



CGS 2002G 550: Problems of Global Development Winter 2023

1. Course Information

Course Name, Number, Section: Problems of Global Development, CGS 2002G

Instructor(s): Dr. Masaya Llaneranas Blanco

Contact Information: mllavane@uwo.ca

Office: A206

Office Hours: online (unless otherwise requested) Thursdays between 12:00 and 14:00

Class Location: room# HC-A1

Scheduled Class Times (including tutorial hours): Mondays 12:30-14:20, Wednesdays, 13:30 - 14:20.

Prerequisites: Any one of the following: Centre for Global Studies 1023F/G; Centre for Global Studies 2001F/G; Anthropology 2203F/G; Anthropology 2281F/G; GSWS 1022F/G; Geography 1500F/G; Health Sciences 1001A/B, Health Sciences 1002A/B, and Health Sciences 1110A/B; Indigenous Studies 1020E; Interdisciplinary Studies 1000F/G; Political Science 1022F/G; SJPS 1025F/G; or permission of the Centre for Global Studies.

Antirequisites: None

2. Course Description

This course dives into the complex dynamics of “development” broadly defined. It starts by visiting 3 key theoretical approaches to what development is and how it is applied. Is development about freedom and individual capabilities? Is it a state-led process of structural change and industrialization? Or is development irremediably linked to dispossession and deep-seated inequalities? After having discussed these questions through three different theoretical frameworks, we will explore key questions about the social, political, and economic processes associated with development. We will think through questions such as whether economic growth is associated to wellbeing? what political (and policy) approaches are effective at tackling poverty and to what extent do they reduce inequality? What do energy transitions mean for industrial policy and community wellbeing? Is there room to imagine different futures in the midst of the already-existing complex and interconnected economic and socio-political realities? We embark in these discussions at a time when the world is confronting multidimensional crises such as global warming, the COVID19 pandemic and sharpening inequalities between the richest minority and the majority of the population in the world.

This will be a project-based course in which all members will participate in a collective project: we will build a multimedia glossary of key terms to understand development. Our theoretical and political discussions will have a collective outcome beyond conventional academic pieces. A class project focused on our collective approaches to these questions will enable us to approach long-standing theories with fresh eyes. This requires a strong time commitment, and a disposition for hands on learning. Come ready to read, critically engage, and create!

3. Course Learning Outcomes

At the end of this course, you will:

- a. Have a strong understanding of key theoretical discussions in development.
- b. Have a sense of what are the key political, economic, and social discussions at the heart of development politics and practice.
- c. Have refined your analytical skills and gained some academic and non-academic communication skills.

4. Contact information and email policy

The best way to reach me is via email at: mllavane@uwo.ca

When you send me an email, please:

- a. Add the course number to the email subject.
- b. Use your university email account.
- c. Allow 48 hours for me to get back to you. Feel free to send me a reminder if I have not replied after that period.
- d. Be courteous. Remember that sending an email to your professors is not the same as sending a text message. We can all be busy and be kind at the same time.

I will be available to chat individually over Zoom on Thursdays between 12:00-14:00. Please try to email me before hand, to be sure I am expecting you and I can make room for everyone needing to meet.

Remember to use your university email address to log in.

I will be available to chat individually over Zoom (unless otherwise requested) on Thursdays between 12:00 and 14:00.

Register in advance to my office hours using this link:

<https://westernuniversity.zoom.us/meeting/register/tJckd--grz0qGtTpgVeDC7c3bMTKXpUeRsBT>

After registering, you will receive a confirmation email containing information about joining the meeting.

5. Policy regarding grade appeals

No delayed submissions will be accepted unless for significant health or family reasons. If you need to seek academic consideration for missed work or absence in class, please refer to the policy on academic appeals detailed in the appendix of this syllabus.

If you are unsatisfied with the grade given to a particular assignment, it is your right to bring it up with your instructor. Be aware that once a grade is reviewed, it can either increase or decrease.

I kindly ask you to wait for 2 days after receiving your grade before reaching out to me. This will provide you with enough time to reflect about your request. If you decide to go ahead with it, please explain your concerns in an email trying to be as clear as you can, explaining why you disagree with the grade you were given. I will then consider your request and reply in writing too. If you are unsatisfied with the outcome, you are free to make an appeal. Please refer to Huron's Appeals Policy below.

