



CGS 3512F 550 – Engaging Global Displacement Fall 2022

1. Course Information

Course Name, Number, Section: Engaging Global Displacement, CGS 3512F

Instructor: Dr. Masaya Llavane Blanco

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Office: #A206

Office Hours: Tuesdays 9:00 to 11:00 (over Zoom or in person if preferred). You can drop in digitally or in person. If joining me digitally, please register once using this link [Register](https://westernuniversity.zoom.us/meeting/register/tJckd--grz0qGtTpgVeDC7c3bMTKXpUeRsBT) in advance for this meeting:

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

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

Class Location: W103

Scheduled Class Times: Tuesdays, 14:30 – 15:20 and Thursdays 15:30 – 17:20

Prerequisite(s): Any one of the following: 0.5 Centre for Global Studies course at the 1000–1099 level; 0.5 course from Centre for Global Studies 2002F/G, Centre for Global Studies 2003F/G, or Centre for Global Studies 2004F/G; 0.5 GSWS course at the 1000 level; Geography 1400F/G; Geography 1500F/G; Health Sciences 1001A/B, Health Sciences 1002A/B, and Health Sciences 1110A/B; Indigenous Studies 1020E; MIT 1020E; SJPS 1025F/G; enrolment in Major in Community Development; enrolment in Honours Specialization in Community Development in Global Context; enrolment in Honours Specialization, Major, Specialization, or Minor in Gender and Women's Studies; enrolment in Minor in Histories of Africa and the African Diasporas; enrolment in Honours Specialization, Major, Specialization, or Minor in Health Sciences; enrolment in Honours Specialization, Major, or Minor in Indigenous Studies; enrolment in Honours Specialization, Major, or Minor in Media, Information and Technoculture; enrolment in Minor in Refugee and Migration Studies; enrolment in Honours Specialization, Major, Specialization, or Minor in Social Justice and Peace Studies; or permission of the Centre for Global Studies.

2. Course Description

This course focuses on the political and everyday aspects of human displacement. It explores questions such as why do people leave their country of origin? How do they do that? What are some of the global forces and processes that govern, protect and/or criminalize these displacements? We will explore these questions in two parts. During the first half of the course, we will explore the global governance questions associated with human displacements and the political processes involved in controlling and protecting human mobility. In the second part of the course, we will explore the perspectives of people on the move. How do they navigate these structural forces and processes, and how are their experiences shaped by them? How do people on the move exercise agency and power? and how are non-migrants and non-refugees also part of the picture? All participants in the course are expected to deeply engage with the learning material and class discussions, ask questions and be active learners. The class will meet twice per week: one short session of 50 minutes that will be a seminar where all class members will discuss the readings and materials assigned for the week and one 110 minutes session that will have an interactive lecture format.

3. Course Learning Outcomes

During this course we will work toward:

- a) Understanding the structural and individual aspects of global human displacement.
- b) Identifying and explaining big questions and issues related to the global governance and protection of human mobilities.
- c) Understanding the global social, political and economic inequalities associated to the displacement of persons.

4. Contact information and email policy

The best way to reach me is via email at: mllavane@uwo.ca Please add the course number to the email subject. Please write to me using your university email account and allow 48 hours for me to get back to you. Feel free to send me a reminder if I have not reached out after that period. I will be available to chat individually over Zoom on Tuesdays between 9:00-11:00 (see details above).

5. Textbooks and Course Materials

In this course we will use a combination of materials. We will read two books, as we will also read academic articles and other relevant sources. The two books are following:

- Hamlin, Rebecca. 2021. *Crossing: How We Label and React to People on the Move*. Stanford, California: Stanford University Press.
- Khosravi, Shahram. 2010. *'Illegal Traveller' : An Auto-Ethnography of Borders*. Houndmills, Basingstoke, Hampshire ; New York: Houndmills, Basingstoke, Hampshire ; New York : Palgrave Macmillan.

We will also read other academic, policy, activist and media sources, all of which will be available through OWL.

6. Methods of Evaluation

Assessment	%	Due dates
Active participation	10	Throughout the term
Group Seminar leadership: the UN compacts	20	Oct. 6 and Oct 11
Reading Reflection 1	15	Sept 22 OR Sept 29 OR Oct 13
Reading Reflection 2	15	Nov 17 OR Nov 24 OR Dec 1
Essay outline	10	Nov.10
Final essay	30	December 8
TOTAL	100	

Each assessment will count on independent descriptions and rubrics attached to them. Here I add a brief description of each.

