

International and Comparative Studies 203G

DISCOURSES OF INTERNATIONAL CULTURE

Centre for Global Studies
Huron University College
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GENERAL COURSE INFORMATION

Course Description:

This course draws students' attention to the ways in which the world that they know and the ways in which they study it are conditioned by cultures of understanding and the interplay of ideas and material experiences. It reveals and examines how it is that knowledge of the world and the means by which this knowledge is produced are shaped within acts of language and specific systems of codes, symbols, words, and ideas through which humans orient, identify, and interpret themselves and the other persons and things they encounter. Simultaneously, it examines how ideas and representations of the world are disciplined through relations of force and power. In this respect, our studies in this course will aim, to a large degree, to consider the extent to which the apparent reality of the global context and its constituents are constructed through discursive practices, and we will examine fundamental ways in which contemporary discourses regarding global affairs are themselves constructed and function.

Through examining the depths to which the world is caught up within and conditioning of the play and logic of languages, symbols, ideas, and images, we will focus in particular on the manners in which the global becomes organised in terms of civilisations, nations, cultures, ethnicities, and the human. Students will be asked to evaluate the extent to which these fundamental divisions are socially, politically, textually, and linguistically performed and limited, and they will consider the ways in which such divisions rely on ongoing discursive practices to sustain them. As a result,

all members of this course will be asked to also consider the extent to which the shape of the global context may be interrupted and figured anew at the level of discourse.

Our studies in this course will revolve around examinations of the nature of discourse itself and discourse analysis, in direct reference to a selection of the grandest of discursive systems through which contemporary Global Studies and global affairs are conducted. Fundamental to this work will be examination of postcolonial critique of the discourses of Orientalism through which central notions of a world divided between West and East, North and South, black and white, masculine and feminine, and civilised and primitive have been and are performed and disciplined. Our studies will begin with a close study of Edward W. Said's Orientalism, which is a landmark study of these phenomena. We will further this line of study with critical consideration of state-nationalism as an organisational ideal in contemporary global affairs, through a close reading of Partha Chatterjee's Nationalist Thought and the Colonial World. Chatterjee's critical evaluation of the modern nationalist ideal through the example of postcolonial politics is a crucial study of the actual power of discourse within global affairs.

In between our readings of the texts by Said and Chatterjee, we will devote considerable energy to reading Michel Foucault's The Archaeology of Knowledge, wherein he provides a foundational analysis of what it even means to speak of discourse and the power of discourse in the ways we will be addressing these things in this course. Foucault's analysis, as set out in this book, is deeply influential of contemporary discourse analysis in Global Studies and has informed the works of both Said and Chatterjee.

In addition to focusing on notions of discourse, discourse analysis, and studies of the life of discourse in global affairs, we will take time in this course to consider, more generally, the ways in which our understandings and knowledge of global life rest on the references and play of signs in language specifically. To this end, we will engage in a brief and direct study of Jacques Derrida's theories of the play of signification and the work of *deconstruction* through which he traces this play. In addition to reading two relatively elementary chapters that he wrote on this topic, we will read from his lecture The Other Heading, which offers a very strong analysis of the ideological, ethical, and political problems faced by "Westerners" in charting courses for themselves in response to the sorts of basic critiques of "the West" and "Western" knowledge and politics offered by theorists such as Said and Chatterjee.

Before engaging directly with Derrida's texts and *deconstruction*, though, we will conduct a close study of Jenny Edkins' Whose Hunger?, which offers a sophisticated analysis of contemporary global humanitarianism and development work. Drawing on both Foucauldian discourse analysis and *deconstruction*, along with psychoanalytic readings, Edkins strives to show her readers that some of the most dire humanitarian crises faced by the modern world, such as famine, ought not to be seen as somehow outside of or distant from the modern global order that is idealised in "The West" or through the United Nations. Rather, she contends that widespread famine is in fact a symptom of this modern approach to global order and that efforts to deal with it

through global aid programs are caught within the discourses that give rise to it. Edkins' text will, thus, provide us with an important example of how discourse and the play of signs functions within a realm of concern and action at the centre of contemporary Global Studies and global policy formation.

