Orland Woods and Lily Kong, "The spatial subversions of global citizenship education: Negotiating imagined inclusions and everyday exclusions in international schools in China," *Geoforum* Vol. 112 (2020) pp. 139–147

Week Four — February 1st & 3rd **Neo-Liberal Incitements in Regimes of Global Citizenship**

required readings:

- from Fadlalla, *Branding Humanity*:
 - "Chap. Two - Humanitarian Publics: Celebrities, Solidarities, and Students," pp. 65–105
- Alexandre Pais and Marta Costa, "An ideology critique of global citizenship education," *Critical Studies in Education* Vol. 61, No. 1 (2020) pp. 1–16
- Alireza Asgharzadeh and Zabedia Nazim, "The Enlightenment conceptions of pedagogy and global citizenship education: A Canadian case study," *Education, Citizenship and Social Justice* Vol. 13, No. 2 (2018) pp. 163–176.
- Debra D. Chapman, Tania Ruiz-Chapman, and Peter Eglin, "Global Citizenship as Neoliberal Propaganda: A Political-Economic and Postcolonial Critique," *Social Inequality and the Spectre of Social Justice* Vol. 29 (2018) pp. 142–166.
- Cori Jakubiak and Iulia Iordache-Bryant, "Volunteer tourism in Romania as/ for global citizenship," *Tourism Recreation Research* Vol. 42, No. 2 (2017) pp. 212–222.
- Nico Jooste and Savo Heleta, "Global Citizenship Versus Globally Competent Graduates: A Critical View From the South," *Journal of Studies in International Education* Vol. 21, No. 1 (2017) pp. 39–51.
- Karen Pashby, "Cultivating global citizens: planting new seeds or pruning the perennials? Looking for the citizen-subject in global citizenship education theory," *Globalisation, Societies and Education* Vol. 9, Nos. 3–4 (2011) pp. 427–442.

recommended reading:

- Matt Baillie Smith and Nina Laurie, "International volunteering and development: global citizenship and neoliberal professionalisation today," *Transactions of the Institute of British Geographers* Vol. 36 (2011) pp. 545–559.

Week Five — February 8th & 10th **Internationalised Otherings of Global Citizenship Practices**

required readings:

- from Fadlalla, *Branding Humanity*:
 - "Chap. Three - Diaspora as Counter-Response: Citizenship Rights and the Suffering of Ghurba," pp. 107–146.
- Niranjan Casinader and Catherine Manathunga, "Cultural hybridity and Australian children: speaking back to educational discourses about global citizenship," *Discourse: Studies in the Cultural Politics of Education* (online, March 2019), pp. 1–13.
- Sara de Jong, "Intersectional global citizenship: gendered and racialized renderings," *Politics, Groups, and Identities* Vol. 1, No. 3 (2013), pp. 402–416.
- Mike Dimpfl and Sara Smith, "Cosmopolitan sidestep: University life, intimate geopolitics and the hidden costs of 'Global' citizenship," *Area*, Vol. 51, No. 4 (2019), pp. 635–643.
- Adam Howard, Patrick Dickert, Gerald Owusu, and DeVaughn Riley, "In service of the western World: Global citizenship education within a Ghanaian elite context," Vol. 66, No. 4 (2018), pp. 497–514.

recommended readings:

- Katja Franko Aas, "'Crimmigrant' bodies and bona fide travelers: Surveillance, citizenship and global governance," *Theoretical Criminology*, Vol. 15, No. 3 (2011), pp. 331–346.
- Maria Elena Indelicato and Ivana Pražić, "The legacy of Cold War anti-racism: a genealogy of cultural distance in the internationalisation of higher education," *Paedagogica Historica: International Journal of the History of Education* Vol. 55, No. 2 (2019) pp. 295–313.
- Merethe Skaras, Tami Carsillo, and Anders Breidlid, "The Ethnic/Local, the National and the Global: Global Citizenship Education in South Sudan," *British Journal of Educational Studies* Vol. 68, No. 2 (2020) pp. 219–239

