



CGS 3519G 550: Global Inequalities based on Sexual Differences Winter 2023

1. Course Information

Course Name, Number, Section: Global Inequalities Based on Sexual Differences, CGS 3519G 550.

Instructor(s): Dr. Masaya Llavaneras Blanco

Contact Information: mllavane@uwo.ca

Office: A206

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

Class Location: room# W101

Scheduled Class Times (including tutorial hours): Mondays 14:30-15:20, Wednesdays, 15:30 - 17:20pm., room# W101

Prerequisites: 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies

Antirequisites: None

2. Course Description

How sexual and gender differences are socially and culturally constructed has a significant impact in global inequalities. This impact is manifest in unequal access to services, unequal income levels, legal discrimination, and even persecution and physical violence based on the sex we are assigned when we are born, who we love, and how we present in society. In this course we will explore the different ways in which gender and sexual differences affect critical issues in development such as work, migration, health, social protection and sexual rights. We will explore how these issues manifest in different socioeconomic contexts, and how governments, social movements and civil society organizations address them in their practice. We will read feminist and queer approaches to development and will explore how gender inequalities affect development and everyday life in concrete terms.

3. Course Learning Outcomes

At the end of this course, you will:

- a. Be able to identify and describe the most current conversations on gender and development literature.
- b. Understand some of the concrete consequences that inequalities based on sexual differences have on global development issues and policies.
- c. Understand some of the theoretical approaches to sexual difference, specifically intersectional approaches, and feminisms from the so-called global south.
- d. Understand some of the political and policy processes associated with gender and gender equality, globally.

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 reached out after that period.
- d. Be courteous. Remember that sending an email to your professors is not the same as sending a text message to a friend.

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

Remember to use your university email address to log in.

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. 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
In class participation	10	Every class and seminar
Reading reflection 1	15	Between Jan 18 and Feb 15
Reading reflection 2	15	Between March 1 st and March 22
Collective Workshop: Canada's Feminist International Assistance Program	20	March 29
Essay proposal	10	February 15
Final essay	30	April 7
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.

In class participation: Active participation is paramount. Each class member is expected to take an active role in class. We will co-create a collective set of class notes based on a co-created note-taking structure in which each student can participate (once per term) and share their notes collectively.

Reading Reflections: It is expected that everyone attends seminars having read the materials assigned for each week. You will be required to write 2 reading reflections on the readings assigned to 2 different days: 1 between January 18 and February 15, and another between March 1 and March 22. Students will sign up for specific due dates during class at the beginning of the term. Reflections should be between 500 and 600 words long and respond to the main claims made to ALL the readings assigned for a particular week. What are the authors' main concerns? What evidence, theory, perspective do they use? What is your opinion about it? What

other materials discussed in class are related to these texts? (15%*2, 1 due between January 18 and February 15, and another between March 1 and March 22.)

Collective Workshop: Canada’s Feminist International Assistance Program: Students will work in pairs. Each pair will be assigned an article on Canada’s FIAP. Each pair will have 10 minutes to present the main take aways from the article, as well as their own questions and observations about the program, based both the article assigned to them and their reading of FIAP’s main policy document, which everyone is expected to have read between pages v and 14. Presentations should be no longer than 10 minutes and should include a one-pager document that includes the main points of the presentation (not longer than 500 words). Pair contributions will inform our collective analysis of FIAP. (20%, due between March 29)

Essay proposal: Students will submit an essay outline focused on a topic of your choice that is relevant to Global Inequalities Based on Sexual Difference. If you need orientation on what topic to work on, we will revise a list of potential topic ideas toward the middle of the term. Your outline should include a thesis or research question, a short paragraph explaining why this is a relevant issue or perspective on human displacement, the structure of the essay (outline), and preliminary list of sources (10%, due February 15).