Course Conduct and Expectations:

Each class will be devoted to close and detailed examination of weekly assigned readings, where we will explore the ideas, problems, and challenges raised in these texts and reflect on the significance of these things in terms of the practices of Global Studies more broadly. On the basis of a combination of lectures and class discussions, we will work each week to gain deep, accurate, and critical understandings of the texts we engage, as the basis from which to develop our broader sense of the function of discourse in global life and our studies of its various dimensions. Thus, all students in this class are expected to attend all classes and to have read and studied assigned readings according to our reading schedule (see below). Whenever a student misses a class, it is expected that she or he borrow class notes from one or more classmates and promptly discusses with me during my office hours problems of study engaged in that class.

Warning: *We will be working our way through exceptionally difficult and dense theoretical literature that requires attentive reading and re-reading prior to discussion of it in class. If you have not studied assigned texts before they are discussed in class, it will be very difficult for you to keep up with lectures and class debate. Those students who neglect to keep up with their readings, who do not regularly attend classes, who do not pay attention to lectures, or who do not actively partake in class discussion will have considerable difficulty in even understanding how to approach and complete their written assignments well. Strong understanding of and rigorous engagement with the assigned readings and discussions developed in class lectures will be necessary to fulfill the written assignments successfully in this course.*

In asking all members of the class to “study” their assigned readings, then, I mean the following: You ought not simply have a quick review of the assigned chapters before class. Rather, you ought to take your time to closely investigate the arguments and ideas presented in these texts, often reading the assigned materials more than once before class. (You ought to also have a good dictionary by your side while reading, as the language in these books is often fairly rich and inventive.) You ought to aim to do your best to determine what the authors are claiming in their writings, and you ought to try to trace the lines of argument that they are presenting in support of their claims. In doing so, you ought to try to identify the most important points that are raised in the readings, in terms of the authors’ interests but also in terms of what problems the authors’ discussions raise beyond their own interests. In this regard, you ought to then begin to identify important questions that could be raised in joint reference to the assigned readings and the broader concerns of the course. In other words, you should be fully prepared in class to recommend serious lines of inquiry

with respect to assigned readings and the ongoing discussions and debates in the course. And you ought to be fully prepared to engage the lines of inquiry raised by others.

Given the difficulty of the material and ideas we will be studying in this course, it is important that students also quickly resolve the problems and questions that they encounter in reading, following lectures, and taking part in class discussions. Thus, it is expected that students will raise these questions in class and/or with me in my office hours, so that students may gain help in their understandings of our studies. It is very important that you do not allow yourself to fall behind in your understanding of our readings and lectures. There will be very little time in which to catch up, given our steady pace in the class.

If you feel the need for assistance in your interpretation and study of the readings beyond class lectures and discussions, or if you desire the challenge of further dialogue on issues that you feel are not adequately addressed in class discussion, you are welcome to see me when available outside of class time. I am more than happy to talk with any class-member in either of these regards. You should feel free to see me independently about any class-related issue in any event.

It is also highly recommended that students form study-groups with one another, for the purposes of helping one another understand the assigned readings and prepare for class lectures and discussion.

READING MATERIALS

The following four books have been ordered as *required* reading and are available for sale in the UWO Bookstore:

- Partha Chatterjee, Nationalist Thought and the Colonial World: A Derivative Discourse (Minneapolis: University of Minnesota Press, 1986).
- Jenny Edkins, Whose Hunger?: Concepts of Famine, Practices of Aid (Minneapolis: University of Minnesota Press, 2000).
- Michel Foucault, The Archaeology of Knowledge, 2nd ed., trans. A. M. Sheridan Smith (London and New York: Routledge, 2002).
- Edward W. Said, Orientalism (New York: Vintage Books, 1979).

The vast majority of our assigned readings will be drawn from these four books, and a copy of each of these books is available on reserve loan in the Huron University College library.

The final readings in our course, by Jacques Derrida will be drawn from the following books:

- Jacques Derrida, Of Grammatology, trans. Gayatri Chakravorty Spivak, (Baltimore and London: The Johns Hopkins University Press, 1976).
- Jacques Derrida, The Other Heading: Reflections on Today's Europe, trans. Pascale-Anne Brault and Michael B. Naas (Bloomington and Indianapolis: Indiana University Press, 1992).
- Jacques Derrida, Writing and Difference, trans. Alan Bass (University of Chicago Press, 1978).

These books will be available on reserve loan in the Huron University College library.

Finally, the following slim volume on discourse has been ordered as a *recommended* text and is available for purchase at the UWO bookstore as well:

- Sara Mills, Discourse, 2nd edition (London and New York: Routledge, 2004).

