



Western University  
**INDIGENOUS STUDIES 2412F**  
**GEOGRAPHY AND ENVIRONMENT 2412F**  
*Indigenous Health and Healthcare Environments*  
**Fall 2024**

**Instructor:** Vanessa Ambtman-Smith, PhD Candidate, Assistant Professor, Department of Geography & Environment and Assistant Professor, Indigenous Studies Program

Office Hours: Tuesdays 12pm -1:00pm via zoom or by appointment

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*I take this opportunity to welcome students to the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (e.g., First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.*

**Course Description:**

The health of Indigenous people - individuals, families, populations, and communities, are deeply affected by colonization and other distal, Indigenous determinants of health, including structural ones that have become embedded within places and spaces of health, such as hospitals. This course provides historic and conceptual foundations for understanding contemporary Indigenous health through the lens of colonial disruption and dispossession, situating contexts of health and healthcare environments as important places of reconciliation. In this course, you will have the opportunity to develop an understanding of spatial practice and policy through exploring concepts from multiple perspectives on Indigenous health – from professional/ clinical perspectives to people/patients, and inclusive of traditional knowledge keepers/ Elders. The focus will be on spatially examining spaces of Indigenous health practice and policy grounded in decolonizing, critical theory. Themes and concepts in Indigenous health geography are examined as they relate to creating equitable spaces, practice and policy. This course enhances learners' awareness about critical thinking skills through course readings and discussions related to case studies in various learning activities, as well as through personal reflection.

**Prerequisite(s):** *None.*

**Antirequisites(s):** *None.*

**Required Text(s):**

Greenwood, M., Leeuw, D. S., Stout, R., Larstone, R., & Sutherland, J. (2023). *Introduction to determinants of First Nations, Inuit, and Métis Peoples' Health in Canada*. Canadian Scholars.

**Course Objectives:**

This course informs an understanding of determinants of health for Indigenous peoples in Ontario, Canada, and in international contexts. The course will provide a foundation to help recognize, distinguish, and respect the diversity of Indigenous nations and the evolving nature of culturally specific and individually appropriate healthcare practices with a goal of achieving healthcare equity. Readings, lectures, and other class activities will contextualize processes of reconciliation to address and redress historical and ongoing acts of systemic colonialism against Indigenous peoples. Ultimately, this course reflects on cultural bias and how it may shape personal, professional, and interprofessional beliefs that negatively affect the lives of Indigenous peoples.

**Learning Outcomes:**

Upon successful completion of this course, students will:

- Critically appraise Indigenous health practices and research.
- Compare and contrast processes of colonization and reconciliation in healthcare.
- Recognize and respect core concepts and approaches to cultural safety and equity in healthcare environments.
- Advocate for equitable healthcare for Indigenous peoples.
- Assess Indigenous health related research that is used to inform policy and healthcare practices.

**Method of Evaluation: Evaluation Breakdown:**

More information about the assessments will be provided in class and posted to the class site on OWL.

Course Assessments that Require Supporting Documentation Instructors are permitted to designate one assessment per course per term as requiring supporting documentation to receive academic consideration. For this course the following assessment has been designated as requiring supporting documentation: **Final project: Meaning Making/ Essay Assignment, due 11:55pm EST, Dec. 6<sup>th</sup>, 2024.**

Evaluation components	Assignment Schedule	Value
<p><b>In-class discussion activities and reflections:</b> There are six discussion activities embedded in this course to promote respectful sharing and discussion of content where you will engage in discussion with your peers, contribute your own ideas, reflections, and questions. At the end of the week, you will submit a written reflection based on the weeks' topic and discussion. Please note that because the submission deadline for this assessment - in-class discussion - already includes flexibility in the form of a 48-hour submission window, the instructor reserves the right to deny academic consideration for assignments which are submitted following the end of the period of flexibility.</p>	<p>In-class discussion activities will occur in-person (weeks 2,4,6,8,10); due end of day Thursdays.</p>	<p>4 activities valued at 5% = 20% (you can drop the lowest scored one)</p>

