

HIST 2710F: Red, White, Black et Blancs: The Americas to the 1860s

Meetings: V208 - Tuesday: 9:30-10:30
V208 - Thursdays: 8:30-10:30

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Thursdays 10:30 to 11:30

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Course Description: This course examines the history of North America from 1450 to 1867. The course addresses the histories of North American, European and African peoples and their interactions with each other. Key themes addressed in this course are imperial and colonial expansion, slavery and indigeneity, religion, and political revolution. It is designed as a precursor to HIST 2202G and HIST 2302G.

Learning Objectives: Students will leave this class with an understanding of...

- the diversity of Indigenous peoples living in North America and those who came to live on their lands.
- the key historiographical debates defining this period and the strengths and weaknesses of studying it through national frameworks.
- the skills necessary to form a historically-focused research project.

Required Texts

- Gary B. Nash, *Red, White and Black: The Peoples of Early North America*, 7th ed. (New York: Pearson Prentice Hall, 2014)

This course strongly advises attendance on the Lake Erie Borderlands Field School at Oberlin College. Please ensure that you can attend this trip all day on October 19 and 20. We will only meet once a week in November in recognition of your attendance at the field school and to provide time for you to work on your final research essays.

Due Dates and Weighting of Grades

- **Topic Analysis - 20%** (10% each)
- **Research Paper**
 - **2 November:** Proposal with Annotated Bibliography - **10%**
 - **7/14 November:** Meeting with Professor Peace - **5%**
 - **5 December:** Essay deadline - **25%**
- **Final Exam** (in exam period) - **20%**
- **Participation - 20%**

Assessment:

- **Topic Analysis:** Twice during the semester you will submit a short 750-word analysis of our readings, lecture and discussions. *One of these essays must be complete by the fall reading week.*

- **Research Paper:** The purpose of the Lake Erie Borderlands Field School is to introduce you to a handful of secondary sources, archival collections and communities with deep ties to the shores of Lake Erie. Based on your experiences on this trip, you will design and build a research project that helps us better understand the ways that the lake has served to bring communities together.
 - **Proposal and annotated bibliography:** You will submit a two-page proposal with the following components:
 - A research question developing from the readings and experiences you had during the field school.
 - A 250-word description of how you plan to answer your research question.
 - A schedule that you will follow in order to ensure that your work is completed on time and adequate research has been conducted.
 - Two journal articles, one book and one archival collection that you will use to answer your research question. Each entry on your bibliography should be accompanied with a short paragraph explaining why you think the source is relevant to your research question.
 - **Meeting with Professor Peace:** During the two weeks between November 6 and 16 you will meet with me to discuss the direction of your essay. This is a pass/fail grade that will be awarded at the end of our meeting. It is expected that by the time we meet, you will have begun your research and that the ideas in your proposal will have begun to change as a result.
 - **Research Essay:** The research essay that will result from this process will be 1,500 words. It will include an introduction, historiographical discussion, historical analysis, a conclusion, and a bibliography. Please avoid using subject headings and the temptation to write your essay using only four or five paragraphs. Remember that each paragraph represents a single idea, introduced in the topic sentence and supported by subsequent sentences supporting the topic sentence with evidence and/or analysis.
- **Final Exam:** The final exam will be held during the exam period. Details will be provided in November.
- **Participation:**
 - **In-class Engagement (15%):** A grade out of 10 will be assigned to you at the end of each week. A participation grade of no more than 5 will be assigned for weeks when you miss one of our two meetings.
 - **Information Literacy Exercises (5%):** Colleen Burgess, our Associate Librarian will be visiting our class on three occasions.

Resources that MUST be drawn upon

- **All books must be held in the Western library system**
- **All articles must be retrieved using *America History & Life***

Weekly Schedule

Sept 7: Introduction

Week 1: Approaching the Past

- **Preparatory Reading:** Allan Greer, "National, Transnational, and Hypernational Historiographies: New France Meets Early American History," *The Canadian Historical Review*, 91, 4 (Dec 2010): 695-724.
- **Preparatory Reading:** Nash, Introduction
- **Sept 12: Lecture:** Jean Baptiste Point du Sable
- **Sept 14: Guest Lecture:** Dan and Mary Lou Smoke
 - Participation will be marked based on your involvement in the OWL forum.

