

HIST 3801E: The Historian's Craft

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Huron University College 2020-1

Email: abell44@uwo.ca

Class: H220

Time: Mondays 830-1030, Wednesdays 830-930

Office: V130

Office Hours: Zoom by appointment

Prerequisite(s): 1.0 History course at the 2200 level or above.

Course Description

History 3801E is a seminar course that tries to answer two questions: what is History, and why does it matter? *The Historian's Craft* is a capstone course in your career as a History student, but it also asks you to question and evaluate the way you understand all your undergraduate work, and your experience outside the boundaries of academic study. Who creates knowledge? How is it used or misused? What is true, how do we know, and what do we do in the face of the limits of knowledge? What gets left out of our accounts of the past, and how do we recognize these phantoms haunting the present?

This course guides students through a history of how histories have been written in the Western tradition since Ancient Greece, along with a survey of the changing methods of historians. We combine theoretical knowledge with practice in a series of skill-building workshops, working in digital source repositories and in traditional archives. Individual year-long independent research projects based on primary source material will be published on our website. Students will end the course with a much broader understanding of how history works, and how knowledge of the past continues to be vital to our understandings of the world today.

Course Objectives

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

1. Demonstrate their understanding of the broad sweep of the history of writing history, and the methods that historians have used;
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 assignment, final paper);
4. Learn digital history skills through a variety of hands-on exercises (responses, workshops and research assignment);
5. Conduct original research using primary and secondary materials, and present their research findings effectively through written assignments and in class (workshops, research assignment, tutorials);
6. Increase their understanding of how current global events are rooted in the historical past; understand the value of historical inquiry to the present; engage politically as historians (responses, tutorials, final paper).

Required Texts:

Students can order through the Campus Book Store's website and the books will be shipped directly to them, or they can pick up in the store. Students can also purchase an ebook version through the Book Store's website.

John Arnold, *History: A Very Short Introduction Paperback* (Oxford Companions, 2000).

Graham Broad, *One in a Thousand: The Life and Death of Captain Eddie McKay, Royal Flying Corps* (U of T, 2017).

On-line articles are available via Western Library (W-Lib) and J-Stor, as marked. Supplemental articles are posted on OWL, as marked.

Assignments

Participation: **30%** (Class meetings, exercises and reading responses)

Archival Workshops: 6 x 5% = **30%**

Research project= proposal (Nov 25) 5%, blog (Mar 16) 10%, reflection (Mar 23) 10% = **25%**

Final Historiography Paper (April 1) = **15%**

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 participation 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: 30%

Most of our classes will have a marked in-person or written component. Students will also gain participation marks by making substantive comments on the course material and on their colleagues' presentations.

Workshops: 6x5%= 30%

This course combines theory with hands-on practice. In these workshops, students will use various methodological tools to complete exercises in different archives. More details will be available through OWL.

Black History in Ontario Research Project = 25% (Proposal 5%; Blog Post 10%; Reflection Paper 10%)

For this assignment, students will choose one record (document, photograph, map, image, etc.) from either the Black Mecca Museum in Chatham or ARCC at Weldon that relates to Black Canadian history,

supplement it with additional primary and secondary research, and analyse what it can tell us about Black History, Ontario and Great Lakes history, historical memory, the process of archiving and the importance of remembering.

Think of the record as the starting place for your narration of a moment in time which provides an interpretive window into the past. This micro-historical approach focuses on historical action at the level of the individual and the local community, as well as the historiographical processes of archiving and interpreting. The proposal will provide details of the record and an annotated bibliography of the supplemental research (500 words). Students will present their research to the class and meet individually with the professor throughout the year to discuss the final project. The research outcome is a blog post to be posted on our History website (1,600 words), and a reflection paper that explores how the research process links to the theoretical and practical tools we've explored in the class (1,200 words). Full instructions are posted on OWL.

Final Historiographical Paper (1,500 words) 15%

April 1

In March, students will be given an essay question to answer with reference to the course readings, themes and discussions. No outside research is required or permitted.