<p><b>Proposal: for the final ‘Meaning Making’ assignment:</b> You have a choice to demonstrate understanding of course content. For this you can choose between two options (see below). For either option, you will need to submit a proposal, either in written format (max. 300 words) or video, that addresses the following: a) what topics you will cover in your final project; b) what will the result of your project be (original art piece, graphic novel, poetry, final essay, etc.); and c) Why are you choosing to do this?</p>	<p>Proposal due (video or written format) end of <b>Week 3 (Sept. 27)</b></p>	<p>5%</p>
<p><b>Oral Presentation:</b> Students are to choose a contemporary Indigenous health/healing place and present for 5 minutes on this site to the class, identifying the approaches to healthcare, location, population served and defining characteristics. You may choose to pre-record your presentation to have played in class, or you may choose to deliver live, in-person. Please note that this assessment is considered to be central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the following opportunity to make up this work: [alternate presentation format – pre-recorded presentation is acceptable].</p>	<p>Present in-class on <b>Week 6 (Oct 23)</b></p>	<p>15%</p>
<p><b>Story-telling assignment:</b> Stories are powerful, compelling, and cultural ways of sharing information and effective ways of challenging public opinion on complex issues (Pappas 2021). This assignment asks students to write a story (700-800 words not including references) about a topic relevant to this course, do basic research and seek to bridge difference in opinion about this topic. How you choose to present this information is open (poster with captions; 700-800-word op-ed or news article; video, art piece with captions, pre-recorded class presentation with PowerPoint, or webpage format). Please note that this assessment is considered to be central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the following opportunity to make up this work: [alternate presentation format – self-recorded presentation is acceptable].</p>	<p>Story-telling assignment due end of <b>Week 9 (Nov 13)</b></p>	<p>20%</p>
<p><b>Final project: Meaning Making/ Essay Assignment:</b> Your final project in the course is your choice: either a meaning making assignment or traditional essay. I encourage you to demonstrate learning in a way that is self-expressive, immersive, and meaningful. Choose your own topic and approach – based on your proposal in Week 3 and build on skills learned in and outside the classroom. The goal is to bring your unique perspective and lived experience to course content. If you choose to do a different format than a conventional written essay, I require a 3-page written reflection on what you have learned from completing the project to accompany your completed work (or images of your</p>	<p>Final project due end of <b>Week 12 (Dec 4)</b></p>	<p>40%</p>

completed work), as well as a biography of sources used (minimum of 5 unique sources beyond the required text/ course material). For essay formats, papers are to be 2500 words in length based on your examination of a topic relevant to the course. The paper should demonstrate critical engagement with the course material and the core content of the paper should be both problem analysis and critical reflection. You must show a minimum of 3-5 scholarly sources beyond course material and follow a well-organized and clearly written paper.		
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<b>Grade Breakdown</b>	<b>Explanation</b>
90-100	Excellent. You have surpassed my expectations (rare).
80-89	Very good. You have fulfilled my expectations.
70-79	Good. Expectations are mostly fulfilled with weak areas.
60-69	Satisfactory. There are problems such as confusing writing or expectations are not fulfilled.
50-59	Less than satisfactory. There are major problems.
<50	Unsatisfactory, Fail.

**This course is designated as in person, meaning we will meet every week for class time.** This will provide the opportunity for us to interact, share ideas, and learn from one another as a community. This critical exchange of ideas is an integral part of learning. Although Zoom instruction can be offered, utilizing this resource should be limited to when students are unable to attend due to illness/ extreme weather. Readings and assignment information will be posted in OWL.

### **Academic Consideration for Course Components with Flexible Deadlines**

This course has 5 in-class assignments with only 4/5 reflections counted towards your final grade. Academic consideration will not be granted for missed reflections. If students miss 1/5 reflections, the remaining 4 reflections will be used in the calculation of the final grade. If students miss greater than 2 reflections, they will receive a grade of zero on each missed reflection. This course employs flexible deadlines for assignments. The assignment deadlines can be found above in the course outline. For each assignment, students are expected to submit the assignment by the deadline listed. Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to 72 hours past the deadline without academic penalty. Should students submit their assessment beyond 72 hours past the deadline, a late penalty of 4% per day will be subtracted from the assessed grade. As flexible deadlines are used in this course, requests for academic consideration will not be granted, with the exception of the final project. If you have a long-term academic consideration or an accommodation for disability that allows greater flexibility than provided here, please reach out to your instructor at least one week prior to the posted deadline.