Active participation: This includes coming to all lectures and seminars, as well as participating actively, especially in seminars and workshop sessions. The latter two will prepare you to produce your best work in all assignments to come throughout the term. (10%).

Group seminar leadership: The class and seminar on Global compacts as a way forward? (October 6 and 11) will have a workshop format. There will be 5 groups of 5 members that will have a reading or a set of specific readings to cover and present to the class. Grading will combine group and individual performance. (20%)

Reading reflections: Reading reflections offer an overview of all the texts assigned for a particular class and present the student's perspective on the concepts and issues proposed by the authors. Reading notes should be not less than 400 words and not more than 500 words. You will have the opportunity to submit 2 reading reflections. The first will be submitted on either September 22, or September 29. The second reading reflection will be submitted either on November 17, November 24 OR December 1. Students will choose specific dates to submit these assignments on the first day of class. (15%+15%= 30%)

Final Essay Outline: Students will submit an essay outline, including a thesis or research question, a short paragraph explaining why this is a relevant issue or perspective on human displacement, a preliminary list of sources, and the structure of the essay (outline) (10%)

Final Essay: This will be the course's final assessment. It will be an essay with a choice of 1 of 2 prompts which will be provided closer to the end of the term. The essay should be between 2500 and 3000 words, include at least 4 sources read in class and at least 8 other relevant and reliable sources (30%)

7. Tentative Class Schedule/ Syllabus

Date	Theme	Reading/Learning material
Week 1 Thurs. Sept. 8	Lecture 1: Introduction to the course.	
Week 2 Tues. Sept.13	Seminar 1	
Thurs. Sept. 15	Lecture 2: The histories and binaries of displacement	<ol style="list-style-type: none"> 1) Hanlin, 2022. Chapter 1: The Migrant/Refugee Binary 2) Carling, Jørgen. 2017. "Refugee Advocacy and the Meaning of 'Migrants.'" PRIO. https://www.prio.org/publications/10471#:~:text=PRIO%20Policy%20Brief&text=%E2%80%8BThere%20is%20a%20universally,country%20as%20an%20international%20migrant. 3) Carpi, Estella, and Portia Owusu. 2022. "Slavery, Lived Realities, and the Decolonisation of Forced Migration Histories: An Interview with Dr Portia Owusu." Migration Studies, March, mnac009. https://doi.org/10.1093/migration/mnac009.
Week 3 Tues. Sept. 20	Seminar 2	
Thurs. Sept 22	Lecture 3: Whose is this land and the myths of sovereignty Batch 1 of Reading Reflection 1 due	<ol style="list-style-type: none"> 1) Hanlin, 2022. Chapter 2: Uneven Sovereignties 2) Jones, Reece, Corey Johnson, Wendy Brown, Gabriel Popescu, Polly Pallister-Wilkins, Alison Mountz, and Emily Gilbert. 2017. "Interventions on the State of Sovereignty at the Border." Political Geography 59 (July): 1–10. https://doi.org/10.1016/j.polgeo.2017.02.006. 3) Nisancioglu, Kerem. 2020. "Racial Sovereignty." European Journal of International Relations 26 (1_suppl): 39–63. https://doi.org/10.1177/1354066119882991.
Week 4 Tues. Sept. 27	Seminar 3	
Thurs. Sept 29	Lecture 4: A system of international protection? Batch 2 of Reading Reflection 1 due	<ol style="list-style-type: none"> 1) Hanlin. 2022. Chapter 4: The United Nations High Commissioner for Refugees and Chapter 5 "The Global South" 2) Loescher, Gil. 2017. "UNHCR's Origins and Early History: Agency, Influence, and Power in Global Refugee Policy." Refuge 33 (1): 77–87. 3) Almustafa, Maissaa. 2018. "Relived Vulnerabilities of Palestinian Refugees: Governing Through Exclusion." Social & Legal Studies 27 (2): 164–79. https://doi.org/10.1177/0964663917746486
Week 5 Tues. Oct 4	Seminar 4	
Thurs. Oct 6	Lecture 5: Workshop: Global compacts as a way forward? Group seminar leadership.	<ol style="list-style-type: none"> 1) Global Compact For Safe, Orderly And Regular Migration 2) GLOBAL COMPACT ON REFUGEES (pp. 1-40) 3) Betts, Alexander. 2019. "The Global Compact on

