



## **JEWISH STUDIES 2791F (550) SPECIAL TOPICS IN JEWISH STUDIES: CANADIAN PERSPECTIVES ON THE HOLOCAUST**

### **Course Information**

Course Hours & Location: Tuesdays 10.30-11.30am and Thursdays 9.30-11.30am

HURON-HC-W8

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Office Hours: Tuesdays. 11.30am-12.30pm or by appointment

Office: A214

### **Official Course Description**

This course explores topics in Jewish Studies related to Jewish history and/or experience.

Consult the Faculty of Arts and Social Sciences for current offerings. Extra information: 3 hours.

Topics to be offered in rotation as advertised by the department.

### **Course Description**

The Holocaust took place almost a century ago and half a world away. And yet even as the event itself recedes into the past, the Holocaust continues to represent a critical site not only for Jews but also for all Canadians' negotiation of their values and their place in the world. In this interdisciplinary course, we will survey the diversity of Canadian responses to the Nazi Holocaust from the Second World War to the present in a variety of areas: history, survivor testimony, memoir, film, literature, education, theology, law, and memorialization. In so doing, we will try to answer how and why the Holocaust assumed such a prominent role within Canadian life, as well as how we can better understand the modern Jewish experience across the Diaspora via this exploration.

No previous background is required.

### **Course Learning Outcomes**

By the end of the course students should be able to situate, understand, reflect, and think analytically and creatively (as well as perhaps emotionally) about the diverse responses to the Holocaust within a Canadian context from World War Two to the present day.

Students will also gain abilities in critical thinking and analysis, while also developing their university-level writing skills.

## Textbooks and Course Materials

This course valorizes engagement and is structured to encourage students to actively participate. Each class will therefore be composed of a combination of lecture and discussion, with students strongly urged to attend classes and help build a community of learning. Students will use a number of different platforms (i.e. OWL, Western University Library) to access learning materials, complete written assignments, and participate in a variety of learning activities. Unless otherwise indicated, all course material is available via the Western University Library website. In instances when outside material is assigned, the syllabus provides a link (see below) or further instructions will be provided.

Students should also be aware that during the course we will be forced to confront numerous disturbing ideas, images, and words.

## Evaluation:

Attendance/Participation	..... 10%
Module Blogs (4 x 500 words each)	..... 20%
Take home reflections: What happened during the Holocaust? (due Oct 6); How was the Holocaust Understood? (due Nov 22) (each worth 20%)	..... 40%
Final Exam (take home, due Dec. 15)	..... 30%

## *Class Blogs*

Along with class attendance and participation, you will be obliged to complete blogs to illustrate your engagement in the course. To earn full marks, you will engage with 4 modules, reflecting on the class themes and the supplementary material assigned. Each 500-word (approximate) submission must address the key theme of the class, the weekly readings/viewings, and include your thoughts on the subject. As these blogs are meant to help you prepare for each class, students are strongly encouraged to submit their blogs via OWL BEFORE the class is held. **Any student who fails to submit at least 3 blogs before the final exam period begins in December will receive a grade of incomplete (INC) for the course.**

*Take home reflections: What happened during the Holocaust? (due Oct 6); How was the Holocaust Understood? (due Nov 22) (40%, each worth 20%)*

This course is divided into three units, the first laying out the historical circumstances surrounding the Holocaust and the Holocaust itself, the second surveying how the Holocaust was understood via a number of different approaches and perspectives, and a third confronting how the Holocaust has been studied, perceived, and commemorated (see schedule of lectures below). To encourage engagement and assess learning, students will be asked to carefully reflect upon each of these units by attempting to answer in their own words each unit's main question. The responses should be approximately 4 pages (1000 words) each and should draw upon the material covered in each unit.

## *Final Take Home Exam*

The final exam will be similar in structure to the two aforementioned unit reflections. However, this final response will be longer and ask students to synthesize more of the course. Details will be provided over the course of the term.

