

**HURON UNIVERSITY COLLEGE**  
**HIS4202F: Confronting Colonialism:**  
**Land, Literacies and Learning in Indigenous North America**  
**2016-2017**

**Meetings:** W102 – Fridays: 8:30-11:30

**Dr. Thomas Peace**

**Email:** tpeace@uwo.ca

**Office Hours:** Mondays: 12:30-2:30

Fridays: 12:30-1:30

**Office:** V127

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**Contact policy:** I am generally in the office from 9 to 5. As long as my door is open, *you are welcome (and encouraged) to come in* and chat about any questions, concerns or aspects of the course you find interesting. I try to return messages left by phone or email as soon as possible; however, due to my teaching and research responsibilities it sometimes takes me some time to reply. Expect at least a twenty-four hour weekday response time.

**Course Description:** This course explores the changing meaning of literacy and learning in Indigenous societies in response to the arrival and imposition of European epistemologies during the seventeenth, eighteenth and nineteenth century. The course draws on a framework that views *indigeneity* as an evolving concept anchored in a group's maintenance of a sovereign identity and relationship with the land in the face of mounting colonial and imperial pressure to assimilate and dispossess. From within this framework, the course examines how and why Indigenous people engaged and/or did not engage with new forms of education and learning brought by European newcomers in the era before and during the emergence of the North American nation-state.

**Research Learning:** This course is also part of professors Amy Bell and Thomas Peace's research learning study as part of our 2014 John and Gail MacNaughton Prize for Excellence in Teaching. The goal of this study is to better understand and develop methods for teaching history through project-based research learning. As such, the course is designed around a common research project involving students in both HIST 3801E and HIST 4202F. The project itself is described below. Its core component, though, will have you prepare resources upon which the students in HIST 3801E can build during the winter semester. Our study of this pedagogy involves the completion of two anonymous questionnaires at the beginning and end of term as well as a short reflection paper as a take home exam. **To maintain confidentiality you may opt out of this study by contacting our student assistant.** Because the reflection paper comprises part of your final grade you must complete this exercise even if you opt out of the study.

**Course Goal:** This course will challenge students to grapple with the complex ways that education and literacy have been used both as imperial and colonial tools to assimilate and dispossess Indigenous people of their lands, culture and political power and how these people have engaged with these tactics to maintain their communities, cultures and land.

**Course Objectives:** At the end of this course you will...

- Understand literacy as a complex historical subject that must be imbedded in its proper social and historical context
- Be able to discuss the importance of framing our studies with attention given to multiple literacies rather than a singular definition for literacy.
- Be able to explain the historic (and continuing) interconnection between colonialism, land and schooling
- Develop the reading skills that will equip you for advanced study in history, law or education
- Have participated in a large, collective research project with demonstrable and tangible outcomes that can be used in applications for further study or employment

**Required Texts:**

Lisa Brooks, *The Common Pot: The Recovery of Native Space in the Northeast*, (Minneapolis: University of Minnesota Press, 2008).

Background Reading: <http://muskratmagazine.com/second-generation-survivor-uses-19th-century-racist-relic-as-teaching-tool/>

Course Website: <http://www.huronresearch.ca/confrontingcolonialism/>

**Assignments and Evaluation**

30 September: Mapping Publications: 10%  
14 Oct: Essay Proposals: 10%  
11 Nov: Transcriptions: 10%  
2 Dec: Research Essays: 35%  
22 Dec: Research Learning Reflection: 5%  
Ongoing Participation: 30%

All work completed as part of these assignments will be made available through our course website (<http://www.huronresearch.ca/confrontingcolonialism/>). It is the uploaded online version of this material that will be graded. Throughout the semester Lauren Hogg will visit our class to provide you with instructions about how to upload your work to the site.

