

**CGS 3521G 550 – Non-State Spaces in Transition:
The North American Geo-Economic Region: An Anthropological Approach**
The Centre for Global Studies
Huron University College
Winter 2023

Instructor: Dr. Alejandra González Jiménez
Office hours: Wednesdays 4:30 p.m. – 5:30 p.m. (V121)
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Day and Time: Mondays, 3:30 p.m. – 5:30 p.m.
Wednesday, 2:30 p.m. – 3:30 p.m.

Location: W6

Course Description

Do you ever wonder where your raspberries in winter and your yearlong supply of avocados come from? Do you know who sows and harvests tomatoes in Leamington, Ontario? Did you know that an auto-part crosses the Mexico-US border, back-and-forth, about seven times before being assembled into a car? Did you know that Canadian mining companies benefit from Mexico's so-called drug war? All these questions point towards the free trade agreement among Mexico, Canada, and the United States. Previously known as NAFTA—and currently as CUSMA—this transnational legal, social, and geo-economic structure created a trade block and a transborder region. While entangling the three countries for the easy flow of commodities and capital, this free trade agreement has also resulted in a militarized border and strict migratory temporal labour schemes to constrain people's movements. NAFTA has entrenched neoliberal modes of governance in Mexico, Canada, and the United States. After almost thirty years of its implementation, NAFTA has lastingly reconfigured social, economic, and political relations within and between the three signing countries.

This course offers a critical overview of the North American Free Trade Agreement. From different vantage points, we will examine how free trade creates and reproduces the conditions for predatory capitalist accumulation and how these processes are contested and appropriated. With a focus on Mexico in particular, we will delve into the implications and contradictions of NAFTA on the ground. NAFTA has legalized different forms of dispossession and precarious labour regimes, yet at the same time it has enabled transnational solidarities and creative modes of resistance. While our object of study is the North American Free Trade Agreement, the course will provide students with conceptual tools to think about free trade in any locale.

Learning Outcomes

This course aims to cultivate students' critical thinking skills and equip them with tools for interdisciplinary research. By the end of the course students should be able to:

- 1) Understand free trade agreements historically, critically, and through an interdisciplinary framework
- 2) Have a critical, conceptual, and empirical understanding of how NAFTA emerged, evolved, and its implications for people and the environment.

- 3) Understand the colonial origins of free trade and the ways in which it reproduces contemporary relations of subjection and extraction.
- 4) Be able to debunk xenophobic narratives such as ‘they are taking our jobs.’
- 5) Employ critical reading, writing, and research skills.
- 6) Participate generously in group discussions.

Course Materials and Books

Articles can be found in OWL Course Readings section. Books are found at Western University Library (some online and some in hard copy). You can also check your local public library.

Books to review (you will be assigned ONE of these books):

1. Barndt, Deborah. 2008. *Tangled Routes: Women, Work, and Globalization on the Tomato Trail*. Lanham, MD.: Rowman & Littlefield Pub.
2. De León, Jason. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Oakland: University of California Press.
3. Galvéz, Alyshia. 2018. *Eating NAFTA: Trade, Food Policies, and the Destruction of Mexico*. Oakland: University of California Press.
4. Holmes, Seth. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press.
5. Muehlmann, Shaylih. 2014. *When I Wear My Alligator Boots: Narco-Culture in the US – Mexico Borderlands*. Berkeley: University of California Press.
6. Zolnisky, Christian. 2019. *Made in Baja: The Lives of Farmworkers and Growers Behind Mexico’s Transnational Agricultural Boom*. Oakland: University of California Press.

Methods of Evaluation and Due Dates

- 1) Class attendance and participation (13%) – ongoing
- 2) Reading responses (7%) – ongoing
- 3) Develop critical questions to be discussed in class (10%) – individually assigned due date
- 4) In-class presentation of book reviewed (10%) – March 29 & April 5
- 5) Documentary Essay (20%) – February 15
- 6) Book Review (20%) – March 15
- 7) Op-ed (20%) – April 10

Course Expectations

1) Attendance and Participation: It is imperative that students attend and participate in all class sessions. Participation includes active involvement in discussions and small group activities. If you find it difficult to speak in front of other people and you think that this will inhibit your performance in this class, please let me know as soon as possible. While everyone has the right to be 5 minutes late to class on occasion, consistent tardiness is disruptive and disrespectful to your classmates and to me. The same applies to early departures. You are responsible for the material covered during each class, even if you are not present. Absences do not relieve your responsibility to submit coursework. You should, in such cases, make arrangements to submit materials in advance or have them delivered by a classmate.

