

HIST 4414G: Secrets, Spies and Surveillance in Modern British History

Huron University College 2018

Course Instructor: Dr. Tim Compeau

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Office OR 147

Office hours: Mondays 10:30-11:30, Wednesdays 11:00-12:30

Class meets: Tuesday 2:30-5:20

Room: W101

Prerequisite(s): 2.0 courses in History at the 2200 level or above, or permission of the department.

Introduction

(Original Syllabus by Professor Amy Bell)

This half-year course will examine the constellation of forces behind Britain's 'culture of secrecy'. Beginning with the 1911 Official Secrets Act, the media blackout of the Abdication Crisis of 1936, and the foundation of social research organization Mass-Observation in 1937, we will examine how official and private secrecy was defined, enacted and contradicted. The course will then examine secret Britain during the Second World War, including the creation of a subterranean London, the investigation of homicides in London, the exponential growth of MI5 and MI6 and the recruiting of the ring of Soviet Spies known as the Cambridge Five. The course will end with a discussion of how state-controlled electric monitoring through CCTV and anti-terrorism laws such as the Crime and Security Act 2001 and the Prevention of Terrorism Act 2005 have affected the balance between the public need for security and private liberties.

Learning Objectives

By the end of the course, you should be able to:

1. Understand the broad sweep of modern British social and political history as it relates to secrecy;
2. Assess and articulate the historiographical debates concerning secrecy, lies, omissions and controlled information;

3. Understand about the effect of secrecy on the creation and meaning of historical knowledge in political, social and intellectual context;

4. Relate class material to current cultural and political debates on secrecy, state surveillance and spying.

Students will also set their own learning objectives according to their engagement with the class, their individual interests, their learning styles, and their ideological approach to the material.

Course Requirements

Participation 30%

Seminar Presentation 10%

Book Review 20% **DUE FEB. 6**

Essay Proposal and Bibliography 10% **DUE MARCH 6**

Research Paper 30% **DUE APRIL 10**

Participation

Because this is a seminar class, your participation is required. Participation grades are based on the cumulative evidence that you have thought critically about the reading, and are engaged in the work of voicing your views and listening to others. Components of participation grade will include: defining students' own learning objectives, taking notes of class discussions to post on OWL, written assessments of the readings, engaging with other students' seminar presentations and general participation in class discussion.

Seminar Presentation

The seminar presentation is in two parts: written and oral.

In the written part of the assignment (2-3 pages), please

- a) Assess the argument and sources of reading(s)
- b) Put reading(s) in historical context
- c) Identify three historiographical debates or potential debates in readings
- d) Compare readings to course themes and wider historical context
- e) Include a bibliography of at least three scholarly sources you consulted.

Your oral presentation should last approximately forty-five minutes and consist of additional primary and secondary research that relates to the topic, preferably using it as a basis for student discussion. Students will also have five questions for class discussion that link their presentation to the readings and to wider course themes and historiographical investigations.

Students MUST contact the professor (and the other presenter if any) the week before with an outline of the questions and details of the background to ensure there is no overlap, and hand in the written portion of the presentation before class.

Students will be assessed on the quality of the presentation, background research, the questions and their ability to generate discussion among their peers.

Book Review

Students will choose from a list of scholarly monographs (or choose their own with the instructor's approval) and write a concise 7 to 9 page review. Reviews must evaluate the main argument, the historian's evidence and use of sources, discuss strengths and shortcomings of the work, and place the monograph within the wider historiography of the subject. A handout and further instruction will be provided in class.

Research Paper

Students will choose their own research topic on any aspect of modern British history related to course themes. Possible topics include: spies, spy rings such as the Cambridge Five, double agents and defectors such as Kim Philby, code-breaking, wartime spies and SOE, the Official Secrets Act 1911-1989, classified ads, abortion prior to 1967, birth control prior to the 1960s, asylums for the mentally ill, homes for unwed mothers, adoption, secrets and family history, secrecy and oral history, illegal migrants, controversies surrounding spy memoirs such as *Spycatcher* (1987), Irish terrorism in England, the 'Ghost Squad' of the London Metropolitan Police 1946-9, Security Service (MI5) or Secret Intelligence Service (MI6) and its directors and/or operators, historiographical debates on secrecy, state history and historical silences, etc.

