



CGS 3531F: Global Energy Regimes
Centre for Global Studies
Drop-in Tutorials Wednesday 9:30am - 11:30am

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Course Description

This course investigates the political ecology of dominant energy systems (including hydro, solar, wind, and fossil fuels) to identify patterns in decision-making, extraction, production, and consumption. Using principles of energy justice, students will critically assess a series of case studies and explore how more sustainable outcomes could meet social and environmental challenges. Topics will include energy colonialism, temporal justice, carbon lock-in, and energy transitions. We ask: what are the impacts of different sources of energy? Who benefits and who bears the burdens of energy regimes? What could more just energy systems look like? And how could this be accomplished? Students will engage with problems pertaining to energy governance, climate change, and resistance.

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

Course Learning Objectives

This course aims to equip students with experience in critical thinking and interdisciplinary research. By the end of this course students should be able to:

- (1) critically assess energy life cycles from cradle-to-grave and cradle-to-cradle;
- (2) describe and evaluate concepts of energy justice;
- (3) apply an energy justice framework to a variety of cases;
- (4) situate local, regional, and national energy systems within global energy regimes;
- (5) explain social, political, economic, and cultural factors contributing to energy transitions;
- (6) identify obstacles to and strategies for energy transitions.

Methods of Instruction

This course is based around weekly lecture videos, drop-in zoom tutorials, readings, multimedia, case studies, and group discussion. Lecture content is grounded in and provides a more detailed explanation of concepts from the assigned readings and videos, as well as relevant context and commentary. Before tutorial, students are expected to read the assigned readings, and view lectures and other videos. On assigned weeks, students are responsible for leading a forum discussion on their selected case study.

Methods of Evaluation

Grades will be allocated based on the following assignments:

Participation 10%

Case study 10%

Timeline project 20%

Constellation project 20%

Paper proposal 5%

Peer proposal review 5%

Research paper 30%

All assignments will be evaluated based on the quality of reasoning, writing, and format. Students should: (1) demonstrate deep engagement with course content, (2) communicate in a clear, concise, organized, and compelling way, and (3) draw upon and cite scholarly sources, including assigned and suggested readings, lecture material, case examples discussed in forums, and independent research as appropriate. The student's own analysis, synthesis, and arguments should be emphasized and supported with detailed evidence and specific examples.

Participation (10%) – ongoing

Active engagement in online discussion forums.

Case study (10%) – various assigned due dates

Students are responsible for posting a ~1-page summary of an energy project (or proposed project) on the OWL discussion forum before tutorial. Outline any impacts and benefits the project has or would have, and highlight issues relating to the topic of the week. Pose a discussion question to your peers on the appropriate forum.

Timeline project (20%) – due Oct 14

Choose an existing energy project (distinct from your case study) and provide brief descriptions of significant events along a linear timeline. Trace relevant local, regional, national, and global systems involved and identify patterns. Explain needed socio-historical background and/or context.

Constellation project (20%) – due Nov 25

Expand upon your timeline project to account for multiple and nonlinear temporalities. Describe interactions between linear and nonlinear temporalities. Provide a critical assessment of the project.

Paper proposal (5%) – due Nov 4

Provide an outline of your final paper. Guiding questions include: What is energy justice? How does your framework relate to a specific case? How could the project be improved? Identify recommendations. Indicate the major themes and main arguments. Draw upon at least 5 references and indicate a plan for further research.

Peer proposal review (5%) – due Nov 11

You will be sent a peer's paper proposal and provided with a feedback form. Fill out the form in as much detail as possible and recommend further reading.

Final paper (30%) – due Dec 9

In 10-12 pages, identify a framework for energy justice and describe your reasoning for key concepts. Apply your framework to a specific case and assess the project's impacts based on your criteria for energy justice. Provide two recommendations for how the project could be improved and explain why they would be effective.

Submission Guidelines and Late Policy

There is no need to submit paper copies of any assignment, all assignments should be submitted in electronic form at owl.uwo.ca by midnight on the due date when possible. Plagiarism detection software will be used in this course. Please double-space your papers, use 2.5cm margins, and include your name, the course number, and a title at the top of the first page. A title page is not necessary. Page limits do not include references. Any recognized citation style (APA, MLA, Chicago etc.) can be used, as long as it is used properly and consistently. Late papers will be penalized 5% per day.

Class Schedule

WEEK	DATE	TOPIC	READINGS	ADDITIONAL INFO
1	Sept 9	Energy Systems	Course Syllabus	
2	Sept 16	Philosophies of justice	Schlosberg 2004, Sovacool et al. 2017.	
3	Sept 23	Distribution	Hoover et al. 2012, Bednar and Reames 2020.	Case study
4	Sept 30	Recognition	Simpson 2017, Hunsberger & Awâsis 2019.	Case study
5	Oct 7	Process	Simpson 2017, Awâsis 2020.	Case study
6	Oct 14	Temporalities	Awâsis 2020, Gray 2020.	Timeline due
7	Oct 21	Capabilities	Day et al. 2012, Schlosberg & Carruthers 2010.	Case study

8	Oct 28	Climate change	Roberts 2018, Song 2018.	Case study
9	Nov 4	*READING WEEK*		No class Proposal due
10	Nov 11	Energy colonialism	De Onís 2018.	Peer reviews
11	Nov 18	Carbon lock-in	Stockholm Environmental Institute 2015, Davine et al. 2017.	Case study
12	Nov 25	Energy transitions	Healy & Barry 2017, Mattes et al. 2015.	Constellation due
13	Nov 2	Strategies	D'Arcy 2014, Grossman 2018.	Case study
14	Dec 9			Final paper due

Course Materials

All materials are available online, assigned materials via owl.uwo.ca and suggested materials via lib.uwo.ca.

