

HIST 1815F 2021 Histories of Love Spring Term

Course Instructor: Dr. Amy Bell

Contact: abell44@uwo.ca

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

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

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

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

Office Hours: By appointment

INTRODUCTION

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

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

Course Objectives

The course is designed to help you:

1. Recognize and define major themes in recent scholarship on histories of the emotions and how they relate to other fields of study;

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

Assignments and Assessment

Participation: 30% (tutorials 10%, reading responses 20%)	Daily
Film Review: 25%	May 17, 11 p.m.
Primary Source Assignment 15%	May 25, 11 p.m.
Take-Home Exam 30%	May 28, 11 p.m.

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

Online Learning

All our course material will be available through OWL, using Word, Voice Thread and Zoom applications. The introductory video shows you where all the material is located on the OWL course site. All your assignments will be submitted through OWL. To help you navigate the enhanced OWL course platform and online learning protocols, please see the "Online Courses" section in the *History Department Practical Student Handbook* in the OWL course site.

Academic Integrity

All your work, including your reading responses, must be based on your own research and in your own words. All assignments will be checked through the anti-plagiarism software Turnitin. The usual penalties for academic offenses will apply.

Late Penalties and Last Day to Submit: Late assignments are penalized 3% for the first day and 2% per subsequent day, including weekends. Essays worth more than 10% must be submitted within a week of the deadline; no essays will be accepted after the seventh day (unless the student has been granted Academic Accommodation). No late exams will be accepted. Students must complete the essays worth more than 10% to pass the courses. If the essays are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Academic Accommodation: No assignment worth less than 10% can be accommodated for any reason, which includes all participation assignments. **No late reading responses or forum posts will be accepted.**

Academic Accommodation on Non-Medical Grounds: Non-medical absences from tests, exams, or extensions for late essays or assignments will only be considered in extraordinary and extenuating circumstances (such as bereavement) and only if the student has first been granted Academic Accommodation through the appropriate Faculty Dean's Office. Requests for accommodation must be made within 24 hours after the due date has passed, at the latest. Vacations and travel, academic workload, computer failure, multiple course deadlines, conflicts with job schedules, extracurricular activities, etc., are not grounds for make-ups or extensions.

Assignments

PARTICIPATION 30% (10% Tutorials, 20% Responses)

In this introductory class, your participation is required, and is weighted at 30% of your final grade. Participation grades are based on the cumulative evidence that you have thought critically about the reading, and are engaged in the work of voicing your views and listening to others. This year, participation will be both synchronous (together in class time) and asynchronous (done on your own time).

Tutorials 10%

We will meet synchronously as a class eleven times over the term in the **class time (10:30- 11:30 a.m.)**, and participation in 10 of the tutorials is weighted at 1% per class. Attendance alone is not sufficient for participation marks. In the tutorials we will clarify any questions about the weekly reading/lecture/podcast, I will ask questions about the lecture and reading,

and we will break into groups to discuss the primary source for the week. If you cannot attend a tutorial, please let me know beforehand and I will arrange an alternative assignment for you.

Reading Responses 20%

Ten of our classes will have a marked reading response component, worth 2% each. These will be based on an analysis of the lectures, podcasts and readings. An excellent response will get 2%, and adequate one 1% and a weak or absent one 0%. These must be completed by **11 p.m. of that day**. No late submissions will be accepted for any reason.

FILM REVIEW 25%

Monday, May 17 by 11 p.m.

In this paper, students will analyze the film *Forbidden Love: The Unashamed Stories of Lesbian Lives* (1992), and how the filmmakers contrast oral interviews and pulp novels as primary sources in the film. Students will reinforce their argument with the background chapters posted in OWL by Jean Bruce and Gerda Cammaer, *Forbidden Love: A Queer Film Classic* (2015), and at least one other scholarly history journal article. Essays will be approximately 1000 words (4 double-spaced pages), be in scholarly form with footnotes in the History Department style and contain a thesis statement, introduction, conclusion and bibliography. Full instructions are under the Assignment Tab.

PRIMARY SOURCE ASSIGNMENT 15% Tuesday, March 25 by 11 p.m.