Final Essay: You will prepare an individual essay focusing on the policy area on which you presented as part of a group. The essay will not be a repetition of the presentation but rather, will build on it, using the articles that you presented on, combined with new sources that you research independently. The essay should be between 2,500 and 3,000 words and include at least 10 new academic/policy sources, and 4 sources read in class. (30%, due April 7)

8. Tentative Class Schedule/ Syllabus

Date	Theme	Reading/Learning material
Jan 9	Introduction to the course.	Read the syllabus
Jan 11	1- What is sexual difference? AND what does it have to do with global inequalities?	<ol style="list-style-type: none"> 1. Sen, G., Durano, M., & Development Alternatives with Women for a New Era. (2014). Social Contracts Revisited: The promise of human rights. In <i>The remaking of social contracts: Feminists in a fierce new world</i> (pp. 3–29). Zed Books Ltd. 2. Kapoor, I. (2015) “The queer Third World,” in <i>Third World Quarterly</i> Vol. 36, No. 9, Pp. 1611-1628
Jan 16	Seminar	
Jan 18	2- Intersectionalities	<ol style="list-style-type: none"> 1. Lorde, A., 2007(1984), “Age, Race, Class, and Sex: Women redefining difference,” in <i>Sister Outsider: Essays and Speeches</i>, Crossing Press, Berkeley., Pp. 159-163

		<ol style="list-style-type: none"> 2. Folbre, N., 2021, "Chapter 10. Division and Alliance" in <i>The Rise and Decline of Patriarchal systems: An intersectional Political Economy</i>, Verso, UK. 3. Adichie, Chimamanda Ngozi. 2009. "A Private Experience" in <i>The thing around your neck</i>. New York: New York: Alfred A. Knopf. <p><i>Extra readings/resources:</i></p> <ol style="list-style-type: none"> 4. Listen to Crenshaw, K. (2019) What Slavery Engendered: An Intersectional Look at 1619 https://soundcloud.com/intersectionality-matters/what-slavery-engendered-an-intersectional-look-at-1619
Jan 23	Seminar	
Jan 25	3- Care, social reproduction and the sexual division of labour	<ol style="list-style-type: none"> 1. Reddy, V., Meyer, S., Shefer, T., & Meyiwa, T. (2014). <i>Towards a critical theory of care</i>. In Care in Context: Transnational gender perspectives (HSRC Press). https://www.hsrbpress.ac.za/books/care-in-context 2. Rai, S. M., Hoskyns, C., & Thomas, D. (2014). Depletion: The Cost of Social Reproduction. <i>International Feminist Journal of Politics</i>, 16(1), 86–105. https://doi.org/10.1080/14616742.2013.789641 3. Raghuram, Parvati, 2019, "Race and Feminist care ethics: intersectionality as method" in <i>Gender, Place and Culture</i>, Pp. 1-25
Jan 30	Seminar	
Feb 1	4- Gender and sex meet development practice and thought	<ol style="list-style-type: none"> 1. Razavi, Shahra. 2011. "Rethinking Care in a Development Context: An Introduction" <i>Development and Change</i> 42:873-903 2. Esquivel, V. and Corina Rodríguez Enríquez, 2020, "The Beijing Platform for Action charted a future we still need to bring up: building feminist economic policy" in <i>Gender and Development</i>, 28: 2. Pp. 281-298. 3. Fraga, Cecilia and Rodríguez Enríquez, Corina (2022). <i>Argentina. The Pathway Towards the National Care System</i>. DAWN Discussion Papers No. 36. DAWN. Suva (Fiji). <p><i>Extra readings/resources:</i></p> <ol style="list-style-type: none"> 4. Razavi, S, 2021, The social protection response to COVID-19 has failed women: Towards universal gender-