Week 2: Indigenous America in the Fifteenth Century

- **Preparatory Reading:** Nash, Chapter 1: "Before Columbus"
- **Preparatory Reading:** Nash, Chapter 2: "Europeans Reach North America"
- **Sept 19: Lecture:** Cahokia and Ancient North America
- **Sept 22:** Visit the Museum of Ontario Archaeology
 - **Discussion:** Critically compare Nash's first two chapters with the interpretation and displays at the Museum of Ontario Archaeology.

Week 3: Imperial Expansion (Spain/England/France)

- **Preparatory Reading:** Nash, Chapter 4: "Cultures Meet in the Northeast"
- **Sept 26: Tracking the scholarly discussion (Colleen Burgess)**
- **Sept 28:**
 - **Lecture:** The Doctrine of Discovery
 - **First Hour: Primary Source Discussion:** Comparing Exploration Accounts
 - Francisco Vásquez de Coronado, *Coronado's Letter to Mendoza, 3 August 1540* <http://solomon.eena.alexanderstreet.com.proxy1.lib.uwo.ca/cgi-bin/asp/philo/getobject.pl?c.328:1.eena> (must be logged into Western Libraries to access)
 - Michael Lok, "Memorandum," 28 October 1577 and Dionyse Settle, *A True Report of the Last Voyage into the West and Northwest Regions, &c. 1577*, <http://nationalhumanitiescenter.org/pds/amerbegin/exploration/text3/loksettle.pdf>
 - Jacques Cartier, "Second Voyage, 1535-1536," - <http://nationalhumanitiescenter.org/pds/amerbegin/exploration/text2/cartier.pdf>

Week 4: The Middle Passage and American Slavery

- **Preparatory Reading:** Nash, Chapter 6: "Europe, Africa, and the Americas"
- **Preparatory Reading:** Nash, Chapter 7: "The African Ordeal Under Slavery"
- **Oct 3: Guest Lecture:** Africa and America (Nina Reid-Maroney)
- **Oct 5:**

- **First Hour: Activity:** "Torture and the Truth: Angélique and the Burning of Montreal" *Great Unsolved Mysteries in Canadian History*, <http://www.canadianmysteries.ca/sites/angelique/accueil/indexen.html>
- **Second Hour: Applying RADAR or CRAAP tests (Colleen Burgess)**

October 9-13: Reading Week

- **Begin preparing for the Lake Erie Borderlands Field School**

October 19-20: Lake Erie Borderlands Field School

- This is a multi-day field trip and therefore we will not hold regular classes
 - **Preparatory Reading:** Nash, Chapter 12: "The Mixing of Peoples"
 - **Preparatory Reading:** *The Life of Josiah Henson Formerly a Slave now an Inhabitant of Canada as Narrated by Himself*
 - **Preparatory Reading:** Sturtevant, "'Over the Lake': The Western Wendake in the American Revolution," in Labelle and Peace, *From Huronia to Wendakes*
 - **Preparatory Reading:** "Old Friends and New Foes: French Settlers and Indians in the Detroit River Border Region," *Michigan Historical Review*, 38 (Fall 2012): 35-62.

