

HIST 3410F: The British Empire: Sex, Books and Violence

Dr. Amy Bell

Huron University College 2021

Email: abell44@uwo.ca

Class: W18

Time: Tues 1030-1130, Thursday 930-1130

Office: V130

Office Hours: Please email for an appointment via Zoom

Prerequisite(s): 1.0 Essay course at the 2000-level or above

Course Description

This course explores social and cultural connections within the British Empire through the themes of sexuality, crime, and publishing. These examples are used to examine the passionate historical debate surrounding Empire: was it a violent system based on exploitation and coercion, or a network of fruitful and civilizing exchanges?

Beginning with a broad historical overview of the Empire, the course narrows to focus on sexuality, crime and publishing as ways to examine the ways in which the Empire facilitated the meeting of people and ideas in new ways. Were these new relationships coercive or liberatory? The contemporary concerns over 'racially mixed' marriages, obscene publications, prostitution and venereal disease highlight the ambivalent nature of colonial sexual relationships, while examples of violent crimes expose the differences between the justice system for British colonizers and native peoples. Tracing the history of publishing in the Empire through missionary texts, pornography, and abolitionist tracts reveals the complex exchanges of ideas across imperial boundaries. Students will build on the knowledge they acquire through class readings and lectures with an analysis of primary texts, and a review and debate of current historiographical debates.

Course Objectives

By the end of the course, students will be able to:

1. Demonstrate their understanding of the broad sweep of British imperial history as it relates to sex, violence and books;

2. Develop the close readings skills that will equip them for advanced study in history, law or education (readings and responses);
3. Improve their writing skills; their ability to organize their time and meet deadlines; their critical and analytical faculties; their 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 their research findings effectively through written assignments and in class (research assignments, tutorials and film review);
5. Increase their understanding of how current global events are rooted in the historical past; to demonstrate the value of historical inquiry to the present; to encourage students to engage politically as historians.

Assignments:

Statue Research Project	15%	Sept 15 by 11 p.m.
Cap. Cook Primary Source Paper	25%	Oct 19 by 11 p.m.
Film Analysis	10%	Nov 18 by 11 p.m.
Participation	20%	weekly
Final Essay	30%	Dec 8 by 11 p.m.

All your assignments will be submitted through OWL.

Required Text: Phillipa Levine, *The British Empire: Sunrise and Sunset*, 3rd ed (2019) is available through the Western Bookstore.

The E-Text is available through the publisher:

<https://lb.ca/cgi-bin/cgiwrap/additem.bbx?/Z109991/I9781351259668>

Other articles are available via the Western Library (W-Lib), J-Stor and OWL, as marked.

Academic Integrity

All your work, including your readings 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 5% per day, including weekends. Essays must be submitted within a week of the deadline; no essays will be accepted after the seventh day (unless the student has been granted Academic Accommodation). No late exams will be accepted. Students must complete the written assignments 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.

Academic Accommodation: No assignment worth less than 10% can be accommodated **for any reason**, which includes all participation assignments. No late submissions 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: 20%

Students will also gain participation marks by making substantive comments on the course material and in class discussion.

Statue Research Project 15% Sept 21 by 11 p.m.

This introductory research project will trace the history of a contested statue in Britain or in a former British colony, and trace how contemporary political debates are informed by the imperial past. The final assignment can be in any format- a formal paper of 1,000 words, a vlog, a slide show, a podcast, etc. Alternative formats must include a footnoted write-up of at least 400 words and a formal bibliography. Full details are on OWL.

Captain Cook Primary Source Paper 25% Oct 19 by 11 p.m.

For this assignment, you will analyse **one** of four primary sources (or a primary source of your choice) relating to the voyages of Captain James Cook in the context of **three** assigned readings on Cook (or scholarly articles of your choice- check with the professor).

What does your source reveal about Cook's voyages; for example, the explorer and his crew's intentions, their actions, the relationship of the crew

and the indigenous peoples they encountered, and Cook's contemporary reputation? How does it fit into contemporary historical assessments of him? Your 1,800- 2,000 word paper must be written in scholarly form, with a thesis statement, an introduction which lays out your argument, and a conclusion. Your paper must use footnotes or endnotes in the History Department (Chicago) format. Full instructions are on OWL.