**1. Mapping Publishers (10%)**

- **Goal:** To create a series of maps that help us understand where these texts were published and to critically engage with the broader networks that these maps present to us.
- **Task:** Using the Mohawk and Mohawk/English books found in our library's *Guide to Native American Material*, Western's collection in ARCC, the Fisher Rare Book Library's online catalogue, Oberlin College, and *Masinahikan: Native Language imprints in the Archives and Libraries of the Anglican Church of Canada*, you will plot the place each text was published using Google Maps. I

have created a layer for each of these bibliographies on our map. Use the colour "red" for each book except those whereby the city's name is written in a language other than English, French or Latin; in those cases, use the colour "green." With your layers, you will write a short 250-word summary to contextualize your work with the maps that your colleagues have made and the students from previous classes. You must make reference to *at least* two academic articles that help you understand the maps. **Google Maps URL: [https://www.google.com/maps/d/edit?mid=zZ0RiGiGRv44.kehHJN1kV2\\_M&usp=sharing](https://www.google.com/maps/d/edit?mid=zZ0RiGiGRv44.kehHJN1kV2_M&usp=sharing)**

- **Evaluation:** This project will be done in teams of two. You will be graded collectively based on the accuracy and interpretation of your map. Summaries and the works cited for further reading should tie your map directly into the themes we've explored in class.
- **Due: 30 September**

**2. Working with primary sources (10%):**

- **Goal:** To critically evaluate and transcribe a manuscript primary source.
- **Task:** Using one of the clergy files from the Diocese of Huron Archives, students will select and transcribe two documents they think most tightly relate to the subject matter covered in this course. These transcriptions will be placed on our course website with a 250-word introduction describing the document's importance for the project at hand.
  - i. **Do not repeat documents used by past classes (consult website)**
- **Evaluation:** Students will be evaluated based on the accuracy of their transcriptions and the degree to which their source and written introductions adequately situate their document within our in-class readings and broader course goals. **You must include a digital image of each page of your document on the website.**
- **DUE: 11 November**

Simpson Brigham	1875-1926	Clergy Personnel Records
Albert Anthony	1876-1932	Clergy Personnel Records
Henry Chase	1885-1972	Clergy Personnel Records
Isaac Bearfoot	1885-1911	Clergy Personnel Records
John Jacobs	1845-1897	Clergy Personnel Records
Andrew Jamison		Clergy Personnel Records
Abraham Nelles		Clergy Personnel Records

**3. Research Essay (35%):**

- **Goal:** Students will write a collection of papers that helps to situate Huron's collection of Indigenous language texts within their historical context creating resources for the future use of students in HIST 3801E, Library and Archives Staff, and academic researchers.
- **Task:** After our visit to the archives and rare book collections, we will discuss research topics that might be appropriate for this course. Students will be encouraged to think broadly about this subject, situating these books within the over two-hundred-year history studied in this course.
  - i. **Proposal and Bibliographies:** Students will submit a two-page proposal followed by an annotated bibliography. Proposals should be anchored in research and include a tentative argument clearly explaining how the research will be conducted within the time frame allotted for this course. Bibliographies should include *at least* two monographs, and six academic articles. - 10%.
    1. **DUE: 14 October**
  - ii. **Presentation:** - 10%
  - iii. **Essays:** Students will submit a 4,000 word research essay that both discusses the historiography of your chosen topic (i.e. discuss what historians have written on the subject) as well as how your research relates to the collection of Mohawk-language texts in Huron's Rare Book Collection - 25%.
    1. **DUE: 2 December**

- **Texts:**

BS 345.M73 P7 1839 (second copy at ARCC)		<i>A Collection of Psalms and Hymns in the Mohawk Language for the Use of the Six Nations Indians, Hamilton: Ruthven's Book &amp; Job Office, 1839</i>
BX 5145.A6 M6 1842 – 2 copies at Huron (See two more copies at ARCC)		<i>The Book of Common Prayer: According to the Use of the Church of England, Hamilton: Ruthven's Book &amp; Job Office, 1842</i>
BS345.M77J5 1804 (see also ARCC: PM1884.B5N7 1805)		<i>Nene Karighwiyoston tsinihorighhoten ne Saint John</i>
PM1884.H6 1853 (ARCC)	Hill, H.A.	<i>A collection of hymns, for the use of native Christians of the Mohawk language, to which are added a number of hymns for Sabbath-schools</i>
PM1884.C6 (ARCC)	Claus, Daniel	<i>A Primer for the Use of the Mohawk Children</i>
BS345.M77M37 1829 (ARCC)	Brant, Joseph	<i>Ne royadado kengh ty orighwadokenghty roghyadon S. Mark, dekawennadenyonk kanyenkehkhaka kawennon daghkonh : otyake skaro ronh no righwadokengh ty skaghyadon owenna,</i>