6. Textbooks and Course Materials

This course's materials include academic articles and book chapters from multiple disciplines on gender, queer studies, sexualities, development, public policy and fiction. All the course materials will be available on OWL, as well as through some hyperlinks available in this syllabus.

7. Methods of Evaluation

Assessment	%	Due dates
Test	30	February 1st
Keyword entry – version 1	20	February 27
Peer-review	5	March 1
Keyword entry – Edited version	5	March 6
In class participation	10	Throughout the term
Project participation	10	Throughout the term
Project report	20	April 5
TOTAL	100	

An assessment description will be provided for each case, except for in-class participation, for which the description below will suffice. Below is a brief description of each one.

Part of the assessments for this course will be done as a group. We will have a chance to develop accountability mechanisms for group's work and performance, including peer and self-evaluation.

Test: We will have a test at the end of week 4 of the term. The test will take place during seminar time. It will be open-book and essay-based. It will focus on the three main theories that we will have studied throughout January.

Keyword entry: Each student will prepare a keyword entry to be considered for the multimedia glossary. Each student will select one term to define during the seminar of February 8. Keyword entries should be approximately 800 words long (word count not including bibliography), include

8 academic and policy sources, as well as a multimedia (photography, audio, visual illustration) representation of the keyword selected. Due on February 27.

Peer-review: Each student will be responsible for providing feedback to a peer’s keyword entry following a predetermined feedback form. Written feedback will be produced independently and exchanged verbally and written among sets of 2 or 3 peers (that will be defined on alongside the keyword selection February 8). Due on March 2.

Keyword entry edited: Based on the feedback received from their peer, each student will submit a final edited version of the keyword entry. These submissions should include 1) original keyword entry, 2) feedback received by your peer; 3) edited version with track changes; 4) final version without track changes; and 5) and a 150-200 words paragraph explaining the improvements added. Due on March 6.

In-class participation: All students are expected to attend lectures having read the material assigned as well as ready to participate during lectures, as well as during in-class activities. If in-class participation constitutes a challenge for you, please reach out to your instructor to co-create alternative ways to participate.

Project participation: A selection of keyword entries will be the main content of our multimedia project. Besides the keyword entries, there are a variety of tasks required for the class project to be successful. There will be different tasks assigned during the first 3 weeks of the term, such as web design, copy-editing, social media content, dissemination, presentation in CURL exhibition, among others.

Project Report: Each student will produce a report about the project, their participation, their learning process, as well as their experience as part of the collective project. In it, students will account the specific ways in which they participated in the project, list their accomplishments and challenges, and list future questions about global development that they would like to pursue in the future (both at Huron and their own professional careers), as well as potential ways in which the multimedia glossary can continue growing.

8. Tentative Class Schedule/ Syllabus

Date	Theme	Reading/Learning material
Week 1 Jan 9	Introduction to the course: locating ourselves	Read the syllabus
Jan 11	Seminar: What is the point of revising theory? Why in development and why now? - brainstorming about the multimedia glossary project	<i>Project Workshop 1: Revising theory and why is it relevant?</i> Roi, A. (2020, April 3). The pandemic is a portal. Financial Times. https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca

		<p>McMillan Cotton, T., & Laymon, Laymon (Directors). (2021, November 9). Opinion Two Acclaimed Writers on the Art of Revising Your Life. In The New York Times. https://www.nytimes.com/2021/11/09/opinion/ezra-klein-podcast-kiese-laymon.html</p>
<p>Week 2 Jan 16</p>	<p>Key theoretical approaches 1: Human development</p>	<p>Sen, Amartya (1999) “Chapter 2: The ends and the means of Development” in Development as Freedom, Knopf</p> <p>Fungisai Chipango, E. (2021). Beyond Utilitarian Economics: A Capability Approach to Energy Poverty and Social Suffering. <i>Journal of Human Development and Capabilities</i>, 22(3), 446–467. https://doi.org/10.1080/19452829.2021.1871594</p> <p><i>Extra reading:</i> Conceicao, P. (2019, June 24). Human development and the SDGs. Human Development Reports. https://hdr.undp.org/content/human-development-and-sdgs</p>
<p>Jan 18</p>	<p>Seminar:</p>	<p><i>Project Workshop 2: Producing Digital Content – in class, – with Ryan Rabbie</i></p>
<p>Week 3 Jan 23</p>	<p>Key theoretical approaches 2: The developmental state</p>	<p>Chang, H.-J. (2002). “Chapter 1: How did the Rich Countries Really become Rich” and “Chapter 4: Lessons for the Present” in <i>Kicking away the ladder: Development strategy in historical perspective</i>. Anthem.</p> <p>Hanlon, J. (2012). Governance as ‘Kicking Away the Ladder’. <i>New Political Economy</i>, 17(5), 691–698. https://doi.org/10.1080/13563467.2012.732272</p> <p><i>Extra reading:</i> Andreoni, A., Ha-Joon, C., & Estevez, I. (2021). The Missing Dimensions of the Human Capabilities Approach: Collective and Productive. <i>The European Journal of Development Research</i>, 33(2), 179–205. https://doi.org/10.1057/s41287-020-00356-y</p>
<p>Jan 25</p>	<p>Seminar</p>	