### *Assignment submissions*

All submissions must be made on OWL as a PDF file by 11.59pm on the dates stipulated. Please be aware that uploading submissions may take longer based on your internet connectivity. Students are obliged to request extensions in advance and these will only be granted for medical and religious reasons (and at the professor's discretion). **Failure to complete and submit any of the course assignments in a timely manner may result in an incomplete (INC) grade in the course.**

## **Tentative Class Schedule (Subject to Change)**

### **PART I – What Happened during the Holocaust?**

**Week 1 (September 8)**                      Course Introduction

**Module 1 (September 13, 15)**            What is the Holocaust?

#### *Viewing:*

Raye Farr, dir. *The Path to Nazi Genocide* United States Holocaust and Memorial Museum (USHMM), n.d. (38 min.)

<https://www.youtube.com/watch?v=sRcNq4OYTyE>

**Module 2 (September 20, 22)**            Antisemitism, Historic and Homegrown (including the world left behind)

#### *Reading:*

Ira Robinson, "Christianity and Judaism" in "Ch.1: Defining Antisemitism: Jews and Non-Jews in Historical Perspective"; "Ch. 2: Jews in Medieval and Early Modern France and England"; "Ch. 4: The Jewish Problem comes to Canada" and; "Ch. 5: Social and Institutional Antisemitism," in *A History of Antisemitism in Canada* (Waterloo, ON: Wilfrid Laurier University Press, 2015), pp. 6-11; 13-22; 35-56; 59-84.

#### *Viewing:*

Jamie Michaels, *The worst anti-Semitic riot in Canada*. (Based on the graphic novel "Christie Pits" by Jamie Michaels & Doug Fedrau) (5 min.)

<https://www.youtube.com/watch?v=uB97KF-oDj4&t=1s>

#### *Recommended:*

Hilary Earl, "Lecture on Christian Anti-Judaism," Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate (28 minutes)

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/4-1-christian-anti-judiasm/>

Hilary Earl, "Lecture by Hilary Earl on German Nationalism and European Racism," Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate (24 minutes)

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/4-2-nationalism-and-racism/>

**Module 3 (September 27, 29)****Wartime Coverage: What did Canadians Know?; Wartime Immigration***Reading:*

Norman Erwin, "The Holocaust, Canadian Jews, and Canada's "Good War" Against Nazism." *Canadian Jewish Studies / Études Juives Canadiennes*, 24 (2016): 103-123.

<https://doi.org/10.25071/1916-0925.39962>

*Viewing:*

*Behind the Swastika: Nazi Atrocities*. National Film Board of Canada, 1945 (5 min.)

[https://www.nfb.ca/film/behind\\_the\\_swastika\\_nazi\\_atrocities/](https://www.nfb.ca/film/behind_the_swastika_nazi_atrocities/)

*When Canada Said No: The Abandoned Jews of the MS St. Louis*. B'nai Brith National Task Force on Holocaust Education, Remembrance and Research, 201 (17 min.)

<https://www.youtube.com/watch?v=zv3s81dsByo>.

*Recommended:*

"Canada at War" Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/canada-at-war/>

"Canada and the MS St. Louis," Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/case-study-canada-and-the-ms-st-louis/>

"Case Study: Annette Wildgoose," Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/case-study-annette-wildgoose/>

Hernan Tesler-Mabé, "Canada's War," Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate (4 minutes)

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/1-canada-and-the-holocaust/>

Hernan Tesler-Mabé, "The Holocaust, Through Canadian Eyes," Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate (6 minutes)

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/case-study-canada-and-the-ms-st-louis/>

**Module 4 (October 4, 6)****Holocaust survivors and the Canadian Jewish community experience***Reading:*

Paula J. Draper, "Canadian Holocaust Survivors: From Liberation to Rebirth," *Canadian Jewish Studies / Études juives canadiennes* 4-5 (1996-1997): 39-62.

*Viewing:*

Jack Kuper, dir., *Children of the Storm*. Jack Kuper Productions, (Canada, 2000, 104 min.) (link forthcoming)

**PART II – How was the Holocaust understood?**

**Module 5 (October 11, 13)**

From Courage to Trauma: A New Type of Remembering in the Wake of The Eichmann Trial?

