

Political Science 3388E

International Human Rights

Winter Term 2016

Instructor: Dr. Joanna R. Quinn
Class Time: Thursdays 9:30-11:30
Class Location: SSC 3014

Office Hours: Wednesdays 10:30-12:00
Office Location: SSC 4158
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Course Description:

The first half of the course will provide an *overview* of the topic of human rights, from its origins to its 21st century reality, to its various conceptions, theoretical notions, and instruments. The second half of the course looks at *issues* of concern, abuses and potential solutions.

Texts:

Goodhart, Michael. Ed. *Human Rights: Politics and Practice*. 3rd ed. New York: Oxford University Press, 2016.

Donnelly, Jack. *Universal Human Rights in Theory and Practice*. 3rd ed. Ithaca, NY: Cornell University Press, 2013.

Orend, Brian. *Human Rights: Concept and Context*. Peterborough: Broadview Press, 2002.

Additional readings are required. Throughout the course outline, I have listed where you may find these resources. Where no location is specified, you should use a search engine to find them on the internet. You are responsible for obtaining these additional readings yourself. If you have trouble locating them, please let me know and I will be happy to give you some guidance.

Important Notice re: Prerequisites/Antirequisites:

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis for appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

Office of the Dean, Faculty of Social Science

Course Requirements:

Fall Term:

Participation	5%
Essay	20%
Mid-Term Test	20%

Winter Term:

Participation	5%
Essay	25%
Final Exam	25%

How to think about this course

This course is designed to introduce you to the field of international human rights, by tracing the contours of what scholars are thinking about, by outlining the major debates and issues currently underway, and by setting out the major themes and approaches of the field. What you learn in this course will provide a framework for your future studies in international human rights, and in comparative politics and international relations, more broadly.

The assignments and your evaluation in this course are designed to help you develop your critical thinking skills in ways that relate to your interests in specific areas or theories in the field of international human rights. We will cover a range of debates and issues, and while you may not agree with all of them, you should be able to discuss all of them intelligently. Your ability to accomplish these objectives will be assessed using the assignments and work outlined below.

Objectives

This course has three main objectives:

First, this course is designed to outline and allow you to learn about and then assess the theories, perspectives and issues that shape the context and nature of the field of international human rights. This body of ideas will provide a foundation for any future interests and research in this area and establish a comparative foundation for further study.

Second, the assignments in this course are designed to help you develop critical thinking skills. These skills will be applied to specific issues and Case Study studies in international human rights.

Third, the course aims to help you appreciate how power, culture and history condition and influence how you understand particular issues and events. These questions are of real consequence to the field of international human rights, but also to an understanding of the world in which we live.

By the end of the course you should be able to:

1. Discuss different approaches to international human rights
2. Understand the divides that have catalyzed the international human rights debate
3. Evaluate the effectiveness of an international human rights response
4. Discuss a current international human rights issue in historical context
5. Analyze a current policy and political issues in international human rights

Course Requirements:

Fall Term:

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Essay	20%
Mid-Term Test	20%

Winter Term:

Participation	5%
Essay	25%
Final Exam	25%

- Participation (5%)

Participation may take many forms. Throughout this year, you will be asked to participate in a number of different ways, including participation in discussions, simulations, and debates. You will also be evaluated on your regular, active, and informed participation in both the lecture sessions and in the tutorial meetings that follow. You should consult the Participation Grading Guide attached to this course outline to understand what regular, active and informed participation looks like. Critical to all of this, of course, is attendance—you can't participate if you're not here!

In addition, at the beginning of each class, you will submit a written assignment that demonstrates that you have done and are familiar with the readings assigned for that week. This assignment will consist of three or more comments on the readings themselves. Each comment must be at least one paragraph (i.e. minimum three sentences) in length. These will be graded out of a possible score of 3. **Please note that you may not submit this assignment each week unless you are physically present throughout the class.**

- Essay (20%)

You will be required to write one essay of 12-15 typed, double-spaced pages, or between 3000-3750 words (excluding bibliography). Essays will be due *at the beginning of class on March 16*. The topic of each paper may be selected from the list of topics we have covered in class to that point.

