

Huron University College
Political Science 2270E: Women and Politics
Summer Day 2023
July 4th - August 10th

Political Science 2270E: Women and Politics

Day, time and place of lectures:

Recorded lectures will be posted every Monday, Tuesday, Wednesday and Thursday at 9:30am EST (in OWL in the Course Content tab)

Instructor: Dr. Crystal Gaudet

Office hours: By appointment (Zoom or Telephone)

Email: cgaudet5@uwo.ca

Course Description

This course focuses on how women participate in and effect political change. It examines women's subordination and political underrepresentation through an intersectional lens as well as the wide-range of emancipatory struggles women have undertaken to achieve equality. Attention will be paid to the history of the women's movement in Canada, including the links between feminist theory, women's social and political activism, and public policy advocacy.

Learning Outcomes

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

- Recognize sex/gender, sexuality, race, and class as socially constructed and mutually constituted relations of power that shape women's lived and material realities
- Critically analyze women's political (under)representation and participation through an intersectional lens
- Differentiate between and explain key theoretical perspectives and concepts covered in this course, including how they inform women's social and political activism and policy advocacy
- Discuss the various ways women effect political change through formal and informal avenues in historical and contemporary contexts

In addition, the course will enable students to develop their:

- Written and oral communication skills
- Analytical and critical thinking skills
- Ability to critically assess the credibility and relevance of secondary sources in the research process and effectively incorporate their findings into their work

Lectures

Content for this course will be delivered via recorded lectures. Lectures will be posted to OWL under the “Course Content” tab every Monday, Tuesday, Wednesday and Thursday at 9:30am EST (**Once released, lectures can also be accessed directly through the VoiceThread tab*). Students are expected to view all lectures and complete course readings prior to viewing lecture each day.

Required Texts

Required readings for this course will be made available through OWL in the “Resources” tab. The lecture and reading schedule can be found on page 5 of this document. Required readings should be completed prior to lecture. Given the condensed organization of the course, students are strongly encouraged to keep up with the readings so that they are prepared to participate in lecture discussion and complete the assignments.

Email Policy

Please email me using my UWO email (cgaudet5@uwo.ca). I will try to respond to emails within 24 hours (except on weekends). If you do not receive a response within 24 hours, it is okay to send a follow-up email. Please use your UWO account to avoid your emails being sent to the junk folder and be sure to list the course code in the subject heading.

Policy on Course Materials

All course materials, including syllabi, assignment instructions, grading rubrics, PowerPoint presentations, lectures, audio and video recordings etc., are proprietary. Students are prohibited from posting, sharing or selling any such course materials without the express written consent of the professor teaching this course.

Academic Integrity

All work submitted for this course must be written in your own words and based on your own research/analysis. Every assignment will be checked for plagiarism using Turnitin and AI detection software. Please note that use of AI to write your assignments for this course is NOT permitted. Submitting content that has been generated by AI as your own is a form of academic dishonesty and will be treated as such. Please note that plagiarism and other forms of academic dishonesty serve as grounds for failure for all assignments in this course.

Course Evaluation and Methods of Assessment

Detailed instructions for each assignment will be discussed in lecture and provided in OWL in the “Assignments” folder under the “Resources” tab.

Online Discussion Posts 20% (4 posts from July 4th to July 18th worth 10% + 4 posts from July 25th to August 10th worth 10%)

Critical Reflection Paper 30% (Due Friday July 21st by 11:00pm EST)

Essay Proposal Presentation (5-10 minutes) 10% (Due July 31st 9:30am EST)

Final Essay (6-8 pages) 40% - (August 10th 11:00pm EST)

****All written assignments must be submitted to OWL under the Assignments tab. Please ensure that your assignments are submitted as a Word Document in OWL and not as a PDF.*

Online Discussion Posts (250-300 Words Each – Term I – 4 Posts worth 10% + Term II – 4 Posts worth 10%) 20%

Students will write eight short posts throughout the course in response to lecture discussion questions. Each lecture will include a discussion question related to that day's topic and readings. Discussions will be framed around specific questions that focus on required readings for that particular day and/or on themes/issues covered in lecture, so be sure to read the questions closely.

Discussion questions will be posted along with the lecture slides every day (Monday to Thursday) at 9:30am EST under the "Course Content" tab in OWL. Students can choose the days in which they would like to post a response; however, four posts must be completed in term one (July 5th-July 18th) and four posts must be completed in Term II (July 25th – August 9th).

A good post will directly address the question and incorporate relevant insights and examples from the readings and lectures. Students are also expected to respond to other student's posts and offer their own perspective informed by the readings/lectures.