2) Reading responses: You are required to post 7 reading responses over the course of the term. **Reading responses will be posted by Sunday midnight which means that all the readings assigned for that week must be read by then.** Each reading response should be about 300 words long, and it should show a thorough engagement with all the readings assigned for that week. Postings may take the form of a short summary and commentary as well as it can include an elaborate question. Contributions uploaded during or after class don't count. Please note that, although reading responses are pieces of informal and exploratory writing designed to help you think critically about the readings, you must proofread your work before posting it. **Please note that all the readings should be done before the Monday class meets.**

3) Develop critical questions to be discussed in class: On the first day of class, students will pick a week for which they will develop three critical questions based on the assigned readings. Most likely you will work on these questions together with a classmate. On the week you pick, you will present your three questions to your classmates to stir discussion.

4) In- class presentation of book reviewed: During our two final classes, you will give a 15–20-minute group presentation on the book you were assigned together with the other students who were assigned the same book. Please work together and prepare a Power Point for your presentation.

5) Critical documentary essay: You will watch on you own the documentary “[The New Corporation: The Unfortunately Necessary Sequel](#)” (2020) prior to February 15. On that date, you will submit a critical review of this documentary. This assignment is NOT a summary of the documentary. It is rather a piece in which you critically engage with and think about the documentary, bringing it into conversation with themes from this course. I'll provide you with guidelines in Week 3 (1000 - 1,200 words). I encourage you to also watch “[The Corporation](#)” (2003) which precedes the documentary you will review.

6) Book review: For this assignment, you will read, analyse, and evaluate a book that you will be assigned on the first day of class. Please note that a book review is not a summary of the book. Rather, it is thoughtful discussion of the book in which you identify the main argument, themes, and sub-arguments, and the evidence that supports them. Make sure to start reading the book as soon as possible so you can take your time to develop a thoughtful discussion of the book's contents. I'll provide you with guidelines in Week 6 (1000 words).

7) Op-ed piece: To practice more public-facing writing, the final assignment for this course is an op-ed. You will write a strong, informed, and focused opinion piece on an issue related to North American Free Trade Agreement. For example, you could write about migrant agricultural workers in Canada or about Canadian mining companies in Mexico. I'll provide you with guidelines in Week 10 (750 - 800 words).

Writing assignments general guidelines: Each writing assignment must have a title and subtitles, as well as page numbers. Use Times New Roman 12 font and regular margins (2.54 cm). All assignments should be double-spaced. Your name and the date should appear on the first page. All texts used in assignments should be cited in-text—including page numbers—and in a

bibliography using Chicago Style. Click [here](#) for a quick guide to the Chicago Manual of Style Online. Please note that all assignments should be submitted via OWL.

I encourage you to seek support at [Huron University Writing Services](#) for all your writing assignments.

Penalty for late assignments: To ensure fairness to those who complete their work on time, a penalty of 10% per day will be deducted from assignments handed in after the due date, unless students present medical or other emergency reasons and have contacted the instructor in advance of the due date. Assignments more than one week late will not be accepted.

Plagiarism: Plagiarism is the act of using the ideas or work of another person as if they were one's own. Plagiarism will not be tolerated. Click [here](#) for more on how Western Libraries defines plagiarism and how to avoid it.

Communication: Course communication will be sent through the course website. All email queries to the instructor should have a subject line clearly indicating the topic/question of your message. In the message's body, you must include your full name. I'll try respond within 48 hours. Any query related to essays must be sent in advance. If the answer of your query is on the syllabus, I will not respond to your message.

Course Schedule

Week 1: January 9: NAFTA: a brief introduction

In-class screening:

NAFTA: Pros and Cons Explained (10 minutes)

NAFTA Explained by Avocados. And Shoes (5 minutes)

Understanding NAFTA (2 minutes)

The Shock Doctrine by Naomi Klein and Alfonso Cuarón (5 minutes)

Seattle 1999: The battle of America against the World Trade Organization (15 minutes)

Sommet des Amériques Québec City 2001 (12 minutes)

The Zapatista Uprising (12 minutes)

January 11

Harry Sanabria. 2019. "NAFTA." In *Anthropology of Latin American and the Caribbean*. London: Taylor and Francis, 311-318; 335.

James Russell. 2009. "NAFTA." In *Class and Race Formation in North America*. Toronto: University of Toronto Press, 118-134.

I. Anthropology of NAFTA

Week 2: January 16 & 18: Notes on Methods and Approaches

Ted C. Lewellen. 2002. "Globalization from the Ground Up." In *The Anthropology of Globalization: Cultural Anthropology Enters the 21st Century*. Connecticut: Bergin & Garvey, 187-201.