Essay Proposal

You must provide a one-paragraph outline of your intended topic along with three annotated bibliographic citations to me by the beginning of class on February 9 as noted below, and preferably after a verbal consultation with me. Your proposal must be approved by me, or you will not be eligible to hand in an essay to me. When handed in to me, this proposal must contain both your name and student number.

Late Penalty

The completed paper must be submitted **at the beginning of class on the due-date**. **A late penalty of 10% per day will be applied to papers submitted at any point after the class begins.**

Turnitin

Essays must be submitted to Turnitin.com, using the link on OWL, prior to the start of class on March 16.

Footnotes

Please use footnotes to document your sources. Please do not use endnotes, and please do not use in-text citations.

Citation Style

Footnotes **must** be formatted using Chicago-style footnotes, not in-text citations. You are advised to consult a writer's handbook when composing your essays in order to see how to do this. One excellent handbook is *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian. A useful link may be found at the following url:
<http://www.wisc.edu/writing/Handbook/DocChicago.html>.

Spelling and Grammatical Errors

Grammatical, spelling and other errors are not acceptable. You are responsible for your own work, and, as such, you must be careful to proofread your work before turning it in.

Bibliography

You must attach a Bibliography to your essay. Your bibliography must include a minimum of seven academic sources. (Consult a librarian for clarification on what counts as an academic source. e.g. newspapers, magazines, and encyclopedias do not count). Failure to include at least seven academic sources will result in a grade of "F". The highest grades in this course typically go to students that consult a larger number of high-quality source materials. Consulting more than seven sources is highly recommended.

- Final Exam (25%)

During the April exam period, you will write a three-hour exam based on the material covered from the first day of class in September to the last class in April.

Completion of All Requirements

The Dean's office has laid out the following rules regarding the completion of all assignments:

- Students who fail to attend a minimum of fifty per cent of the total number of classes, without supporting medical documentation or justifiable and documented extenuating circumstances, can be barred from writing the final exam.
- Students who fail to complete all evaluation components of the course, including tutorials, without supporting medical documentation or justifiable and documented extenuating circumstances will be disqualified from appealing the course's final grade.

Academic Dishonesty

Many different types of actions may be considered academically dishonest. These might include, although not exhaustively, the following: cheating, submission of work not authored by you, double submission, fabrication, plagiarism. You are advised to familiarize yourself with the guidelines set out in the Academic Handbook, Rights and Responsibilities, Scholastic Discipline - Undergrad. These may be found at the following url:

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

You are also advised to utilize the Library's tools on plagiarism:

<http://www.lib.uwo.ca/tutorials/plagiarism/index.html>

Etiquette

Discussion and debate is an important component of this course. However, at times, we will be dealing with sensitive and controversial topics. Therefore, our interactions in each forum must be guided by an ethic of respect. Uncivil, disrespectful, abusive or other inappropriate behavior will not be tolerated. This includes the respectful use of electronics, as detailed below.

Electronics

Electronics are increasingly an important component of the learning process.

- Computer/laptop/netbook (and similar technologies) use will be permitted *during the lecture component of each class only*, as long as it does not disrupt the learning experience of other students. The instructor and TA reserve the right to ensure that you are not text-messaging, surfing the internet, or distracting any students; spot-checks will be conducted during class time.
- All cellphones (and similar technologies) must be turned off, or set to silent 'vibration' mode during the duration of the class and during tutorials.
- No digital taping (either voice or image) of the lectures is allowed.
- Disruptive behavior will be dealt with on a Case Study-by-Case Study basis and may result in the suspension of laptop privileges.

Course Content Note

The field of human rights deals with disturbing events like war crimes, crimes against humanity, and genocide, and sometimes we will be discussing historical events that some students may find troubling. If you think specific material could be emotionally challenging for you, I would be happy to discuss any concerns you may have before the subject comes up in class. And if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome these discussions as an appropriate part of our scholarly work.