Week 5: Gender and the Fur Trade

- **Reading:** Susan Sleeper-Smith, "Challenging Female Autonomy and Authority at Michilmackinac" *Journal of the Early Republic*, 25, 3 (Fall 2005): 417-443.
- **Reading:** Jan Noel, "'Fertile with Fine Talk': Ungoverned Tongues among Haudenosaunee Women and Their Neighbours" *Ethnohistory* 57, 2 (Spring 2010): 201-223.
- **Oct 24: Lecture:** The Desjarlais Family, an intergenerational journey west
- **Oct 26: Film and reading discussion:** In Search of Sally: The Sally Ainsie Project

Week 6: Imperial Conflicts and the Rise of British North America

- **Preparatory Reading:** Nash, Chapter 10: "The Seven Years' War and Its Aftermath"
- **Oct 31: Lecture:** Treaties and Wars in the Northeast
- **Nov 2: Discussion:** To what extent was the 1763 Royal Proclamation a pivotal moment in North America's history?
 - Students will present an essay from ActiveHistory.ca's series on the 1763 Royal Proclamation. Presentations will be followed by general discussion.
 - **Proposals and Annotated Bibliographies are due**

Week 7: Liberty and Revolutions

- **Preparatory Reading:** Barry Cahill, "The Black Loyalist Myth in Atlantic Canada," *Acadiensis*, 29, 1 (Sept 1999): 76-87.
- **Preparatory Reading:** James Walker, "Myth, History and Revisionism: The Black Loyalists Revisited," *Acadiensis*, 29, 1 (Sept 1999): 88-105.
- **Optional Reading:** Nash, Chapter 11: "The Tricolored American Revolution"
- **Nov 7: No Class - Set up a meeting with Prof. Peace to discuss your essay**

- **Nov 9: Lecture:** Why didn't Nova Scotia and Quebec join the Revolution? (discussion of readings will follow the lecture)

Week 8: Indigenous Self-Governance: Empires and Nations

- **Preparatory Reading:** Nash, Chapter 5: "The Coastal Societies: Resistance, Accommodation, and Defeat"
- **Preparatory Reading:** Nash, Chapter 9: "Wars for Empire and Indian Strategies for Survival"
- **Nov 14:** No Class - Set up a meeting with Prof. Peace to discuss your essay
- **Nov 16: Lecture:** The Comanche Empire (discussion of readings will follow the lecture)

Week 9: Settler Colonialism

- **Preparatory Reading:** Nash, Chapter 8: "The Transformation of Euro-American Society"
- **Preparatory Reading:** Thomas Peace and John G. Read, "Colonies of Settlement and Settler Colonialism in Northeastern North America, 1450-1850" in Cavanagh and Veracini, eds, *The Routledge Handbook of the Global History of Settler Colonialism*.
- **Nov 21: Lecture:** Indigenous to Settler Landscapes: The Pacific Coast, 1840-1870
- **Nov 23: Workshop: Critical application of information evaluation (Colleen Burgess)**

Week 10: Slavery and Freedoms

- **Preparatory Reading:** Marie Carter, "William Whipper's Lands along the Sydenham," *The Promised Land: History and Historiography of the Black Experience in Chatham-Kent's Settlements and Beyond*
- **Preparatory Reading:** Claudine Bonner, "Nina Mae Alexander: Daughter of Promise," *The Promised Land*
- **Preparatory Reading:** Nina Reid-Maroney, "'A Contested Mind is a Continual Feast': Tracing Intellectual Migrations through the Promised Land," *The Promised Land*
- **Nov 28: Guest Lecture:** Slavery and Freedom (Nina Reid-Maroney)
- **Nov 30:** No class in order to work on your final essays.

Week 11: Nation-Building

- **No Readings assigned**
- **Dec 5: Lecture:** Deportations and Trails of Tears
 - **Essays are due in class**
- **Dec 7:** Exam Review

HISTORY DEPARTMENT RULES AND REGULATIONS

The History Department has specified that:

1. Each course instructor will set policy regarding the form (electronic and/or paper copy) and procedure for submitting essays and other written assignments in each course. Students are responsible for making sure they are familiar with each instructor's policy on electronic and/or paper 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 the instructor or in the Essay Drop Box. 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.

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

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

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:

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

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol 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.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario 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. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is 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.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

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

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

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:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.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 Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation 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. 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. 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 Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student’s ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for

accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

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 Web site:

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

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

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.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwo.com/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>