Chilla Bulbeck. 2006. "Fracturing Binarism: First and Third Worlds." In *Beyond Borders: Thinking Critically About Global Issues*. Edited by Paula S. Rothenberg. New York: Worth Publishers, 37-41.

Chandra Talpade Mohanty. 2006. "One-Third/Two-Thirds Worlds." In *Beyond Borders: Thinking Critically About Global Issues*. Edited by Paula S. Rothenberg. New York: Worth Publishers, 41-43.

Michael Parenti. 2006. "Mass Media: For the Many, by the Few." In *Beyond Borders: Thinking Critically About Global Issues*. Edited by Paula S. Rothenberg. New York: Worth Publishers, 60-72.

II. Macro historical sketches of global encounters

Week 3: January 23 & 25: Transnational Institutions and the Imperialism of Free Trade

Ted C. Lewellen. 2002. "Slouching Toward Globalization." In *The Anthropology of Globalization: Cultural Anthropology Enters the 21st Century*. Connecticut: Bergin & Garvey, 7-27.

Eduardo Galeano. 1996. "[120 million children in the eye of the hurricane](#)." In *The Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York: Monthly Review Press, 1-8.

Michael Chossudovsky. 2006. "The Globalization of Poverty." In *Beyond Borders: Thinking Critically About Global Issues*. Edited by Paula S. Rothenberg. New York: Worth Publishers, 453-461.

john a. powell and S.P. Udayakumar. 2006. "Race, Poverty, and Globalization." In *Beyond Borders: Thinking Critically About Global Issues*. Edited by Paula S. Rothenberg. New York: Worth Publishers, 432-437.

Jan Jindy Pettman. 2006. "On the Backs of Women and Children." In *Beyond Borders: Thinking Critically About Global Issues*. Edited by Paula S. Rothenberg. New York: Worth Publishers, 437-440.

Week 4: January 30 & February 1: Neoliberalism and Global Capitalism

Pierre Bourdieu. 1998. "Neoliberalism, the Utopia (Becoming Reality) of Unlimited Exploitation." In *Acts of Resistance: Against the Tyranny of the Market*. New York: The New Press, 94-105.

David Harvey. 2007. "Neoliberalism as Creative Destruction." *The Annals of the American Academy of Political and Social Science, (NAFTA and Beyond: Alternative Perspectives in the Study of Global Trade and Beyond)*, 610: 22-44.

Michael Parenti. 2006. "The WTO and Globalization." In *Beyond Borders: Thinking Critically About Global Issues*. Edited by Paula S. Rothenberg. New York: Worth Publishers, 449-452.

Graham Dunkley. 2004. "Trade, Myth, and Obsession." In *Free Trade: Myths, Realities, Alternatives*. Nova Scotia: Fernwood Books, 1-17.

III. NAFTA on the Ground

The North American free trade has taken multiple forms in the three countries. In this section, we will explore some of these forms, their ongoing impacts, and the questions they provoke.

Week 5 / February 6 **Please note that this class will be held on Zoom****** **The Rise of the Corporation**

Joshua Barkan. 2013. "Introduction" and "Conclusion." In *Corporate Sovereignty: Law and Government under Capitalism*. Minneapolis: University of Minnesota Press, 1-18 and 161-166.

Dinah Rajak. 2011. "Towards an Ethnography of Corporate Social Responsibility." In *In Good Company: An Anatomy of Corporate Social Responsibility*. Stanford: Stanford University Press, 1-28.

Paul Withers. 2019. "[Canada ordered to pay U.S., concrete company \\$ 7M in NAFTA case.](#)" *CBC News* (Nova Scotia).

Week 5: / February 8 **Back to the classroom******

Week 6: February 13 & 15: National Identities and Sovereignty

Ann E. Kingsolver. 2001. "1994: NAFTA and National Identities—Stories of Racialized Difference." In *NAFTA Stories: Fears and Hopes in Mexico and the United States*. Boulder: Lynne Rienner Publishers, 109-141.

Matthew C. Gutmann. 1998. "For Whom the Taco Bells Toll: Popular Responses to NAFTA South of the Border." *Critique of Anthropology* 18(3): 297-314.

Gerald Sider. 2004. "The Production of Race, Culture, and State: An Anthropology." *North American Dialogue* 7(1): 4-7.

****Piece on "The New Corporation: The Unfortunately Necessary Sequel" due****

February 20 & 22, Spring reading week, no classes

Week 7: February 27 & March 1: The Rust Belt and the Mexico-US border

Jane Collins. 2003. "Tracing the Threads of a Global Industry." In *Threads: Gender, Labor, and Power in the Apparel Global Industry*. Chicago: Chicago University Press, 1-26.