Week Six — February 15th & 17th **Auto-Affection and Self-Satisfaction in International Service Learning**

required readings:

- Michelle J. Bellino, "Is Development 'The New Peace'? Global Citizenship as National Obligation in Postwar Guatemala," *Anthropology and Education Quarterly*, Vol 49, No. 4 (2018) pp. 371–393.
- Laura C. Engel and Megan M. Siczek, "A cross-national comparison of international strategies: global citizenship and the advancement of national competitiveness," *Compare: A Journal of Comparative and International Education* Vol. 48, No. 5 (2018) pp. 749–767.
- David Jefferess, "On saviours and saviourism: lessons from the #WEscandal," *Globalisation, Societies and Education* Vol. 19, No. 4 (2021) pp. 420–431
- Shireen Roshanravan, "Staying Home While Studying Abroad: Anti-Imperial Praxis for Globalizing Feminist Visions," *Journal of Feminist Scholarship* Vol. 2, No. 2 (2012) pp. 1–23.
- Margaret Zeddies and Zsuzsa Millei, "'It takes a global village': Troubling discourses of global citizenship in United Planet's voluntourism," *Global Studies of Childhood* Vol. 5, No. 1 (2015) pp. 100–111.

recommended readings:

- Chenyu Wang and Diane M. Hoffman, "Are WE the World? A Critical Reflection on Selfhood in U.S. Global Citizenship Education," *education policy analysis archives* Vol. 24, No. 56 (2016) pp. 1–17
- Debra D. Chapman, "The ethics of international service learning as a pedagogical development practice: a Canadian study," *Third World Quarterly* Vol. 39, No. 10 (2018) pp. 1899–1922.

Week Seven — **Reading Break**

Week Eight — March 1st & 3rd **The Subjection of Difference through Leadership Ideals in Internationalisation and Global Citizenship Regimes**

required readings:

- from Fadlalla, *Branding Humanity*:
 - "Chap. Four – Contested Borders of Inhumanity: Refuge and the Production and Circulation of Violence Narratives, pp. 147–183.
 - "Chap. Five – Routing Humanitarian Visibilities: Rights and Dissent on the Eve of Sudan's Partition," pp. 185–219.
- Alejandra Boni and Carola Calabuig, "Education for Global Citizenship at Universities: Potentialities of Formal and Informal Learning Spaces to Foster Cosmopolitanism," *Journal of Studies in International Education* Vol. 21, No. 1 (2017) pp. 22–38.
- Christopher L. Pallas, "Identity, Individualism, and Activism beyond the State: Examining the Impacts of Global Citizenship," *Global Society* Vol. 26, No. 2 (2012) pp. 169–189.
- Johanna Siméant, "What is going global? The internationalization of French NGOs 'without borders'," *Review of International Political Economy* Vol. 12, No. 5 (2005) pp. 851–883.
- Rebecca Tiessen, "Global Subjects or Objects of Globalisation? The promotion of global citizenship in organisations offering sport for development and/or peace programmes," *Third World Quarterly* Vol. 32, No. 3 (2011) pp. 571–587.

Week Nine — March 8th & 10th **Unlearning One's Privilege of Global Citizenship as One's Loss**

required readings:

- from Fadlalla, *Branding Humanity*:
 - "Toward an Inclusive Humanist Future: Borders, Bodies, and Funerals," pp. 221–232.
- Spivak, *Death of a Discipline*

recommended reading:

- Sharon Stein, "Mapping Global Citizenship," *Journal of College and Character* Vol. 16, No. 4 (2015) pp. 242–252.

