

HIST 1815G (550) 2023

Histories of Love

Spring Intersession Term

Course Instructor: Dr. Amy Bell

Contact: abell44@uwo.ca

Class Scheduled Time: Mon-Thu 9:30-12:30

9:30-10:30 - Recorded lecture via OWL/ Voice Thread

10:30-11:30- Synchronous online class meeting via OWL/ Zoom

11:30-12:30- Self-directed reading and reading response

Office Hours: By appointment

INTRODUCTION

What is love? How do we know? How have concepts and expressions of love changed over time? This course will explore these questions using historiographical tools from the broader field of the history of the emotions. Beginning with the debates over how historians can find evidence of emotions in history, the course will examine some of the primary sources associated with the histories of different kinds of love: love letters, films, sentimental jewelry, photographs, magazines, political speeches, sermons and medical treatises. Each will reveal an aspect of the history of love, how it was understood by people in the past and how it can be interpreted by historians today. We will also consider how a history of love adds to the current histories of families, medicine, politics, and war. Examples will focus on North America and the United Kingdom from 1800 to the present.

This first-year course is designed to offer a foundation in the basics of historical analysis: how to read a scholarly article, how to analyze a primary source, how to compare historical events and themes across time and space, how to write a convincing argument, and how to recognize and appreciate the complexities, vulnerabilities and passions of people from the past.

Course Objectives

The course is designed to help you:

1. Recognize and define major themes in recent scholarship on histories of the emotions and how they relate to other fields of study;
2. Develop the close readings skills that will equip you for advanced study in history, law or education (readings and responses);
3. Improve your writing skills; your ability to organize their time; your critical and analytical faculties; your ability to develop, discuss, and defend their ideas in person and in writing (responses, tutorials, research assignments, film review);
4. Conduct original research using primary and secondary materials, and present your research findings effectively through written assignments and in class (research assignments, tutorials and film review);
5. Consider the contemporary political and intellectual importance of engaging with histories of the emotions.
6. Set your own learning objectives based on your approach to the material and aims for the course.

Assignments and Assessment

Participation: 20% (tutorials 10%, reading responses 10%)	Daily
Family Photograph Assignment 20%	June 12, 11 p.m.
Film Review: 30%	June 19, 11 p.m.
Take-Home Exam 30%	June 26, 11 p.m.

Required Texts: There are no required texts to be purchased for this class. The weekly readings are marked below, and are available either via the hyperlink in the syllabus, or in the Weekly Resource tabs on OWL.

Online Learning: All our course material will be available through OWL, using Word, Voice Thread and Zoom applications. All your assignments will be submitted through OWL.

Academic Integrity: All your work, including your reading responses and Forum posts, must be based on your own research and in your own words. All assignments will be checked through the anti-plagiarism software Turnitin. Using AI software, or copying and pasting from the internet or other student work is plagiarism and will result in a mark of zero and a notification to the Associate Dean. For more information on academic plagiarism, consult the official Western policy:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Late Penalties and Last Day to Submit: Late essay assignments are penalized 2% per day, including weekends. Essays worth more than 10% must be submitted within a week of the deadline; no essays will be accepted after the seventh day (unless the student has been granted Academic Accommodation). No late exams will be accepted. Students must complete the written assignments to pass the courses. If the essays are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Academic Consideration: All requests for consideration must first go through Academic counsellors in appropriate Faculty Dean's Office. **In-class participation cannot be accommodated. No late reading responses will be accepted.**

Assignments

PARTICIPATION 20%

(10% Tutorials, 10% Reading Responses)

In this introductory class, your participation is required, and is weighted at 20% of your final grade. Participation grades are based on the cumulative evidence that you have thought critically about the reading, and are engaged in the work of voicing your views and listening to others. Participation will be both synchronous (together in class time) and asynchronous (done on your own time).

Tutorials 10%

We will meet synchronously as a class ten times over the term in the **class time (10:30- 11:30 a.m.)**, and participation is weighted at 1% per class. Attendance alone is worth only 1/3 of the mark; to gain full marks, you have to participate in discussion. In our class meetings we will clarify any questions about the weekly reading/lecture/podcast, discuss the lecture and reading, and discuss the primary source for the week.

Reading Responses 10%

Students will write **five** out of a possible **ten** reading responses, worth 2% each. These will be based on an analysis of the lectures and readings. An excellent response will get 2%, and adequate one 1% and a weak or absent one 0%. These must be completed by **11 p.m.** of that day. No late submissions will be accepted.