Film Analysis **10%** **November 18 by 11 p.m.**

Students will watch the NFB film "The Other Side of the Ledger": An Indian View of the Hudson's Bay Company" (1972) and assess how it represents the history of colonialism in Canada from an indigenous perspective. Papers of 1,000 words will examine how the filmmakers represent the relationship between the Hudson's Bay Company and indigenous peoples in Canada, and how the film compares to other primary sources we examine in this class. Full instructions are on OWL.

Historiographical Essay **30%** **Dec 8 by 11.p.m**

Students will be given an essay question ten days before the due date, to answer in 1,500-2,000 words with reference to the course readings, themes and discussions. No outside research is required or permitted.

MODULE SCHEDULE

WEEK 1

September 9: Introduction

Read: Levine, Chapter 1 "Uniting the Kingdom", 1-12 **AND**

Leslie Howsam, "What the Victorian Empire Learned: A Perspective on History, Reading and Print in Nineteenth-Century Textbooks," *Journal of Victorian Culture*, 25:1 January 2020, 47-62 (W-Lib).

WEEK 2

Sept 14: Class Discussion (2% Participation)

Listen: Talk Radio, Julia Hartley-Brewer, "Our past is one based on empire and the slave trade, and also ending the slave trade." (3 min.) Read some comments.

<https://www.youtube.com/watch?v=yPadgFE3xkU>

"Revisited: Britain's reckoning with its racist past" Today in Focus, *The Guardian*, (30 min.)

<https://www.theguardian.com/news/audio/2020/aug/25/revisited-britains-reckoning-with-its-racist-past-podcast>

Sept 16: Lecture: **Toppling the Statues: Debates in Imperial History**

Read: Timothy Stanley, "Commemorating John A. Macdonald: Collective Remembering and the Structure of Settler Colonialism in British Columbia," *BC Studies*; 204, (Winter 2019/2020): 89-113. (W-Lib)

WEEK 3

Sept 21: *Statue Assignment Due Sept 21 15%**

Class Discussion: Give a brief presentation/ summary of your statue project and comment on three of your colleagues' presentations. **2%**

Sept 23: Lecture: **Explorers or Exploiters? Captain James Cook**

Read: Levine, Chapter 2, "Slaves, Merchants and Trade", 13-30, Chapter 3, "Settling the New World", 31-42.

Watch: BBC's TimeWatch "Captain Cook: The Man Behind the Legend"
<https://www.youtube.com/watch?v=-5ApP0jr5Wg> (58 min.)

WEEK 4:

Sept 28: Primary Source Workshop 1 (Mau Mau). 2%

Read: Katie Engelhart, "Rule Britannia: Empire on Trial," *World Policy Journal* 2012, 29: 94 (OWL).

Watch: "Classified British Colonial papers made public" International Business Times 2012 via <https://www.youtube.com/watch?v=0k4tJa8FJ-Q> (3 min.)

"Assignment Mau Mau" British Pathe 1953

<https://www.youtube.com/watch?v=Ob7M632C1IQ> (3 min.)

Sept 30: Lecture: **Tracing Connections: Sources**

Read: Levine, Chapter 4, "After America", 43-62 and Chapter 5, "Britain in India", 63-82.

WEEK 5:

Oct 5: Lecture: **Frontier Violence in the Empire**

Read: Priya Satia, "What guns meant in eighteenth-century Britain," *Palgrave Communications*, 5: 104 (2019) :

<https://www.nature.com/articles/s41599-019-0312-z>

Oct 7: Class Discussion: Weapons (2%)

WEEK 6:

Oct 12: No class meeting: Podcast Review 2%

Listen: History Hit Podcast with Kim Wagner (30 min.)

<https://soundcloud.com/historyhit/the-amritsar-massacre-with-kim>

BBC Radio, "The Amritsar Massacre" (9 min.)