No readings will be assigned from Mill's book for discussion in class. However, it has been made available for students to work through in their efforts to sharpen and deepen their understanding of discourse and discourse analysis, particularly as it applies to postcolonial theory and the work of Foucault. A copy of this book is also placed on reserve loan in the library.

WRITTEN ASSIGNMENTS, FINAL EXAMINATION, AND ASSESSMENT

Research Paper Proposal Essay

As is explained in the syllabus, below, you are expected to ultimately write and submit a research paper in which you develop an analysis of some aspect or topic of interest in Global Studies in terms of discourse, as we are studying discourse in this class. For this first written assignment, though, you are required to write a substantial, detailed, and lengthy research paper proposal essay, in preparation for work on this research paper. You may develop your topic of study with reference to any dimension of or topic in Global Studies that interests you and lends itself well to discourse analysis. It is strongly recommended, though, that each student gain my approval for her or his chosen topic before proceeding with any serious work on it.

The central task that you are to accomplish in writing your research paper proposal essay is to successfully identify how it is possible and valuable to develop a discourse analysis of the topic of study that interests you. In this regard, you are expected to clearly identify a significant problem of discourse around which your research paper may be built. It is also, then, crucial in this proposal to demonstrate a very strong understanding of how the discourse analysis proposed for the essay can be understood in the ways that both Said and Foucault represent discourse and discourse

analysis to their readers. You will be expected to demonstrate in this proposal a very strong and accurate understanding of what Said and Foucault understand by discourse with respect to your topic of research, and you will be expected to make frequent and substantial textual references to both Orientalism and The Archaeology of Knowledge in doing so, in addition to the frequent and substantial references you make to the broader research materials you are employing in the study of your topic.

In writing your research paper proposals essays, you are expected to prepare and organise it in the following fashion:

Introduction: The introduction ought to include a brief description of the topic and focus of study to be taken up in the research paper and a brief account of the significance of taking up this line of study. It ought to also include a brief indication of how the research paper will address this topic and focus in terms of discourse and discourse analysis. In this particular respect and, perhaps, most importantly, you are expected to clearly identify the central problem of discourse analysis that you seek to investigate in your research paper, indicating the value of addressing this particular problem. Finally, this introduction must include an explicit and clear thesis statement in which you contend how and why it is possible to address this topic and focus in terms of discourse.

Body Paragraphs: In the body paragraphs of your essay proposal, you ought to establish a series of arguments to support the thesis statement in your introduction, establishing how one can reasonably submit this topic in Global Studies or subjects of interest to Global Studies to discursive analysis and why it is important to do so. You should develop and defend a rationale for developing the discourse analysis you seek to carry out in your research paper, offering an account of how your research paper will generate a direct response to the central problem of discourse analysis you indicate in your introduction.

In this work, it is expected that you will build your arguments with substantial textual references to Said's Orientalism and Foucault's The Archaeology of Knowledge, in demonstrating your understanding of what it means to talk about discourse and to trace discourse in your topics of study. It is also expected that you will build your arguments with substantial reference to evidence from the research materials you have so far engaged in the development of your research project. Please note: for the purposes of this research paper proposal essay, it is expected that you will engage and make reference to a minimum of eight scholarly sources (meaning: scholarly books, academic journal articles, primary documents, or reputable internet sites worthy of scholarly reference) outside of required readings.

Conclusion: Rather than developing a normal scholarly conclusion, where one would reflect on the implications of one's arguments, in the conclusion to this research paper proposal essay you should outline what you see is the most

effective methodology and approach for research, analysis, and writing for the research paper that you will submit at the end of term. This conclusion ought to be written in direct consideration of what you seek to achieve in your research paper and the arguments that you have developed in the body of this proposal essay.

Annotated Bibliography: At the end of your paper proposal essay, you should attach a working bibliography of the research sources you have been consulting so far. You should "annotate" this bibliography by writing a few sentences after each entry, briefly describing the nature of the source and the value it will have to the development of the research project to which it will be applied.

**- required length of paper proposal essay: a *minimum* of 1,500 words
(plus annotated bibliography)**

- due date/time of paper proposal essay: no later than 9:40am., Friday, March 7th, 2008

Your research paper proposal essay will be evaluated in terms of the following eight components: 1). how well you define the scope, focus, and guiding research problem of your intended research project; 2). the clarity with which you state your position in your thesis statement; 3) your success in supporting this thesis in the body of your essay with reasonable and insightful arguments and with fair and rich consideration of and reference to ideas and textual evidence available in Said's Orientalism, Foucault's The Archaeology of Knowledge, and the research materials you have, to date, collected for the research paper; 4). your success in developing a research project that lends itself well to discourse analysis; 5). the accuracy with which you conceptualise your research plans in reference to discourse, as discourse is represented by Said and Foucault; 6). your success in identifying an effective methodology for your research and writing of the research paper; 7). the quality of your writing style; and 8). the strength of the working bibliography you have developed so far.

