

HIST 2706E 550  
Youth Cultures in the Twentieth Century  
Summer Evening 2023  
Online-Distance Studies

**Course Information:**

*Class Location:* Online (Zoom)

*Scheduled Class Times:*

Monday 6:30-9:30

Wednesday 6:30-9:30

*Instructor:* Dr. David Blocker

*Office:* Online (Zoom)

*Office Hours:* By appointment

*Pre- or anti-requisites:* None

**Course Description:**

This course will examine twentieth-century youth cultures in Canada, Britain and the United States: flappers, 'Swing Kids', rebellious teenagers, mods, hippies, punks, and hip hop, to discover their changing natures, their relationship to the dominant society and the official reactions to them.

**Course Learning Objectives:**

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

- Recognize and evaluate historical trends and major themes in twentieth-century youth cultures in Canada, Britain and the United States;
- Identify and critique basic concepts in the history of youth cultures;
- Evaluate the relationship of youth cultures to the dominant society as well as official reactions to the perceived problems of youth in twentieth-century Canada, Britain and the United States.

This course aims to help students to:

- Organize and present evidence in a coherent manner;
- Cite references correctly in Chicago Style.

This course will foster students' ability to:

- Read and think critically;
- Organize and communicate ideas in both written and oral forms;
- Conduct historical research.

### **Description of Class Methods:**

Lectures (Mondays 6:30-9:30 and Wednesdays 6:30-7:30) will introduce students to the major themes and issues in the history of twentieth-century youth cultures in Canada, Britain and the United States. Lectures will usually be conducted synchronously online via Zoom. Lectures will also be recorded and posted to the course website for students to view asynchronously.

Regular group discussions in synchronous tutorials (Wednesdays 7:30-9:30) form an important component of this course. Regular attendance is required and participation in tutorial is essential. Students are expected to have completed and considered the assigned readings prior to tutorial and to attend each class prepared to ask questions and discuss the readings. Students who are unable to attend synchronous tutorials may participate in the discussion forum on the course website.

### **Textbooks and Other Required Resources:**

All required readings are available on the course site on OWL or online through the library.

### **Methods of Evaluation:**

Participation	20%	
Test	15%	7 June 2023
Primary Source Analysis	20%	3 July 2023
Film Review Essay	20%	26 July 2023
Exam	25%	TBA

### **Course Requirements:**

#### **Participation:**

Effective participation demonstrates that students have completed and considered the course readings and are prepared to engage critically with the concepts and arguments. Effective participation also constitutes reacting and responding to other students' contributions and ideas and respecting the views of others even when disagreeing with their opinion. Participation grades will be assessed based on the quality of the students' contribution to discussion. Students will be evaluated on a 10-point scale following each tutorial. Non-attendance will result in a "0" for that class and attendance without participation will result in a "2" for that class.

Students who cannot attend tutorial may participate on the discussion forum on the course website. Two comments must be posted within 24 hours of the scheduled tutorial and two responses must be posted within 72 hours of the scheduled tutorial to earn full participation marks for that week.

Sample discussion questions will be posted to the course website on OWL to assist students in reflecting on the readings and preparing for discussion.

#### **Test:**

There will be a **take-home, open book test** on **7 June 2023** covering all lectures and readings up to that point.

#### **Primary Source Analysis:**

Each student will write a report (1200-1500 words) on their analysis of newspaper coverage of a significant event in the twentieth-century youth cultures of Canada, Britain and the United States, **due on 3 July 2023**. Students are responsible for identifying and analyzing a total of at least 8 articles from at least 3 different historical newspapers, available online through the university library

Students will evaluate the articles using a primary source analysis worksheet (available on the course website) and write a report summarizing the source and explaining how the articles contribute to our understanding of the historical event.

A list of events and further instructions will be posted on the course website on OWL.

### **Film Review Essay:**

Each student will write an essay (2000-2500 words) reviewing and analyzing a youth-themed film or television show in historical context, **due on 26 July 2023**. The essay should not be simply a summary and/or evaluation of the film or television; instead the essay should assess how the film or television show reflects and/or portrays historical phenomena in twentieth-century youth cultures in Canada, Britain and the United States.

### **Exam:**

There will be a cumulative *take-home, open book exam* to be scheduled during the **August examination period** covering all lectures and readings for the entire course.

### **Extensions, Late Policy and AI Policy:**

Assignments extensions may be granted with the permission of the instructor; students must contact the instructor and receive an extension at least two days prior to the assignment deadline.

Late assignments will be assessed a late penalty of 3% on the first day late and 2% for each day thereafter. Assignments cannot be submitted more than one week after the deadline without prior permission from the instructor.

