

# **Political Science 2545F: Foundation of Comparative Politics**

Summer 2022

Distance Learning

Western University: Department of Political Science

## **Course Director**

Merlin Beier

[mbeier@uwo.ca](mailto:mbeier@uwo.ca)

Office Hours: Wednesday 4-5 PM over zoom, or by appointment

## **Course Descriptive**

This course will aim to give students a working knowledge of the basic principles of the comparative method and of the themes that dominate the subfield of comparative political science research. Comparative politics can be defined by both the methods used to answer certain questions in political science, and also by the themes, puzzles and topics comparativists address with their research. Typically, comparativists are interested in explaining differences and similarities in political outcomes across different states. While states are often the primary unit of analysis within comparative politics, it can also involve the comparison and study of other subjects, namely (but not limited to) class, political systems, and regions. Topics of notable interest in this course include authoritarianism and democratization, class and modernization, economic development and dependency, state-formation and state-building, populism and fascism, and democratic institutions.

## **Learning Objectives**

- 1) Students will be able to define what the comparative method and the subfield of comparative politics are.
- 2) Students will be able to identify many of the salient causal factors that account for differences and similarities in political outcomes across different states in the world today.
- 3) Students will be able to use their methodological skill and core knowledge to answer and tackle significant political questions in the subfield of comparative politics.
- 4) Students will be able to critically analyze the root causes of social and political phenomenon in the world today, rather than trying to explain the world through wonky and prejudicial assumptions.

## **Requirements and Evaluation**

- 1) Two case-study assignments (20%)
- 2) Regular and high-quality participation in the asynchronous tutorials (10%)
- 3) A single-page essay proposal (5%)
- 4) A final 3000-word research paper (35%)
- 5) A final take-home exam (30%)

## **Important Dates/Due Dates**

- 11:55 PM, Wednesday, May 24<sup>th</sup> (Essay proposal due)
- 11:55 PM, Friday, June 9<sup>th</sup> (Final essay due)
- 11:55 PM, Monday June 19<sup>th</sup> (Final exam due)

## **Course Format**

This course will rely heavily on lectures that will be delivered asynchronously. Lecture videos will be uploaded every Tuesday and Thursday at/by 1 PM. These videos will remain accessible for the full term. They will cover the readings and expand upon the concepts contained in them, while also covering additional material beyond them. With every uploaded lecture, I shall also upload a question in the web forum to stimulate an asynchronous **tutorial** discussion about that week's themes and materials. Students will have until 11:55 PM the following day to submit their comments or to interact with the web forum. I will be providing reading guides subsequent to every lesson to help students understand and navigate through the lessons' texts.

\*\*\*There is no required textbook for purchase this term. The readings will be accessible on OWL.

\*\*\*Prerequisite: Political Science 1020E or permission of the instructor. Anti-requisites: Political Science 245E or 2245E.

## **Course Readings**

### **Part 1: Introduction to the Comparative Method**

#### **Week 1**

#### **Lesson 1: Course Introduction (May 9<sup>th</sup>)**

*No readings*

*Please also review the syllabus. It is incumbent upon you to understand the contents of the syllabus going into the class.*

## **Lesson 2: The Comparative Method Continued (May 11<sup>th</sup>)**

Peter Hall and Rosemary Taylor, 1996. "Political Science and the New Institutions." *Political Studies*, no. 44, pp. 936-957.

Arend Lijphart, 1971. "Comparative Politics and the Comparative Method." *American Political Science Review* 64: 682-93.

Daniele Caramani, 2010. "Of Differences and Similarities: Is the Explanation of Variation a Limitation to (or of) Comparative Analysis?" *European Political Science* 9: 34-48.

NO CASE STUDIES

## **Week 2**

### **Lesson 3: State-Making and Secession (May 16<sup>th</sup>)**

Max Weber, 1958. "Politics as a Vocation." In *From Max Weber: Essays in Sociology*, eds., HH Gerth and C. Wright Mills. Galaxy, pp. 77-84.

Charles Tilly, 1985. "War Making and State Making as Organized Crime." In *Bringing the State Back In*, eds., Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol. Cambridge University Press.

Tanisha Fazal. and Roger Griffiths., 2008. A State of One's Own: The Rise of Secession Since World War II. *Brown J. World Aff.*, 15, pp. 199-209.

Case Studies: Ethiopia, Ghana, Pakistan.

### **Lesson 4: State Weakness, Failed States, and Internal Conflict (May 18<sup>th</sup>)**

Robert Rotberg, 2002. "The New Nature of Nation State Failure." *The Washington Quarterly* 24(3): 83-96.