		responsive social protection systems , Feminist Ideas for a Post-COVID-19 world, No.1, May, UN Women
Feb 6	Seminar	
Feb 8	5- Gender, sex and global inequalities: measurements	<ol style="list-style-type: none"> 1. Scott, J. (2010). 'Quantitative methods and gender inequalities'. <i>International Journal of Social Research Methodology</i> 13 (3): 223–236. 2. Carrasco-Miró, G. (2020). Decolonizing Feminist Economics: Interrogating the Women's Economic Empowerment and Gender Equality Development Framework. <i>Social Politics: International Studies in Gender, State & Society</i>, jxaa033. https://doi.org/10.1093/sp/jxaa033 3. Rose Taylor, S. (2020). UN Women's feminist engagement with governance by indicators in the Millennium and Sustainable Development Goals. <i>Global Social Policy</i>, 20(3), 352–366. https://doi.org/10.1177/1468018120931696
Feb 13	Seminar	
Feb 15	6- Gender, sex and political contestations	<ol style="list-style-type: none"> 1. Garita, Alexandra. (2015). "Moving toward Sexual and Reproductive Justice: A Transnational and Multigenerational Feminist Remix." In <i>The Oxford handbook of transnational feminist movements</i>, edited by Rawwida Baksh-Soodeen and Wendy Harcourt. New York, NY: Oxford University Press. pp. 271-284 2. Llavaneras Blanco, M. (2017). The travels of an exotic bird: The transnational trajectories of Venezuela's constitutional recognition of the value of unpaid work. <i>Global Social Policy</i>, 17(3), 328–346. https://doi.org/10.1177/1468018117725902 3. Gosine, A. (2018) "Rescue, and Love: Same-sex desire in international development" in Mason, C. et al. <i>Routledge handbook of queer development studies</i>. New York: Routledge. Pp. 193-208
Feb 20-24	Spring reading break	
Feb 27	Seminar	
March 1	Gender, sex and global inequalities: sexualities and identities	<ol style="list-style-type: none"> 1. Jolly, S. (2022). Is development work still so straight? Heteronormativity in the development sector over a

		<p>decade on. <i>Development in Practice</i>, 1–12. https://doi.org/10.1080/09614524.2022.2115012</p> <ol style="list-style-type: none"> 2. Petchevsky, Rosalind (2011) <i>Sexuality as a weapon of biopolitics: rethinking Uganda’s anti-homosexuality bill in The Remaking of Social Contracts: Feminists on a Fierce New World</i> 3. Jewkes, R., Morrell, R., Hearn, J., Lundqvist, E., Blackbeard, D., Lindegger, G., Quayle, M., Sikweyiya, Y., & Gottzén, L. (2015). <i>Hegemonic masculinity: Combining theory and practice in gender interventions</i>. <i>Culture, Health & Sexuality</i>, 17(sup2), 112–127. https://doi.org/10.1080/13691058.2015.1085094 <p><i>Extra readings/resources:</i> Dead White men vs. Greta Thunberg: Nationalism, Misogyny, and Climate Change Denial in Swedish far-right Digital Media. (2021). <i>Australian Feminist Studies</i>, 36(110), 414–431. https://doi.org/10.1080/08164649.2022.2062669</p>
March 6	Seminar	
March 8	7- Gender, sex and global inequalities: How do they affect the world of work	<ol style="list-style-type: none"> 1. Stevano, S. Ali, R., and Merle Jamieson, 2020, “Essential for what? A global social reproduction view on the reorganization of work during the COVID-19 pandemic in <i>Canadian Journal of Development Studies / Revue canadienne d’études du développement</i>, DOI: 10.1080/02255189.2020.1834362 2. Boris, E. and Megan Unden, (2017) “The intimate knows no boundaries: Global Circuits of Domestic Worker Organizing” in Michel, S., & Peng, I. (Eds). <i>Gender, Migration, and the Work of Care: A Multi-Scalar Approach to the Pacific Rim</i>. Springer International Publishing AG. http://ebookcentral.proquest.com/lib/west/detail.action?docID=4981687 3. Sreedharan, Liva. 2022. Malaysia. Organising Migrant Domestic Workers: Prospects and Challenges in times of COVID-19 crisis. DAWN Discussion Papers No . 38. DAWN. Suva (Fiji) https://dawnnet.org/wp-content/uploads/2022/03/DAWN-DP_38_-_MALAYSIA_Organising-Migrant-Domestic-Workers-Prospects-and-Challenges-in-times-of-COVID-19-crisis.PDF-2.pdf <p><i>Extra readings/resources:</i></p>

