

Huron University College
Department of English and Cultural Studies
English 3265F 550: Advanced Theory
Fall 2022

Class: Tues. 10:30-11:30am; Thurs. 9:30-11:30am

Classroom: W101

Instructor: Dr. Sarah Blanchette (she/her)

Office: A211

Email: sarah.blanchette@uwo.ca

Office Hours: Wed. 12:30pm-2:30pm

Antirequisite(s): N/A

Prerequisite(s): At least 60% in 1.0 of English 1020-1999 or permission of the Department. ENG2265F/G (Introduction to Theory) is strongly recommended as preparation for this course.

Land Acknowledgment

I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. Western acknowledges the historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service. (This statement is from Western's [More than Words Land Acknowledgement](#)).

Huron University College was [originally founded](#) by Bishop Benjamin Cronyn as an Anglican theological college in 1863. Between 1820 – 1969, [the Anglican Church](#) ran over thirty-five residential schools for Indigenous children, which subjected them to cultural genocide as well as spiritual, emotional, physical, and sexual abuse. Consequently, Huron has a distinct and problematic history with Indigenous nations that must be acknowledged.

Course Description

This course will examine Indigenous literary and cultural theory, epistemology, cosmology, pedagogy, and methodology. It will feature a wide range of Indigenous scholars, authors, artists, storytellers, elders, and knowledge keepers from across Turtle Island and Aotearoa. It will draw on Jo-Ann Archibald Q'um Q'um Xiiem's (Sto:lo) articulation of the seven principles: respect, responsibility, reverence, reciprocity, holism, interrelatedness, and synergy. It will also rely on Candance Brunette-Debassige (Mushkego Cree iskwew) curriculum project entitled *Maatookiiying gaa-miinigoowiziying*, or Sharing Our Gifts, in collaboration with the Office of Indigenous Initiatives and Centre for Teaching and Learning. This project offers a digital repository of learning bundles based on board themes of: Indigenous Land & Place, Indigenous Women and Resilience, Indigenous Storytelling, Indigenous Knowledges & Leadership, and

Indigenous & Black Solidarities. These will be key interdisciplinary themes of the course and classes will include videos of Indigenous elders and knowledge keepers speaking on these topics to compliment lecture readings.

This course focuses on building research and oral presentation skills, as well as offering students an experiential learning opportunity to visit Biigajiiskaan: Indigenous Pathways to Mental Wellness, which offers culturally competent mental health care in London, Ontario. Students will select a key theme or topic to develop an individual research project that culminates in a final research paper and oral presentation.

Dr. Blanchette is a white settler scholar actively engaged in decolonizing her pedagogical practices and welcomes opportunities to learn from and with her students.

Course Methods

This course meets on Tuesdays 10:30am-11:30am and Thursdays 9:30am-11:30am. It will include lecture, active discussion, seminar presentations, breakout groups, and interactive course components. Please come prepared having read the course materials listed under the schedule below.

This class will strive to create a setting in which everyone feels that their dignity, identity, privacy, personal space, and autonomy are respected. Sensitive topics such as oppression, discrimination, and violence will come up in this class. We will not skirt difficult issues. Talk to your instructor if you have any concerns about course material or about respectful language. Please keep in mind that pejorative language will not be tolerated. I encourage all my students to speak to me if they ever feel uncomfortable in the classroom and to challenge my own use of language when they find it problematic.

Learning Outcomes

- Respectfully engage with Indigenous epistemologies, pedagogies, and methodologies
- Engage in decolonial theory that undermines the master narrative of white settler theory
- Challenge misconceptions about Indigenous nations and problematic pan-Indigenization
- Utilize literary and cultural theory by Indigenous scholars to deepen understandings and close readings of Indigenous novels, poetry, short stories, and film
- Recognize and distinguish a wide variety of theoretical fields and perspectives within Indigenous studies
- Practice articulating your close-reading and research of texts with peers and engaging in respectful dialogue about disparate interpretations
- Execute a research agenda from start to finish developing transferrable skills for project management
- Develop your critical voice as a researcher and early scholar, who can meaningfully add to ongoing theoretical debates and conversations
- Complete a formal MLA-style research-based essay and oral presentation

Required Texts

You can purchase the following required books at the UWO Bookstore, local bookstores (ex. [Attic Books](#)), and/or online (ex. [GoodMinds](#); [AbeBooks](#)) The newest edition is not necessary.