Research Paper: Critical Discourse Analysis

For the major written assignment in this course, you are required to write a research paper in which you develop your own discourse analysis focused somehow within the broad context of Global Studies and the various subjects of study engaged by scholars in this interdisciplinary range of inquiry. As indicated in the description of the research paper proposal essay, above, the variety of possible topics for this assignment is vast, and you should feel free to develop your own topic in terms of your own interests, in consultation with me. The central point in each paper, though, should be that you identify and critically analyse how some element of Global Studies or the subjects of interest to Global Studies functions discursively.

Of course, your research paper is meant to be a successful fulfillment and/or re-working of the research objectives outlined in your paper proposal, responding effectively to the critical commentary received in the evaluation of that assignment. If your research paper proposal essay establishes a good ground and framework for the research paper, then it may be possible to move in a fairly straightforward manner from research paper proposal essay to the research paper itself. However, the vast majority of students in the class are likely to have to reconsider and revise the research problems, objectives, and methodologies, to some degree, in response to the critical evaluation and commentary they receive on their research paper proposal essays. It may even be the case that some students will be advised and expected to radically alter the direction of their research and analysis from proposal to final research paper.

In developing your discourse analysis, it is recommended that you focus on what Foucault refers to as a "statement." As you will discover in reading Foucault's text (and in consulting Mills book), "the statement" for Foucault refers to an utterance or set of "...utterances which have some institutional force and which are thus validated by some form of authority--those utterances which for [Foucault] would be classified as 'in the true' (Mills, 55)." The discourse analysis in your paper ought be developed in terms of a specific "statement" or set of "statements" arising within contemporary International Studies or its subjects of inquiry and explore how it functions to discursively limit what might be understood as the 'truth,' 'reality,' and 'force' of your subject of interest.

You should be careful to not prepare your research paper in a merely descriptive or explanatory style. Rather, you should aim to address your topic of study in the normal contentious methods of academic writing, wherein one establishes for oneself in one's introduction a strongly and explicitly articulated thesis statement whose validity one seeks to prove through rigorous argument and analysis of ideas and evidence in the body of one's paper. You should aim to build your research paper around a thesis that offers a specific point of insight regarding the discursive force and life of the problem in Global Studies you investigate. And you should, ultimately, offer conclusions regarding the implications of the success of your arguments and analyses.

Texts assigned for reading and class study and discussion may be included as sources of research for this research paper. In developing this paper, though, you are expected to conduct research far beyond class readings, engaging other books, academic journal articles, and primary sources relevant to your specific focus. Different papers may require study into varying kinds and numbers of sources. However, each research paper should engage a minimum of twelve additional substantial scholarly sources (meaning: scholarly books, academic journal articles, primary documents, or reputable internet sites worthy of scholarly reference) beyond assigned class readings. You may also draw from reputable material and information you are able to find in non-academic sources; however, these items may not be counted as part of the minimum of twelve additional scholarly sources on which each research paper must rest.

- required length of research paper: a *minimum* of 2,500 words (plus bibliography)

- due date/time of research paper: no later than 9:40am., Friday, April 4th, 2008

In general, your research paper will be evaluated in terms of the following nine components: 1). your ability to develop an appropriate topic of study and research problem for the requirements of this assignment; 2). the depth of understanding you display in terms of the discursive conditions of your topic of study; 3). the clarity with which you state your own position in this paper through a thesis statement; 4). how well and directly you support your thesis through the arguments you construct; 5). your ability to develop your arguments with rigorous, substantial, and direct textual analysis and evidence; 6). the fairness and accuracy with which you address and represent the texts you study in this paper; 7). the depth of understanding and insight that you demonstrate with respect to your topic of study; 8). the extent to which you have consulted, drawn from, and fairly assess a representative range of research materials available on your topic of study; and 9). the quality and style of your writing.