Week Ten — March 15th & 17th **Unlearning the World as Global: Transversality**

required readings:

- from Isin, *Citizens Without Frontiers*:
 - "1. Of Those Whose Acts Transverse Frontiers," pp. 1–27
 - "2. 'We, the People'," pp. 28–69
- Jeanette Baird and Maretta Alup Kula–Semos, "Internationalisation and Indigenisation in Papua New Guinea's universities: promoting authentic agency," *Journal of Higher Education Policy and Management* Vol. 40, No. 6 (2018) pp. 550–565.
- Karen Pashby, "Marta da Costa, and Louise Sund, "Pluriversal possibilities and challenges for Global Education in Northern Europe," *Journal of Social Science Education* Vol. 19, No. 4 (2020), pp. 45–62
- Dalene M. Swanson and Mostafa Gamal, "Global Citizenship Education/ Learning for Sustainability: tensions, 'flaws', and contradictions as critical moments of possibility and radical hope in educating for alternative futures," *Globalisation, Societies and Education* Vol. 19, No. 4 (2021) pp. 456–469

Week Eleven — March 22nd & 24th **Practices of De–Internationalization**

required readings:

- from Isin, *Citizens Without Frontiers*:
 - "3. 'We, the Connected'," pp. 70–107.
- Seema Arora–Jonsson, Lisa Westholm, Andrea Petitt, and Beatus John Temu, "Carbon and Cash in Climate Assemblages: The Making of a New Global Citizenship," *Antipode* Vol. 48, No. 1 (2016) pp. 74–96.
- Sharon Stein, "Reimagining global citizenship education for a volatile, uncertain, complex, and ambiguous (VUCA) world," *Globalisation, Societies and Education* Vol. 19, No. 4 (2021) pp. 482–495
- Kyra Garson, "Reframing Internationalization," *Canadian Journal of Higher Education* Vol. 46, No. 2 (2016) pp. 19–39.
- Karen Pashby and Vanessa de Oliveria Andreotti, "Ethical internationalisation in higher education: interfaces with international development and sustainability," *Environmental Education Research* Vol. 22, No. 6 (2016) pp. 771–787.

recommended readings:

- Karen Pashby and Marta da Costa, "Interfaces of critical global citizenship in research about secondary schools in 'global North' contexts," *Globalisation, Societies and Education* Vol. 19, No. 4 (2021) pp. 379–392
- Viv Caruana, "Re–thinking Global Citizenship in Higher Education: from Cosmopolitanism and International Mobility to Cosmopolitanisation, Resilience and Resilient Thinking," *Higher Education Quarterly* Vol. 68, No. 1 (2014), pp. 85–104.

Week Twelve — March 29th and 31st **Overcoming the Will to Translate and Resist the Conveniences of Globality**

required readings:

- from Isin *Citizens Without Frontiers*
 - "4. Enacting Citizenship," pp. 108–146
 - "5. Citizens Without Frontiers," pp. 147–173
- Vanessa de Oliveira Andreotti, "(Towards) decoloniality and diversity in global citizenship education," *Globalisation, Societies and Education* Vol. 9, No. 3–4 (2011) pp. 381–397.
- Vanessa de Oliveira Andreotti, "Depth education and the possibility of GCE otherwise," *Globalisation, Societies and Education* Vol. 19, No. 4 (2020) pp. 496–509
- Karen Pashby and Louise Sund, "Decolonial options and challenges for ethical global issues pedagogy in Northern Europe secondary classrooms," *Nordic Journal of Comparative and International Education* Vol. 4, No. 1 (2020) pp. 66–83

Week Thirteen — April 5th & 7th **Being of Use to the Mobility and Knowing of Others**

required readings:

- from Isin, *Citizens Without Frontiers*
 - "6. Emancipating (Acts of) Citizenship," pp. 174–196
- Sharon J. McLennan, Margaret Forster, and Rand Hazou, "Weaving together: Decolonising global citizenship education in Aotearoa New Zealand," *Geographical Research* (May 2021) pp. 1–14.



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

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:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. 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.

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, 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

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

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://academicssupport.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, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email 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 where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. 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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at 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. 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://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support 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. 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
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

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