Students will be graded on the overall quality and consistency of their posts including: their ability to engage critically with theories, concepts, themes, and/or arguments from readings and lectures and to clearly and concisely communicate their ideas in a way that sustains further discussion (See grading rubric for online discussion posts in the "Assignments" folder under the "Resources" tab).

All posts must be between 250-300 words and written in full sentences and proper paragraph form. Where appropriate posts should also include in-text citations using APA format.

Given the condensed organization of this course, timely completion of discussion posts is imperative. Therefore, students should aim to post their responses in the forums tab within 24 hours from the time lecture is released. ****Please note that responses posted more than three days after lecture is released may not count toward your grade.*

Critical Reflection Paper 30% - Due July 21st at 11:00pm EST

Students will be asked to write a short paper in response to a specific question based on the course readings and lectures covered from July 4th to July 18th. The purpose of this assignment is

to encourage critical engagement with the ideas presented in the readings and lectures. Critical reflection papers must be between 4-5 pages double spaced and written in 12-point Times New Roman font. Papers must also include in-text citations and a bibliography using APA format. Completed reflection papers must be submitted to OWL in the Assignments tab on July 21st at 11:00pm EST. Further instructions will be provided in lecture and uploaded to OWL in the Assignments folder in the Resources tab.

Essay Proposal Presentation 10% (5-10 minutes) - Due July 31st by 9:30am EST

Prior to writing the final paper, students will be asked to create a 5-10 minute presentation introducing the politician/activist they plan to profile in their final essay. Presentations should include a short bio of the person, highlighting significant details of their life/career/pathway to leadership as well as a brief explanation of why they were selected. In explaining the selection, students must identify two course themes/topics that relate to the politician/activist's life/career.

The purpose of this assignment is to give you an opportunity to propose a topic for investigation and get feedback from the professor as well as your peers. You do not have to appear in the video if you are not comfortable (using slides/images with voiceover is another option); however, the presentation must be narrated using your own voice.

A recording of the presentation must be uploaded to OWL under the "Voice Thread" tab **on July 31st by 9:30am EST** (See instructions on how to upload a video/presentation to VoiceThread in the "Assignment Instructions" folder under the "Resources" tab in OWL). Please also submit a written transcript of your presentation, including a bibliography citing any sources consulted in developing content for the proposal/presentation, to OWL under the "Assignment" tab. There will be no lecture on July 31st in order to give students an opportunity to view their peers' presentations. Students are expected to post a constructive comment or thoughtful question in response to at least one of their classmate's presentations (Note that this is part of the assignment expectations). Further instructions for this assignment will be discussed in lecture on July 4th and July 24th. A grading rubric for this assignment can be found in the "Assignment Instructions and Grading Rubrics" folder in the "Resources" tab in OWL.

Final Essay (6-8 pages) 40% - August 10th 11pm EST

Students will be asked to complete a final paper that focuses on a female politician or political activist of their choice. The person selected must have either run for/held political office or engaged in significant political activism throughout their life. The paper should include a brief bio of person selected that contextualizes their political career, work, and/or activism within the time and place in which it occurred. Students will then be asked to identify two course themes/topics that relate to the person selected and that inform their analysis of the person's political career or activism. Papers should include a thorough explanation of how the person's life/experience/work speaks to or exemplifies the identified themes/topics.

Two relevant course readings in addition to 3-5 outside scholarly sources must be engaged in formulating your analysis. Your thesis statement should include a concise synthesis of your analysis of the politician/activist. Papers must be 6-8 pages double spaced and written in 12-

point Times New Roman font. Further instructions for this assignment will be discussed in lecture on July 4th and July 24th. A grading rubric for this assignment can be found in the “Assignment Instructions and Grading Rubrics” folder in the “Resources” tab in OWL.

Policy on Missed and Late Assignments

Students will not receive feedback on late assignments submitted without prior approval from the professor or their academic counselor.

Policy on Reviewing Graded Assignments

Please note that I have a 24/7 rule in place to help with adjudication of assignments. After a grade is released, I ask that you please wait 24 hours before contacting me with any questions/concerns. This will allow you time to process and reflect on the grade and feedback given.

If upon reviewing the feedback, you feel as though your work may have been graded unfairly you have seven days from the time the grade is released to contact me to request that your assignment be re-evaluated.

Students wishing to have an assignment re-evaluated will be asked to complete the following tasks:

- Write, in paragraph form, what you believe was missed in the grading of your work.
- You must refer specifically to the assignment instructions and the feedback provided, including the grading rubric
- Please also include a brief explanation of why you disagree with the grade assigned

If a re-evaluation of your assignment is warranted, I will provide a response within seven days.

