



*It is vital to acknowledge that Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850.*

*Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. We acknowledge and are grateful to have the opportunity to live, work, study, and to learn with and from this land.*

## Gender and Women’s Studies (GWS)

WOME-2111-FA— Diversity & Inclusion

Global Perspectives on 2SLGBTQIA+ and Indigenous Studies

Winter 2024

### Class and Instructor Information

<b>Class Hours</b>	Tuesday: 10:00 a.m. – 11:30 a.m. Thursday: 10:00 a.m. – 11:30 a.m.
<b>Class Location</b>	<div style="background-color: blue; width: 100px; height: 15px; margin-bottom: 10px;"></div> <p>*If class instruction needs to move online via Zoom, we will use the following information: Zoom Link: <a href="https://lakeheadu.zoom.us/j/92845663770?pwd=RcGbGauopw8UMX7Tu4pyjhomXrS9yy.1">https://lakeheadu.zoom.us/j/92845663770?pwd=RcGbGauopw8UMX7Tu4pyjhomXrS9yy.1</a></p>
<b>Instructor</b>	Prof. Rosemary Kimani-Dupuis
<b>Office Hours</b>	Wednesday 11:00 a.m. – 1:00 p.m. OR through Zoom by email appointment
<b>Office</b>	Ryan Building (RB) 2016 - Thunder Bay Campus
<b>Email</b>	<a href="mailto:rkimani@lakeheadu.ca">rkimani@lakeheadu.ca</a> I will do my best to respond to your email within 48 hours. I will not be checking emails on weekends. <b>Please use your Lakehead e-mail account—*not the mail function on D2L.*</b> Please check myCourseLink/D2L for any changes/updates regarding the course.
<b>Liaison Librarian: Gender and Women’s Studies</b>	For one-to-one research assistance and consultation, students are encouraged to connect with <b>Gisella Scalse</b> . <b>Email:</b> <a href="mailto:gscalse@lakeheadu.ca">gscalse@lakeheadu.ca</a>

## Course Description

This course follows a dual trajectory: (I) Indigenous perspectives, and (II) Queer culture and activism.

- I. It is intended to provide an overview of both the historical and the contemporary circumstances of the Indigenous Peoples in Canada and Australia. The students will be encouraged to pursue such contemporary issues as healthcare, justice, and community well-being. This will include examining exploring Indigenous feminisms, myths, and creative expressions.
- II. An overview of queer theory and history and explores challenges still faced by queer communities and individuals. We will explore the struggles and lived experiences of the 2SLGBTQIA+ community by examining new key concepts in queer, transgender, critical race, and critical disability theory through visual practices and tactics found in examples across academic literature, media, film, popular culture, and art. We will discuss the experimental aesthetics of 'queer' as a provocative (anti-)representational tool that disorients, blurs, questions, and twists (as the etymology of the word suggests). Students will be encouraged to critically engage with the course materials and examples, which include film and television clips, music videos, installations, paintings, theatrical and drag performances, and activist movements.

Students will be encouraged to critically engage with the course materials and examples. Students will also have the opportunity to creatively intervene through their own individual writing assignments.

*Pre-requisites:*

**Note:** *Students must have participated in the GSO Short-term Mobility study abroad trip to Australia.*

## Course Objectives and Learning Outcomes

By the end of this course (WOME-2111) you should be able to:

1. Identify how intersectionality shapes and has been shaped globally, particularly for persons who identify as Indigenous and/or 2SLGBTQIA+.
2. Identify key differences between the struggle for rights and justice, and why this difference is important.
3. Understand better how larger social relations of capitalism, heteropatriarchy, racism and colonialism, etc. are directly implicated in our understanding of Indigeneity and sexual/gender diversity in different ways.
4. Think critically about topics related to indigeneity and 2SLGBTQIA+ in the lives of individuals who belong to these intersections and in your own life.
5. Develop your analytical, research, and writing skills through class discussions, and a final written paper.
6. Develop your ability to work in teams.

## Tools And Learning Materials

- ❖ All required texts and journal articles and book chapters are available online through the library and myCourselink/D2L.
- ❖ Any additional materials: located in Course Reserve: Lakehead University Library.

Course related materials/information – slides, pre-recorded mini-lectures, assignments, announcements/public messages, group discussions, changes in class content/scheduling, interesting news items, Dropbox — are available on myCourselink/D2L course site (assessable through My Info > mycourselink). **You will want to be sure to check the site regularly for other time- sensitive updates from the instructor** since this is more efficient than sending class emails.

**Please note:** You should use this syllabus as your guide throughout the course and refer to it often (**any updates will be uploaded to myCourselink/D2L**). If, after reading your syllabus, you have other questions please feel free to contact me directly over email or during office hours.

