

CGS 4015F Power and Resistance  
Centre for Global Studies  
Huron University  
Winter 2020-21  
Dr. Wendy Russell  
Tuesday 2:30-5:30 on ZOOM

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### **Introduction**

Welcome to the study of power and resistance. Our theme for the seminar this year is the nexus of life, place, and power: how do humans act within a specific terrain that supports and endangers life? How do humans negotiate, challenge, replace, and reinforce the processes that determine differential access to power over that emplaced life? Our concern is specifically how humans operate as collectives, communities, and movements in response to threats to their lives lived in places.

### **Learning Objectives**

This course will help you develop an especially enriched understanding of resistance as central to the operation of power inside the late capitalist present, inside the capitalist nation state, and inside the settler state. The course means to destabilize the idea that resistance is a response to power, and to appreciate the limits of that way of thinking. This course will thus introduce you to ways of recognizing power and authoritative ways of understanding socio-economic life that are often disguised by the normal operation of state led and state supported capitalism. You will exercise your skills as a reader, a collaborator in seminar, as a researcher, and as a writer.

### **Class Methods**

Our course is seminar style, meaning that each week we explore some key ideas posed for the week through discussion. Each of us will be prepared to share a passage from the week's reading, read it aloud, and describe how it answers the key question or addresses a key problem or key idea. In addition to each participant's selection, you may also bring some question about your own research case study, and so prepare to introduce it to us and share your question and thinking. You may also describe how you think a course reading relates to your own case study. You may also want to share an experience or other information in seminar.

This will be a usual seminar, just 'on line' via Zoom.

The joy of the seminar is that we act as a small community of scholars, toiling away together to understand some important ideas, and to share our experiences of applying some of these important ideas. Hearing how your colleagues are working through ideas will give you direction

for your own interpretations and help your own development as a scholar. It is important for you to recognize that YOU take that role for your colleagues in presentation of your own ideas and work. We count on one another in seminar every single week, and your contributions are necessary. And cherished.

In summary then, the methods that make a seminar function are: reading, reading out loud, reiterating and interpreting, responding to colleague's ideas, soliciting responses to your own work, applying those insights to your own work. A seminar, thus, is an opportunity to build confidence, enjoy the time it takes to 'think things through', and express gratitude to your colleagues.

### **Evaluation**

I would prefer a 'pass/fail' grading system at this level of study. As I am not empowered to employ this method of grading, and we should talk about that, I settle on the following:

Bibliography 15% *Due October 13*

Paper outline 20% *Due November 10, include bibliography, perhaps refreshed*

Engagement 35% *This is the cumulative grade of attendance in each seminar (-1 mark for each absence) and 2 points for each 'reading note' you contribute to the forum thingy on OWL. See below for a description. But also ask questions if this makes no sense.*

Paper 30% *Due last week of classes*

Please read ALL of the following sections about these assignments at once. The list above is in chronological order while the following is not.

### *Engagement*

Each week starting September 29, I ask that everyone prepare a 'reading note'. That note is really only a set of quotes from the reading for the week, and for each quote some text (point form is fine, sentences are fine, whatever you want to do!) that highlights why you chose it. Your commentary should be brief, your quotes do not need to be, and each is due sort of 'during class'. These items will be the basis of your in-class participation each week, as you will read your passage while we all read along, and then discuss why you chose it. By giving me a copy of your notes, I will be able to keep track of your participation.

*Your Topic: These requirements are more specific than 'a paper about resistance'*

You have one major project for this course, which is your paper. You are free to choose your own topic. The only restrictions on your choice are that there is sufficient material to support a long paper about this topic, and that it be a study of a case (or a set of correlate cases) that explores how power is mobilized from places and in ways that challenge the dominant order of state-led capitalism. These must be papers about change-directed action taken by/thought by people attending to the conditions of life in place.

For example, one of our texts (Wiebe) explores a specific case while two (Grubacic and O’Hearn and White) consider correlate cases of a larger phenomenon, that of embodied autonomy within an overall capitalist structure. All these works reveal the importance of thinking resistance as more than a reflex of oppression: people are composing an alternative that affords them autonomy. Such positioning is crucial to the work I’m asking you to do in this course. You must choose a topic that is revelatory of the possibility of something different than oppression and domination, and you are free to treat it as such.

### *Paper*

This paper is a case study of the ways that people engage in movements for autonomy to protect and participate in life in place. There are any number of cases that are important to look at through this prism of ‘human/life/land’ connections, and your own interests here should help you choose. Please start thinking about this right away. Please bring ideas to seminar so that we can talk about options and ideas.