**How to Contact Me:**

You may contact me by email: Prof. Van Smith: [vambtman@uwo.ca](mailto:vambtman@uwo.ca) - but it may take up to 24 hours for a response on weekdays (e.g., Monday – Friday) or up to 48 hours for a response on weekends (e.g., Saturday – Sunday and stat holidays). If I cannot provide an immediate response, or if the matter is something that requires more time for discussion, I will direct you to meet with me during office hours, or via zoom. Please ensure that your emails are worded professionally and include the course number in the subject line (2412F).

Office Hours: Tuesdays 12pm -1:00pm or by appointment

Topic: Vanessa Ambtman Smith's Office Hours

Join Zoom Meeting:

<https://westernuniversity.zoom.us/j/97488745606?pwd=YvEgZeFzWAa62btdreYffNUwLuku8E.1>

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Meeting ID: 974 8874 5606

Passcode: 737856

Email: [vambtman@uwo.ca](mailto:vambtman@uwo.ca)

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**Important Policies*****Policies for Assignment Deadlines:***

All written assignments are to be submitted electronically to the instructor and are due on or before the date and time specified under “methods of evaluation” for each assignment. Extension of deadlines or alternate dates for tests will be granted only for documented illness or compassionate reasons. Workloads (i.e., other class work, projects, readings, employment) do not count as a reasonable excuse. Late submissions will be penalized at a rate of 5% per day, including papers submitted after a specified time. If your assignment is submitted 5 days or more past the due date without sufficient grounds for lateness as specified above, it will be marked purely for your educational benefit. Your mark will not count towards your final grade for the course.

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Should you have a concern regarding the grade you received for an assignment, you must wait 24 hours from the receipt of the grade (on Brightspace) to contact the instructor. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

Contingency plan for an in-person class pivoting to 100% online learning. In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face

interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL Brightspace for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor. If online learning is required, a stable v1 (2021.09.03) internet connection with working microphone and webcam will be required. As has been the case in the past, the decision to pivot to online learning will be made by Western, and not individual instructors or departments (excepting temporary online instruction in the event of instructor illness).

### **Absence from Course Commitments**

Students must familiarize themselves with the Policy on Academic Consideration – [Undergraduate Students in First Entry Programs](#). Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

### ***A Note on Plagiarism:***

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar). All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for 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 ([www.turnitin.com](http://www.turnitin.com)).

***Policies on Examinations:*** No electronic devices of any kind are allowed during tests and examinations.

***Policy on Laptops and other Electronics/Phones in Class:*** Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

***Accessibility Options:***

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: [www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

***Scholastic 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: [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)

***Mental Health***

Students who are in **emotional/mental distress** should refer to Mental Health @ Western ([http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html)) for a complete list of options how to obtain help.

***Indigenous Services:***

A link to Indigenous Initiatives can be found at <http://indigenous.uwo.ca> and the Indigenous Student Centre here: <http://indigenous.uwo.ca/students/about>

***Writing Support Centre:***

A link to the Writing Support Centre can be found at <http://www.sdc.uwo.ca/writing/>

***Academic Consideration for Missed Work***

University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found [here](#). Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.

When a student receives academic considerations or academic accommodations which overlap with the built-in flexibility of the assessment, the longest period of accommodation will determine the deadline. The built-in flexibility of the assessment should not be taken to extend any considerations or accommodations.

