



2022-2023
HISTORY 2125F (550)

Northern Enterprise: Canadian Business & Labour History

Monday 3:30-5:30 pm
Instructor: Dr. Peter V. Krats

Location: HC-W12
Office: W13 at Huron /
STvH 2123 [main]
e-mail: pkrats@uwo.ca

Telephone: 661-2111 (x84983)

Office Hours / Contacting the Instructor:

Please speak with me if you have any doubts, concerns, questions or even if you are merely curious!! My Office Hours at Huron are immediately prior to class (2:30 - 3:15) [W13]. Alternatively, try STvH 2123 on Main Campus [check with me for times]. Feel free to ask for a different time to meet. I make an effort to respond to e-mails within 24 hours. Be sure to include a clear subject heading. Phone mail messages face a longer "turn-around."

Course Description & Goals:

BUSINESS: the "maker of all wealth" or greedy 'fat cats'? **LABOUR:** always striking and lazy? Popular perceptions of heroes and villains abound, while history provides more accurate and nuanced images. This course examines Canadian **both** business and labour history within the framework of Canadian economic history. Key themes include changing perceptions and methods of business conduct, the varying fortunes of Canadian labour, the evolution of state roles, and implications of these changes. Ideally, students will better understand this history, while enhancing their analytical and communications (written/oral) skills.

Course Learning Outcomes:

- identify key developments in the history of Canadian business and labour, including emerging concepts, changes to economic production, and interrelationships between capital and labour
- recognize both strengths and weaknesses in historical assessment - the utility of "knowing" the past blended with an awareness of subjective and other potential errors
- show an ability to assess written historical work and to summarize and evaluate ideas emerging from lectures
- summarize ideas by synthesizing issues within an essay examination
- begin to recognize the relevance of history in dealing with modern business/ labour settings

Course Reading:

There are no texts assigned in the course; there are quite basic "bullet notes" on the class OWL site that roughly parallel the lectures, as well as power point *images* seen in class. If you'd like a recommendation for either business/labour histories or a general history of Canada, please inquire.

Book for Review: Students are expected to **review** the following book. It will add insights on various topics that get limited attention in the course because of the time limitations of a half course. See below for information about reviewing a book.

Donica Belisle. *Purchasing Power: Women and the Rise of Canadian Consumer Culture*. University of Toronto Press, 2020.

Course Requirements: (details below) Students will be evaluated on **FOUR** elements:

Class participation	20%	
Book Review preliminary PAGE	5%	Due: Oct. 3, 2022 In class
Book Review and Commentary	40%	Due: Nov. 21, 2022 in class & OWL
Final Exam	35%	

** students will receive an "as matters stand" participation grade which, combined with the Preliminary sheet, will provide **15 % of their grade before the course drop deadline**

Class Participation : (20%)

History is inherently interpretive, so students should think, not just listen to a litany of the "facts." During most classes we will break into set groups to discuss issues arising from class. After in-group discussion, ideas will be shared with the whole class. Discussions evaluated as follows:

Overall quality of shared classroom discussion:	4 %
Four (4) Individual OWL assignments (randomly assigned):	12 % [3 % each]
* postings due no later than Sunday noon after being assigned	
"Group comments" sheets handed in weekly:***	4 %

*** If you miss providing a discussion posting - you **MUST** contact me within a week with an acceptable excuse - I will consider any reasonable explanation

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Writing Assignments:

Book Review Preliminary Sheet [5%]: One page [2 maximum] indicating your general awareness of the book, and highlighting the **main issues** that you intend to pursue in your Review. The **single** page should be in proper English, which will be given significant attention in grading. Marking of this sheet will, hopefully, help result in a more focused and precisely written Book Review. **DUE:** see above; **in class**. Given the brevity of this assignment, **no extensions**. The sheets will be graded as quickly as possible to aid "feedback."

Book Review with Course Commentary + Turnitin [40%]:

Eight pages double spaced - see *extensive* "FORMAT" notes below. **Due Date:** hard copy **in class; also submit to OWL Assignments**.

If, for good reason, you find yourself forced to hand in the paper late, consult with me **IN ADVANCE**. Late papers potentially subject to penalty of **5% per day** including weekends. Papers more than two weeks late will **not** be graded.