For more detailed instructions regarding the writing of papers in this course please refer to and read the "General Guidelines for Writing Essays and Papers" to be distributed within the month of January. It is very important that you write your research paper in a manner that reflects the principles of style and composition as identified in these "Guidelines." They describe the basic structure of an academic paper. Essays submitted in this course that do not reflect these principles will attract a poor to failing grade.

Final Examination:

You are required to write a final examination, of three hours in length, during the April examination period, to be scheduled by the Registrar. In this examination, you will be expected to write essays in response to a selection of problems presented at the time of examination. These problems will be created in reference to information, theories, ideas, discussions, and questions presented in the readings studied in this course and all lectures and class discussion through the term. All assigned readings and all lectures are relevant to this final examination.

On the most part, students' essays will be evaluated in terms of their fluent and accurate reference to texts, ideas, and problems studied in this course through readings and lectures. Almost equally important, though, the success and quality of each essay will also be assessed in terms of its degree of critical engagement with the problem to which it responds. In this regard, you may do very well to draw on dilemmas and debates developed in class discussion.

Warning: *The only way in which to adequately prepare for the final examination is to keep up with weekly course work throughout the term. This means that you should study your readings weekly, attend all classes, participate fully in class discussions, take substantial reading and lecture notes, and constantly reflect on the materials and issues discussed in class and in the readings. In order to prepare for this exam, you must ensure that you understand the readings*

and ideas studied in this course, as we study these things on a weekly basis from the beginning to the end of term. In this regard, you are responsible for making sure that your own questions and problems of understanding are resolved along the way, by posing questions for discussion in class, by forming study groups with classmates, and by seeking tutorial assistance from me during my office hours.

Overall Assessment:

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

90 - 100 (A+) work of excellence; one could expect little more from a student at this level

80 - 89 (A) superior work, exhibiting well-developed critical skills, and a sophisticated approach

70 - 79 (B) good to very good work, meeting all requirements, and eminently satisfactory

60 - 69 (C) competent work, meeting basic requirements

50 - 59 (D) fair work, minimally acceptable

0 - 49 (F) failure; unsatisfactory work, not meeting basic requirements

Final grades will be calculated on a combination of grades achieved on the research paper proposal essay, the research paper, and the final examination. The distribution of the components adding to a final grade is as follows:

- research paper proposal essay:	20%
- research paper:	50%
- final examination:	30%

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.

READING SCHEDULE

Please have read and studied the respective required readings by the dates under which they are listed below.

Week One - January 11th

- introduction and review of syllabus, expectations, and course requirements

Week Two - January 18th

- Said, Orientalism:

- "Introduction," 1-28
- "Knowing the Oriental," 31-49
- "Imaginative Geography and Its Representations: *Orientalizing the Oriental*," 49-72

Week Three - January 25th

- Said, Orientalism:

- "Projects," 73-92
- "Crisis," 93-110
- "Redrawn Frontiers, Redefined Issues, Secularized Religion," 113-123
- "Silverstre de Sacy and Ernest Renan: *Rational Anthropology and Philological Laboratory*," 123-148
- "Oriental Residence and Scholarship: *The Requirements of Lexicography and Imagination*," 149-166
- "Latent and Manifest Orientalism," 201-225

Week Four - February 1st

- Foucault, The Archaeology of Knowledge

- "Part I Introduction," 3-19
- "Part II The Discursive Regularities," 23-85

Week Five - February 8th

- Foucault, The Archaeology of Knowledge

- "Part III The Statement and the Archive," 89-148

Week Six - February 15th

- Foucault, The Archaeology of Knowledge

- "Part IV Archaeological Description," 151-215
- "Part V Conclusion," 219-232

Week Seven - February 22nd

- Chatterjee, Nationalist Thought and the Colonial World

- 1. Nationalism as a Problem in the History of Political Ideas," 1-30
- "2. The Thematic and the Problematic," 36-52
- "3. The Moment of Departure: Culture and Power in the Thought of Bankimchandra," 54-81
- "4. The Moment of Manoeuvre: Gandhi and the Critique of Civil Society," 85-125
- "5. The Moment of Arrival: Nehru and the Passive Revolution," 131-162

- "6. Cunning of Reason," 167-170

Week Eight - Conference Week - no class

Week Nine - March 7th

- Edkins, Whose Hunger?

- "1. Pictures of Hunger," 1-14
- "2. The Emergence of Famine in Modernity," 15-41
- "3. Availability and Entitlement," 43-66
- "4. Practices of Aid," 67-102

Week Ten - March 14th

- Edkins, Whose Hunger?