If you ever feel the need to step out of the classroom during a class discussion, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

Students with Disabilities

Any student with a disability is advised to contact the Coordinator for Services for Students with Disabilities in order that arrangements can be made through them to accommodate that student. The Centre for Student Development is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at ssc@sd.uwo.ca, or on the web at <http://www.sdc.uwo.ca/ssd/>

Other Resources

There are many resources at Western designed to assist you in your learning. You are strongly advised to utilize these services. The Student Development Centre offers many services, including Effective Writing Programs and Learning Skills Services. The Student Development Centre is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at *exams@sdc.uwo.ca*, or on the web at <http://www.sdc.uwo.ca/>. You should also become familiar with the services offered by the University Library System. The D.B. Weldon Library may be contacted by telephone at (519)661-3162 or by email at *dbwref@lib.uwo.ca*, or on the web at <http://www.lib.uwo.ca/weldon/#>.

Course Outline by Topic (Winter Term):

Vulnerable and Important Groups

January 05 **Children**
- Goodhart ch.17
- Paulo David, "Implementing the Rights of the Child Six Reasons Why the Human Rights of Children Remain a Constant Challenge," *International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education* 48.3/4, *Education and Human Rights* (July 2002): 259-263; available from JSTOR
- *The Convention on the Rights of the Child*, in *25+ Human Rights Documents*, ed. J. Paul Martin (New York: Center for the Study of Human Rights, Columbia University, 2005).

January 12 **Indigenous Peoples**
- Goodhart ch.19
- Yakye Aa and Sawhoy Amaxa, "'We're only asking for what is ours,' indigenous peoples in Paraguay," *Amnesty International* (AMR 45/005/2009) [report on-line]; 31 March 2009; available from <http://www.amnesty.org/en/library/asset/AMR45/005/2009/en/adf2e581-3962-426d-91b3-fb0378a385b5/amr450052009en.pdf>

January 19 **Global Civil Society**
- Goodhart ch.9
- Gary Gereffi, Ronie Garcia-Johnson and Erika Sasser. "The NGO-Industrial Complex," *Foreign Policy*, 125 (Jul.-Aug., 2001): 56-65; available from JSTOR
- Jody Williams, "Relevance of the International Criminal Court to Other Campaigns to Strengthen Human Security," *International Campaign to Ban Landmines*; available from <http://www.iccnw.org/documents/JodyWilliams.pdf>

Crimes

January 26 **State Repression**
- Goodhart ch.14
- "South Africa: Overcoming Apartheid, Building Democracy;" (see especially all eight "Units" but also explore additional media links and interviews throughout the site); available from <http://overcomingapartheid.msu.edu/listunits.php>

February 02 **Forced Migration**

- Goodhart ch.18

- “Iraq: Millions in flight: the Iraqi refugee crisis,” Amnesty International (MDE 14/041/2007) [report on-line]; 24 Sep. 2007;
available from <http://www.amnesty.org/en/library/info/MDE14/041/2007/en>

February 09 **Torture**

- Goodhart ch.15

- “Ignoring Executions and Torture: Impunity for Bangladesh’s Security Forces,” *Human Rights Watch* [report on-line]; 18 May 2009;
available from <http://www.hrw.org/en/reports/2009/05/18/ignoring-executions-and-torture-0>

ESSAY PROPOSAL DUE AT BEGINNING OF CLASS

February 16 **Human Trafficking**

- Goodhart ch.16

- “Bottom of the Ladder: Exploitation and Abuse of Girl Domestic Workers in Guinea,” *Human Rights Watch* [report on-line]; June 15, 2007;
available from <http://www.hrw.org/en/reports/2007/06/14/bottom-ladder-0>
- <http://www.humantrafficking.org/>

February 23 **** Reading Week – No Class ****

March 02 **Genocide**

- Goodhart ch.20

- <http://www.24hoursfordarfur.org/main.php>

March 09 **Disappearances**

- Kramer, David and David Weissbrod. “The 1980 U. N. Commission on Human Rights and the Disappeared.” *Human Rights Quarterly* 3.1 (February 1981): 18-33.

- “Disappearance of Dr. Rafael A. Perrotta—File No. 1222.” *Nunca Más: Report of the National Commission on the Disappearance of Persons in Argentina*. Buenos Aires, Argentina: Government of Argentina, 1984.