FAMILY PHOTOGRAPH ASSIGNMENT 20% Monday, June 12 by 11 p.m.

For this assignment, students will find a family photograph online at the Toronto Archives, and analyse what it can tell us about using photographs as historical sources, and what the history of the emotions can add to local history. Responses will be approximately 800 words. Full instructions are under the Assignment Tab.

FILM REVIEW 30% Monday, June 19 by 11 p.m.

In this paper, students will analyze the film *Forbidden Love: The Unashamed Stories of Lesbian Lives* (1992), and how the filmmakers contrast oral interviews and pulp novels as primary sources in the film. Students will reinforce their argument with the background chapters posted in OWL by Jean Bruce and Gerda Cammaer, *Forbidden Love: A Queer Film Classic* (2015). Essays will be approximately 1,000 words (4 double-spaced pages), be in scholarly form with footnotes in the History Department style and contain a thesis statement, introduction, conclusion and bibliography. Full instructions are under the Assignment Tab.

TAKE HOME EXAM 30% Monday, June 26 by 11 p.m.

The take-home exam is a 1,200 word final paper designed to assess how well students have understood and analysed all the course material. Students will be given one essay question in advance, to answer with specific footnoted references to the course readings, lectures and discussions. No outside research is required or permitted, and no late exams will be accepted.

Class Schedule and Readings SPRING 2023

Before Term begins: Please complete the Academic Integrity Tutorial and email me your certificate of completion within the first week. (1% bonus on your final mark).

Log into OWL to join: <https://owl.uwo.ca/portal/site/dc11302e-3b48-41b2-bdf6-05a2d96c86cc>

WEEK 1

June 5

Class 1: Introduction to Histories of the Emotions

Listen: Lecture: **Histories of the Emotions** (Voice Thread)

Listen: "The history of human emotions," Tiffany Watt Smith, Ted Talk 2018 (15 min). <https://www.youtube.com/watch?v=S-3qnZrVy9o>

Participate: Zoom Tutorial **10:30 am** 1%, and optional Reading Response 2% (5/10 classes)

June 6

Class 2: Family Love and Separation

Listen: Lecture: **Family Love and Separation** (Voice Thread)

Listen: Podcast: "Death by nostalgia: the strange history of homesickness" CBC Radio 2016 (18 minutes) <https://www.cbc.ca/radio/tapestry/death-by-nostalgia-the-strange-history-of-homesickness-1.3786696>

Read: Susan J Matt, "Emotions in Early America" in *Homesickness: An American History* (New York: OUP), 12-35. (OWL)

Participate: Zoom Tutorial **10:30 am** 1%, and optional Reading Response 2% (5/10 classes)

June 7

Class 3: Photographs as Historical Sources

Listen: Lecture: **Reading Photographs** (Voice Thread)

Read: Geoffrey Batchen, "Ere the Substance Fade: Photography and Hair Jewelry", in *Photographs Objects Histories: On the Materiality of Images* (2004), ed. E. Edwards, 31-46 (OWL).

LOOK at examples:

<https://www.morninggloryjewelry.com/articles/gallery/victorian-photographic-jewelry/>

Watch: "From the Collection of Evan Michelson: Woven Strands" (2018) (2 min.) <https://www.youtube.com/watch?v=RO3pHn029uk&feature=youtu.be>

Watch: "From the Collection of John Whitenight: Woven Strands" (2018) (2 min.) https://www.youtube.com/watch?v=EfP_wbbv-Hk

Participate: Zoom Tutorial **10:30 am** 1%, and optional Reading Response 2% (5/10 classes)

June 8:

Class 4: Love Tokens and Material Objects

Listen: Lecture: **Love Tokens: Lovers and Mothers** (Voice Thread)

Watch: Love Tokens by (2020) by Guy de la Bédoyère (18 min.)

<https://www.youtube.com/watch?v=FN3ofbiBFyk>

Read: Sally Holloway, Chapter 3, "Love Tokens" in *The Game of Love in Georgian England: Courtship, Emotions, and Material Culture* Oxford University Press, 2019 (OWL).

Participate: Zoom Tutorial **10:30 am** 1%, and optional Reading Response 2% (5/10 classes)

WEEK 2

June 12:* Family Photographs Essay due by 11 p.m. today**

Class 5: Romantic Love and Love Letters

Listen: Lecture: **Romantic Love and Love Letters** (Voice Thread)

Read: Vicki Howard, "The Courtship Letters of an African American Couple: Race, Gender, Class, and the Cult of True Womanhood", *The Southwestern Historical Quarterly*, 100, 1 (Jul., 1996), 64-80 (OWL).