Jeffrey Herbst, 1990. "War and the State in Africa." *International Security* 14 (4): 117-39.

Zubairu Wai, 2012. "Neo-Patrimonialism and the Discourse of Failure in Sub-Saharan Africa." *Review of African Political Economy* 39(131): 27-43.

Case Studies: Haiti, Nigeria, Somalia.

### **Week 3**

#### **Lesson 5: Ethnicity, Nationalism, and Identity (May 23<sup>rd</sup>)**

Benedict Anderson, 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Verso), chapters 1 (pp. 5-7) and 3 (pp. 37-46).

Rogers Brubaker, 1990. "Immigration, Citizenship, and the Nation-State in France and Germany: A Comparative Historical Analysis." *International Sociology* 5 (4): 379-407.

Daniel Posner, 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98 (4): 529-45.

Case Studies: Bosnia-Herzegovina, Myanmar, India.

#### **Lesson 6: Class, Materialism, and Post-Materialism (May 25<sup>th</sup>)**

Seymour Martin Lipset, 2003. "Political Man: The Social Bases of Politics," in Robert Dahl, Ian Shapiro, and Jose Antonio Cheibub, eds., *The Democracy Sourcebook* (The MIT Press), pp. 56-64.

Karl Marx, 1978. "Manifesto of the Communist Party," in Robert C. Tucker, *The Marx-Engels Reader* (WW Norton & Company), pp. 473-91, 499-500.

Ronald Inglehart, 2009. "Post Material Values and the Shift from Survival to Self-Expression Values." In the Oxford Political Handbook of Political Behaviour, eds. Russel Dalton and Hans-Dieter Klingemann. Oxford University Press.

Case Studies: Chile, Germany, Nepal.

#### **Lesson 7: The Legacies of Colonialism and Imperialism (May 30<sup>th</sup>)**

David S. Landes, 1999. *The Wealth and Poverty of Nations* (WW Norton and Company), pp. 422-439.

Nicolas van de Walle, 2007. "Meet the New Boss, Same as the Old Boss? The Evolution of Political Clientelism in Africa." In *Patrons, Clients, and Policies: Patterns of Democratic Accountability and Political Competition*, eds., Herbert Kitschelt and Steven I. Wilkinson. Cambridge University Press.

Maya Tudor, 2017. "The Nationalist Origins of Political Order in India and Pakistan." In *States in the Developing World*, eds., Miguel Centeno, Atul Kohli, and Deborah J. Yashar. Cambridge University Press.

Case Studies: Bangladesh, South Africa, Sierra Leone.

### **Lesson 8: Economic Development (June 1<sup>st</sup>)**

Andre Gunder Frank, 1984. "The Development of Underdevelopment." In *The Political Economy of Development and Underdevelopment*, ed., Charles Wilber. Random House, pp. 99-108.

Peter B. Evans, 1989. "Predatory, Developmental, and Other Apparatuses: A Comparative Political Economy Perspective on the Third World State." *Sociological Forum* 4 (4): 561-87.

Zibani Maundeni, 2002. "State Culture and Development in Botswana and Zimbabwe." *The Journal of Modern African Studies* 40 (1): 105-32.

Case Studies: Brazil, South Korea, the Democratic Republic of the Congo.

### **Lesson 9: Authoritarianism and Totalitarianism (June 6<sup>th</sup>)**

Natasha Ezrow and Erica Frantz, 2011. *Dictators and Dictatorships: Understanding Authoritarian Regimes and their Leaders* (Continuum), pp. 1-7.

Thomas P. Bernstein, 2013. "Resilience and Collapse in China and the Soviet Union." In *Why Communism Did Not Collapse: Understanding Authoritarian Regime Resilience in Asia and Europe*, ed., Martin K. Dimitrov. Cambridge University Press, pp. 40-64.

Steven Levitsky and Lucan A. Way, 2002. "The Rise of Competitive Authoritarianism." *Journal of Democracy* 13 (2): 51-65.

NO TUTORIAL DISCUSSION FOR THIS LESSON

### **Lesson 10: Democratic Transition and Consolidation (June 8<sup>th</sup>)**

Sheri Berman, 1997. "Civil Society and the Collapse of the Weimar Republic." *World Politics* 49 (3): 401-429.

Jorgen Möller and Svend-Erik Skaaning, 2013. *Democracy and Democratization in Comparative Perspective: Conceptions, Conjunctures, Causes, and Consequences* (Routledge), pp. 65-89, 127-41.

Steven Levitsky and Lucan A. Way. "Linkage versus Leverage. Rethinking the International Dimension of Regime Change." *Comparative Politics*, vol. 38, no. 4, 2006, pp. 379-400.