*Reading:*

Magdalena Kubow, “Kanada? The Canadian Jewish News and the Memory of the Holocaust in Canada,” *Holocaust Studies*, 19:3 (2013), 131-160.

Mordecai Richler, “Bambinger,” *New Statesman*; London Vol. 63, (Jan 5, 1962): 524-525.

*Viewing:*

Doug Jackson, dir. *Bambinger*. Beacon Films, Niagara Falls, NY 1985 (24 min).

[https://archive.org/details/bambinger\\_20170530](https://archive.org/details/bambinger_20170530)

*Recommended:*

Module 5, Unit 2: “Remembering and Commemorating the Holocaust,” Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate

<https://ecampusontario.pressbooks.pub/hearourvoices/>

Hernan Tesler-Mabé, “Holocaust Remembrance in Canada: The Early Years” Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate (4 minutes)

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/1082/>

Franklin Bialystok “Delayed Impact,” Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate (3 minutes)

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/1082/>

**Module 6 (October 18, 20)**

Philosophical and religious responses

*Reading:*

Emil L. Fackenheim. “Jewish Faith and the Holocaust: A Fragment” *Commentary*, August 1968.

<https://www.commentary.org/articles/emil-fackenheim-2/jewish-faith-and-the-holocaust-a-fragment/>

Zev Garber et al. “Reflections on Emil Fackenheim.” *Shofar* vol 22, no. 4 (2004): 107-135.

*Viewing:*

Deidre Butler, “Jewish Religious and Theological Responses,” Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate (29 minutes)

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/jewish-religious-and-theological-responses/>

Rabbi Lord Jonathan Sacks, “Where do you Think God was in the Holocaust?” Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate (5 minutes)

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/post-holocaust-responses/>

**Module 7 (October 25, 27)**

Responses in Film

*Reading:*

Jeremy Maron, “The Barrier in Experience: The Holocaust Films of Canadian Survivor Jack Kuper” in *Cineaction*, May 2020.

<https://cineaction.ca/issue-100/the-barrier-in-experience-the-holocaust-films-of-canadian-survivor-jack-kuper/>

*Viewing:*

Donald Brittain and John Spotton, dir., *Memorandum*, NFB, 1965 (58 min.)

Online access through the National Film Board of Canada website:

<https://www.nfb.ca/film/memorandum/>

Jack Kuper, dir. *A Day in the Warsaw Ghetto: A Birthday Trip in Hell*. Kuper Productions, 1991 (29 min.)

<https://video-alexanderstreet-com.proxy.bib.uottawa.ca/watch/a-day-in-the-warsaw-ghetto>

**November 1, 3**

**No Class Reading Week**

**Module 8 (November 8, 10)**

Artistic Responses: Music

*Listening:*

Srul Irving Glick: *Documentary* (“Beginning”; “My father was a cantor”; “The idea of music being an expression of your soul”; “I want you to know that I’ve had a laboratory”; *I Never Saw Another Butterfly* (20 min., complete)

Available via Naxos Library (Western University Library Website)

Texts for *I Never Saw Another Butterfly* and comments available in:

George E. Evelyn, Jr. *Words, Music, and Ethnic Elements in Srul-Irving Glick’s “I never saw another butterfly,” A lecture recital, together with three recitals of selected works of J.S. Bach, S. Barber, J. Brahms, A. Vivaldi, G. Faure, G. Finzi, H. Duparc, M. Mussorgsky and others.*

University of North Texas. ProQuest Dissertations Publishing, 1981. 8208095.

Oskar Morawetz, *From the Diary of Anne Frank* (Judith Forst, mezzo-soprano; Mario Bernardi, cond.; CBC Radio Orchestra, 2000) (18 min.)

<http://www.oskarmorawetz.com/Tabs/TabMusic/display.php?Webcode=DiaryAnneFrank>

text:

<http://www.oskarmorawetz.com/Tabs/TabMusic/display.php?page=Text&Webcode=DiaryAnneFrank>

**Module 9 (November 15, 17)**

Literary responses

*Reading:*

Chava Rosenfarb (trans. Goldie Morgenthaler), "Bergen-Belsen Diary, 1945" in *Confessions of a Yiddish writer and other essays by Chava Rosenfarb*, McGill-Queen's University Press, 2019: 53-69

A.M. Klein, "The Hitleriad" (selections); "Meditation upon Survival"; "Elegy", in *A.M. Klein Selected poems* Usher Caplan, Seymour Mayne, Zailig Pollock, eds. University of Toronto Press: Toronto, 1997.