***Accommodation for Religious Holidays***

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

**Special Examinations**

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

**Course Schedule:****Indigenous Health and Healthcare Environments (IS/GEOG 2412F)**

Date and week	Themes and instructor(s)
September 11 <sup>th</sup> : Week 1	<p><b>Introduction to the Course and Creating Community.</b></p> <p><u>Required readings:</u> Syllabus. <i>Assignments: none</i></p>
September 18 <sup>th</sup> : Week 2	<p><b>Land as a Determinant of Health and Traditional Medicine</b></p> <p><u>Required Readings:</u> <a href="#">Introduction: Indigenous Health in Canada and Beyond—A Call for Reflection, Action, and Transformation, Greenwood et al., 2022., pp. xvii - xxiv</a></p> <p>Lines, L.A., Yellowknives Dene, and Jardine, C. (2019). Connection to the Land and as a Youth.</p> <p><i>Assignments: 1<sup>st</sup> in-class discussion activity (5%); Due by Thursday Sept. 19<sup>th</sup> @ 11:55pm</i></p>
Sept 25 <sup>th</sup> : Week 3	<p><b>The Indian Hospital</b></p> <p><u>Required Readings:</u> <u>Video: How Canadian Institutions are failing Indigenous people: <a href="https://youtu.be/g-59me5wWAo">https://youtu.be/g-59me5wWAo</a></u></p> <p>Boyer, Y. and Leggett, R. (2022). Chapter 4: Forced Sterilization: A Malicious Determinant of Health in Indigenous Health in Canada and Beyond.</p> <p>Allan, B., and Smylie, J. (2022). All Our Relations: Indigenous Women’s Health in Canada (ch.5) in Women’s Health in Canada - Challenges of Intersectionality. Varcoe, et al., U of T press, 2022.</p> <p><i>Assignments: MM Proposals Due 11:55pm EST, FRIDAY, September 27<sup>th</sup>, 11:55pm (5%)</i></p>
October 2 <sup>nd</sup> : Week 4	<p><b>Indigenous Wholistic Health</b></p> <p><u>Required Readings:</u> Smith, D.B., and Waters, S. (2022). Chapter 10: Legislation, Reconciliation and Water in Indigenous Health in Canada and Beyond.</p>



	<p>Ahenakew, C. (2011). The Birth of Windigo: The construction of Aboriginal health in biomedical and traditional Indigenous models of medicine.</p> <p><i>Assignments: Assignments: 2<sup>nd</sup> in-class discussion activity (5%); Due by Thursday, Oct 2<sup>nd</sup> @ 11:55pm EST</i></p>
October 9 <sup>th</sup> : Week 5	<p><b>Indigenous health – Pre-recorded lecture to be posted and viewed asynchronously.</b></p> <p><u>Required Readings:</u> Teegee, M., and de Leeuw, S. (2022). Chapter 8: Damaged, Not Broken: An interview about white settler violence and Indigenous health in Indigenous Health in Canada and Beyond.</p> <p>Johnson-Jennings, M., Walters, K., and Little, M. (2018). And they even followed her into the hospital.</p>
October 14-18-----	<p><b>NO CLASS: Reading Week-----</b></p> <p><i>Assignments: Oral Presentation Due the night before class, on Tuesday, October 22<sup>nd</sup> @ 11:55pm (15%).</i></p>
October 23 <sup>rd</sup> : Week 6	<p><b>Student Oral Presentations:</b> <i>Assignments: Oral Presentation Due the night before class, on Tuesday, October 15<sup>th</sup> @ 11:55pm (15%).</i></p> <p>Required Readings: none. <i>Assignments: 3<sup>rd</sup> In-class Assignment Activity (5%); Due by Thursday October 24<sup>th</sup> @ 11:55pm EST</i></p>
October 30 <sup>th</sup> : Week 7: **CLASS will be located at Victoria Hospital, Indigenous Healing Space	<p><b>Indigenous Traditional Healing Space at London Health Sciences Centre, Victoria Hospital Site Visit</b> (E1-204, <a href="#">Victoria Hospital</a>, London Health Sciences Centre 800 Commissioners Rd E., London, ON)</p> <p><u>Required Readings:</u> Cidro, J., Hayward, A., Bach, R., and Sinclair, S. (2022). Chapter 19: Walking with our most Sacred in Indigenous Health in Canada and Beyond. <i>Assignments: None</i></p>
November 6 <sup>th</sup> : Week 8	<p><b>Indigenous Cultural Safety Integration Workshop</b></p> <p><u>Required Readings:</u> McCallum, M.J.L., and Perry, A. Structures of Indifference (2018). Chapter 3: Brian Sinclair.</p> <p><i>Assignments: 4<sup>th</sup> in-class discussion activity (5%); Due by Thursday November 7<sup>th</sup> @ 11:55pm EST.</i></p>
November 13 <sup>th</sup> : Week 9	<p><b>Indigenous Anti-Discrimination Response Training</b></p> <p><u>Required Readings:</u> F. Ishu Ishiyama (2014). Introduction to The Anti-discrimination Response Training (A.R.T.) Program: An Active Witnessing Approach to Prejudice Reduction and Community Development A</p>