Writing a Book Review with **Course Commentary**

NOTE the **COURSE COMMENTARY** feature:

Within your review, you should discuss how the book "fits" the course coverage. Are you better equipped to understand **Canadian business and labour history** after reading the book? How? This section should be no more than **one** full page (or equivalent - it is possible to "blend" the commentary into the review. The bulk of your paper should be conventional review -- but be sure to include a course commentary - I am looking for skills in linking a specific work to the broader elements of the course.

You will be automatically penalized 10% if you neglect to provide a course commentary

Where to Start the Review??

*** These suggestions are NOT in a specific "order" - they are elements common to most reviews, but can be blended in many, many different ways!! Nor is this a template - every review has many of these elements, but each will vary in emphasis.

First and foremost — read thoughtfully!

- read with the task in mind; don't just read "as fast as possible"
- read with a questioning outlook: while reading, note the interesting, the confusing, the original and even the boring — your notations will provide the basis of your review

Once you are ready to start writing: remember — a review is **Not a Summary** - your introduction can summarize the book, but not for more than 2/3 of a page

- You do not want merely to outline what the book "says"
- **Nor** is a review an "essay" on the topic covered in the book
- a review **IS** critical (positive and negative) of an author's work

Basic issues include: thesis, authority and overall effectiveness.

On Thesis:

- ◆ What is the author's argument? What were the author's goals? Were they achieved?
- ◆ How successful is the author in answering **either** descriptive questions like who, what, when, where, how and/or the more analytical issue of "why"? **This does NOT mean just "working through" the "5Ws" in your paper** - try for a more imaginative take on the book.

On Authority:

- ◆ How many ideas and arguments does the book present? Of what quality?
- ◆ Are the ideas/arguments consistent?
- ◆ Does the research in support of these ideas seem credible?
- ◆ Is there enough? Are the ideas and information presented clearly?

On Perspective / bias:

- ◆ Is the work tainted by a clear bias that ignores or understates evidence, thus favouring one perspective; or presents statements without sufficient evidence?

On Originality / Effectiveness:

- ◆ Does the book contribute something quite new to the field? This issue can be difficult for students new to history, but remember -- this is YOUR review -- if you think the work original or predictable (or indeed fascinating or boring) -- **SAY SO!!**
- ◆ Are there issues not presented or steps that could have been made to improve the book?
- ◆ In your view, did the author accomplish what they set out to do? Why or why not? Obviously, this question could be a "split decision" - some elements succeed, others not (or perhaps works for some readers, not for others)

On "The Rest":

- ◆ Other issues that MAY be worth discussing include (but are not limited to) format (does the book use photographs, statistics or tables, notes, bibliography, or index well?).
- ◆ Obviously, the writing itself (style / grammar / language usage) can also be commented upon.

Make it YOUR Review:

- ◆ Students, often lacking experience in writing reviews, may well read other related works or even other reviews; but remember, this is your opinion!!
- ◆ That said - it **IS an academic review** - just writing 8 pages that argue that you did not "like" the book / it was boring **WITHOUT** establishing how & why will **result in a poor grade**
- ◆ It is **NOT** necessary to deal with every imaginable book review issue — if you feel that the index or the photographs or the covers are not relevant, focus on issues that you see as important. **Just make your case.**
- ◆ Remember that it is YOUR case!! Do **NOT** comply with the views of others if you feel otherwise. Be sure **NOT** to "borrow" from others, whether in terms of content or the actual writing of the review -- **plagiarism is a VERY serious academic offense!**

In sum, there are areas common to all reviews; but each review also has more particular aspects

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FINISHING UP: HOW YOU WRITE also matters!!!

The following section notes both format and writing issues. The goal is a **well written** review.

**** there will be Mark Deductions if there are major flaws with "writing quality" ****

Format:

- Cover page optional // at start of paper (TOP first page) - Include (as title):
 - i) Author(s)' name(s) ii) Full title iii) city of publication/ publisher/ year/ISBN
- eight [8] pages/ double spaced / regular font [eg, Arial 10; Times New Roman 11]
- overly large font or too generous spacing will be penalized.)
- margins - 1 inch/2.5 cm all around (sides/top/bottom) is appropriate. Leave only regular spacing between paragraphs, not a gap. (Papers "stretched" by spacing face penalty).
- **number your pages** // use regular spacing between paragraphs
- one issue per paragraph
- indent paragraph beginnings 5 spaces [hit "tab"]
- underline or italicize book titles, ships' names, magazine or newspaper titles
- write out numerals to eleven; then use numeral
- **Block format long quotes** [single spaced / indented 5 spaces both sides, no quotation marks]
- avoid contractions, slang — it is an academic paper
- no need for "headers" in such a short paper
- to cite from the book being reviewed, you need only provide the page number immediately thereafter in brackets -- for example -- (123)
- obviously, any materials from other sources requires a full citation — I will accept any standard citation technique. No bibliography unless you have used other works
- NO plastic or other covers on the paper - just a staple left top corner

Take **TIME** to draft and edit carefully.