Your paper should include two primary sources, five scholarly monographs books, and three scholarly articles from academic journals. Papers should be 3,500-400 words (14-16 d.s. pages) in formal prose, with footnotes in the departmental style (see below). Students will be required to submit their papers to turnitin.com via OWL. No hard copies are required. Marks and comments will be returned via OWL.

Class Schedule

1. January 9: Introduction: Modern Britain and secrecy

Reading: Christopher Moran, "Introduction" in *Classified: secrecy and the state in modern Britain* (Cambridge: CUP, 2013), 1-20. [Online via Library]

Background: Norman McCord and Bill Purdue, *British History 1815-1914*, 2nd ed. (Oxford: Oxford University Press, 2007), Chapters 11 and 12, 447-538. [Online Via Library]

2. January 16: Early Modern Spies and Espionage

Readings: Roger Kaplan, “The Hidden War: British Intelligence Operations in the American Revolution,” *The William and Mary Quarterly*, Vol. 47, NO. 1 (Jan. 1990): 115-138.

Carl Van Doren, *Secret History of the American Revolution: An Account of the Conspiracies of Benedict Arnold and Numerous Others* (New York: Viking Press, 1941), v-vii, 196-216.

Elizabeth Sparrow, *Secret Service: British Agents in France, 1792-1815* (Woodbridge, UK: Boydell Press, 1999), 3-28.

3. January 23: Secrets, Lies, and Historiography

Readings: Richard J. Aldrich, “Policing the Past: Official History, Secrecy and British Intelligence Since 1945”, *The English Historical Review*, Vol. 119, No. 483 (Sep., 2004), pp. 922-953.

Katie Engelhart, “Rule Britannia: Empire on Trial,” *World Policy Journal*, Vol. 29, No. 4 (Winter 2012 / 2013), pp. 94-105.

Foreign and Commonwealth Office, *Anthony Cary report on release of the colonial administration files* (2011). [<https://www.gov.uk/government/publications/cary-report-on-release-of-the-colonial-administration-files> and OWL]

4. January 30: The Culture of Secrecy

Reading:

David Vincent, “The Origins of Public Secrecy in Britain,” *Transactions of the Royal Society*, Vol. 1, (1991): 229-248,

David Vincent, “Public Knowledge, 1911-1945” in *The Culture of Secrecy: Britain 1832-1998* (Oxford UP, 1998), 132-166

5. February 6: Intelligence and the Great War

Book Reviews Due.

Reading:

Rhodri Jeffreys-Jones, Chapter3 “Implications of the Zimmerman Telegram” in *In Spies We Trust: The Story of Western Intelligence* (Oxford: Oxford UP, 2013).

James Fox, “‘Traitor Painters’: Artists and Espionage in the First World War, 1914-18” *The British Art Journal*, Vol. 9, No. 3, (Spring, 2009), 62-68.

Sections from: Melanie King, *Secrets in a Dead Fish: The Spying Game in the First World War* (Oxford: Bodleian Library, 2014).

6. February 13: Interwar Intelligence and Surveillance Wartime Secrets I: Home Front

Reading: Bernard Porter, Chapter 8 “Dangers Ahead, 1920-1940” in *Plots and Paranoia: A History of Political Espionage in Britain, 1790-1988* (New York: Routledge, 1992).