		<i>kanyenkehaka / Thayentaneken Tehhawen-Natenyonh = The Gospel according to St. Mark, translated into the Mohawk tongue : as also several portions of the Sacred Scriptures, translated into the same language / by Captain Brant.</i>
BS345.M77L85 1827 (ARCC)	Hill, H.A.	<i>Ne tsinihhoweyea-nenda-onh : orighwa do geaty, roghyadon royadado geaghty, Saint Luke = The Gospel according to Saint Luke translated into the Mohawk tongue / by H.A. Hill.</i>
PM1884.B5H5 1833 (ARCC)		<i>Ne raorihwadogenhti ne shongwayaner Yesus Keristus, jenihorihoten ne royatadogenhti Luke, kanyengehaga kaweanondahkon kenwendeshon tehaweanateny.</i>
PM1884.C9	Cusick, James	<i>The Collection of Sacred Songs, for the use of the Baptist native Christians of the Six Nations</i>
PM1883.B79	Bruyas, Jacques	<i>Radical words of the Mohawk Language</i>

#### 4. Research-Learning Reflection (5%)

- **During the exam period, at home, students will write a 500-word reflection answering the following question:** Assess the strengths and weaknesses of using Huron's rare book collection to learn about the eighteenth and nineteenth century history of the Lower Great Lakes.
- **Due 22 December**

#### 5. Participation (30%):

Each week, participation will be graded out of 10. At the fourth year level, attendance is assumed and will not be marked very highly. You will receive a grade between 4 and 7 depending on participation. Grades of seven and above will be given when you demonstrate that you have come to class prepared for our discussion of the day by making specific references to the assigned readings and their relationship to other classes and our assignments.

- Lauren Hogg who will be overseeing access and content on the website throughout the course will assess your participation and preparation for the WordPress sessions. The assessment process will be detailed on OWL and students will receive a report of their progress by October 29.

#### Course Outline:

\*\*\*This schedule may change due to the availability of invited guests or other events that will enhance your experience in this course\*\*\*

#### 16 September: Contextualizing the Indigenous Lower Great Lakes

- Jeffery Ostler, "To Extripate the Indians': An Indigenous Consciousness of Genocide in the Ohio Valley and Lower Great Lakes, 1750s-1810," *William and Mary Quarterly* vol. 72, no. 4 (October 2015): 587-622.

- J.R. Miller, “The Royal Proclamation and the Upper Canadian Treaties,” and “‘From our lands we receive scarcely anything’: The Upper Canadian Treaties, 1818-1862,” in *Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada*.
  - **Website discussion: Introduction to the website and mapping**

### **23 September: Trip to Mohawk Institute**

- Brendan Frederick R. Edwards, "The Nineteenth Century: 'Read, Write, and worship God daily,' The Missionary's tools: the written word, books, and education," in *Paper Talk: A History of Libraries, Print Culture, and Aboriginal Peoples in Canada before 1960*
- Elizabeth Elbourne, “Managing Alliance, Negotiating Christianity: Haudenosaunee Uses of Anglicanism in Northeastern North America, 1760s-1830s,” in Tolly Bradford and Chelsea Horton, eds., *Mixed Blessings: Indigenous Encounters with Christianity in Canada*.
  - **To receive participation grades for this trip, within one week, please submit to me via e-mail a two-page double-spaced reflection on how together the readings and the field trip inform your understanding of the course’s key themes.**