		<p>Refugees: Towards a Theory of Change?" International Journal of Refugee Law 30 (4): 623–26. https://doi.org/10.1093/ijrl/eey056.</p> <p>4) Chimni, B S. 2019. "Global Compact on Refugees: One Step Forward, Two Steps Back." International Journal of Refugee Law 30 (4): 630–34. https://doi.org/10.1093/ijrl/eey067.</p> <p>5) Rother, Stefan, and Elias Steinhilper. 2019. "Tokens or Stakeholders in Global Migration Governance? The Role of Affected Communities and Civil Society in the Global Compacts on Migration and Refugees." International Migration 57 (6): 243–57. https://doi.org/10.1111/imig.12646.</p> <p>6) Oelgemöller, Christina. 2021. "The Global Compacts, Mixed Migration and the Transformation of Protection." Interventions 23 (2): 183–90. https://doi.org/10.1080/1369801X.2020.1845774.</p> <p>7) Nyers, Peter. 2019. "Humanitarian Hubris in the Global Compacts on Refugees and Migration." Global Affairs 5 (2): 171–78. https://doi.org/10.1080/23340460.2019.1644188</p>
		<p>8) Hennebry, Jenna L., and Allison J. Petrozziello. 2019. "Closing the Gap? Gender and the Global Compacts for Migration and Refugees." International Migration 57 (6): 115–38. https://doi.org/10.1111/imig.12640.</p>
Week 6 Tues. Oct 11	Seminar 5. Cont: Group seminar leadership. Workshop: Global compacts as a way forward? Group seminar leadership.	
Thurs. Oct 13	Lecture 6: Agency: why and how do people move? Batch 3 of Reading Reflection 1 due	<p>1) Khosravi, Shahram. 2010. <i>'Illegal' Traveller</i> Introduction and Chapter 1 "Accustomed Soil"</p> <p>2) Mainwaring, Çetta. 2016. "Migrant Agency: Negotiating Borders and Migration Controls." Migration Studies 4 (3): 289–308. https://doi.org/10.1093/migration/mnw013.</p> <p>3) Moulin, Carolina, and Diana Thomaz. 2016. "The Tactical Politics of 'Humanitarian' Immigration: Negotiating Stasis, Enacting Mobility." Citizenship Studies 20 (5): 595–609. https://doi.org/10.1080/13621025.2016.1182679.</p>
Week 7 Tues. Oct 18	Seminar 6	

Thurs Oct. 20	Lecture 7: Legality and illegality	<ol style="list-style-type: none"> 1) Khosravi, Shahram. 2010. <i>'Illegal' Traveller</i>, Chapter 2 "Border Guards and Border People" 2) Goldring, Luin, and Patricia Landolt. 2013. "The Conditionality of Legal Status and Rights: Conceptualizing Precarious Non-Citizenship in Canada." In <i>Producing and Negotiating Non-Citizenship Precarious Legal Status in Canada</i>, edited by Luin Goldring and Patricia Landolt. Toronto: University of Toronto Press. 3) Banki, Susan. 2014. "Precarity of Place: A Complement to the Growing Precariat Literature." <i>Global Discourse</i> 3 (3-4): 1-14. https://doi.org/10.1080/23269995.2014.881139.
Week 8 Tues. Oct. 25	Seminar 7	
Thurs. Oct. 27	Lecture 8: Film discussion	
Week 9: Reading Break		
Week 10 Tues. Nov 8	Seminar 8	Independent work on final paper outline
Thurs. Nov 10	Lecture 9: Solidarities on the move Final essay outline due	<ol style="list-style-type: none"> 1) Khosravi, Shahram. 2010. <i>'Illegal' Traveller</i>, Chapter 3 "The Community of Displacement."
		<ol style="list-style-type: none"> 2) McNevin, Anne. 2011. "4. Acts of Contestation: The Sans-Papiers of France." In <i>Contesting Citizenship Irregular Migrants and New Frontiers of the Political</i>, 93-117. Columbia University Press. https://doi.org/10.7312/mcne15128-004. 3) Ataç, Ilker, Kim Rygiel, and Maurice Stierl. 2017. <i>The Contentious Politics of Refugee and Migrant Protest and Solidarity Movements : Remaking Citizenship from the Margins</i>. Abingdon, Oxon ; New York, NY: Abingdon, Oxon ; New York, NY : Routledge.
Week 11 Tues. Nov 15	Seminar 9	
Thurs. Nov 17	Lecture 10: Enclosure Batch 1 of Reading Reflection 2 due	<ol style="list-style-type: none"> 1) Khosravi, Shahram. 2010. <i>'Illegal' Traveller</i>, Chapter 4 "The Invisible Border" and Chapter 6 "We Borders." 2) Hyndman, Jennifer. 2000. "Chapter 4. In the Field: Camps, Compounds, and Other Spaces." In <i>Managing Displacement: Refugees and the Politics of Humanitarianism</i>, 87-116. Minneapolis, UNITED STATES: University of Minnesota Press. http://ebookcentral.proquest.com/lib/west/detail.action?docID=310488. 3) Franke, Mark F. N. 2022. "Refugees' Loss of Self-Determination in UNHCR Operations through the Gaining of Identity in Blockchain Technology." <i>Politics, Groups, and Identities</i> 10 (1): 21-40. https://doi.org/10.1080/21565503.2020.1748069.