Assigned Readings

Schlosberg, D., (2004). Reconceiving Environmental Justice: Global Movements And Political Theories. *Environmental Politics* 13 (3), 517-540.

Sovacool, B. K., Burke, M., Baker, L., Kotikalapudi, C. K., & Wlokas, H. (2017). New frontiers and conceptual frameworks for energy justice. *Energy Policy*, 105, 677-691.

Hoover, E., et al. (2012). Indigenous peoples of North America: environmental exposures and reproductive justice. *Environmental Health Perspectives*, 120(12), 1645-1649.

Bednar, D., & Reames, T. (2020). Recognition of and response to energy poverty in the United States. *Nature Energy*, 5(6), 432–439. <https://doi.org/10.1038/s41560-020-0582->

Simpson, L. B. (2017). *As we have always done: Indigenous freedom through radical resistance*. University of Minnesota Press.

Hunsberger, C & Awâsis, S. (2019). Energy justice and Canada's national energy board: a critical analysis of the line 9 pipeline decision. *Sustainability*, 11(3), 783+.

Awâsis, S. (2020). Anishinaabe Time: Temporalities and Impact Assessment in Pipeline Reviews. *Journal of Political Ecology*.

Awâsis, S. (2020). Gwaabaw: Applying Anishinaabe Harvesting Protocols to Energy Governance. *The Canadian Geographer/Le Géographe canadien*. <https://doi.org/10.1111/cag.12615>

Gray, V. (2020). 2017 Imperial Oil Flaring Investigation. The Land and the Refinery. <https://www.landandrefinery.org/imperial-oil-refinery/2017-imperial-oil-flaring-incident>

Day, R., Walker, G., and Simcock, N. (2016). Conceptualising energy use and energy poverty using a capabilities framework. *Energy Policy*, 93, 255-264.

Schlosberg, D., & Carruthers, D. (2010). Indigenous Struggles, Environmental Justice, and Community Capabilities. *Global Environmental Politics*, 10(4), 12-35.

Roberts, D. (2018). Reckoning with climate change will demand ugly trade-offs from environmentalists – and everyone else. Vox, January 27. <https://www.vox.com/energy-and-environment/2018/1/27/16935382/climate-change-ugly-tradeoffs>

Song, M.H. (2018). The Artful things of Climate Change. In Nishime L., Williams K.M.H. (Eds) *Racial Ecologies*. Chapter 3. University of Washington Press.

de Onís, C.M. (2018). Energy colonialism powers the ongoing unnatural disaster in Puerto Rico. *Frontiers in Communication*, 3, 2.

Stockholm Environmental Institute 2015. Carbon lock-in from fossil fuel supply infrastructure. <https://mediamanager.sei.org/documents/Publications/Climate/SEI-DB-2015-Carbon-lock-in-supply-side.pdf>

Davine, T., Lawhon, M. and Pierce, J., (2017). Place-making at a national scale: Framing tar sands extraction as “Canadian” in The Globe and Mail. *The Canadian Geographer/Le Géographe canadien*, 61(3), pp.428-439.

Healy, N., & Barry, J. (2017). Politicizing energy justice and energy system transitions: Fossil fuel divestment and a “just transition”. *Energy Policy*, 108, 451-459.

Mattes, J., Huber, A. and Koehrsen, J., (2015). Energy transitions in small-scale regions—What we can learn from a regional innovation systems perspective. *Energy Policy*, 78, pp.255-264.

D’Arcy, S. (2014). Secondary Targeting: A Strategic Approach to Tar Sands Resistance. *A Line in The Tar Sands: Struggles for Environmental Justice*, 286-297.

Grossman, Z. (2018). Māori opposition to fossil fuel extraction in Aotearoa New Zealand. In Nishime L., Williams K.M.H. (Eds) *Racial Ecologies*. Chapter 10. University of Washington Press.

Suggested Readings

Bridge, G. (2010). Past peak oil: political economy of energy crises. *Global political ecology*, 8, 307.

Powell, D. E. (2015). The rainbow is our sovereignty: Rethinking the politics of energy on the Navajo Nation. *Journal of Political Ecology*, 22, 54.

Preston, J. (2017). Racial extractivism and white settler colonialism: An examination of the Canadian tar sands mega-projects. *Cultural Studies* 31(2,3): 353–375. doi: 10.1080/09502386.2017.1303432.

Svarstad, H., & Benjaminsen, T. A. (2020). Reading radical environmental justice through a political ecology lens. *Geoforum*, 108, 1-11.



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

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 enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

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. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

While in the physical classroom or online classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: enter and leave quietly. Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, 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.

Adding / Dropping Courses

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 Huron website, <https://huronatwestern.ca/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.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

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.

Please see the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Academic Student 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/academic-advising>.

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/contact-directory>.

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own

original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars, it is also an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction, to failure in the course, to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

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, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

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 (<https://www.turnitin.com/>).

Computer-Marked Tests/exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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 Accommodation for Students With Disabilities

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf are met.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

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.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- Any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities.
- Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term.
- Self-reporting may not be used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- Students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Please review the full policy at,

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

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at,

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

(b) Accommodation on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly

When seeking accommodation 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. 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.

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) Non-Medical Grounds: Consult Huron Support Services/ Academic Advising

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed **Accommodation Request Form**. Late penalties may apply at the discretion of the instructor.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Mental Health & Wellness Support 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. 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

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:**
<https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>