### **30 September: Assessing the Collections** (Introduction to Huron’s Rare Book Collection and the Diocesan Archives)

- Reading: Phillip H. Round, “America’s Indigenous Reading Revolution,” in *Why You Can’t Teach United States History without American Indians*
- Reading: Joyce M. Banks, “‘And not hearers only’: Books in Native Languages,” in *The History of the Book in Canada*, vol. 1
- Reading: Erica Commanda, "Second Generation Survivor Uses 19th Century Racist Relic as Teaching Tool," <http://muskratmagazine.com/second-generation-survivor-uses-19th-century-racist-relic-as-teaching-tool/>
  - **Mapping Assignment Due**

### **7 October: Situating Indigenous Literacies**

- Brooks, *The Common Pot*, introduction
- Germaine Warkentin, "Dead Metaphor or Working Model? 'The Book' in Native America," in Matt Cohen and Jeffery Glover, eds., *Colonial Mediascapes: Sensory Worlds of the Early Americas*.
  - **Mapping Publications Discussion (Read and review our Google Map as well as contextual introductions)**
  - **Website discussion: Project sites and goals of the project**

### **14 October: Connecting Land, Literacies and Learning**

- Brooks, Chapters 1 and 2: "Alnôbawôgan, Wlôgan, Awikhigan: Entering Native Space." and “Restoring a Dish Turned Upside Down: Samson Occom, the Mohegan Land Case, and the Writing of Communal Remembrance.”
  - **Website discussion: Feedback and building the project site**
  - **Essay Proposals Due**

### **21 October: Trip to Oberlin College**

- To receive participation grades for this trip, within one week, please submit to me via e-mail a two-page double-spaced reflection on how the field trip, and specific resources you consulted, inform your understanding of the course's key themes. Building on our mapping assignment, think critically about the similarities and differences between Huron, Western and Oberlin's collections.

## **29 October: No Class - Fall Study Day**

### **4 November: Literacies and Schooling and the confrontation of settler expansionism**

- Brooks, Chapter 3: "Two Paths to Peace: Competing Visions of the Common Pot"
- Hilary Wyss, "Narratives and Counternarratives: Producing Readerly Indians in Eighteenth-Century New England" in *English Letters and Indian Literacies: Reading, Writing, and New England Missionary Schools, 1750-1830*.
  - **Essay Proposals Discussed**
  - **Website discussion: Adding textual and media content**

### **11 November: Anishinaabe and Haudenosaunee Literacies and Schooling**

- Rick Monture, "Introduction" and "'Sovereigns of the Soil': Joseph Brant and the Grand River Settlement," in *We Share our Matters: Two Centuries of Writing and Resistance at Six Nations of the Grand River*
- Hope MacLean, "A Positive Experiment in Aboriginal Education: The Methodist Ojibwa Day Schools in Upper Canada, 1824-1833," *The Canadian Journal of Native Studies*, vol. 22 no. 1 (2002): 23-63.
  - **Transcriptions Due**

### **18 November: Recovering Space through Writing**

- Brooks, chapters 4-5: "Regenerating the Village Dish: William Apess and the Mashpee Woodland Revolt," and "Envisioning New England as Native Space: William Apess's *Eulogy on King Philip*"
  - **Discussion of transcriptions (Read and review all of your colleagues transcriptions and introductions)**
  - **Website activity: Uploading content (bring a laptop or USB)**

## **25 November: Research Paper Presentations (Details to be circulated in class)**

### **2 December: Literacies, Land and Legacy**

- Brooks, chapters 6-7: "*Awikhigawôgan*: Mapping the Genres of Indigenous Writing in the Network of Relations," and "Concluding Thoughts from Wabanaki Space: Literacy and the Oral Tradition."
  - **Website discussion: Trouble-shooting and final tasks**
  - **Essays Due**



## **Appendix to Course Outlines**

### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol 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.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario 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. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is 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.

### **Academic Accommodation for Medical/Non-Medical Grounds**

#### **Requests for Accommodation on Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.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:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.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 informed 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.

### **Requests for Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation 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. 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 informed 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.

### **Requests for Accommodation on Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been informed that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the dean.

### **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 Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

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.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **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.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s

Student Support Services ([hurousss@uwo.ca](mailto:hurousss@uwo.ca)). An outline of the range of services offered is found on the Huron website at:

<http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>