MODULE SCHEDULE

WEEK 1

Sept 8: Introduction

WEEK 2:

Sept 13: Lecture: **The Historian's Craft 1%**

Read: Graham Broad, *One in a Thousand*, Introduction & Chapter 1

Read: Andrew Dickson, "How Will We Tell the Story of the Coronavirus?" *The New Yorker*, December 9, 2020.

<https://www.newyorker.com/news/annals-of-communications/how-will-we-tell-the-story-of-the-coronavirus>

Sept 15: Class Discussion 1%

Read: E. McClung Fleming, "Artifact Study: A Proposed Model" (1974)

<http://jnsilva.ludicum.org/Marta2.pdf>

WEEK 3:

Sept 20: Lecture: **Black History in Ontario 1%**

Listen: CBC Radio, "Why did escaped slaves move back to the US?" (7 min.)
<https://www.cbc.ca/news/canada/windsor/programs/afternoondrive/why-did-escaped-slaves-move-back-to-the-u-s-after-arriving-in-canada-1.5263506>

Read: CBC News: "Simcoe Day: Canada's roots in slavery and the historic abolition of slavery" August 5, 2013
<https://www.cbc.ca/news/canada/toronto/simcoe-day-canada-s-roots-in-slavery-and-the-historic-abolition-1.1303678>

Sept 22: NM Review of a Black History Exhibit at the Archive of Ontario 1%
http://www.archives.gov.on.ca/en/access/black_history.aspx

WEEK 4:

Class Trip to Chatham October 1

Black Mecca Workshop 1: 5%

WEEK 5

Oct 4: Lecture: The Past is a Foreign Country 1%

Read: Arnold, Chapter 1

Marisa J. Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive* (2016), Chap 1 and Epilogue, pp 13-45, 145-148. [OWL]

Oct 6: HISTORY DAY LECTURE (12:30-1:30)1%

WEEK 6:

Oct 11: No Class Thanksgiving

Oct 13: The Ancients 1%

Watch: Thucydides: Father of History? (12 min.)

https://www.youtube.com/channel/UC7pr_dQxm2Ns2KlzRSx5FZA/videos

Read: Arnold, Chapter 2.

WEEK 7:

Oct 18: Lecture: Medieval and Enlightenment History 1%

Read: Arnold, Chapter 3

Amitav Ghosh, *In an Antique Land*, pp. 56-64, 80-95. [OWL]

Claire Elliman, "Mapping in *In An Antique Land*" (2020)

<https://storymaps.arcgis.com/stories/03ddb2ffac194dbd99b7fc23b3b72d6f>

Oct 20: Student Research Discussion 1%

WEEK 8:

October 25: Lecture: National Histories and the Archives 1%

Read: Arnold Chapter 4

Ingrid Peritz, "CBC says it didn't mean to offend with history series Canada: The Story of Us," *Globe and Mail*, April 11, 2017

<https://www.theglobeandmail.com/news/national/cbc-apologizes-after->

canadian-history-series-sparks-uproar-in-quebec-maritimes/article34666160/

Watch: Worlds Collide: Canada: The Story of Us, Episode 1 (44 min)

<https://www.youtube.com/watch?v=MWdOQE459vg>

Oct 27: NM Reading Response 2: 1%

WEEK 9:

Nov 1-3 Reading Week

WEEK 10:

Nov 8: Visual Media (No Lecture)

Watch: Film- "These Amazing Shadows" 2011 (90 min.)

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

Participate: NM Film Review 2%

WEEK 11:

Nov 15: Tour of ARCC at Weldon

Nov 17: NM ARCC Workshop 2: 5%

Week 12:

Nov 22: Lecture: Sources 1%

Read: Broad, Chapter 2 and James Walvin, *Slavery in Small Things: Slavery in Modern Cultural Habits* (Intro and Chapter 1) [OWL].

Watch: Jim Crow Museum Tour (25 min.)