- "5. Response and Responsibility," 103-127
- "6. Complex Emergency and (Im)possible Politics," 129-152
- "Conclusion," 153-159

Week Eleven - March 21st - Statutory Holiday - no class

Week Twelve - March 28th

- Jacques Derrida, "Structure, Sign, and Play in the Discourse of the Human Sciences," in Derrida, Writing and Difference, trans. Alan Bass (Chicago: University of Chicago Press, 1978), 278-293 (*copy of book on reserve loan in Huron University College Library*)
- Jacques Derrida, "The End of the Book and the Beginning of Writing," in Derrida, Of Grammatology, trans. Gayatri Chakravorty Spivak (Baltimore and London: The Johns Hopkins University Press, 1976), 6-26 (*copy of book on reserve loan in Huron University College Library*)

Week Thirteen - April 4th

- Jacques Derrida, The Other Heading: Reflections on Today's Europe, trans. Pascale-Anne Brault and Michael B. Nass (Bloomington and Indianapolis: Indiana University Press, 1992) (*copy of book on reserve loan in Huron University College Library*):
 - "Today," 1-3
 - "The Other Heading: Memories, Responses, and Responsibilities," 4-83

GENERAL RULES AND POLICIES

Grammar in Written Assignments:

Students in this course are responsible for ensuring that the written assignments they submit for evaluation and grading are free of significant or recurring grammatical errors. Any written assignment submitted to me that exhibits significant grammatical or stylistic problems or errors will be subject to a penalty against its grade, relative to the degree of grammatical problems in the text. Any student who submits a written assignment that is made very difficult to read or comprehend because of grammatical or stylistic errors or problems will earn a failing grade on that assignment. To avoid this range of penalties altogether, all students in the course are highly encouraged to review their written assignments with members in the Writing Skills Centre at Huron University College before submitting them, and it is recommended that they take every opportunity to improve their writing skills and proficiency in English grammar through the workshops and consultation sessions offered at this Centre.

Format and Style of Written Assignments:

All written assignments, except the final examination, must be typed with at least one-inch margins on all sides. The lines of the main text should be double-spaced, but lines in block quotations (which should also be indented), endnotes/footnotes, and bibliographies should all be single-spaced. Pages must be numbered consecutively, exclusive of the title page. Include the following information on the title page of each assignment: the title of your essay, your full name and student number, the date submitted, the course number, and your professor's name.

Both the research paper proposal essay and research paper must include references, in the form of either footnotes or endnotes, and bibliographies written in the Chicago Style. Students will find a hard copy of the Chicago Manual of Style available at the Reference Desk in the Huron University College Library, as well as its basic rules summarised on numerous websites on the internet.

Due Dates and Times of Written Assignments:

Written assignments submitted by a student after its due date and time will receive a penalty deduction against its grade at my discretion, according to the following policy:

- Assignments submitted up to two days late will be penalised by a deduction of *no more than 5%* from the possible 100%.
- Assignments submitted three to seven days late will be penalised by a deduction of *no more than 15%* from the possible 100%.
- Assignments submitted over seven days late will be penalised by a deduction of *no more than 20%* from the possible 100%.

Extensions on assignment due dates without penalty will be available to students only when illness or personal misfortune has made it impossible for them to complete their assignments on time. In these cases, students normally will be required to corroborate their claims with formal notification from, for example, a physician, a counselor, or civic authority.

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in this course, you will 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.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf> .

Plagiarism

Plagiarism is an academic offence and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair or the Dean, as well as the Huron University College Statement on Plagiarism, available at the reference desk in the HUC Library and at

<http://www.huronuc.on.ca/pdf/FASSonPlagiarism.pdf> . In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the HUC Library. Information about these resources can be found at:

http://www.huronuc.ca/library/research_guides_and_handouts .

Use of Electronic Devices in Classroom:

It is not appropriate to use electronic technology (such as, but not limited, to laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Counselling:

Centre for Global Studies students who require general advice about modules and courses offered in the Centre should contact the Acting Director of the Centre for Global Studies, Dr. Trish Fulton, by email <cgshuron@uwo.ca> and identify themselves as CGS students with course number and student number. For other academic information and advice, Huron students should contact Debbie Chadwick or Kent Robinson, Academic Counsellors. See the Academic Counselling website for information on services offered.

http://www.huronuc.on.ca/faculty_arts_social_science/academic_counselling/

Non-Huron students should contact the Academic Counselling office in their Faculty.