

CGS 1021F INTRODUCTION TO GLOBAL CULTURE

The Centre for Global Studies
Huron University College
Fall 2021
Dr. Katherine Lawless



Edward Burtynsky, *Shipbreaking #3, Chittagong, Bangladesh* (2000)

Course Description

This course examines what it means to take culture as a site of analysis and ‘the global’ as a lens of interpretation. We begin by asking simple questions: What is culture? How is culture understood across different fields of inquiry and intellectual traditions? What tensions and contradictions mark its conceptualization and historical production? We use our answers to introduce an expanded set of inquiries: What makes culture ‘global’? How is culture shaped by and does it participate in the forces and flows of globalization? Can we speak of a global culture in the singular? Or must we always speak of global cultures in the plural? How is the concept of global culture leveraged as a means for exercising power and legitimating violence? By whom and for whom? Finally, we consider the ways in which the qualifier of ‘the global’ changes or modifies our understanding specific cultural practices, including tourism, memory, and social movements. Each set of weekly readings will broach these questions and introduce a series of problems unique to the study of global culture through a combination of primary and secondary as well as historical and contemporary sources.

Course Information

Professor	Dr. Katherine (Kate) Lawless, A211
Contact Information	519-438-7224 x705; klawles@uwo.ca
Class Time	Wednesday 8:30-9:30 (Zoom); Friday 8:30-10:30
Office Hour	Fridays 10:30-11:30 (by appointment, via Zoom)
Room	V208

Learning Outcomes

Upon completing this course, students will be able to:

- 1) Recognize and define key terms associated with the study of global culture
- 2) Understand and explain theories of culture and its globalization across different fields of inquiry
- 3) Locate and evaluate credible, reliable, and relevant source material
- 4) Synthesize and analyze information gathered from diverse scholarly sources
- 5) Map and participate in key debates concerning issues in global culture
- 6) Produce an original argument in response to a key debate in global culture
- 7) Demonstrate the skillful use of evidence to support claims
- 8) Write effectively for different audiences and genres

Methods of Instruction, Conduct and Expectations

This course uses short lectures along with large and small group discussion. Study questions will be provided each week to guide you through the course content. These questions will serve as foundation for the in-class discussion as well as the final exam.

Class time:

Scheduled class time will be organized as follows. **Wednesdays:** This time is reserved for tutorials or workshops regarding upcoming assignments. These workshops will be held using Zoom—a series of links will be provided in advance on OWL. Some of these workshops will be led by members of the broader Huron community. We may not meet every Wednesday. **Fridays:** This two-hour period is reserved for a short lecture (20-30 minutes) followed by discussion regarding the readings and lectures. We will always meet on Fridays.

What you can expect from me:

I see my role in the classroom as one of mentorship and dialogue. My aim is to guide you toward new modes of understanding, which sometimes means revealing uncomfortable truths. I do not always have answers. My job is not to tell you how things really are, but to ask and help you to ask the right questions so that you can find answers for yourself. While I recognize that you all bring valuable ideas and perspectives to the classroom that reflect your unique life experiences,

at times I may challenge your ideas, not to be dismissive but to force you to reflect on your founding assumptions. My primary aim is to inspire you to not only learn about the world but change it. To this end, I strive to make my classroom a space in which we can safely question both our own and others' ideas of how things do and should work.

Each week I will provide a formal Lesson Page on OWL, which will include embedded multi-media content as well as a full study guide featuring learning outcomes and study questions to guide you through the course material. Lesson Pages will be available one week prior to class. You will find clear guidelines and rubrics for each assignment on the appropriate Assignment Page in OWL.

If I have to cancel class for some reason, I will make every attempt to let you know in advance. I recognize that we are all balancing multiple and sometimes competing commitments, myself included. For this reason, it is important that we keep the lines of communication open. I will communicate with you primarily using the Announcements feature in OWL. **Please check your email before coming to class in case of a cancellation.**

What I expect from you:

I see your role in the classroom as one of dedicated participant and willing collaborator. I expect you to take yourself and your peers seriously. Each week you must be prepared to engage in meaningful intellectual conversation. This entails doing the required readings, viewing multimedia content, and studying the material. As you do this, you should ask many questions and reflect on your own assumptions as well as those made by your interlocutors. You will not understand everything you read, and this is absolutely fine. Learning how to read scholarly material is like learning a new language; understanding will come with time and practice.

