

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered 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 conducted online as determined by the course instructor.

HURON UNIVERSITY COLLEGE

CENTRE FOR GLOBAL STUDIES

Winter 2022: CGS 3527G 550 GLOBALIZED CAPITALIST AGRICULTURE

Dr. Ritika Shrimali

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Class time – Monday 12:30-14:30pm and Wednesday 13:30-14:30pm

Class: W 103

Office hours: By appointment.

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

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

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

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

In the second section, the course will deal with consumption. Given the context of COVID, this year's focus is on Agriculture production and the rise of new diseases. We will read exciting new work and listen to podcasts on how contemporary capitalist agriculture intersects with health.

The third and final section focuses on the 'future of agriculture development. Given what we have understood of globalization of capitalist development and its implications, what alternatives do we have to forge a better future for agriculture? In this section, we will read about and discuss the various past and ongoing struggles to make the system of agriculture production equitable and ecologically sustainable and the lessons that can be drawn from those.

COURSE LEARNING OBJECTIVES

On completing this course, students should be able to:

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

Essential Learning Material:

1. Shrimali, R. (2021): Contract Farming, Capital and State: Corporatisation of Indian Agriculture
2. Haroon Akram-Lodhi: Hungry for Change – Farmers, Food Justice and Agrarian Question. This book is available online through the Western Library Services. https://ocul-uwo.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01OCUL_UWO:UWO_DEFAULT&docid=alma991044822462605163
3. Bernstein, H. (2010) Class Dynamics of Agrarian Change, Fernwood. This book is available online through the Western Library Services: https://ocul-uwo.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01OCUL_UWO:UWO_DEFAULT&docid=alma991044832153805163
4. Rob Wallace (2020: Dead Epidemiologists – On the origins of Covid -19. This book is available online through the Western Library Services: https://ocul-uwo.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01OCUL_UWO:UWO_DEFAULT&docid=alma991044832156805163
5. Ben White (2020) Agriculture and the Generation problem, Fernwood Publication.
6. Nectar in a Sieve, by Kamala Markandeya
7. Grapes of Wrath : *Grapes of Wrath* is available as an online streaming video through Criterion on Demand with unlimited access. (updated link)

Course Methods

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

Course Requirements

Students will be evaluated on the basis of the following requirements:

Assignment	Worth	Due date
Novel Reflection	20%	Feb 27
Podcast Analysis 1	15%	Feb 16
Podcast Analysis 2	15%	March 20
Literature Notes 1	25%	Feb 19
Literature Notes 2	25%	Apr 3

Assignment Description: (Separate Handout will be provided on first day of the class)

1) Novel Reflection (20%) = 1000 words

Nectar in a Sieve: Kamala Markandeya – available online per person 2 hours loan

Nectar in a Sieve is a 1954 novel by Kamala Markandaya. The book is set in India during a period of intense urban development and is the chronicle of the marriage between Rukmani, the youngest daughter of a village headman, and Nathan, a tenant farmer. The story is told in the first person by Rukmani, beginning from her arranged marriage to Nathan at the age of 12 to his death many years later.

The name Nectar in a Sieve foreshadows the premise of the novel. Pulled from a poem by Samuel Taylor Coleridge, "Nectar in a Sieve" derives meaning from sweet liquid nectar being slowly sifted through a sieve until nothing remains. This metaphor draws parallels with the novel, as the family's livelihood in agriculture slowly fades away, as a result of agrarian production relations, industrialization, infertility, and migration.

The book speaks to the theme of agrarian relations and how 'development' that is often urban/technologically intense impacts the lives of the poorest people.

2). Podcast Analysis: Do any 2: (15%x2=30%): 600 words each (Detailed handout will be provided in class)

The Secret Ingredient by KUT and KUTX Studios, Raj Patel
Episode on March 4, 2019: Prison Labour on Farms (39 Minutes)

The Secret Ingredient by KUT and KUTX Studios, Raj Patel
Episode on May 1, 2020 : COVID-19 Series: Rob Wallace

EP 12 – Eco-Modernism vs. Agro-Ecology ft. Max Ajl in Introduction to Political Economy by Noaman G. Ali

3). Literature Notes (25%x2) 1200 words each – Do any 2

1. What is Agrarian Transition? Using examples from the movie Grapes of Wrath, discuss some of the fundamental characteristics of Agrarian Transition
2. What is Agrarian Neoliberalism? Discuss using example of contract farming?

3. Discuss the role of labour under globalized agriculture?
4. What is the relation between Industrial agriculture and rise of infectious diseases?

WEEKLY READINGS

Week 01- Jan 10 and 12

Video will be uploaded on OWL Introducing the course, assignments, expectations and main conceptual themes: Agrarian Transition, Mode of production, differentiated peasantry, development of productive forces, relations of production, class, Inequalities, Inequalities in consumption, world food crisis, globalized agriculture, Capitalism's food failures and alternatives.