Potlatch as Pedagogy: Learning through Ceremony, Sara Florence Davidson and Robert Davidson (ISBN: 978-1-55379-773-9)

Ceremony, Leslie Marmon Silko (ISBN: 9780143129462)

#NotYourPrincess: Voices of Native American Women, eds. Lisa Charleyboy and Mary Beth Leatherdale. (ISBN: 978-1-55451-957-6)

All other texts will be made available on OWL through Course Readings or through the Western library.

Methods of Evaluation

Participation: 10% (ongoing)

Seminar Presentation (10-15 mins): 15% **(Sept. 15-Oct. 11)**

Experiential Learning Reflection (3-4 pages): 15% **Due Oct. 27th**

Research Proposal & Annotated Bibliography: 10% **Due Nov. 15th**

Research Paper (8-10 pages): 25% **Due Nov. 29th**

Research Presentation & Response (10-15 mins): 25% **Due Dec. 8th**

Assignments must be submitted by 11:55pm EDT on OWL to avoid late penalty

Brief Description of Assessments

Participation

While attendance is a necessary pre-requisite to participate, this component of the course evaluates students' ability to demonstrate their personal engagement with the text(s) in the classroom and to respond/interact with their peers. Students should come to class having read/watched the texts listed under the schedule.

Seminar Presentation

Students will prepare a 10–15-minute presentation on one of the selected readings for the class as per the reading schedule below. The sign-up sheet will be distributed during the first class. Students will focus on a particular theme, idea, or concept in their presentation and offer their close reading and understanding of it to the class for further discussion.

Experiential Learning Reflection

Students will write a 3-4 page reflection paper based on their experiential learning opportunity at Biigajiisakaan. There will be some guiding questions to help direct students' critical reflection on applying learning outcomes from the experience to relevant course materials. ⁵

Research Proposal & Annotated Bibliography

Students will design their own research question/essay prompt for their final research paper. This research proposal and annotated bibliography is an opportunity to get feedback on the scope, feasibility, and appropriateness of the proposed research paper/topic. This proposal must include a clear research agenda, including a thesis and guiding research questions/line of inquiry. It must also provide a 150-word annotation for a minimum of four relevant peer-reviewed secondary sources (ideally from Indigenous scholars). These do not necessarily need to be included in the final research paper.

Research Paper

Students will submit a formal MLA-style 8-10 page essay on their proposed research topic that utilizes a minimum of 4 peer-reviewed secondary sources not listed on the syllabus.

Research Presentation & Response

Students will give a 10–15-minute oral presentation based on their research paper and its findings. Students will also be required to read another student's final research paper and prepare discussion questions to help guide Q&A after their peer's presentation. **Students can optionally choose to present at CURL in addition to or in lieu of presenting in class.**

Bonus Assignment

Students can write a 1-2 page reflection about one of the musical accompaniment selections in relation to a topic discussed in the course for a 1% bonus added to their final grade.

English and Cultural Studies Department Policies on Assignments:

Detailed assignment instructions will be provided and posted to our OWL site under Assignments. Students are required to consult and follow those requirements. Assignments must be submitted to our course website for plagiarism checking.

Plagiarism: taking the ideas or words of another author from anywhere - including the internet - is a major academic offence. This course has a zero-tolerance plagiarism policy. If you are in doubt, please ask your instructor. More information is provided in the Appendix (below).

Late penalties: Assignment due dates are specified in the syllabus. Late assignments will incur a penalty of 2 marks per day, up to a maximum of one week. **After seven (7) days, the assignment will not be accepted and receive a mark of zero.** Late assignments will not be appended with comments and will only receive a grade.