Lecture Schedule and Required Readings

Date	Topic	Required Readings
WEEK 1		
July 4 th	Introduction to Course	Ahmed (2017)
July 5 th	Engendering Politics	Celis, Kantola, Waylen, & Weldon (2013)
July 6 th	The Politics of Sex/Gender and Race	Schiebinger (1993) <i>*Note that I will be available on Zoom from 10:30-11:30am, if you have any questions about the course material for this week. A zoom link will be sent through OWL (This is an optional, synchronous class forum for asking questions and discussing course content. If you need to meet with me privately, please email me).</i>
WEEK 2		

July 10th	History of the Women's Movement in Canada	Kinahan (2008) Excerpts from House of Commons Debate (1885)
July 11th	History of the Women's Movement in Canada II	Newman & White (2012) Chapter 4 Film: Status Quo
July 12th	Liberal, Radical, Marxist and Socialist Feminisms	Newman & White (2012) Chapter 2
July 13th	Post-Modern Feminism	Newman and White (2012) Chapter 3 <i>***Note that I will be available on Zoom from 10:30-11:30am, if you have any questions about the course material for this week. A zoom link will be sent through OWL. (This is an optional synchronous class forum for asking questions and discussing course content. If you need to meet with me privately, please email me).</i>
WEEK 3		
July 17th	Anti-Racist Feminism	Dua (1999) Hawkesworth (2010)
July 18th	Indigenous Feminisms	Green (2007) Coburn & LaRocque (2020) MMIWG Final Report (2019) Chapter 4 (pgs. 229-258 only) <i>*Note that I will be available on Zoom from 10:30-11:30am, if you have any questions about the course material for this week. A zoom link will be sent through OWL (This is an optional synchronous class forum for asking questions and discussing course content. If you need to meet with me privately, please email me).</i>
July 19th	<i>Critical Reflection Paper</i>	<i>*No Lecture – Please use class time to complete your critical reflection paper. Papers are due on Friday July 21st at 11pm</i>
July 20th	<i>Critical Reflection Paper</i>	<i>*No Lecture – Please use class time to complete your critical reflection paper. Papers are due on Friday July 21st at 11pm</i>
WEEK 4		
July 24th	Essay Workshop	<i>*No readings. Lecture will be devoted to reviewing the requirements for the essay proposal/presentation and the final essay</i>

July 25th	Understanding the Gender Gap in Political Representation	Newman & White (2012) Chapter 5 Thomas (2013) Franceschet (2020)
July 26th	Media, Gender, and Politics	Ross (2017) Pgs. 1-12 only Haraldsson & Wängnerud (2019) Rheault et al. (2019)
July 27th	Contested Perspectives on Gender Quotas	Baldez (2006) Krook (2016) <i>*Note that I will be available on Zoom from 10:30-11:30am, if you have any questions about the course material for this week or the essay proposal and final essay. A zoom link will be sent through OWL. (This is an optional synchronous class forum for asking questions and discussing course content. If you need to meet with me privately, please email me).</i>
WEEK 5		
July 31st	Student Presentations	<i>*No lecture or readings – Please upload your presentation to Voicethread by 9:30am EST. Please also take some time to view your classmate’s presentations in Voicethread and post a constructive comment or question for at least one of your peers.</i>
August 1st	Gender and Public Policy	Newman & White (2012) Chapter 6 Jensen (2015)
August 2nd	Women, the Welfare State, and Neoliberalism	Brodie (2008)
August 3rd	Poverty and Welfare Policy	McKeen (2018) Power (2005) Harell et al. (2014) <i>*Note that I will be available on Zoom from 10:30-11:30am, if you have any questions about the course material for this week or the final essay. A zoom link will be sent through OWL. (This is an optional synchronous class forum for asking questions and discussing course content. If you need to meet with me privately, please email me).</i>
WEEK 6		
August 7th	CIVIC HOLIDAY	NO CLASSES
August 8th	Work/Life Conflict and Parental Leave Policy	Newman and White (2012) Chapter 10 Budig, Misra, & Boeckmann (2012)

August 9th	Work/Life Conflict and Child Care Policy Film – The Motherload	Holland (2012) Wallace & Goodyear-Grant (2020) Lindeman (2020)
August 10th	Essay Review	*No lecture – Please use class time to review, edit, and submit your final essay.

Reading List

Ahmed, S. (2017). Introduction: Bringing Feminist Theory Home. In *Living a Feminist Life*. Duke University Press.

Baldez, L. (2006). The Pros and Cons of Gender Quota Laws: What Happens When You Kick Men Out and Let Women In? *Politics & Gender*, 2, 101-128.

Brodie, J. (2008). We are all equal now: Contemporary gender politics in Canada. *Feminist Theory*, 9(2), 145-164.