Possible Solutions

- March 16* **Development**
- Goodhart ch.12, Donnelly ch.13
 - “UN Millennium Project;” (read through the site and view the resources it lists); available from <http://www.unmillenniumproject.org/index.htm>
 - “Millennium Declaration;” available from <http://www.un.org/millennium/declaration/ares552e.pdf>
- ESSAY DUE AT BEGINNING OF CLASS*
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- March 23* **Globalization**
- Goodhart ch.13
 - Bill Bigelow, “The Human Lives behind the Labels: The Global Sweatshop, Nike, and the Race to the Bottom,” *The Phi Delta Kappan*, Vol. 79, No. 2 (Oct., 1997): 112-119; available from JSTOR
 - “Stop Nike Sweatshops,” Education for Justice available from <http://www.educatingforjustice.org/stopnikesweatshops.htm>
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- March 30* **Humanitarian Intervention**
- Goodhart ch.21, Donnelly ch.15
 - World Federalist Movement—Institute for Global Policy. *Responsibility to Protect: Engaging Civil Society: Summary of the Responsibility to Protect: The Report of the International Commission on Intervention and State Sovereignty*. New York: World Federalist Movement, 2004, 1-9; available from <http://www.responsibilitytoprotect.org/files/R2PSummary.pdf>
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- April 06* **Transitional Justice**
- Goodhart ch.22
 - *The Rule of Law and Transitional Justice in Conflict and Post-Conflict Societies: Report of the Secretary-General*, (S/2004/616) United Nations Security Council, 23 August 2004, 1-24; available from <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N04/395/29/PDF/N0439529.pdf?OpenElement>

Political Science 3388E
International Human Rights

Essay:

The topic of your essay may be selected from any of the material we have covered in class up to and including the last class of the semester.

You must provide a one-paragraph **outline** of your intended topic along with three annotated bibliographic citations to me no later than **Thursday, February 9, 2017**, preferably after a verbal consultation with me. Your proposal must be approved by me, or you will not be eligible to hand in an essay to me. When handed in to me, this proposal must contain both your name and student number.

The essay is **due at the beginning of class on Thursday, March 16, 2017.**
NO EXTENSIONS WILL BE GRANTED.

Each essay must be 12-15 pages in length. It must include a bibliography of no less than seven sources, of which no less than two must be journal articles; internet sources may not be used for these essays.

The essay and accompanying bibliography must be properly formatted, using “Chicago Style.” Marks will be deducted for improper formatting. See above in this handout for a Chicago Style reference manual link.

I have provided a Grading Grid as part of this course outline, which shows other expectations I have for your essay.

Please be sure to put your name and student number on your essay!

All essays must be submitted to Turnitin.com *prior to the start of class on the day your essay is due*, using the link provided on the OWL page for this class.

PARTICIPATION

Participation may take many forms. Throughout this year, you will be asked to participate in a number of different ways, including participation in discussions, simulations, and debates. Critical to all of this, of course, is attendance—you can't participate if you're not here!!

At the beginning of each class, you will submit a written assignment that demonstrates that you have done and are familiar with the readings assigned for that week. This assignment will consist of three or more comments on the readings themselves. Each comment must be at least one paragraph (i.e. minimum three sentences) in length. These will be graded out of a possible score of 3. The mark you receive for your critical reflections will constitute your total participation mark for the term **Please note that you may not submit this assignment each week unless you are physically present throughout the class.**

The balance of your participation grade will be determined according to the following criteria:

Participation Guide

Grade	Attendance	Discussion	Reading
10	Always	<u>Excellent</u> : leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
8	Almost always	<u>Very Good</u> : thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
6	Frequent	<u>Good</u> : has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
4	Occasional	<u>Somewhat Poor</u> : remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
0-2	Rare	<u>Poor</u> : rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

ESSAYS

Grading Grid

Argument	
Organization of the Essay	
Quality of Evidence	
Communication Skills	
Citations (Footnotes and Bibliography)	
Other Comments	
Grade	

**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

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 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

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 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.