You are required to watch a movie (available through Western Library and use the worksheet (provided on OWL) while watching the movie)

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

The Grapes of Wrath can be read as a proletarian novel, advocating social change by showing the unfair working conditions the migrants face when they reach California. The men who own the land there hold the power, and attempt to control supply and demand so that they can get away with paying poor wages. After listening to Casy talk about unity, Tom plans to represent the workers as they fight against exploitation in the face of this economic machine. In the end, the Joads develop a sense of community among their fellow exploited proletariats, still searching for the sometimes elusive American Dream.

Grapes of Wrath : *Grapes of Wrath* is available as an online streaming video through Criterion on Demand with unlimited access.

Week 2: Jan 17 and 19

Theoretical Introduction to Agrarian Transition

1. Bernstein, H. (2010) *Class Dynamics of Agrarian Change*, Introduction, chapter 2, 3,4

Suggested Readings:

1. T.J. Byres (1991) *The Agrarian Question and Differing Forms of Capitalist Agrarian Transition: An Essay with reference to Asia* in Breman and Mundle (ed) *Rural Transformation in Asia*.
2. Heron, R. (1993). *Globalised Agriculture – Political Choice*. Pergamon Press (pp. 16-34)

- Bernstein, H. (2016), Agrarian Political Economy and Modern world capitalism: The contributions of food regime analysis. Available here at: https://www.iss.nl/sites/corporate/files/55-ICAS_CP_Bernstein.pdf
- Bernstein, H. (2001) Peasantry in global capitalism in socialist register. Available here at – <https://socialistregister.com/index.php/srv/article/view/5754/2650>
- McMichael, P. and Raynolds, L. (1994) Capitalism, Agriculture and World Economy. In Sklair, L. (ed) Capitalism and Development. Routledge.

Week 3 – Jan 24 and 26

Section 1: Production : Neoliberal Agriculture

- Shrimali, R. (2021), Contract Farming, Capital and State: Corporatisation of Indian Agriculture, Chapter 3.
- Bernstein, H. (2010), Class Dynamics of Agrarian Change, Agrarian Class Dynamics – Chapter 5
- Das, R. (2012) The dirty picture of Neoliberalism. Accessed here: <https://socialistproject.ca/2012/04/b623/>
- Akram Lodhi (2013), Hungry for Change: Farmers, Food Justice and the Agrarian Question, Chapter 3
- Jennifer Clapp (2014) Financialization, distance and global food politics, The Journal of Peasant Studies, 41:5, 797-814, DOI: [10.1080/03066150.2013.875536](https://doi.org/10.1080/03066150.2013.875536)
- Food Financialisation: <http://speri.dept.shef.ac.uk/2018/11/07/what-is-the-financialisation-of-food-and-why-should-we-care/>

Suggested Readings:

- Oya, C. (2005) Sticks and Carrots for Farmers in Developing Countries: Agrarian Neoliberalism in Theory and Practice, in Alfredo Saad-Filho and Deborah Johnson (ed.) Neoliberalism: A Critical Reader
- Clapp, J. and Issakson, R. (2018), Speculative Harvests: Financialisation, Food, and Agriculture, Chapter 1

Week 4 Jan 31 and Feb 2

Neoliberal Agriculture and The Agrarian Question

- Akram Lodhi (2013), Hungry for Change: Farmers, Food Justice and the Agrarian Question, Chapter 2
- Friedmann, H. (2016). Commentary: Food regime analysis and agrarian questions: widening the conversation. *The Journal of Peasant Studies*, 43(3), 671–692.

Suggested Readings:

- Philip McMichael (2013), Food Regimes and Agrarian Questions, Chapter 3.

Week 5 Feb 7 and Feb 9

Neoliberal Agriculture: Agrarian Crisis and Crisis of Reproduction:

1. Shrimali, R. (2021), Contract Farming, Capital and State: Corporatisation of Indian Agriculture, Chapter 6.
2. Raju Das (2013). Agrarian Crisis as the Crisis of Small Property Ownership in Globalizing Capitalism. Available here at: <https://mronline.org/2013/10/01/das011013-html/>
3. P. Sainath (2010), Suicides are about the living not the dead – <https://psainath.org/suicides-are-about-the-living-not-the-dead/>
4. White, B. (2020) Agriculture and the Generation Problem, Chapter 1,3,5

Film: Nero's quest (Available online) <https://youtu.be/4q6m5NgrCJs>

Suggested Readings:

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

Week 6: Feb 14 and Feb 16

Conditions of labour in globalized agriculture.