<p>Week 4 Jan 30</p>	<p>Key theoretical approaches 3: Uneven development</p>	<p>Harvey, D. (2011). Roepke Lecture in Economic Geography—Crises, Geographic Disruptions and the Uneven Development of Political Responses. <i>Economic Geography</i>, 87(1), 1–22. https://doi.org/10.1111/j.1944-8287.2010.01105.x</p> <p>Werner, M. (2015). Introduction. In <i>Global Displacements: The Making of Uneven Development in the Caribbean</i> (pp. 1–27). John Wiley & Sons, Ltd. https://doi.org/10.1002/9781118941959.ch1</p> <p><i>Extra reading:</i> Werner, M. (2019). Geographies of production I: Global production and uneven development. <i>Progress in Human Geography</i>, 43(5), 948–958. https://doi.org/10.1177/0309132518760095</p>
<p>Feb 1</p>	<p>Test!</p>	
<p>Week 5 Feb 6</p>	<p>Problems and solutions? Poverty and inequality</p>	<p>Lavinas, L. 2020. Latin America at the crossroads yet again: What income policies in the post-pandemic era? (2021). <i>Canadian Journal of Development Studies / Revue Canadienne d'études Du Développement</i>, 42(1–2), 79–89. https://doi.org/10.1080/02255189.2021.1890002</p> <p>Bradshaw, S., Chant, S., & Linneker, B. (2018). Gender, poverty, and anti-poverty policy: Cautions and concerns in a context of multiple feminizations and ‘patriarchal pushback.’ In <i>The Routledge Handbook of Latin American Development</i>. Routledge.</p> <p><i>Extra reading:</i> Ortiz. (2018). The Case for universal social protection: Everyone faces vulnerabilities during their lifetime. <i>Finance & Development</i>, 55(4), 32–. https://www.proquest.com/docview/2161250002?pq-origsite=primo</p>
<p>Feb 8</p>	<p>Seminar</p>	<p><i>Project Workshop 3 (small groups): TBD (photography or poster design) – with Ryan Rabbie in the library breakout room</i></p>
<p>Week 6 Feb 13</p>	<p>Problems and solutions? Growth and degrowth</p>	<p>Schmelzer, M, Vetter, A., and Aaron Vansintjan (2022) “Chapter 2: Economic Growth” in <i>The future is degrowth: A guide to a world beyond capitalism</i>, Verso, UK</p>

		<p>Fierro, L. G. (2017). Re-thinking oil: compensation for non-production in Yasuní National Park challenging sumak kawsay and degrowth. <i>Sustainability Science</i>, 12(2), 263–274. https://doi.org/10.1007/s11625-016-0389-x</p> <p><i>Extra reading:</i> Mazzucato, M. (2022). Financing the Green New Deal. <i>Nature Sustainability</i>, 5(2), Article 2. https://doi.org/10.1038/s41893-021-00828-x</p>
Feb 15	Seminar	<i>Project Workshop 4 (small groups): TBD (photography/poster design) – in the library breakout room</i>
Week 7 Feb 20-24	<i>Spring reading break</i>	
Week 8 Feb 27	<p>Problems and solutions? Energy and the environment</p> <p><i>Keyword Entry – Version 1 due</i></p>	<p>Baruah, B. (2015). Creating Opportunities for Women in the Renewable Energy Sector: Findings from India. <i>Feminist Economics</i>, 21(2), 53–76. https://doi.org/10.1080/13545701.2014.990912</p> <p>Hochstetler. (2020). People and Place: Siting Wind and Solar Plants in Brazil and South Africa. In <i>Political Economies of Energy Transition</i> (pp. 175–220). https://doi.org/10.1017/9781108920353.005</p> <p><i>Extra reading:</i> Hussainatu J. Abdullah. 2020. Women’s Rights and Public-Private Partnerships in Sierra Leone’s Agro-Energy Sector: A Case Study of Addax Bioenergy Sierra Leone Ltd (ABSL). DAWN. Suva (Fiji). Available here: https://dawnnet.org/wp-content/uploads/2022/04/DAWN-DP-29_GENDER-EQUALITY-WOMENS-RIGHTS-AND-PUBLIC-PRIVATE-PARTNERSHIPS-IN-SIERRA-LEONE-S-AGRO-ENERGY-SECTOR-A-CASE-STUDY-OF-ADDAX-BIOENERGY-SIERRA-LEONE_ABSL-.pdf</p> <p>You can also check out the executive summary in page 33 of the following document: https://dawnnet.org/discussion-papers/</p>
March 1	<p>Seminar</p> <p><i>Peer-review due</i></p>	<i>Guest talk by Dr. Bipasha Baruah</i>