<https://www.youtube.com/watch?v=vIHvQngdR7o>

Nov: 24: Proposal Due 5%

WEEK 13:

Nov 29: Lecture: Digital History 1%

Read: Lara Putnam, "The Transnational and the Text-Searchable," *American Historical Review* (2016) (J-Stor).

Dec 1: NM Digitized Newspaper Workshop 3: 5%

WEEK 14:

Dec 6-8: Individual Research Meetings

Second Term

WEEK 1:

Jan 3: Lecture: Historical Controversy and History Writing 1%

Read: Arnold, Chapter 5 and Broad, Chapter 3

Listen: BBC Radio "The Holocaust Denial Trial" (9 min.)

<https://www.bbc.co.uk/programmes/w3csyx03>

Jan 5: Class Discussion or Reading Response 3: 1%

WEEK 2:

Jan 10: Lecture: *Histoire des Mentalités* 1%

Read: Arnold, Chapter 6 and "The Psychology of Spiritualism," *The Guardian* 20 October, 2013.

<https://www.theguardian.com/science/2013/oct/20/seances-and-science>

Jan 12: Visit to Huron Letterpress Studio: 1%

WEEK 3:

Jan 17: Lecture: *Public History and Digital History* 1%

Read: Sarah Maza, "Popular and Public History," in *Thinking about History* (2017) 124-137. ([WL])

Jan 19: NM *Digital Exhibit Workshop 4: 5%*

WEEK 4:

Jan 24: Lecture: *Military History* 1%

Read: Broad, Chapter 4

Jan 26: Discussion or review of online War Diary 1%

WEEK 5:

Jan 31: Lecture: *Postcolonial History in Canada* 1%

Watch: *Treaties, Reconciliation and Indigenous History in Canada* [videorecording] / Canadian Broadcasting Corporation (W Lib) 54 min.

<https://curio-ca.proxy1.lib.uwo.ca/en/video/treaties-reconciliation-and-indigenous-history-in-canada-15289/>

Read: Krista Mccracken, "Challenging Colonial Spaces: Reconciliation and Decolonizing Work in Canadian Archives" *Canadian Historical Review*, 100: 2, June 2019, 182-201. (W-Lib)

Feb 2: NM *Decolonizing the Archive Workshop 5: 5%*

Week 6

Feb 7: *Gender, Race and Postmodernism* 1%

Read: Arnold, Chapter 7

Feb 9: Reading response 1%

Listen: *Sojourner Truth's Speech*

<https://www.thesojournertruthproject.com/>

WEEK 7:

Feb 14: Guest Lecture: *Graham Broad* 1%

Read: Broad, Chapter 5, *Appendixes*

Feb 16: No Class today.

WEEK 8:
Feb 21-23: READING WEEK

WEEK 9:

Feb 28: Lecture: Archive Fever 1%

Read: Carolyn Steedman, "Something she called Fever: Michelet, Derrida and Dust," *The American Historical Review*, 106, 4 (Oct., 2001), pp. 1159-1180 (J-Stor).

Mar 2: Discussion or Reading Response 5: 1%

WEEK 10:

March 7: Trip to Medical Artifact Collection UWO

Read: Michelle Hamilton, "A Wealth of Historical Interest: The Medical Artifact Collection at the University of Western Ontario," *The Public Historian* 29, 1: 77-91. [OWL]

<https://medicalhistory.uwo.ca/>

March 9: NM Medical Artifact Workshop 6: 5%

WEEK 11:

March 14: Lecture: What is History? 1%

March 16: *Blog Due 10%**

WEEK 12:

March 21 Presentation of Projects TBA 1%

March 23: *Reflection Due 10%**

WEEK 13:

March 28-30: Review

Final Historiographical Paper Due April 1.

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. Author (surname *after* initials or first name),
2. Title
 - o The title of a book is underlined or written in *italics*.

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

- 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://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 huronss@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://academic-support.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/>.