

**Course delivery with respect to the COVID-19 pandemic**

*Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.*

**History 4702G 550**  
**European Imperialism**  
**Huron University College/History Department**  
**Seminars, Wednesdays 8:30-10:20, H227**

Course Director: Dr. Geoff Read  
 Office: H210  
 Office hours: Wednesdays, 10:30-11:30 or by appointment  
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**Prerequisite(s):** 2.0 courses in History at the 2200 level or above or permission of the department  
**Antirequisite(s):** none

**Course Description and Rationale:**

This course begins with a discussion of theories of imperialism and an overview of the early modern European empires. It ends with post-World War Two decolonization. In between the class will explore major themes in the topic including expansion, governance, gender, and resistance.

Students are expected to attend 2 hours of seminar every week. Attendance will be taken at all classes (see below); you are also responsible for all the material covered during classes on the take-home exam. Most of the in-class time will be spent discussing class materials; however, there will be lectures when necessary to cover the necessary historical context.

As this is a seminar and discussion of class materials is the main focus of the class, it is essential that you complete the assigned reading before attending class. In order to attain a top mark for participation you will have to participate regularly and actively in these discussions. *Failure to attend 50% of the seminars will result in a participation grade of zero.*

**Course Learning Objectives**

Through the course assignments, tutorials, and lectures, there are three distinct categories of objective we will work to achieve in this course.

1) Skills-based objectives: By the end of the course students will have improved: their essay-writing skills; their grammar and prose; their ability to conduct research projects; their ability to develop,

discuss, and defend their ideas in group settings; their ability to lead groups of people in pursuit of a common goal or exercise; their ability to work with a partner; their critical and analytical thinking; their ability to read texts critically; their ability to organize their time.

2) Content-based objectives: By the end of the course, students will have at least a good understanding of modern European imperialism. They should also have a working knowledge of theories of imperialism and the scholarly debates within the field. Students will also learn the historical details and perspectives covered in the course material.

3) Global-learning-based objectives: By the end of the course, students will have been exposed to material that should allow them to think about the world differently. In particular, students should have a better understanding of the impact of European imperialism on global history, which should, in turn, provide them with some historical context for understanding the contemporary world.

### **Required Texts (available at the bookstore):**

Students are not required to buy any books for this course; all course materials are available through OWL.

### **Grade Breakdown:**

Essay Proposal	10%	* <b>26 January</b>
Essay	25%	* <b>16 March</b>
Primary Document Video	15%	* <b>16 February</b>
Take-Home Exam	25%	* <b>Examination period</b>
Participation	25%	<b>(update provided 16 February)</b>

### **Details of Assignments and course components:**

#### **Essay Proposal (26 January)**

Students will write a 1-2 page proposal with bibliography for their chosen essay topic. This will allow students to receive feedback on their topic and progress well in advance of the due date for the essay.

#### **Essay (16 March)**

Students will write an essay on a topic relevant to the course. Students are encouraged to develop their own essay topic. It is advisable, however, for students to discuss their ideas with the instructor before investing too much time and effort. More guidance and a handout will be provided in class. Length: 12-15 double-spaced pages.

#### **Primary Document Video (with a partner) (16 February)**

The professor will distribute a list of primary documents related to the class material. You must submit a video presentation 15-20 minutes long, which introduces the document, sets it in its historical context, and explains its historical significance. The documents themselves are available on or via the OWL site.

#### **Participation**

Participation will be graded at every class in the following manner. Students will receive a grade out of 10 for each day. They will receive 3/10 for attendance and 7/10 for the quality of their

participation in lectures and class discussions (or equivalent activities). For lectures participating includes 1) asking questions 2) paying attention 3) answering questions from the instructor. For discussions participation includes 1) contributing to the discussion through comments, by answering questions, or by debating with classmates 2) listening actively to classmates' contributions 3) asking questions.

### **Take-Home Exam (examination period)**

Students will write a take-home exam, with clear page limits, on the course material. The exam will be due during the examination schedule and will cover the entirety of the course.

## **RULES AND REGULATIONS**

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
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.<sup>1</sup>

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 ( ),
  - 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:

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

<sup>2</sup>Basil 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:

<sup>3</sup>Careless, *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*

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<sup>1</sup> They should be in Arabic, not Roman numerals or letters.

*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.

## Note on Extensions

Extensions will normally be granted to those students who can demonstrate, by providing documentation (eg: other course syllabi) over a week in advance of the due date, that they have multiple assignments due the same day or week. Such extensions can be for as much as but not more than two weeks depending on the circumstances involved. For extensions of more than two weeks, medical documentation will be required as noted above under "late penalties." Note that because of the collaborative nature of many of our assignments, students are strongly encouraged to get their work in on time.