	<p>Extra grade opportunity: Prepare 2 questions for Dr. Baruah based on your reading of her work, submit them on OWL -BEFORE HER LECTURE. Come ready to adapt your questions to her talk and ask them directly to her 😊 (Only available to those whose test result was <80%)</p>	
<p>Week 9 March 6</p>	<p>Problems and solutions? Global mobilities, remittances and other flows</p> <p>Keyword entry edited due</p>	<p>Faist, T. (2016). Cross-Border Migration and Social Inequalities. <i>Annual Review of Sociology</i>, 42(1), 323–346. https://doi.org/10.1146/annurev-soc-081715-074302</p> <p>Raghuram, P. (2009). Which Migration, What Development? <i>Unsettling the Edifice of Migration and Development. Popul. Space Place.</i>, 15(2), 103–117. https://doi.org/10.1002/psp.536</p> <p><i>Extra reading:</i> Arena, M., Fernandez Corugedo, E, Guajardo E. and Juan Francisco Yopez (2022) “Venezuela’s Migrants Bring Economic Opportunity to Latin America” IMF Country Focus Available here: https://content.govdelivery.com/accounts/USIMF/bulletins/33c133e</p>
<p>March 8</p>	<p>Seminar</p>	<p><i>Project Workshop 5 (everyone): Website design and uploading your blog – with Ryan Rabbie</i></p>
<p>Week 10 March 13</p>	<p>Problems and solutions? Altruism and philanthropy</p>	<p>Canfield. (2022). The ideology of innovation: philanthropy and racial capitalism in global food governance. <i>The Journal of Peasant Studies</i>, (ahead-of-print), 1–25. https://doi.org/10.1080/03066150.2022.2099739</p> <p>Fejerskov. (2017). The New Technopolitics of Development and the Global South as a Laboratory of Technological Experimentation. <i>Science, Technology, & Human Values</i>, 42(5), 947–968. https://doi.org/10.1177/0162243917709934</p> <p><i>Extra Reading:</i> Kang, J. C. (2022, November 22). Sam Bankman-Fried and the Long Road to Taking Crypto Mainstream. <i>The New Yorker</i>. Available here: https://www.newyorker.com/news/our-columnists/sam-</p>

		bankman-fried-and-the-long-road-to-taking-crypto-mainstream
March 15	Seminar	
Week 11 March 20	Problems and solutions? Power and resistance	<p>Escobar, A. (2020). "Chapter 1: Theory and the Un/Real Tools for Rethinking 'Reality' and the Possible" In <i>Pluriversal Politics: The Real and the Possible</i>. Duke University Press.</p> <p>http://ebookcentral.proquest.com/lib/west/detail.action?dclid=6134175</p> <p>Krenak, & Doyle, A. (2020). "Ideas to postpone the end of the world" In <i>Ideas to postpone the end of the world</i> (Doyle, Trans.). Anansi International.</p> <p><i>Extra reading:</i> TBD</p>
March 22	Seminar	
Week 12 March 27	<i>Taking stock:</i>	<i>Project bootcamp –finishing content, sharing and uploading entries, preparing project presentation for CURL Exhibition – with Ryan Rabie</i>
March 29	<i>Taking stock:</i>	
Week 13 April 3	Wrap up	
April 5	Project report submission	



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

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

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

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

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) Consideration on **Medical Grounds** for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the

medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

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

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:

<https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more

courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

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

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)