My courses require a high degree of self-motivation and self-regulation. This means you must develop and exercise a good sense of organization, hold yourself accountable and seek various forms of external help when necessary. While I provide clear guidelines for each assignment, it is up to you to put in the work of interpreting and implementing them. Overall, I expect you to be honest and forgiving with yourself and your fellow collaborators while maintaining a high level of intellectual and academic rigour. You will get out of this course as much as you put into it. On average, you can expect to dedicate roughly 6-8 hours per week to this class; this includes time spent on readings and lesson pages (2-3 hours), assignments (1-2 hours), and lectures, discussions and workshops (3 hours).

Course Requirements

Assignment	Length	Value	Due Date	LOs
Weekly Quizzes	5 multiple choice questions	10% (p/f)	Weekly	1, 2
Annotated Bibliography	10 sources	15%	Oct 10	3, 8

Literature Review	750-1000 words	20%	Oct 31	2, 4, 5, 8
Position Paper	1250-1500 words	25%	November 28	6, 7, 8
Final Take-Home Exam	20 multiple choice questions + 500-word essay	30%	TBD, as scheduled by the registrar during the exam period	1, 2, 7

Assignment Descriptions

Weekly Quizzes

Each week, you will be required to complete a short multiple-choice quiz based on the course material prior to attending the class. The questions will test your knowledge and understanding of key concepts, historical events and processes, and primary theories and arguments. These quizzes will be administered via OWL. You will have 10 minutes to complete each quiz. For this reason, you should only take it after completing the course components for the week. These quizzes are graded on a pass/fail basis. A grade of 3/5 is required to pass. The purpose of this assignment is to highlight central ideas and test your basic knowledge as you progress through the course. For further information, please see Handout 1 in the “Handouts” folder of the Resources section on OWL.

Annotated Bibliography

This assignment requires you to locate and evaluate a minimum of 10 sources related to your position paper topic; 2 should be course texts and 8 should be external. For each of your 10 sources, you will provide a critical annotation that includes a brief summary of the text, including the main argument and findings, as well as its relevance for your selected topic. The purpose of this assignment is to facilitate information literacy and source evaluation. It will serve as the foundation for your literature review. For further information, please see Handout 2 in the “Handouts” folder of the Resources section on OWL.

Literature Review

This assignment will build on the work you did in your annotated bibliography. You will analyze the information in your sources to identify key themes and discourses, as well as points of agreement and disagreement. You will use this information to write a 3-4-page paper synthesizing source materials and outlining existing positions on your selected topic. You must use a minimum of 8 external sources and 2 course texts. The purpose of this assignment is to develop your capacity to identify, map, and intervene in broader scholarly conversations. For further information, please see Handout 3 in the “Handouts” folder of the Resources section on OWL.

Position Paper

The position paper is a unique piece of writing that requires you to position yourself on one side of a controversial issue. Accordingly, you will choose and defend your position on a debate or controversy relevant to the study of global culture. A list of significant debates will be provided, but you are equally free to choose your own. You should not only provide a rationale for your position, but also use scholarly evidence and fact-based research to support it. You must use a minimum of 8 external resources and 2 course texts. Overall, your goal is to persuade your reader of the validity of your position through a well-constructed and well-supported argument. Your literature review will provide context for your argument. The purpose of this assignment is to cultivate your capacities for inductive reasoning, argument formation, and the critical evaluation of information. For further information, please see Handout 4 in the “Handouts” folder of the Resources section on OWL.

Final Take-Home Exam

For this final take-home examination, you will answer 20 multiple choice questions and write a 500-word critical response to one of two prompts to be provided one week before the due date, which will be scheduled by the registrar during the regular exam period. For further information, please see Handout 5 in the “Handouts” folder of the Resources section on OWL.

Assignment Submission and Grading

All assignments must be submitted to the appropriate assignment page on OWL by 11:55pm on the designated deadline. Assignments submitted after the deadline will receive a grade but no feedback. No assignments will be accepted after December 3.

Course Texts

There are no required texts for this course. All assigned readings will be posted in the Resources section of our OWL site, which can be accessed using the left-hand toolbar.

Reading Schedule

Week 1: Sept 8/10

Introductions

- Course Syllabus
- Edwards, Paul N. 2019. *How to Read a Book, v5.0*. School of Information, University of Michigan. Available at: <https://pne.people.si.umich.edu/PDF/howtoread.pdf>

Week 2: Sept 15/17

What is culture?