<https://www.bbc.co.uk/programmes/w3csyx1p>
BBC Radio, "Avenging the Amritsar Massacre" (9 Min.)
<https://www.bbc.co.uk/programmes/w3cszmr>

Oct 14: Lecture: Communal Violence in Empire

Read: Levine, Chapter 6, "Global Growth", 83-101 and Chapter 7 "Ruling an Empire", 102- 121.

WEEK 7:

Oct 19* Cook Assignment Due 25%**

Lecture: Murder Trials and Imperial Laws

Read: Jordanna Bailikin, "The Boot and the Spleen: When Was Murder Possible in British India?" *Comparative Studies in Society and History* 48, no. 2 (2006): 462-93. (J-Stor)

Oct 21:

Primary Source Workshop 2: Knowles Trial 2%

Read: Primary Sources on the Knowles Trial [OWL]

WEEK 8:

Oct 26: Class Discussion 2%

Kim Wagner, "Savage Warfare: Violence and the Rule of Colonial Difference in Early British Counterinsurgency," *History Workshop Journal*, 85, 1 (April 2018): 217-37. (W-Lib).

Oct 28: Lecture: Violence and Sex in Imperial Armies

Read: Levine, Chapter 8, "Being Ruled", 122-139.

WEEK 9

November 2-4: Reading Week

WEEK 10

November 9: Class Discussion 2%

Read: Trevor Burnard and Richard Follett, "Caribbean Slavery British Anti-Slavery and the Cultural Politics of Venereal Disease," *The Historical Journal*, Vol. 55, No. 2 (2012), 427-451. (J-Stor)

Watch: "Kenwood: The Story of Dido Elizabeth Belle" (7 min.)

<https://www.youtube.com/watch?v=WgSe6IEed9w>

Nov 11: Lecture: Sexuality in the Empire

Read: Levine, Chapter 9, "Gender and Sexuality", 140-161

WEEK 11

November 16-18 No Class Meeting this week.

Watch: NFB film, "The Other Side of the Ledger: An Indian View of the Hudson's Bay Company" (1972) (42 min.)

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

Read: John Phillip Reid, "Certainty of Vengeance: The Hudson's Bay Company and Retaliation in Kind against Indian Offenders in New Caledonia," *Montana: The Magazine of Western History*, Vol. 43, No. 1, Fur Trade Issue (Winter, 1993), pp. 4-17. (J-Stor)

*****Film Review Due November 18: 10%**

WEEK 12:

Nov 23: Primary Source Workshop 3: Advertising: 2%

Nov 25: Lecture: Missionary and Abolitionist Texts in the Empire

Read: Levine, Chapter 10, "Contesting Empire", 162-184 **AND** François Furstenberg, "Atlantic Slavery, Atlantic Freedom: George Washington, Slavery, and Transatlantic Abolitionist Networks," *The William and Mary Quarterly* Vol. 68, No. 2 (April 2011), 247-286. (J-Stor)

Watch: U Glasgow, "Celebrating the Life and Legacy of David Livingstone" (13 min.) <https://www.youtube.com/watch?v=5xFgSlydYrM>

WEEK 13:

Nov 30: Visit to Huron Letterpress Studio 2%

Dec 2: Lecture: Imperial Texts: Pornography and Bibles

Read: Lisa Z. Sigel, "Filth in the Wrong People's Hands: Postcards and the Expansion of Pornography in Britain and the Atlantic World, 1880-1914," *Journal of Social History* 33, no. 4 (2000): 859-85. (J-Stor)

Week 14:

Dec 7: Conclusion

Read: Levine, Chapter 11, "Decolonisation", 185-211.

******Final Essay Due: Dec 8 by 11 p.m.**

RULES AND REGULATIONS

The History Department has specified that:

1. All written assignments are to be submitted electronically following your professor's instructions. Students are responsible for making sure they are familiar with each professor's policy on electronic 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 OWL 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

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

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

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

Pandemic Contingency

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

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

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

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

Review the policy on Attendance Regulations for Examinations here:

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

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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

Statement on Use of Electronic Devices

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

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

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

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

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

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

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

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

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

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

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

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

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

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

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

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

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

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

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