## Lecture Format & Approach and Student Expectations & Conduct

This course has a live lecture component and consists of two in-class sessions (Tues & Thurs) in which key concepts, based on assigned readings, are presented and discussed. Students are responsible for their own learning and are expected to engage in assigned readings and other materials. Students are encouraged to reflect on how they can most effectively bring themselves to the class in ways that support their learning objectives, privacy concerns, respect for their fellow students, and capacity to engage with both the in-class and online forum of learning. Documentary films or video clips will sometimes be used to present information or to supplement readings.

You are responsible for:

- Reading and thinking about the assigned readings before class lectures.
- Participating in class discussions individually and in groups
- Conducting yourself politely and respectfully in class. Unless there is an emergency, you are expected to remain in the classroom (virtual and/in-class) until the class ends. If you know you will need to leave early, please tell me before the class commences.

### Notes:

\*\*\*\*Please be respectful in e-mail correspondence. In all your correspondence by email always state your full name and course you are referring to and include a proper subject line. In your body/notes use proper greeting formats (i.e. Hello, Good morning, Good afternoon, Good evening Ms. Dupuis) and ensure your tone is respectful. I will not respond to emails that begin with “Hey”. Before emailing check the syllabus for the answer to your question.

\*\*\*\*We discuss profoundly important topics (which are highly controversial and emotionally laden) in this class that reflect the very difficult lives of many people living in our communities today. I would hope that you would respect the nature of the material and refrain from chatting or passing notes (including virtually) during lectures. If you use a laptop or cell phone, texting, chatting online is disrespectful (in-person classes). You will be publicly asked to refrain from doing so and it will affect your participation mark.

\*\*\*\*Making the class inclusive means that we are responsible for ensuring how we speak to one another. And while there must be openness (academic freedom) please be aware that we must anticipate that our words can do damage or be a trigger for someone else in the class. If you have been hurt in class by the content or through a conversation, please come and speak with me. And if you need to exit class (or exit Zoom) because the content is too triggering, please know it is acceptable.

### READING ASSIGNMENTS

Students are expected to follow the weekly readings as indicated in the course outline. As well, additional reading material may be assigned during the term and students are also expected to complete the additional reading assignments as requested.

### DISCUSSION CLASSES

Approximately one hour per week will be devoted to discussion. Discussion will be based on the reading assignments. Students are not only expected to follow the readings as assigned in the course outline, but they are also expected to participate willingly in the classroom discussion.

### Student Evaluations/Grading Scheme

The following are the components of class evaluation:

Graded Assignments	Weight	Due Date
Class Participation	10%	
Reading Response Journals (6 entries: in Australia)	30%	Over the course of term (Finalized Oct. 25 <sup>th</sup> )
Group Project (Paired) —Written & Presentation Portions	25%	Nov 26 <sup>th</sup> & 28 <sup>th</sup>
Final Essay	35%	Dec. 13 <sup>th</sup> , 2024
<b>Total</b>	<b>100%</b>	

- All written assignments must be double-spaced, 12-point Times New Roman, with normal margins (page layout).
- All written assignments must be submitted through the myCourseslink/D2L Dropbox of the due date.

## Course Work: Learning Activities and Assignments

### Reading Response Journal — 30%

For this assignment, keep an ongoing journal in which you reflect on the workshops, lectures and field trips during the 12 days in Australia, summarize them, and document your responses to them. You are asked to complete **six journal entries** throughout the trip, with each entry being approximately **2 single-spaced typed pages**.

For each journal entry, provide a summary of the workshops, lectures or field trip under consideration. Identify the themes and claims then respond by outlining your response. Some questions you might consider for your response are: What have you learned from the workshops, lectures or field trips? What ideas and/or feelings, or questions and concerns, were stirred up by it? What was comfortable and known? What was not? How might your positionality (e.g., your identity, context, academic and/or professional background) have influenced your response?

The response journal will be evaluated based on the quality of your writing, depth of engagement, originality, and evidence of critical analysis and self-reflexivity. In particular, I will consider two questions: (1) is it convincing that sufficient attention of the workshops, lectures and field trips were done? and (2) has considered critical thought, rather than superficial thought, been applied? (For example, superficial thought = “I really enjoyed reading about Indigenous women and feminism” or “I learned a lot from the chapter.” Considered thought goes into more reflective detail, grappling with key ideas and with arguments and/or evaluations and/or interpretations of the discussions.