	<p>Skills Development Program Using An Active Witnessing Training Method for Prejudice Reduction, Human Resource Enhancement, and Organizational and Community Development, rev of 2008-3-11.</p> <p><i>Assignments: Story-telling Assignment due Friday, November 15<sup>th</sup> at 11:55pm EST. (20%).</i></p>
November 20 <sup>th</sup> : Week 10	<p><b>Racism in the Healthcare System</b></p> <p><u>Required Readings:</u></p> <p>Browne, A.J., Lavoie, J.G., McCallum, M.J.L. et al. Addressing anti-Indigenous racism in Canadian health systems: multi-tiered approaches are required. <i>Can J Public Health</i> 113, 222–226 (2022).</p> <p><i>Assignments: Optional (catch-up) 5<sup>th</sup> in-class discussion activity (5%); Due by Thursday November 22<sup>nd</sup> @ 11:55pm EST.</i></p>
November 27 <sup>th</sup> : Week 11	<p><b>Environmental Repossession</b></p> <p><u>Required Readings:</u></p> <p>Ambtman-Smith, V., and Richmond, C., (2020): Institutional Environmental Repossession. <i>TIJIH</i> 1(1).</p> <p>Richmond, C.R. (2021). Special Introduction: The Geographies of Indigenous Health.</p> <p><i>Assignments: none.</i></p>
December 4 <sup>th</sup> : Week 12	<p><b>Indigenous Healthcare Transformations – Futures</b></p> <p><u>Required Readings:</u></p> <p>Johnson, H., Smith, D.B., and Beck, L. (2022). Chapter 20: Systems Innovations through First Nations Self-Determination in Indigenous Health in Canada and Beyond.</p> <p>Allen, L., Hatala, A., Ijaz, S., Elder David Courchene, and Elder Burma Bushie. Indigenous-led health care partnerships in Canada (2020), <i>CMAJ</i>.</p> <p><i>Assignments: Final Project due Friday, December 6<sup>th</sup> at 11:55pm EST. (40%)</i></p>

Course Schedule and Readings: Note: The schedule may be subject to change. If there are any changes, we will discuss them in class first. We may not discuss or cover all readings in class; however, they are intended to give added context to what is discussed. All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

**Important Dates*****Sept. 5th***

- Fall term begins

***Sept. 13th***

- Last day to add or drop a full (1.0) course, a first-term half (0.5) course, a first-term full (1.0) course, or a full-year half (0.5) course. Courses dropped by this date will not appear on a transcript, no fee penalty. Courses dropped after this date will appear on a transcript with a grade of 'WDN' (withdrawn, without academic penalty)

***Sept. 16th***

- Deadline to apply for relief against a final grade in a Summer Day course

***Sept. 30th***

- National Day for Truth and Reconciliation (observed as a non-instructional day at Western)

***Oct. 1st***

- Last day for students on exchange or a letter of permission to submit transcripts for graduation at Autumn Convocation

***Oct. 12th - 20th***

- Fall Reading Week

***Oct. 23rd - 25th***

- Autumn Convocation

***Nov. 1st***

- Deadline for official transcripts for courses taken on Letters of Permission during the academic year 2023-24 and the Spring/Summer Terms of 2024

***Nov. 12th***

- Last day to withdraw from a first-term half (0.5) course or a first-term full (1.0) course resulting in a grade of 'WDN' (withdrawn, without academic penalty). Course withdrawals after this date will appear on a transcript with a grade of 'F'.

***Dec. 2nd***

- Last day to withdraw from a full (1.0) course and full-year half (0.5) course resulting in a grade of 'WDN' (withdrawn, without academic penalty). Course withdrawals after this date will appear on a transcript with a grade of 'F'

***Dec. 6th***

- Fall classes end

***Dec. 7th-8th***

- Study Days

***Dec. 9th-22nd***

- Mid-year Examination Period

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