Assignments, tests and exams are intended to help students develop the skills of reading, writing and thinking critically and historically. The use of AI programs such as ChatGPT or GPT4 to write assignments, tests or exams is a form of plagiarism and academic dishonesty and will be punished accordingly.

### **Course Schedule:**

#### **Monday 8 May**

Lecture #1 Introduction

Lecture #2 Hooligans and Growler Gangs: Youth Culture at the turn of the century

#### **Wednesday 10 May**

Lecture #3 Lost Boys and Boy Scouts: Youth Culture in Edwardian Britain

Tutorial #1

Alan Hunt, "The Great Masturbation Panic and the Discourses of Moral Regulation in the Nineteenth and Early Twentieth Century Britain," *Journal of the History of Sexuality* 8:4 (1998), 575-615.

### **Monday 15 May**

Lecture #4 Little Savages: Youth in Early Twentieth Century America

Lecture #5 Nickelodeons and Animal Dances: American Youth Culture before the First World War

### **Wednesday 17 May**

Lecture #6 Youth Cultures during the Great War

Tutorial #2

David I. MacLeod, "Socializing American Youth to Be Citizen-Soldiers," in Manfred F. Boemeke, Roger Chickering, and Stig Förster, eds., *Anticipating Total War: The German and American Experiences, 1871–1914* (Cambridge: Cambridge University Press, 1999), 137–66.

Susan R. Fisher, "Ch. 1: Doing Their Bit," in *Boys and Girls in No Man's Land: English-Canadian Children and the First World War* (Toronto: University of Toronto Press, 2011), 31–50.

### **Monday 22 May**

No Class – Victoria Day

### **Wednesday 24 May**

Lecture #7 Flappers and the Bright Young People in 1920s Britain and America

Tutorial #3

Cynthia Comacchio, "Lost in Modernity: 'Maladjustment' and the 'Modern Youth Problem,' English Canada, 1920-1950," in Mona Gleason, ed., *Lost Kids: Vulnerable Children and Youth in Twentieth-Century Canada and the United States* (UBC Press, 2010), 53-71.

Kristine Alexander, "Canadian Girls, Imperial Girls, Global Girls: Race, Nation and Transnationalism in the Interwar Girl Guide Movement," in Karen Dubinsky, Adele Perry & Henry Yu, eds., *Within and Without the Nation: Canadian History as Transnational History* (Toronto: University of Toronto Press, 2015), 276-292.

### **Monday 29 May**

Lecture #8 The Children's Army: Youth and the Great Depression in America

Lecture #9 Biff Boys and the Red Menace: British Youth in the 1930s

### **Wednesday 31 May**

Lecture #10 Jitterbugs and Swing Kids

Tutorial #4

Mary McComb, "Rate Your Date: Young Women and the Commodification of Depression Era Courtship," in Sherrie A. Inness, ed., *Delinquents and Debutantes: Twentieth Century American Girl's Culture* (New York: New York University Press, 1998), 40-60.

Jeffrey Keshen, "Ch. 8: The Children's War: 'Youth Run Wild'" in *Saints, Sinners and Soldiers: Canada's Second World War* (Vancouver: UBC Press, 2004), 194-227.

### **Monday 5 June**

Lecture #11 Zoot Suit Riots and Victory Girls: Youth Cultures during the Second World War

Lecture #12 The First Teenagers

### **Wednesday 7 June**

No Class – **Take-Home Test**

### **Monday 12 June**

Lecture #13 Birth of the Cool: Growing up in the Cold War

Lecture #14 I'm Not a Juvenile Delinquent: Comic Books and Moral Panic in 1950s America

### **Wednesday 14 June**

Lecture #15 Sweet Little Sixteen: Rock and Roll in the 1950s

Tutorial #5

Jason L. Hostutler, "Kids, Cops & Beboppers: Milwaukee's Post-WWII Battle with Juvenile Delinquency," *The Wisconsin Magazine of History* 93:1 (Autumn 2009), 14-27.

Jeanne Gardner, "Girls Who Sinned in Secret and Paid in Public: Romance Comics, 1949-1954," in Rafiel York and Chris York, eds., *Comic Books and the Cold War, 1946-1962: Essays on Graphic Treatment of Communism, the Code and Social Concerns* (Jefferson, NC: McFarland & Company, 2012), 92-102.

Michael Bertrand, "Rock'n'Roll, Race and Elvis Presley: Southern Youth in Dissent?" *West Tennessee Historical Society Papers* 57:1 (2003): 1-17.

### **Monday 19 June**

Lecture #16 Rebels and Wild Ones: Teen Film in the 1950s

Lecture #17 Beatniks and Angry Young Men

### **Wednesday 21 June**

Lecture #18 Mods and Rockers: British Youth Culture in the 1960s

Tutorial #6

Richard S. Grayson, "Mods, Rockers and Juvenile Delinquency in 1964: The Government Response," *Contemporary British History* 12:1 (Spring 1998), 19-47.