- Williams, Raymond. 1976/1985. “Culture.” In *Keywords: A Vocabulary of Culture and Society*, 76-82. Oxford University Press. Available at: https://www.d.umn.edu/~cstroupe/handouts/general/culture_williams_keywords.pdf

- Barker, C. 2004. "Culture." In *The SAGE dictionary of cultural studies*, 45-46. London: SAGE Publications Ltd. (LIB)
- Pieterse, Jan Nederveen. 2020. "Chapter 1: What is culture?" In *Globalization and Culture: Global Melange*, 7-20. New York: Rowman & Littlefield.

Week 3: Sept 22/24

Enter the global

- Featherstone, Mike. 2006. "Genealogies of the Global." In *Theory, Culture & Society* 23, no. 2-3: 387-392. (LIB)
- Isar, Yudhishtir Raj. 2012. "Global Culture, Media." In *Encyclopedia of Global Studies*, edited by Helmut K. Anheier and Mark Juergensmeyer, 654-660. Thousand Oaks, CA: SAGE Publications, Inc.
- Pieterse, Jan Nederveen. 2020. "Chapter 4: Globalization and Culture: Three Paradigms." In *Globalization and Culture: Global Melange*, 59-80. New York: Rowman & Littlefield.

Week 4: Sept 29/Oct 1

Mass media as global culture?

- Horkheimer, Max and Theodor Adorno. 2002. "The Culture Industry: Enlightenment as Mass Deception." In *Dialectic of enlightenment: Philosophical fragments*, translated by Gunzelin Schmidt Noerr, edited by Edmund Jephcott, 94-136. Stanford, CA, CA: Stanford University Press.
- Lash, Scott and Celia Lury. 2007. "Introduction." In *Global Culture Industry*, pp. 1-15. Polity Press.

Week 5: Oct 6/8

Global terror

- Baudrillard, Jean. 2003. "The Violence of the Global." In CTHEORY, translated by Francois Debrix, edited by Arthur and Marilouise Kroker. Available at: http://ctheory.net/ctheory_wp/the-violence-of-the-global/
- Kellner, Douglas. 2004. "9/11, Spectacles of Terror and Media Manipulation." In *Critical Discourse Studies* 1, no. 1: 41-64.

Week 6: Oct 13/15

On cosmopolitanism

- Kant, Immanuel. 1795. "Toward Perpetual Peace: A Philosophical Sketch." Available at: <http://www2.hawaii.edu/~freeman/courses/phil320/21.%20Perpetual%20Peace.pdf>
- Cheah, Pheng. 2006. "Cosmopolitanism." In *Theory, Culture & Society* 23, no. 2-3: 486-496.

Week 7: Oct 20/22

Global culture as hybrid

- Burke, Peter. 2009. "Introduction." In *Cultural Hybridity*, 1-12. Polity Press.
- Bhabha, Homi. 2011. "Hybridity." *Translation: a transdisciplinary journal*: 19-20. Rome, Italy: Edizioni di storia e letteratura. (an excerpt from *The Location of Culture*, 1994)
- Pieterse, Jan Nederveen. 2020. "Chapter 5: Globalization as Hybridization." In *Globalization and Culture: Global Melange*, 81-103. New York: Rowman & Littlefield.

Week 8: Oct 27/29

The Violence of Globalization

- Nixon, Rob. 2011. "Introduction." In *Slow Violence*, 1-14. Cambridge, MA: Harvard University Press.
- Shiva, Vandana. 2002. "The Violence of Globalization." *Canadian Woman Studies* 21: 15-17.

READING WEEK: November 1-7

Week 9: Nov 10/12

Midterm check-in

- Classes this week are reserved for student-professor meetings.

Week 10: Nov 17/19

Global Tourism

- Kincaid, Jamaica. 1988/2000. *A Small Place*. Farrar, Strauss and Giroux. Read excerpts: 1-19, 23-37, and 77-81.
- MacNeille, Susan. 2009. "36 hours in Antigua." In *The New York Times*: <https://www.nytimes.com/2009/02/15/travel/15hours.html>
- Drake, Monica. 2016. "Jamaica Kincaid's Antigua." In *The New York Times*: <https://www.nytimes.com/2016/07/17/travel/antigua-jamaica-kincaid.html>