1. Shrimali, R. (2021), Contract Farming, Capital and State: Corporatisation of Indian Agriculture, Chapter 7.
2. Bridi, R. (2015) Migrant Workers in Ontario's Tobacco Belt: An Examination of Workplace Dynamics, Human Geography – A New Radical Journal, Volume 8, No. 1
3. Report (2001) – Columbia's flower industry - <https://www.theguardian.com/society/2001/aug/29/guardiansocietysupplement5>
4. Das (2014). Low-Wage Capitalism, Social Difference, and Nature-Dependent Production: A Study of the Conditions of Workers in Shrimp Aquaculture, Human Geography – A New Radical Journal. Vol 7, No. 4
5. Shaw, C. (2011). Global Agro Food Systems: Gendered and Ethnic Inequalities in Mexico's Agricultural Industry, *McGill Sociological Review*, Volume 2, April 2011, pp. 92-109
6. The Secret Ingredient by KUT and KUTX Studios, Raj Patel
Episode on March 4, 2019: Prison Labour on Farms (39 Minutes)

Film: The Hand That Feeds or

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

Week 7 SPRING READING BREAK

WEEK 8 - QUESTIONS – FOLLOW UP: STUDENT LED

Week 9 - March 7 and 9

Section 2: Consumption : Industrial Agriculture and Infectious Diseases 01

1. Rob Wallace – Dead Epidemiologists – On the origins of COVID-19 (chapter 1-6)
2. Blog: Farming Pathogens - <https://farmingpathogens.wordpress.com/2017/06/06/ten-theses/>
3. PODCAST: The Secret Ingredient by KUT and KUTX Studios, Raj Patel
Episode on May 1, 2020 : COVID-19 Series: Rob Wallace
4. The cancer train:
<https://www.livemint.com/Politics/b4C8GznxThssuWBOTKOyTO/Cancer-Express-train-carries-sufferers-of-Indias-deadly-wat.html>
5. <https://www.tribuneindia.com/news/archive/book-reviews/the-ills-that-ail-green-revolution-549076>

Week 10 – March 14 and March 17
Industrial Agriculture and Infectious Diseases 02

1. Rob Wallace – Dead Epidemiologists – On the origins of COVID-19 (Chapter 7-12)
2. Mikati M. (2021). Socio-ecological contradictions and the future of food. *Human Geography*, Vol 14 (1) 138-141.
3. Nezahualcoyotl Xiuhtecutli & Annie Shattuck (2021) Crisis politics and US farm labor: health justice and Florida farmworkers amid a pandemic, *The Journal of Peasant Studies*, 48:1, 73-98, DOI: [10.1080/03066150.2020.1856089](https://doi.org/10.1080/03066150.2020.1856089)
4. BIOFUELS: <https://www.independent.co.uk/news/world/asia/tree-kangaroos-extinct-palm-oil-deforestation-indonesia-asia-a7220731.html>
5. PODCAST: The Secret Ingredient by KUT and KUTX Studios, Raj Patel
Episode on May 1, 2020 : COVID-19 Series: Rob Wallace

Week 11: March 21 and March 23
Section 3: Future of Agriculture

(i) Food Sovereignty or Food Security And (ii) Trade Policies

1. Akram-Lodhi, H. 2013. *Hungry for Change: Farmers, Food Justice, and the Agrarian Question*. Fernwood Publishing and Kumarian Press. Chapter 8 – Food Sovereignty.
2. Patnaik, U. (2008) Theorizing poverty and food security in the era of economic reforms. Accessible from here:
<http://bibliotecavirtual.clacso.org.ar/ar/libros/sursur/lech/12patna.pdf>

Podcasts on trade Relations: These are short episodes not more than 10-15 mins each.

Listen to 4 part Episode 7 of this podcast: <https://voiced.ca/project/human-inequality-in-global-perspective/>

EP 07 Regulating Regulating globalization and international trade PT 1: The World Trade Organization

EP 07 Regulating Regulating globalization and international trade PT 2: The Doha development Agenda

EP 07 Regulating Regulating globalization and international trade PT 3: Bilateral and regional trade and investment agreements

EP 07 Regulating Regulating globalization and international trade PT 4: Globalisation and its discontents

Suggested Readings:

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

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

Marc Edelman and Saturnimo M.Borras (2016): Political Dynamics of Transnational Agrarian Movements

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

**Week 12 (March 28 and March 30)
New Green Deal**

Raj Patel & Jim Goodman (2020) The Long New Deal, The Journal of Peasant Studies, 47:3, 431-463, DOI: 10.1080/03066150.2020.1741551

Benjamin Selwyn (2021) A green new deal for agriculture: for, within, or against capitalism?, The Journal of Peasant Studies, DOI:

The Secret Ingredient by KUT and KUTX Studios, Raj Patel
Episode on Jan 21, 2020 : The Green New Deal for Agriculture: Jim Goodman and Raj Patel

EP 12 – Eco-Modernism vs. Agro-Ecology ft. Max Ajl in Introduction to Political Economy by Noaman G. Ali

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

Suggested Readings:

<https://www.nytimes.com/2019/02/21/climate/green-new-deal-questions-answers.html>

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

Week 13 (Apr 4 and 6): last week of class: Questions, comments, Feedback.

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://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, 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://academicssupport.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/>.