Accommodations: Students with disabilities are also entitled to formal accommodations to ensure all class materials and methods of evaluation are accessible. I aim to create all my courses around universal design principles to reduce the need for accommodations, but I am always eager to know how I can do better, so please let me know if there is an aspect of the course design that could be made more accessible.

Please contact your Academic Advisor and the Student Development Center (SDC) for assistance with formal accommodations and there is more information provided in the Appendix (posted separately under OWL).

Students facing challenging health or personal circumstances who have grounds for academic consideration should contact their Huron academic advisor directly. Students concerned about not meeting deadlines can contact the instructor to ask about the possibility of an extension.

Lecture & Reading Schedule

Thursday, Sept. 8

Welcome & Introduction

Tuesday, Sept. 13

Leanne Betasamosake Simpson (Mississauga Nishnaabeg): “Land as Pedagogy,” from *As We Have Always Done: Indigenous Freedom through Radical Resistance*

Musical Accompaniment: [Blackfire – American Indian Movement Song](#)

Thursday, Sept. 15

Dylan Robinson (xwélmexw): “Chapter One,” from *Hungry Listening: Resonant Theory for Indigenous Sound Studies*

Leilani Holmes (Native Hawaiian): “Heart Knowledge, Blood Memory, and the Voice of the Land: Implications of Research among Hawaiian Elders”

Seminar Presentation #1

Musical Accompaniment: [OTYKEN – STORM](#)

Tuesday, Sept. 20

Jo-Ann Archibald Q’um Q’um Xiiem (Sto:lo): “Learning about Storywork from Sto:lo Elders”

Seminar Presentation #2

Musical Accompaniment: [Morgan Toney – Msit No’kmaq](#)

Thursday, Sept. 22

Sara Florence Davidson (Haida/Settler) and Robert Davidson (Haida and Tlingit), *Potlatch as Pedagogy: Learning Through Ceremony*

Seminar Presentation #3

Musical Accompaniment: [Northern Cree – Tiny Desk](#)

Tuesday, Sept. 27

Eden Robinson (Haisla and Heiltsuk First Nations): *The Sasquatch at Home*
Seminar Presentation #4

Musical Accompaniment: [Snotty Nose Rez Kids – Boujee Natives](#)

Thursday, Sept. 29

**** National Day of Truth and Reconciliation (Sept. 30)****

Dian Million (Athabaskan), “The ‘Indian Problem’: Anomie and Its Discontents,” from *Therapeutic Nations: Healing in an Age of Indigenous Human Rights*

Eve Tuck (Unangax̂), “Suspending Damage: A Letter to Communities”

Seminar Presentation #5

Musical Accompaniment: [The Halluci Nation – Burn Your Village to the Ground \(Neo Nativez Remix\)](#)

Tuesday, Oct. 4

Kimberly Blaeser (White Earth Band of the Minnesota Chippewa Tribe), “Writing Voices Speaking: Native Authors and an Oral Aesthetic”

Seminar Presentation #6

Musical Accompaniment: [PIQSIQ – Tuktu Strut](#)

Thursday, Oct. 6

Neal McLeod (Cree): “Cree Poetic Discourse”

Tomson Highway (Cree): *Comparing Mythologies*

Marilyn Dumont (Cree/Métis): “A^cimowina”

Seminar Presentation #7

Musical Accompaniment: [DJ Shub – Indomitable ft. Northern Cree Singers](#)

Tuesday, Oct. 11

Jo-Ann Episkenew (Metis), “Policies of Devastation,” from *Taking Back Our Spirits: Indigenous Literature, Public Policy, and Healing*

Seminar Presentation #8

Musical Accompaniment: [Jayli Wolf – Child of the Government](#)

Thursday, Oct. 13

Leslie Marmon Silko (Laguna Pueblo), *Ceremony*

Musical Accompaniment: [The Halluci Nation Ft. Black Bear – Stadium Pow Wow](#)

Tuesday, Oct. 18

Leslie Marmon Silko (Laguna Pueblo), *Ceremony*

Musical Accompaniment: [Burnstick – Prayer](#)