Week 11: Nov 24/26

Global memory

- Bell, Duncan, ed. 2006. "Introduction: Memory, Trauma and World Politics." In *Memory, Trauma and World Politics: Reflections on the Relationship Between Past and Present*, 1-29. New York, NY: Palgrave Macmillan Memory Studies.
- Assman, Jan. 2010. "Globalization, Universalism and the Erosion of Cultural Memory" In *Memory in a Global Age: Discourses, Practices and Trajectories*, edited by Aleida Assmann and Sebastian Conrad, 121-137. New York, NY: Palgrave Macmillan Memory Studies: http://archiv.ub.uni-heidelberg.de/propylaeumdok/1831/1/Assmann_Globalization_2010.pdf

Week 12: Dec 1/3

Global cultures of resistance

- Gilroy, Paul. 1993. "The Black Atlantic as a Counterculture of Modernity." In *The Black Atlantic: Modernity and Double-Consciousness*, 1-40. Connecticut, MA: Harvard University Press.
- Simpson, Leanne, Rinaldo Walcott and Glen Sean Coulthard. 2018. "Idle No More and Black Lives Matter: An Exchange (Panel Discussion)." In *Studies in Social Justice* 12, no. 1: 75-89. <https://doi.org/10.26522/ssj.v12i1.1830>

Additional Resources

Our course reading schedule uses Chicago style citation (Author-Date System), which you can learn more about here:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Or here: <https://uwaterloo.ca/writing-and-communication-centre/resources-chicago-manual-style-author-date>

"How to Read an Assignment" (Harvard University Writing Center):
<https://writingcenter.fas.harvard.edu/pages/how-read-assignment>

Davis, Suzanne. 2019. "7 Sensational Essay Hooks that Grab Readers' Attention":
<https://www.academicwritingsuccess.com/7-sensational-essay-hooks/#:~:text=A%20strong%20statement%20hook%20is,or%20disagrees%20with%20your%20statement.>

Critical Reading Handout (U of T):
<https://www.utsc.utoronto.ca/twc/sites/utsc.utoronto.ca.twc/files/resource-files/CriticalReading.pdf>

Guptill, Amy. 2016. *Writing in College: From Competence to Excellence*. Open SUNY Textbook:
<https://opentextbc.ca/writingincollege/>

COURSE POLICIES

Correspondence

I will make every attempt to reply to messages on the same day if they are received between the hours of 9am and 5pm. I do not necessarily check my messages after 5pm on weekdays or at all on weekends. Kindly allow 48 hours before sending a gentle reminder. In the case of an urgent message, please contact me instead by telephone.

Office Hours and Appointments

If you wish to utilize office hours, please contact me at least 24 hours in advance to make an appointment. Appointments are limited within the designated time and granted on a first-come, first-serve basis. If you are unable to attend office hours, please contact me to discuss an alternative appointment time; I will do my utmost to accommodate. For any appointment, please come prepared with specific questions and concerns to facilitate a productive meeting.

Class Cancellations

In the event of unexpected class cancellations, I will post an announcement on OWL as soon as possible and I will circulate it as an email. Every attempt will be made to post cancellations in advance. **Please check your email and/or OWL before each class.**

Grading Scale

This is an adaptation of the approved scale used by Western University

A+ (90-100)	Superb. No mistakes, well-written, well-researched, original thesis. One could scarcely expect better from a student at this level.
A (80-89)	Excellent. No mistakes, well-written and distinctive but not original. Superior work that is clearly above average.
B (70-79)	Good. No serious mistakes, well-written but not distinctive. Good work, meeting all requirements, and eminently satisfactory.
C (60-69)	Fine. Some errors but demonstrates a basic understanding of the material. Competent work, meeting basic requirements.
D (50-59)	Poor. Many errors, and a dubious grasp of the material. Fair work, minimally acceptable.
F (below 50)	Fail. Problematic on all fronts. No real grasp of material or complete lack of effort.

Accommodations

If you are having difficulty completing your assignments by the designated due dates, please contact me **by email or phone in advance of the deadline** and we can make alternative arrangements. You can also go through academic advising if the reasons are sensitive or confidential. There are no late penalties in my classes; however, please note that work handed in after the deadline will not receive feedback.

Assignment Discussion and Grade Appeals

I will provide detailed feedback on all assignments to make the assigned grade clear. If you wish to discuss or appeal your grade you must make an appointment after the assignment has been returned. Before your appointment, please review the feedback in relation to assignment guidelines and grading scale (above).



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

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.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

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>.

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:

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

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:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. 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, 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

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/accommodation_illness.pdf are met.

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

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

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

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. 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, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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) 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 where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. 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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. 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>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

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