- check for spelling / grammar / sentence / paragraph technique
- try for clear rather than long, convoluted sentences
- try for continuity between paragraphs
- colloquialism - this is an academic paper - not a "good read"
- use the correct word: than/then; delve/dive; where/were; there/their; border/boarder; vein/vain; economic/economical; compliment/complement; wary/weary; peaked/piqued - these and various other "similar" words are often used erroneously
- its (that is possessive!!) (No apostrophe) [be careful with possessives and plural in general]
- instead of the awkward "his/her" try "their"
- simple is not the same as simplistic; similarly, relevant / relative are quite different terms
- someone.... **who** did something (not someone that did)
- bias/ biased (the author has a bias / is biased)
- "like" does not mean "such as" - "like" compares
- "this" and "these" usually linked to a noun [do not end a sentence with: "there was no evidence of this."]
- "actual" and "impacted" are often misused
- avoid redundancy
- books have illustrations, photographs.... not "visuals"
- avoid "a lot" - use plentiful, extensive, substantial....
- credible okay / creditable no; chronology not "time line"
- do not overuse "for the reader" or other phrases with "the reader"
- avoid verbose forms like "of the fact that" — almost always only need "that"
- use the author's **Surname**
- political parties get upper case / political philosophy lower
- **the book is NOT a novel!**

- first person ("I", "in my opinion") - do not overuse — the whole paper is your opinion
- Book reviews are often written in the present tense, but events in the past need past tense

NOTE that these issues are NOT dealt with simply by running the paper through the "spellchecker" on your word processor - for more insights consult a dictionary or any good writers' guide.

Good Writing Is 1% Inspiration and 99% Perspiration!!

LAST TASK: Final Examination: (35%)

- ◆ Two hours // based on **both** lectures and texts
- ◆ emphasizes broad issues, **not** the minutia of history
- ◆ **Date:** during the time period set by the University Registrar
- ◆ There are few secrets to success on an exam. But there are ways to struggle:
 - i. Trying to "catch up" at the last minute only creates substantial stress [I set the exam, not the textbook - so going to class is an excellent means of gaining insights into potential exam issues]
 - ii. Memorizing "all data" is also ineffective. History exams assess student understanding: do you know why events occurred, what events led up to/ followed from events? The degree of continuity and/or change?
 - iii. There will be suggestions / examples from previous exams on OWL when the exam draws near

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Lecture Topics [several topics take two classes]

1. Introduction // Early Staples & Colonial Beginnings
2. Staples, Regional Economies & Infrastructures in British North America
3. "Manufactures" & Labour in British North America to 1870
4. National Policy & the "Great Transformation"
4. Labour and the "Great Transformation"
5. The Great War and the 1920s
6. Economic Crisis
7. Wartime Developments Take Two
8. "Big is In": Business, Labour & Government to the 1970s [probably 2 classes]
9. Toward a Global Economy: to the 1980s
10. Neo-Conservative Times / Covid "re-boots" ideas??

RULES AND REGULATIONS

The History Department has specified that:

1. Accommodation will not be granted for missed classes.
2. 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.
3. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
4. Late marks are calculated on the copy submitted to OWL. Late penalties are calculated according to calendar day, including Saturdays.
5. Lateness will be penalized as follows: First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction to a maximum of 15% of the final assignment grade.
6. Unless Academic Consideration has been granted by the professor, assignments will not be accepted after one week. Extensions will only be given for assignments **worth more than 10%** once appropriate documentation has been submitted through Academic Advising.
7. Students must complete all essay assignments in order to pass essay courses. If essay assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.
8. Assignments will not be accepted after the final date of the examination period unless the student has applied for – and received – incomplete standing
https://www.uwo.ca/univsec/pdf/academic_policies/general/grades_undergrad.pdf

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 page 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 Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

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: [Academic Calendar - Western University \(uwo.ca\)](#)

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: [Academic Calendar - Western University \(uwo.ca\)](#). 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, tablets, 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

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

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) 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. 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: [accommodation medical.pdf \(uwo.ca\)](#). 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>

Wellness and Health Supports 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. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. 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

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

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)