### **Lesson 11: Democratic Institutions (June 13<sup>th</sup>)**

Juan J. Linz, 2003. "The Perils of Presidentialism." In *The Democracy Sourcebook*, eds., Robert Dahl, Ian Shapiro, and Jose Antonio Cheibub. The MIT Press, pp. 258-65.

Arend Lijphart, 1991. "Constitutional Choices for New Democracies." *Journal of Democracy* 2 (1): 72-84.

Alan Renwick, 2009. "How Likely is Proportional Representation in the House of Commons? Lessons from International Experience." *Government and Opposition* 44 (4): 366-384.

### **Lesson 12: Populism (June 15th)**

Cas Mudde, 2017. "Populism: An Ideational Approach." In *The Oxford Handbook of Populism*, eds., Cristóbal Rovira Kaltwasser, Paul Taggart, Paulina Ochoa Espejo, and Pierre Ostiguy. Oxford University Press, pp. 27-46.

Jens Rydgren (2005). "Is Extreme Right-Wing Populism Contagious? Explaining the Emergence of a New Party Family." *European Journal of Political Research* 434 (3): 413-437.

Kurt Weyland, 2021. "How Populism Corrodes Latin American Parties." *Journal of Democracy* 32 (4): 42-55.

NO CASE STUDIES

## **Assignments and Evaluative Activities**

### **Tutorials**

These tutorials will be asynchronous and will use the web forum feature to foster discussions. I will post a question or prompt to stimulate tutorial discussion every time I upload a lecture on Tuesday and Thursday. You will be graded for both the quantity and quality of your comments, and while I obviously do not expect expert-level analysis in each comment, I do expect some meaningful engagement with the lesson's content and course materials. Although frequent commenting is not necessarily a guarantee of getting full marks, a student must comment at least twice per session (let us say a minimum of two-three sentences with each comment) to get full marks. Half of the mark will be derived from the quantity of the participation, and the other half from the quality of the comments. Please put ideas into your own words rather than quoting other sources verbatim and do not be afraid to ask questions or to be creative. Students will have until 11:55 PM the following day after a prompt is posted to answer or engage with it. Late admissions will be counted as an absence and receive an automatic zero. There will be no tutorials for the lesson on June 8<sup>th</sup>, as the essay will be on the 9<sup>th</sup>.

### **Case Study Assignment(s)**

You will be asked to write two separate 600-800-word case study analyses during the duration of the course. For two lessons from lessons 3-8, you will be asked to pick a case study for you to write an analysis about. For these lessons, a selection of relevant case studies will be provided

for in the syllabus for you to choose from. This analysis requires you to discuss a recent event or development in that case country and how it relates to that given lesson's content.

You must:

- Pick a case and a new event or development in your case that is broadly relevant to that lesson's topic.
- Find a minimum of two news sources from credible news outlets relevant to your case country and the event/development in question.
- Provide a description and short summary of the relevant news event(s) in the article.
- Provide an analysis of how these news developments relate to themes and ideas discussed in that given lesson.

Please do not use hyper-partisan or heavily ideological outlets for this assignment (for example, sites like Breitbart, Sputnik, AlterNet, etc.), and you ought to generally avoid editorials and pieces that are highly opinionated in nature regardless of the news source. If you are unsure if a news source is of sufficient journalistic quality, or if you would like to include a piece from a more heterodox news source, please contact me and we can discuss it. The case studies should be 600-800 words in length outside of citations. **Crucially, most of your assignment ought to be devoted to analyzing and applying course concepts to your cases, and they should not just be elaborate summaries of the articles at hand.** At most, roughly 40% of your assignment ought to be descriptive, and most of your paper should be devoted to analysis and application. Provide a bibliography citing your sources, preferably using Chicago style footnotes.

You must choose from the lessons and classes where cases are specified, that being for lessons 3-8. You must choose two case studies in total overall, and each case study assignment must be selected from a different lesson (so you cannot hand in two assignments reflecting two case studies for the same lesson). Case studies will be provided for each lesson, and you only need to discuss one of those cases provided for. However, if you want to use a different case study other than the ones that are provided you can request so and I will (probably) be receptive to your proposal. Each case assignment is due the day following the relevant lesson's lecture by 11:55 PM.