		1. WIEGO, 2021, COVID-19 Crisis and the Informal Economy: Round 1 Global Summary
March 13	Seminar	
March 15	Independent work	Use this period to work on your presentations for the FIAP workshops on
March 20	Seminar	
March 22	Gender, sex and global inequalities: Human Mobilities	<ol style="list-style-type: none"> 1. Kofman, E and Parvati Raghuram (2015). "Gendered Migrations and Global Processes," in Gendered Migrations and Global Social Reproduction, Migration, Diasporas and Citizenship Series, Palgrave Macmillan, England. Pp. 18-39. 2. McLaughlin, J., Wells, D., Mendiburo, A. D., Lyn, A., & Vasilevska, B. (2017). 'Temporary Workers', Temporary Fathers: Transnational Family Impacts of Canada's Seasonal Agricultural Worker Program. <i>Relations Industrielles</i>, 72(4), 682–709. https://doi.org/10.7202/1043172ar 3. Llavaneras Blanco, M. (2022). The intimate-mobility entanglement: Subaltern trajectories in the Haitian-Dominican borderlands. <i>Environment and Planning C: Politics and Space</i>, 40(5), 1032–1047. https://doi.org/10.1177/2399654420930727 <p>Other resources</p> <ol style="list-style-type: none"> 4. Angulo-Pasel, C. (2018). The journey of Central American women migrants: engendering the mobile commons. <i>Mobilities</i>, 13(6), 894–909. https://doi.org/10.1080/17450101.2018.1498225
March 27	Seminar	
March 29	8- Workshop: Canada's Feminist International Assistance Policy	<ol style="list-style-type: none"> 1. Government of Canada. (2017, February 21). Canada's Feminist International Assistance Policy. GAC. https://www.international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/policy-politique.aspx?lang=eng, Pp. v -14 2. Smith, J., Herten-Crabb, A., & Wenham, C. (2021). COVID-19 & feminist foreign policy: Canada's comparative advantage. <i>Canadian Foreign Policy Journal</i>, 1–7. https://doi.org/10.1080/11926422.2021.1969971 3. Morton, S. E., Muchiri, J., & Swiss, L. (2020). Which feminism(s)? For whom? Intersectionality in Canada's

		<p>Feminist International Assistance Policy. <i>International Journal (Toronto)</i>, 75(3), 329–348. https://doi.org/10.1177/0020702020953420</p> <ol style="list-style-type: none"> 4. Robinson, F. (2021). Feminist foreign policy as ethical foreign policy? A care ethics perspective. <i>Journal of International Political Theory</i>, 17(1), 20–37. https://doi.org/10.1177/1755088219828768 5. Chapnick, A. (2019). The origins of Canada’s feminist foreign policy. <i>International Journal</i>, 74(2), 191–205. 6. Midzain-Gobin, L., & Dunton, C. (2021). Renewing Relationships? Solitudes, Decolonisation, and Feminist International Policy. <i>Millennium - Journal of International Studies</i>, 50(1), 29–54. https://doi.org/10.1177/03058298211050956 7. Zhukova, E., Rosén Sundström, M., & Elgström, O. (2022). Feminist foreign policies (FFPs) as strategic narratives: Norm translation in Sweden, Canada, France, and Mexico. <i>Review of International Studies</i>, 48(1), 195–216. https://doi.org/10.1017/S0260210521000413 8. Aylward, E., & Brown, S. (2020). Sexual orientation and gender identity in Canada’s “feminist” international assistance. <i>International Journal</i>, 75(3), 313–328. https://doi.org/10.1177/0020702020953425 9. Achilleos-Sarll, C. (2018). Reconceptualising Foreign Policy as Gendered, Sexualised and Racialised: Towards a Postcolonial Feminist Foreign Policy (Analysis). <i>Journal of International Women’s Studies</i>, 19(1), 34–50. <p><i>Extra readings/resources:</i></p> <ol style="list-style-type: none"> 10. Llavaneras Blanco, M. (2022) Feminist Foreign and Development Policy? Adding Substance to Good Intentions. <i>Global Policy and Development</i>. FES. Retrieved December 11, 2022, from https://www.fes.de/en/globale-oekonomie/article-in-global-economy/feminist-foreign-and-development-policy-adding-substance-to-good-intentions
April 3	Seminar: Cont. Workshop: Canada’s Feminist International Assistance Policy	
April 5	9- Final paper 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 \(uwo.ca\)](http://www.uwo.ca/academiccalendar/) . 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 \(uwo.ca\)](#) 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 \(uwo.ca\)](#)