Thursday, Oct. 20

Biigajiiskaan: Indigenous Pathways to Mental Wellness Visit

Tuesday, Oct. 25

Dorothy Christian (Secwepemc and Syilx): “Indigenous Visual Storywork for Indigenous Film Aesthetics”

Musical Accompaniment: [Lyla June – All Nations Rise](#)

Thursday, Oct. 27

Tracey Deer (Kanien'kehá:ka): *Beans* (film)

Experiential Learning Reflection Due

Musical Accompaniment: [Laura Niquay – Moteskano](#)

READING WEEK

Tuesday, Nov. 8

Tamara Bernard (Kiasheke Zaaging Anishinaabek), “(Re)Storying Indigenous Womanhood: Reclaiming Selfhood and Resisting Colonial Dismemberment”

Musical Accompaniment: [Missing & Murdered Indigenous Women Song](#)

Thursday, Nov. 10

Lisa Charleyboy (Tsilhqot'in) and Mary Beth Leatherdale (settler), eds. *#NotYourPrincess: Voices of Native American Women*

Musical Accompaniment: [The Halluci Nation, “Sisters \(ft. Northern Voice\)”](#)

Tuesday, Nov. 15

Glen Coulthard (Yellowknives Dene), “Seeing Red: Reconciliation and Resentment,” from *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*

Research Proposal & Annotated Bibliography Due

Musical Accompaniment: [Snotty Nose Rez Kids – I Can’t Remember My Name \(ft. Shanks Sioux\)](#)

Thursday, Nov. 17

Chris Finley (Colville Confederated Tribes), “Decolonizing the Queer Native Body (and Recovering the Native Bull-Dyke): Bringing ‘Sexy Back’ and Out of Native Studies’ Closet” from *Queer Indigenous Studies*

Clive Aspin (Ngāti Maru, Ngāti Whanaunga and Ngāti Tamaterā), “Exploring Takatapu Identity within the Maori Community: Implications for Health and Well-Being” from *Queer Indigenous Studies*^o

Musical Accompaniment: [Kai Tangata – Alien Weaponry](#)

Tuesday, Nov. 22

Qwo-Li Driskill (Cherokee), “Cherokee Two-Spirit People Reimagining Nation” from *Queer Indigenous Studies*

Musical Accompaniment: [Shawnee Kish – Way Home // Two Spirit](#)

Thursday, Nov. 24

Smokii Sumac (Ktunaxa) Zoom Guest Lecture/Recording

Smokii Sumac, “i was thinking about the stars and could not get you off”

“do you want to take the Cadillac for a ride?”

“Grief.”

“you are enough”

“poems after reading an article on high functioning c-ptsd”

Tuesday, Nov. 29

Robin Wall Kimmerer (Potawatomi Nation), “Asters and Goldenrod” and “Learning the Grammar of Animacy,” from *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*

Research Paper Due

Musical Accompaniment: [Digging Roots – The Healer](#)

Thursday, Dec. 1

Tiya Miles (African American) and Sharon P. Holland (African American), “Introduction,” from *Crossing Waters, Crossing Worlds: The African Diaspora in Indian Country* (pp. 1-13)

Tamara Buffalo (Minnesota Chippewa/Black/Mexican) “Knowing All of My Names,” from *Crossing Waters, Crossing Worlds: The African Diaspora in Indian Country*

Cecily Nicholson (African American), selections from *From the Poplars*

Musical Accompaniment: [Handsome Tiger – Trust Me](#)

Tuesday, Dec. 6

Leanne Betasamosake Simpson (Mississauga Nishnaabeg): “Land as Pedagogy,” from *As We Have Always Done: Indigenous Freedom through Radical Resistance*

Musical Accompaniment: [Blackfire – American Indian Movement Song](#)

Thursday, Dec. 8

Research Presentations & Responses

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

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) . The appeals process is also outlined in this policy as well as more generally at the following website: 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 huronnss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

huronwellness@huron.uwo.ca Community

Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](https://www.uwo.ca/academic-calendar/)