### **Essay Proposal (11:55 PM, May 24<sup>th</sup>)**

This is a relatively straight-forward assignment that will require you to state the general thesis and outline for your paper, while providing a bibliography of at least five academic sources that are not on the syllabus that you intend on using for your assignment (please note that the final assignment requires you to have at least 8 academic sources outside of your syllabus). You will be marked out of 10 based on the sophistication and clarity of your thesis and essay outline, the quality of your academic sources, and whether or not you did the assignment to the letter. You should be able to complete this assignment in one or two paragraphs, with an accompanying bibliography. It should be no longer than a single page (double-spaced), or two provided you choose to place the bibliography on a separate page from your main proposal. *I will not be accepting late assignments without prior explicit approval from myself as the purpose of this assignment is to incentivize you to start the essay early.*

Academic sources must be peer-reviewed articles or books written by academics and published by a scholarly journal or a university press. Dictionaries, newspaper articles, blogposts, etc. are

not academic, although for your final essay trustworthy sources that are not formally academic can be used to complement your academic sources in specific instances (e.g.: if you derived a specific statistic from a *New York Times* article). The major point is that the leading arguments in your paper must be derived from an academic source. PLEASE DO NOT USE DICTIONARIES TO DEFINE YOUR CORE CONCEPTS IN THE FINAL ESSAY.

NOTE: Students are allowed to change their theses or to not use the academic sources listed in their assignment's bibliography afterwards without my approval. You can even change the topic question if you like.

### **Major Final Essay (11:55 PM, June 9<sup>th</sup>),**

This essay must be double-spaced and be 2500-3000 words in length (excluding the bibliography, title page, and citations). Please include a word count in your title page underneath your title. For every hundred words you go under 2500, I shall deduct 1% from your final grade, and I will simply stop reading your paper at the 3000<sup>th</sup> word. This is a second-year research essay, so we naturally expect a higher level of analysis than what one could expect from a high-school or a first-year paper. As such you are expected to use academic sources and incorporate both empirical evidence and theoretical analysis into your paper. Purely descriptive papers and purely theoretical papers will be graded harshly. Chicago-style footnote citation must be used for this assignment. If you use endnotes or in-text citation I will automatically write 3% off of your final essay grade, even if you formatted those citations correctly. For every day you hand in the assignment late, 3 percentage points will be deducted from your final essay grade (which I shall cap at -20%). You can find more details about the assignment in the assignments tab.

### **Final Exam (11:55 PM June 19<sup>th</sup>)**

This will be a take home exam and will consist of definitions, short-answer questions, and long-answer questions. There will be a written component and a multiple-choice component online. I will post the exam on the OWL site at noon on Sunday the 18<sup>h</sup> of June, and you will be given 36 hours to answer the questions (due by 11:55 PM the following day on June 19<sup>h</sup>). Due to the sensitive nature of the exam, I will not be accepting late exams, except in instances where I have provided explicit permission for an extension beforehand, or when accommodation is provided for by Academic Counselling. If extenuating circumstances impede your ability to hand it in within this timeframe, we can come to alternative arrangements.

### **Late Penalties**

Late penalties will be 3 percentage points per day late for all submissions (save the proposal/tutorial responses which is an automatic zero if handed in late without a prior exemption being given). For the reading reflection, late penalties do not always apply as you merely forfeit the chance to hand it in for that lesson, but penalties will of course apply for the final reflections that are possible to hand in in each section.

### **Extensions**

While I try to be empathetic to students who have legitimate excuses for missing deadlines, excuses must be accompanied by an official note which is then sent to Academic Counselling. I must be informed within two weeks of the missed essay deadline, and I must have approval from



Academic Counselling to provide any extensions that falls under this office's purview. For the final exam, this extension must be produced immediately or as soon as possible for the students.

## **APPENDIX TO UNDERGRADUATE COURSE OUTLINES DEPARTMENT OF POLITICAL SCIENCE**

### **Prerequisite checking - the student's responsibility**

"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."

### **Essay course requirements**

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

### **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."

**Security and Confidentiality of Student Work** (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

**"Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

### **Duplication of work**

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

### **Grade adjustments**

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

### **Academic Offences**

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

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Submission of Course Requirements**

**ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.**

**THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.**

### **Attendance Regulations for Examinations**

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) 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.

### **Medical Policy, Late Assignments, etc.**

Students registered in Social Science should refer to [http://counselling.ssc.uwo.ca/procedures/having\\_problems/index.html](http://counselling.ssc.uwo.ca/procedures/having_problems/index.html) for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

## **University Policy on Cheating and Academic Misconduct**

**Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

**Plagiarism Checking:** "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> )."

**Multiple-choice tests/exams:** "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. [http://www.uwo.ca/univsec/academic\\_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html)

## PLAGIARISM\*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

**A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.**

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

**B. In adopting other writers' ideas, you must acknowledge that they are theirs.**

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the

method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

\*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

**Accessibility at Western:** Please contact [poliscie@uwo.ca](mailto:poliscie@uwo.ca) if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

## **SUPPORT SERVICES**

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:

<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.