Peter Gurney, "Intersex" and "Dirty Girls": Mass-Observation and Working-Class Sexuality in England in the 1930s, *Journal of the History of Sexuality*, Vol. 8, No. 2 (Oct., 1997), pp. 256-290

7. February 20: No Class: Research Day

Reading Week

8. February 27: Wartime Secrets: Code Breaking and the Homefront

Readings:

Jo Fox, “Careless Talk: Tensions within British Domestic Propaganda during the Second World War,” *Journal of British Studies*, Vol. 51, No. 4 (Oct. 2012): 936-966

Sinclair McKay, Chapters 14 and 15 in *The Secret Lives of Code Breakers* (London: Plume 2010), 308-322.

9. March 6: From World War to the Cold War

Proposal and Bibliography Due

Readings:

Bernard Porter, Chapter 9, in *Plots and Paranoia: A History of Political Espionage in Britain, 1790-1988* (New York: Routledge, 1992).

Richard J. Aldrich, British Intelligence and the Anglo-American ‘Special Relationship during the Cold War,’ *Review of International Studies*, Vol. 24, No. 3, (July, 1998): 331-351.

Hugh Wilford, “The Information Research Department: Britain’s Secret Cold War Weapon Revealed,” *Review of International Studies*, Vol. 24, No. 3, (July, 1998): 353-369.

10. March 13: The Cambridge Five

Readings: Rhodri Jeffreys-Jones, Chapter 6: “Surviving Mistrust: Cold War Intelligence Episodes” in *In Spies We Trust: The Story of Western Intelligence* (Oxford: Oxford UP, 2013).

Miranda Carter, "Prologue" from *Anthony Blunt: His Lives* (London: Pan, 2002)

Kim Philby, Introduction, "My Silent War" (New York: Grove Press, 1968)

"Anthony Blunt", report. (Washington D.C.: Federal Bureau of Investigation, [1999?])

[Online via Library Catalogue]]

11. March 20: Spies and Popular Culture

Readings:

Adam Svendsen, "Painting Rather than Photography: Exploring Spy Fiction as a Legitimate Source Concerning UK-US Intelligence Co-operation" *Journal of Transatlantic Studies*, Vol. 7, No. 1, (Mar. 2009): 1-22.

Sections from: Ian Fleming, *Casino Royale* (1953)

John Le Carré. *The Spy who Came in from the Cold* (1964)

12. March 27: Northern Ireland and the Troubles

Readings: Stephen Hopkins, "Yesterday's News? Journalists, the Northern Ireland 'Troubles' and the Politics of Memoir-Writing", *Nordic Irish Studies*, Vol. 10 (2011), pp. 97-118.

Ruan O'Donnell, "Oral history and the politics of the Troubles: The Boston College Tapes", *History Ireland* Vol. 20, No. 2 (March/April 2012), pp. 10-13.

13. April 3: Modern Surveillance and the War on Terror

Reading: Chris A. Williams, "Police Surveillance and the Emergence of CCTV in the 1960s" in *Police and policing in the twentieth century* edited by Chris A. Williams (Farnham, Surrey; Burlington VT: Ashgate, 2011).

Martin Innes, "Policing Uncertainty: Countering Terror through Community Intelligence and Democratic Policing," *The Annals of the American Academy of Political and Social Science*, Vol. 605, (May, 2006): 222-241.

Richard J. Aldrich, "Beyond the Vigilant State: Globalization and Intelligence," *Review of International Studies*, Vol. 35, No. 4 (Oct. 2009): 889-902.

14. April 10: Conclusion and Review **Research Papers Due

RULES AND REGULATIONS

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows: First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript. 2

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

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - o The title of a book is underlined or written in *italics*.
 - o The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - o Place and date of publication in parentheses (),
 - o A fuller reference will include the publisher after the place of publication.
 - o Article citations do not include the place of publication and publisher.
3. 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.

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Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](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

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 Provost and

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, 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

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

(a) 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,

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.

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 Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(b) 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 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 Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. 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 notified 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 Provost and Dean. The instructor's decision is appealable to the Provost and 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

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 Provost and Dean's Office, and this record of the offence will be retained in the Provost and 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

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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and 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 (huronsss@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>