*Viewing:*

Ann Marie Fleming, dir., *I was a Child of Holocaust Survivors*, National Film Board of Canada, 2010 (15 min.)

<https://www.youtube.com/watch?v=lePogWeW9Do>

### **PART III How is the Holocaust Remembered?**

#### **Module 10 (November 22, 24)**

Learning about the Holocaust: Holocaust education and denial

*Reading:*

Geoffrey Short and Carole Reed. *Issues in Holocaust Education*. New York: Routledge Press, 2017, pp. 1-11; 18-25, 35-38.

Raphael Cohen-Almagor. "Freedom of Expression v. Social Responsibility: Holocaust Denial in Canada" in *Journal of Mass Media Ethics* vol. 28, no. 1 (2013): 42-56.

*Viewing:*

Holocaust Denial, Explained USHMM <https://www.ushmm.org/antisemitism/holocaust-denial-and-distortion/explaining-holocaust-denial> (3 min)

#### **Module 11 (November 29, December 1)**

Holocaust Education and Remembrance for the next generations; Memoirs and Survivor Testimony

*Viewing:*

*Living History: Students Talk with Survivors*, Zelikovitz Centre, Carleton University, 2017 (21 min.)

<https://carleton.ca/jewishstudies/antisemitism/ottawa-holocaust-survivors-oral-histories/>

Sara Greenberg, dir. *B-2247: A Granddaughter's Understanding* (2012) (14 min.)

<http://www.b2247thefilm.org/>

Paula Draper, "Canadian Holocaust Testimonies: A Short History" Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate (7 minutes)

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/1-2-the-evolution-of-holocaust-testimony/>

*Recommended:*

Anna Sheftel, “*Oral History and Memory Studies: What do we learn from listening*” Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate (24 minutes)

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/1-0-introduction/>

Anna Sheftel, “*The Evolution of Holocaust Testimony: From the Margins to the Center*” Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate (20 minutes)

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/1-2-the-evolution-of-holocaust-testimony/>

Anna Sheftel “Listening to Survivors: How do we make meaning from narratives of the Holocaust?” Hear Our Voices: Holocaust Survivors Share their Stories of Trauma and Hate (22 minutes)

<https://ecampusontario.pressbooks.pub/hearourvoices/chapter/1-4-concluding-reflection-and-bibliography/>

**Module 12 (December 6, 8)**

Sites of Memory, Sites of Mourning

*Reading:*

Jason Chalmers. “Canadianising the Holocaust: Debating Canada's National Holocaust Monument.” *Journal of Canadian Jewish Studies*, vol. 24 (2016): 149-165.

<https://cjs.journals.yorku.ca/index.php/cjs/article/view/39964>

Ron Csillag, “Murder of Jews will be Acknowledged in New Plaque on Holocaust Monument, *Canadian Jewish News*, March 15, 2018.

<http://www.cjnews.com/news/canada/murder-of-jews-will-be-acknowledged-in-new-plaque-on-holocaust-monument>

*Viewing:*

David Cherniak, Dir. “Journey to Prague.” *Man Alive*, CBC, 1987 (27 min.)

<https://vimeo.com/207030609>

Fern Levitt and Arnie Zipursky, dir. *Each of Us Has A Name: March of the Living*. Cambium Film and Video Productions/Global TV, 1999 (52 min.)

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

Jet Belgraver, prod., Avi Lev., ed. *Hana's Suitcase* CBC, 2002 (26 min.)



## **Appendix to Course Outlines: Academic Policies & Regulations Fall 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 \(uwo.ca\)](http://www.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](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 \(uwo.ca\)](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) 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](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](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. 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](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://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](mailto:huronwellness@huron.uwo.ca)  
Community Safety Office: [safety@huron.uwo.ca](mailto: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 \(uwo.ca\)](#)