Read: A love letter from Endymion Porter to his wife, 17 July 1623 (TNA catalogue ref: SP 14/148f.155).

<https://www.nationalarchives.gov.uk/education/resources/james-i/a-love-letter/>

Participate: Zoom Tutorial **10:30 am** 1%, and optional Reading Response 2% (5/10 classes)

June 13

Class 6: Same Sex Love

Listen: Lecture: **Sources for LGBTQ2 Histories** (Voice Thread)

Read: H. G. Cocks, "Sporty" Girls and "Artistic" Boys: Friendship, Illicit Sex, and the British "Companionship" Advertisement, 1913-1928", *Journal of the History of Sexuality*, 11, 3 (Jul., 2002), 457-482 (OWL).

Participate: Zoom Tutorial **10:30 am** 1%, and optional Reading Response 2% (5/10 classes)

June 14

Class 7: Documentaries and Hidden Histories

Listen: Lecture: **Documentary Films** (Voice Thread)

Watch: LGBT Seniors Tell Their Stories | LA LGBT Center, 2013 (10 min.)

<https://www.youtube.com/watch?v=JDOdv792rBA>

Read: Jean Bruce and Gerda Cammaer, *Forbidden Love: A Queer Film classic*, 2015, Chapters 1 and 2 (OWL).

Participate: Zoom Tutorial **10:30 am** 1%, and optional Reading Response 2% (5/10 classes)

June 15:

No Class today: Watch Film

Watch: NFB documentary *Forbidden Love* (1992) (85 min.)

https://www.nfb.ca/film/forbidden_love/

WEEK 3

June 19: **FILM REVIEW DUE TODAY BY 11 p.m.**

Class 8: Love Gone Wrong: Criminal Trials

Listen: Lecture: **Court Records and Histories of Emotion** (Voice Thread)

Read: Stephen Robertson, "Making Right a Girl's Ruin: Working-Class Legal Cultures and Forced Marriage in New York City, 1890-1950" *Journal of American Studies*, 36, 2, (Aug., 2002), 199-230 (OWL).

Read: Criminal Trial from the Old Bailey Court, London UK: Giovanni Nizzia, charged with kidnapping, 8th January 1906,

<https://www.oldbaileyonline.org/browse.jsp?id=def1-165-19060108&div=t19060108-165&terms=nizzia#highlight>

Participate: Zoom Tutorial **10:30 am** 1%, and optional Reading Response 2% (5/10 classes)

June 20:

Class 9: Parental Love

Listen: Lecture: **Parental Love** (Voice Thread)

Read: Emma Griffin, "The Emotions of Motherhood: Love, Culture, and Poverty in Victorian Britain," *The American Historical Review*, 123, 1 (Feb. 2018), 60-85 (OWL).

Participate: Zoom Tutorial **10:30 am** 1%, and optional Reading Response 2% (5/10 classes)

June 21

Class 10: The Politics of Love

Listen: Lecture: **Reading Emotions in Politics** (Voice Thread)

Read: Tasha Holtman, "A Covert from the Tempest": Responsibility, Love and Politics in Britain's "Kindertransport," *The History Teacher*, 48, 1 (Nov. 2014), 107-126 (OWL).

Participate: Zoom Tutorial **10:30 am** 1%, and optional Reading Response 2% (5/10 classes)

June 22

Class 11: Conclusion

Listen: Lecture: **Conclusion** (Voice Thread)

Participate: No meeting today, work on final papers.

***** Take Home Exam 30% Due Monday June 26 by 11 p.m.**

Guide to Footnotes and Bibliographies: Huron History Department

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. ¹

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

¹ They should be in Arabic, not Roman numerals or letters.

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*
 - 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.
3. Page number (including volume number if necessary)

For example:

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

²Basil 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:

³Careless, *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](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.

Appendix to Course Outlines: Academic Policies & Regulations Summer 2023

Student Code of Conduct

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

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

Prerequisite and Antirequisite Information

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

Attendance Regulations for Examinations

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

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

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

Statement on Academic Offences

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

policy as well as more generally at the following website:

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

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade:
Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad

outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

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

huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website

at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:

<https://huronatwestern.ca/contact/faculty-staff-directory/>.

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

<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

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

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://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 \(uwo.ca\)](#)