Patricia Fernández-Kelly. 1983. "Introduction." In *For We Are Sold, I and My People: Women and Industry in Mexico's Frontier*. Albany: State University of New York Press, 1-18.

Harry Sanabria. 2019. "Lurking Danger on the Borderlands: Women, Maquilas, and Death." In *Anthropology of Latin American and the Caribbean*. London: Taylor and Francis, 297-298.

Christine Walley. 2013. "Preface" and "It All Came Tumbling Down: My Father and the Demise of the Chicago Steel Industry." In *Exit Zero: Family and Class in Postindustrial Chicago*. Chicago: Chicago University Press, ix-x; 57-88.

Christine Walley. 2019: "Trump's election and the 'white working class': what we missed." *American Ethnologist* 44(2): 231-236.

In-class screening: *Maquilapolis*

Week 8: March 6 & March 8: The Drug Economy and Mining

Oiendrilla Dube et.al. 2014. "[From Maize to Haze: Agricultural Shocks and the Growth of the Mexican Drug Sector.](#)"

Dawn Paley. 2014. "Profits," "Anti-Drugs Cops Help Canadian Mining Companies," "Territory, Community Police, and Self-defense Groups," "Paramilitarized Extraction," "Displacement and Real Estate," and "Avocados and Limes at Gunpoint." In *Drug War Capitalism*. Baltimore: AK Press, 129-138 and 151-168.

James McDonald. 2005. "The Narco-Economy and Small-Town, Rural Mexico." *Human Organization* 64(2): 115-125.

Dawn Hoogeveen. "[Intimate Geographies of NAFTA and Canadian Mining in Mexico.](#)" *Scapegoat* 6, 237-242.

Week 9: March 13 & March 15: Labour and Migration

Harry Sanabria. 2019. "Transnational Migrants in the United States and Canada." In *Anthropology of Latin American and the Caribbean*. London: Taylor and Francis, 292-293.

Harsha Walia. 2010. "Transient Servitude: Migrant Labour in Canada and the Apartheid of Citizenship." *Race & Class: Institute of Race Relations* 52(1): 71-84.

Jennifer S. Hirsh. 2002. "¿Que, pues con el pinche NAFTA?": Gender, Power, and Migration Between Western Mexico and Atlanta." *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 31(3-4): 351-387.

David Bacon. 2004. "Grapes and Green Onions." In *The Children of NAFTA: Labor Wars on the U.S./Mexico Border*. Berkeley: University of California Press, 19-35.

Week 10: March 20 & 22: Environmental Degradation

Devon G. Peña. 1997. "Promise Land or Wasteland." In *The Terror of the Machine: Technology, Work, Gender, and Ecology*. Austin: University of Texas at Austin, 279-334.

["How NAFTA created an impending crisis in Mexico."](#) Arizona State University New blog news

****Book review due****

Week 11: March 27 & 29: Mobilizing 'Free Trade' in the Everyday

Rebecca Galemba. 2012. "'Corn is food, not contraband': the right to 'free trade' at the Mexico-Guatemala border." *American Ethnologist* 39(4): 716-734.

Caroline Schuster. 2019. "The Bottlenecks of Free Trade: Paraguay's *Mau* Cars and Contraband Markets in the Triple Frontier." *The Journal of Latin American and Caribbean Anthropology* 24(2): 498-517.

****Presentations****

Week 12: April 3 & 5: Responses to Free Trade

Lynn Stephen. 1996. "Between NAFTA and Zapata: Responses to Restructuring the Commons in Chiapas and Oaxaca, Mexico." In *Privatizing Nature: Political Struggles for the Global Commons* edited by Michael Goldman. London: Pluto Press, 76-101.

Browning, Anjali. 2013. "Corn, Tomatoes, and a Dead Dog: Mexican Agricultural Restructuring After NAFTA and Rural Responses after Declining Maize Production in Oaxaca, Mexico." *Mexican Studies* 29(1): 85-119.

****Presentations****

Week 13: April 10: Is There an After of Free Trade?

Wrap-up and class discussion

David Graeber. 2009. "Imagination." *In Direct Action: An Ethnography*. Oakland: AK Press, 509-537.

Fred Rosen. 1999. "The Underside of NAFTA: A Budding Cross-Border Resistance. *NACLA: Report on The Americas*, 32(4):37-41.

Isabel Altamarino-Jiménez. 2017. "Trump, NAFTA, and Indigenous Resistance in Turtle Island." *Theory and Event*, 20(1): 3-9.

***** Op-ed due on April 10th via OWL*****

Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no 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

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 \(uwo.ca\)](#)