Week 12 Tues. Nov 22	Seminar 10	
Thurs. Nov. 24	<p>Lecture 11: Pandemic displacements – Power and Global Health Day – Keynote speaker on Global Health and Racial exclusion</p> <p>Batch 2 of Reading Reflection 2 due</p> <p><i>Bonus grade opportunity: prepare 2 questions to the keynote speaker, or to the members of the Roundtable, of this year's Power and Global Health Day based on the Readings and pose it to them in the Q and A period for 1 extra point toward your final grade.</i></p>	<ol style="list-style-type: none"> 1) Guadagno, Lorenzo. 2020. "MRS No. 60 - Migrants and the COVID-19 Pandemic: An Initial Analysis." International Organization for Migration. https://publications.iom.int/books/mrs-no-60-migrants-and-covid-19-pandemic-initial-analysis. 2) Liberona, Nanette, Carolina Stefoni, and Sius Salinas. 2022. "Collective Care to Confront the Pandemic and the Criminalisation of Migration." https://dawnnet.org/wp-content/uploads/2022/05/DAWN-DP_39_Chile_Collective-Care-to-Confront-the-Pandemic-and-the-Criminalisation-of-Migration-2.pdf. 3) July 2022, Michael Igoe // 28. 2022. "AIDS Conference Exclusion Is 'unjust' and 'Wrong,' Says UNAIDS Chief." Devex, July 28, 2022. https://www.devex.com/news/sponsored/aids-conference-exclusion-is-unjust-and-wrong-says-un aids-chief-103742.
Week 13 Tues. Nov 29	Seminar 11: Pandemic Displacements	
Thurs. Dec.1	<p>Lecture 12: Whose home, hospitality and moving beyond binaries</p> <p>Batch 3 of Reading Reflection 2 due</p>	<ol style="list-style-type: none"> 1) Khosravi, Shahram. 2010. Chapter 5: Homelessness and Chapter 7 "The Right to Have Rights." 2) Baban, Feyzi, and Kim Rygiel. 2017. "Living with Others: Fostering Radical Cosmopolitanism through Citizenship Politics in Berlin." <i>Ethics and Global Politics</i> 10 (1): 98–116. https://doi.org/10.1080/16544951.2017.1391650. 3) Schiff, Jade Larissa. 2018. "Welcoming Refugees: Mindful Citizenship and the Political Responsibility of Hospitality." <i>Signs: Journal of Women in Culture and Society</i> 43 (3): 737–62. https://doi.org/10.1086/695305.
Week 14 Tues. Dec 6	Seminar 12	Independent work on final essays
Thurs Dec. 8	Final essays due.	

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

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further 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 \(uwo.ca\)](http://www.uwo.ca/academic_calendar). The appeals process is also outlined in this policy as well as more generally at the following website:

http://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/academic_calendar/) 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 \(uwo.ca\)](#)