Your paper can be presented in sections, sub sectioning at will, as follows:

- A description of the case. The ‘where, who, what, when’: what is happening? What is the resistance ‘to’? What are the dangers to life? What is the crisis? How is that violence manifest?
- Discussion of or presentation of the actions, principles, ideals, the stuff that people are doing to de-normalize that violence and *what these things accomplish*. These two aspects of the case- the descriptive and the analytical- are equally important, and so make sure you do both. The accomplishments will be varied depending on your case, from intangible things like ‘knowing an alternative’ all the way to material things like ‘removing your labour from the capitalist system’ to ‘feeding your community’ or ‘building an autonomous economic order’.
- A description of how all of this works erodes the authority of capitalism (remember that racism and settler colonialism are necessary elements of capitalism) and the state. How is power seized?
- Answer the question, ‘is this an autonomous alternative to late stage capitalism’?

It will assist you to know that your conclusions can (maybe even ‘should’) be tentative. Or you can be sure and declarative and try and have a final say on this. What matters most is that you mobilize detail from your sources, that you dig deeply to look for answers to the questions ‘how does this assist self-determination and autonomy in place’ and ‘how does this pose a way of being for humans in place that can serve as an alternative to state led capitalism’.

Your paper will be 20-25 pages, double spaced in 12pt font, printed SINGLE SIDED on paper with page numbers. Please use in-text citations and not end or foot notes.

*Continued on next page*

### *Proposal*

Following on from above (please read above) your proposal will be a brief (750-1500) word outline of your paper. I recommend using the template of four sections above, suggesting your preliminary ideas for each section. Ideally you will be able to identify sources you have already found for each section. And so, for example, under ‘Description’ you should be able to name authors whose work supplies you with these details. Use the headings ‘Description’, ‘Discussion’, ‘How Power is Mobilized’, ‘Possibilities’ or something. Please also present your bibliography with this assignment.

### *Bibliography*

Your bibliography should indicate two things: first, that you have settled on a case that is amenable to having a very long paper written about it; second, that you have done thorough research concentrated on academic peer reviewed work, and touching on activist accounts, popular media and activist media.

Everyone wants to know ‘how many sources’. Let’s say anything fewer than 25 exceptionally relevant sources will make me concerned that your project will not succeed.

If things go wrong with this assignment, I will ask you to re-do it, and turn it in again with your paper proposal. This is not a big deal.

### **Required Readings**

Readings for this course are the four books listed below. Three are available at the Western Bookstore, and all are available via an online retailer of books. All are also available online via Western Library!

No matter which format you are reading (I’ll be using printed copies), it’s important that you keep track of page numbers, that you find a way to note the location of the quotations you will be citing in your engagement assignments, and that you have access to the texts in order to ‘read along’ in our seminar meetings. So, go ahead and experiment with what will work. And I hope you love these books as much as I do.

Grubic, Andrej and Denis O’Hearn *Living at the Edges of Capitalism: Adventures in Exile and Mutual Aid*. Oakland: University of California Press.

Scott, James C. 1990. *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale University Press.

White, Monica M. *Freedom Farmers: Agricultural Resistance and the Black Freedom Movement*. Chapel Hill: University of North Carolina Press.

Wiebe, Sarah Marie. 2016. *Everyday Exposure: Indigenous Mobilization and Environmental Justice in Canada’s Chemical Valley*. Vancouver: UBC Press.

**Work Schedule** *After each date is a list of the readings for each session. The reading is pretty heavy, meaning ‘lots’, but it is also completely ‘doable’. If you’re having any trouble, just let me know!*

September 15 Introductory Get Together! Hooray! We’re here!

September 22: Reading together! I will provide a model of an ‘engagement’ assignment for today, as your first one is due next week. I will also supply a ‘reading guide’ (some questions) for each week together.

*readings:* Scott Chapters 1 and 2; Grubacic and O’Hearn Preface, Chapters 1 and 2

September 29 Scott *readings:* Chapters 3 and 4; White, Foreword and Introduction

October 6 *readings:* Scott Chapters 5 and 6; White Chapter 1

October 13 *readings:* Scott Chapters 7 and 8; White Chapters 2, 3 and 4

October 20 *readings:* Grubacic and O’Hearn Chapter 4; Wiebe Selections

October 27 *readings:* White Chapters 5, 6 and 7; Wiebe selections

November 10 *readings:* Grubacic and O’Hearn Chapter 6

November 17 *readings:* Wiebe Selections

November 24 *readings:* Wiebe Selections

December 1 *readings:* Wiebe Selections

December 8 *readings:* Wiebe Selections



## 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](http://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](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](mailto: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](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](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](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](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](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](mailto:huronsss@uwo.ca) .**

University Senate policy, which can be found at,

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](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](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](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, [www.uwo.ca/uwocom/mentalhealth/](http://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>