For this assignment, students will find a family photograph online at the Archives of Ontario, and analyse what it can tell us about using photographs as historical sources, and what the history of the emotions can add to local history. Responses will be approximately 900 words. Full instructions are under the Assignment Tab.

TAKE HOME EXAM 30%

Friday May 28 by 11 p.m.

The take-home exam is a substantial final assignment designed to assess how well students have understood and analysed all the course material. Students will be given one essay question in advance, to answer with specific footnoted references to the course readings, lectures and

discussions. No outside research is required or permitted, and no late exams will be accepted.

Class Schedule and Readings SPRING 2021

May 10

Class 1: Introduction to Histories of the Emotions

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

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

Read: Susan J. Matt, "The History of American Emotions" *The American Historian* (Aug. 2016)

<https://www.oah.org/tah/issues/2016/august/the-history-of-american-emotions/>

Participate: Zoom Tutorial **10:30 am**: 1% and Reading Response 1: 2%

May 11

Class 2: Family Love and Separation

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

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

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

Participate: Zoom Tutorial **10:30 am**: 1% and Reading Response 2:2%

May 12

Class 3: Romantic Love and Love Letters

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

Listen: "Romantic love and the history of emotions" by William Reddy, on ABC Radio National Big Ideas 2013 (first 24 min.)

<https://www.abc.net.au/radionational/programs/bigideas/romantic-love-and-the-history-of-emotions/4661102>

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

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

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

Participate: Zoom Tutorial **10:30 am**: 1% and Reading Response 3: 2%

May 13

Class 4: Documentaries and Hidden Histories

Listen: Lecture: **No Lecture Today**

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

<https://www.youtube.com/watch?v=JDODv792rBA>

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

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

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

Participate: Zoom Tutorial **10:30 am**: 1%. Reading Response 4:2%

May 17: FILM REVIEW DUE BY 11 P.M.

May 17: Class 5: Same Sex Love

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

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

Participate: Zoom Tutorial **10:30 am**: 1% and Reading Response 5: 2%

May 18

Class 6: Photographs as Historical Sources

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

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

LOOK at examples:

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

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

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

Participate: Zoom Tutorial **10:30 am**: 1% and Reading Response 6: 2%

May 19

Class 7: Love Tokens and Material Objects

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

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

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

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

Participate: Zoom Tutorial **10:30 am**: 1% and Reading Response 7: 2%

May 20

Class 8: Love Gone Wrong: Criminal Trials

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

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

Read: Criminal Trial from the Old Bailey London UK:

Giovanni Nizzia, charged with kidnapping, 8th January 1906,

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

Participate: Zoom Tutorial **10:30 am**: 1% and Reading Response 8: 2%

May 24

Class 9: No Class: Victoria Day

May 25: Family Photographs Essay due by 11 p.m. today

May 25

Class 10: Parental Love

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

Listen: Podcast, "Papa Can You Hear Me? Fatherhood in 19th century US and Britain" Averill Earls, DIG, August 11, 2019 (58 min)

<https://digpodcast.org/2019/08/11/fatherhood-in-19th-century/>

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

Participate: Zoom Tutorial **10:30 am**: 1% and Reading Response 9: 2%

May 26

Class 11: The Politics of Love

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

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

Participate: Zoom Tutorial **10:30 am**: 1% and Reading Response 10: 2%

May 27

Class 12: Conclusion

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

Participate: Zoom Tutorial **10:30 am** for final questions.

***** Take Home Exam 30% Due Friday May 28 by 11 p.m.**

The appendix guide to Huron FASS Rules and Regulations is attached separately in OWL.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

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

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

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

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - Place and date of publication in parentheses (),

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

- A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

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

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

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

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

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

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

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

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

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

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

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

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

Bibliography

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

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

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions*

1841-1857. Toronto: McClelland and Stewart, 1967.

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

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes).

Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes:

<http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.

Appendix to Course Outlines: Academic Policies & Regulations 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.

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://academicssupport.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>

Learning Development and Success: <https://www.uwo.ca/sdc/learning/>

Accessible Education: <http://academicsupport.uwo.ca/>

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/>.