Celis, K., Kantola, J., Waylen, G. & Weldon, S.L. (2013). Introduction: Gender and Politics: A Gendered World, a Gendered Discipline. *The Oxford Journal of Gender and Politics*. Web. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199751457.001.0001/oxfordhb-9780199751457-e-34#oxfordhb-9780199751457-div1-7>

Dua, E. (1999). Introduction: Canadian Anti-Racist Feminist Thought: Scratching the Surface of Racism. In Eds. E. Dua & A. Robertson, *Scratching the Surface: Canadian Anti-Racist Feminist Thought*, pp. 7-31. Women's Press.

Franceschet, S. (2020). Chrystia Freeland and the merit myth that won't go away. *The Conversation*. Web. <https://theconversation.com/chrystia-freeland-and-the-merit-myth-that-wont-go-away-144894?fbclid=IwAR0BR9ldgPyX-dRS1YtZbWZnBksuFKECT1YXatUQ4QfXF-FETckoj9PKuHw>

Green, J. (2007). Taking account of Aboriginal feminism. In *Making Space for Indigenous Feminism*, Ed. J. Green, pp. 14-32. Nova Scotia: Fernwood Publishing.

Harp, D. (2019). Chapter 4: Gender Expectations: Women and the Body. In *Gender in the 2016 US Presidential Election: Trump, Clinton and Media Discourse*, pp. 76-109. London: Routledge.

Harell, A., Soroka, S. & Ladner, K. (2014) Public opinion, prejudice and the racialization of welfare in Canada. *Ethnic and Racial Studies*, 37(14), 2580-2597, DOI: 10.1080/01419870.2013.851396

- Hawkesworth, M. (2010). From constitutive outside to the politics of exclusion: Critical race theory, feminist theory and political theory. *Political Quarterly*, 63(3), 686-696.
- Holland, M. R. (2012). Funding and Framing Families: An Analysis of the Discursive Foundations of Family Allowance and the Universal Child Care Benefit. *Journal of the Motherhood Initiative*, 3(1), 39-52.
- Jensen, J. (2015). The Fading Goal of Gender Equality: Three Policy Directions that Underpin the Resilience of Gendered Socio-economic Inequalities. *Social Politics*, 22 (4), 539-560.
- Kinahan, A. (2008). Transcendental Citizenship: Suffrage, the National Council of Women of Canada, and the Politics of Organized Womanhood. *Journal of Canadian Studies*, 42 (3), 5-27.
- Krook, M.L. (2016). Contesting gender quotas: Dynamics of resistance. *Politics, groups and identities*, 4(2), 268-283.
- Lindemann, D.J. (2020, March 26). Work-life balance is a lie – and coronavirus is exposing it. https://qz.com/work/1825693/work-life-balance-is-a-lie-and-coronavirus-is-exposing-it/?fbclid=IwAR0IQzBTaJlIznOQW_BJ8YjnM9BgUoB4ePcFvuf2hr8fEU7Hsuq5lbwOXjE
- McKeen, W. (2018). “Welfare Mother” Activism, Mainstream Feminism, and the Cunning of History in Ontario’s 1970s Welfare Debate. *Journal of Women, Politics & Policy* 39 (1), 75-103.
- National Inquiry into Missing and Murdered Indigenous Women and Girls (MMIWG). (2019). “Chapter 4: Colonization as Gendered Oppression” (pp. 229-258 only). In *Reclaiming Power and Place: The Final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volume 1a*. Web. https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf
- Newman, J, & White, L.A. (2012). *Women, Politics and Public Policy: Political Struggles of Canadian Women*. Oxford University Press.
- Power, E. (2005). The Unfreedom of Being Other: Canadian Lone Mothers’ Experiences of Poverty and ‘Life on the Cheque.’ *Sociology* 39, 4: 643-660.
- Rheault, L., Rayment, E., & Musulan, A. (2019). Politicians in the line of fire: Incivility and the treatment of women on social media. *Research and Politics*, 1-7.
- Ross, K. (2017). Girls on Top? Winning and Losing the Political Crown. In *Gender, Politics, News: A Game of Three Sides*, pp. 72-99. Chichester, England: Wiley Blackwell.
- Schiebinger, L. (1993). Theories of Gender and Race. In *Nature’s Body: Gender and the Making of Modern Science*, pp. 143-183. Beacon Press.

Thomas, M. (2013). Barriers to Women's Political Participation in Canada. *University of New Brunswick Law Journal*, 64, 218 – 233.

Wallace, R. & Goodyear-Grant, E. (2020) Writing gender out or working it back in? Media coverage of child benefits in Canada. *Journal of Women, Politics & Policy*, 41(4), 441-456.

Appendix to Course Outlines: Academic Policies & Regulations Summer 2023

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 \(uwo.ca\)](#) 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://academicssupport.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 \(uwo.ca\)](#)