## Plagiarism

Students must write their own essays and must write them exclusively for this course. Essays written for, or adapted from, other courses will not be acceptable. Essays test students' ability to do research and to communicate the results of that research in their own words. To represent the ideas of another as one's own is plagiarism. Plagiarism can involve the uncredited use of another's ideas or the borrowing, without quotation marks, of another's words. If asked to do so, students must provide notes for all the material derived from their research, and, if they use someone else's words, they must place those words within quotation marks. Misrepresentation and plagiarism are serious academic offences. *Students are required to keep copies of all their research notes and to keep all their drafts. I may ask students to produce this material; those unable to do so will receive a grade of zero on the essays involved.*

**Seminar Topics and Reading Assignments (L denotes a lecture topic for the day as well; R denotes the reading or readings for the week): *Dates are subject to change.***

**Week 1**

Jan 5, Introduction to the course  
L. European Imperialism from the Crusades to Napoleon.

**Week 2**

Jan. 12, Theories of Imperialism  
L. Survey of Theories of Imperialism  
R.

- Alfred W. Crosby, "Preface to the New Edition," "Prologue," and chapter 4, "The Fortunate Isles," in his *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* 2<sup>nd</sup> ed. (Cambridge: Cambridge University Press, 2004), xv-xx, 1-7, 70-103.

**Week 3**

Jan. 19, The birth of the Modern Empires  
L. The French Revolution and 19<sup>th</sup> Century Imperial Expansion

- R. Girard, Philippe R. "Liberté, Égalité, Esclavage: French Revolutionary Ideals and the Failure of the Leclerc Expedition to Saint-Domingue." *French Colonial History* 6 (2005): 55-78.

**Week 4 – Essay Proposals Due**

Jan 26, Orientalism and Its Effects

- R. Adrian S. Wisnicki, "Charting the Frontier: Indigenous Geography, Arab-Nyamwezi Caravans, and the East African Expedition of 1856-59," *Victorian Studies* 51, 1 (Autumn 2008): 103-137.
- Jones, Graham M. "Modern Magic and the War on Miracles in French Colonial Culture," *Comparative Studies in Society and History* 52, 1, 66-99.

**Week 5**

Feb 2, The New Imperialism  
L. The New Imperialism and its Effects  
R.

- Geoff Read and R. Todd Webb, “‘The Catholic Mahdi of the North West’: Louis Riel and the Métis Resistance in Trans-Atlantic and Imperial Context,” *Canadian Historical Review* 93, 2 (June 2012): 171-195.

### Week 6

Feb 9, Resistance, Violence, and Imperial Rule I

L. How Violent was Imperial Rule?

R.

- Geoff Read, “The Return of N’Guyen Van Binh: Exile and Injustice in the French Empire, 1866-1876,” *Historical Reflections/Réflexions Historiques* 46, 2 (Summer 2020): 25-42.

### Week 7 \*Students will be given an update on their participation grades. \* Primary Document Videos are Due

Feb. 16, Resistance, Violence, and Imperial Rule II

R.

- Michael G. Vann, “Of Pirates, Postcards, and Public Beheadings: The Pedagogic Execution in French Colonial Indochina,” *Historical Reflections/Réflexions Historiques* 36, 2 (Summer 2010): 39-58.
- Ruth Ginio, “French Officers, African Officers, and the Violent Image of African Colonial Soldiers,” *Historical Reflections/Réflexions Historiques* 36, 2 (Summer 2010): 59-75.

### Week 8 - No classes – reading week.

### Week 9

March 2, Masculinity and Imperialism

- Edward Berenson, Chapter 1, “Henry Morton Stanley and the New Journalism,” and chapter 4, “The Stanley Craze,” in his *Heroes of Empire: Five Charismatic Men and the Conquest of Empire* (Berkeley: University of California Press, 2011), 22-48, 122-165.

### Week 10

March 9, Colonial Nationalism: Non-Violence and India

L. Colonial Nationalisms: Patterns

R.

- Maria Misra, “Sergeant-Major Gandhi: Indian Nationalism and Non-Violent ‘Martiality’,” *Journal of Asian Studies* 73, 3 (August 2014): 689-709.

### Week 11 \* Essays Due

March 16, Colonial Nationalism, Decolonization, and Violence

L. Film: *Outside the Law (Hors de la loi)*

### Week 12

March 23, Decolonization in a Cold War Context: The Case of the Congo

L. The Congo Crisis

R. There is no reading. We will discuss *Outside the Law*

**Week 13**

March 30, Neo-Imperialism \* **The take-home exam will be distributed**

R.

- Gordon Cumming, “Transposing the ‘Republican’ Model: A Critical Appraisal of France’s Historic Mission in Africa,” *Journal of Contemporary African Studies* 23, 2 (May 2005): 233-252.
- Martin J. Wiener, “The Idea of ‘Colonial Legacy’ and the Historiography of Empire,” *The Journal of the Historical Society* 13, 1 (March 2013): 1-32.



### **Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022**

#### **Mandatory Use of Masks in Classrooms**

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

#### **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>.

#### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

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

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

Review the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](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](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](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](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](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](mailto: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](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto: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](mailto: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://academicssupport.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](mailto:huronwellness@huron.uwo.ca)  
 Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)  
 Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

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