Gael Graham, "Flaunting the Freak Flag: *Karr v. Schmidt* and the Great Hair Debate in American High Schools, 1965-1975," *The Journal of American History* 91:2 (September 2004), 522-543.

### **Monday 26 June**

Lecture #19 Our Hearts Went Boom: Beatlemania and Boomers in Canada

Lecture #20 Back to the Garden: Hippies and the Counter-Culture

### **Wednesday 28 June**

Lecture #21 Street Fighting Man: Youth Protest during the Sixties

Tutorial #7

Stuart Henderson, "Toronto's Hippie Disease: End Days in the Yorkville Scene, August 1968" *Journal of the Canadian Historical Association* 17:1 (2006), 205-34.

Michael Boudreau, "Hippies, Yippies, the Counter Culture and the Gastown Riot in Vancouver, 1968-71," *BC Studies* 197 (Spring 2018): 39-65.

### **Monday 3 July**

Lecture #22 I Hope I Die Before I Get Old: Aftershocks from the Sixties

Lecture #23 Teenage Lobotomy: Punk, Skinhead, Goth and Youth Subcultures in the 1970s-80s

**Primary Source Analysis DUE**

### **Wednesday 5 July**

Lecture #24 Saturday Night Forever: Disco and Rave Music from the 1970s to the 1990s

Tutorial #8

Timothy S. Brown, "Subcultures, Pop Music, and Politics: Skinheads and 'Nazi Rock' in England and Germany," *Journal of Social History* 38:1 (2004), 157-178.

Gillian Frank, "Discophobia: Antigay Prejudice and the 1979 Backlash against Disco," *Journal of the History of Sexuality* 16:2 (May 2007), 276-306.

### **Monday 10 July**

Lecture #25 Mall Rats and Arcade Addicts: Youth Cultures in the 1980s

### **Wednesday 12 July**

Lecture #26 Pretty in Pink: Teen Film in the 1980s

Tutorial #9

David Waldron, "Role-Playing Games and the Christian Right: Community Formation in Response to a Moral Panic," *Journal of Religion and Popular Culture* 9:1 (Spring 2005).

Kevin Mattson, "Did Punk Matter?: Analyzing the Practices of a Youth Subculture During the 1980s," *American Studies* 42:1 (Spring 2001), 69-97.

### **Monday 17 July**

Lecture #27 It's Bigger Than Hip-Hop: Race and Youth Cultures in the 1980s and 1990s

### **Wednesday 19 July**

Lecture #28 Smells Like Teen Spirit: From Grunge to the Spice Girls

Tutorial #10

Pero Gaglo Dagbovie, "Of All Our Studies, History is Best Qualified to Reward Our Research: Black History's Relevance to the Hip Hop Generation," *The Journal of African American History* 90:3 (Summer 2005), 299-323.

### Monday 24 July

Lecture #29 The History of Youth Cultures: From the Twentieth to the Twenty-First Century

### Wednesday 26 July

Lecture #30 Conclusion

### Film Review Essay DUE

### Huron History Department: RULES AND REGULATIONS

The History Department has specified that:

1. All written assignments are to be submitted electronically following your professor's instructions. Students are responsible for making sure they are familiar with each professor's policy on electronic submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to OWL. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows:  
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

### Huron History Department: GUIDE TO FOOTNOTES AND BIBLIOGRAPHIES

Footnotes have several purposes in a history paper:

1. They acknowledge your use of other peoples' opinions and ideas.
2. They allow the reader to immediately find your reference.
3. They give authority for a fact which might be questioned.
4. They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript. <sup>[1]</sup>

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
  - The title of a book is underlined or written in *italics*.
  - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
3. Place and date of publication in parentheses ( ),
  - A fuller reference will include the publisher after the place of publication.
  - Article citations do not include the place of publication and publisher.
  
4. Page number (including volume number if necessary)

For example:

<sup>1</sup>J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

<sup>2</sup>Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

<sup>3</sup>Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of

other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.



c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

## **Bibliography**

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate

Essays. <http://www.history.utoronto.ca/undergraduate/essays.html#footnotes>. Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.

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<sup>11</sup> They should be in Arabic, not Roman numerals or letters.

## **Appendix to Course Outlines: Academic Policies & Regulations Summer 2023**

### **Student Code of Conduct**

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

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

### **Prerequisite and Antirequisite Information**

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

### **Attendance Regulations for Examinations**

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

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

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

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](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](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](mailto: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](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

[huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions

about individual programs. Contact information can be found on the Huron website at:  
<https://huronatwestern.ca/contact/faculty-staff-directory/>.

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

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

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academic-support.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](mailto:huronwellness@huron.uwo.ca) Community

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