### Group Project — 25%

Students will participate in a paired group project which will focus on the analysis of a contemporary Indigenous or 2SLGBTQIA+ issue. Working in pairs students are asked to develop one of the issues from the “Contemporary Issues List” and submit a formal report documenting the circumstances of the same. Students are encouraged to consider a variety of reporting techniques (i.e. oral, video, poster, play-acting, etc.) in the preparation of their final report. At the same time, the reports should consider a variety of source materials and should be based on an array of research methods.

- The presentations will be max 10 mins with 5 mins for Q&A. for a total of 15 mins per group.

### Final Essay — 35%

An essay of approximately 2000 word (6-7 pages) is required. Students are encouraged to select a topic of their choosing related to topics covered in Australia but should do so in consultation with the instructor. The essay should be a formal presentation of research findings and should include a well thought out thesis or argument supported by both footnote and bibliographic references. Your write-up should be double-spaced 12-pt. Times New Roman.

### Class Participation — 10%

Class participation grade is linked to the discussion classes.

**Notes:**

- Do not use exclusive language in your papers i.e., “mankind” when you are referring to women.
- Always keep a hard copy of all your submissions. It is your responsibility to ensure that the instructor has marked it and a grade for it has been submitted.
- Papers based principally on Internet articles are not permissible. Using scholarly articles and books from the library are critical.

**Detailed Weekly Class Schedule**

The following is a schedule of class activities for this course.

**\*\*Please have all readings done in advance of the class to allow for conversations in class about the readings.**

Date	Readings	Assignment Due
<b>Week 1/2: Diversity &amp; Inclusion: What do we really mean?</b>		
Tues, Sept. 10	<b>*Class Introduction</b> — Course syllabus overview	
Thurs, Sept. 12	Lecture: Christine Welsh (2006). 'Finding Dawn'. NFB Film (1hr 13min)	
<b>Week 3: Intersectionality</b>		
Tues, Sept. 17	Lecture: Crenshaw, Kimberlé (Oct, 2016). The Urgency of Intersectionality: TEDWomen Talk (18:49min) Utt, Jamie. (May 30, 2017). 'We're all just different!' How white women are co-opting intersectionality. <i>Everyday Feminism</i> 30.	
Thurs, Sept. 19	Lecture: McGregor, Hannah (2018). Episode 2.1: White Feminists & Listening to Criticism — SoundCloud Podcast (20:30min)	
<b>Week 4: Exploring Indigenous Feminisms</b>		
Tues., Sept. 24	Lecture: Clark, N. (2016). Red intersectionality and violence: Informed witnessing praxis with Indigenous girls. <i>Girlhood Studies</i> 9(2), 46-64.	

Thurs, Sept. 26	Discussion: The Museum: Indigenous Women's Creativity and Colonialism	
<b>Week 5: Colonial &amp; Settler Countries: Living Under a Colonial State</b>		
Tues, Oct. 1	Lecture: Lipsitz, G. (2008). Walleye warriors and white identities: Native Americans' treaty rights, composite identities and social movements. <i>Ethnic and Racial Studies</i> 31(1), 101-122.	
Thurs, Oct. 3	Discussion: 'Incarceration': Race, Sex & Identity 'Dubbo Gaol'	
<b>Week 6: Violence and Resistance - Queer Activisms</b>		
Tues, Oct. 8	Lecture: Arboleda-Ríos, P. (2014). 'Astrid Hadad: the cyborg goddess'. The cyborg goddess: Queer performance and the decolonization of the gendered self. <i>Post-colonial Studies</i> 17(2), 189-206.	
Thurs, Oct. 10	Discussion: Qtopia: Drag Queens and Drag Kings	
<b>READING/STUDY WEEK (October 14<sup>th</sup> - 18<sup>th</sup>)</b>		
<b>Week 7: Colonialism and Bodies: The Exotic, Eroticized &amp; Fetishized</b>		
Tues, Oct. 22	Lecture:	
Thurs, Oct. 24	Discussion: 'Zoo Metaphor' and Qtopia- Sex Politics Subway Museum	
	<b>Reading Response Journals</b>	<b>Fri, Oct. 25<sup>th</sup></b>
<b>Week 8: Conflict and Crisis: Violence, Gender and Sexuality</b>		
Tues, Oct. 29	Lecture: Namaste, V. (2009). Undoing theory: The transgender question and epistemic violence of AngloAmerican feminist theory. <i>Hypatia</i> 24(3), 11-32.	
Thurs, Oct 31	Discussion: 'Black Rainbow'	
<b>Week 9: 'Who Speaks' - Knowledge Production and Imperialism</b>		
Tues, Nov. 5	Lecture: Maile, A., Tuck, E., & Morrill, A. (2013). Decolonizing feminism: Challenging connections between settler	

Thurs, Nov. 7	colonialism and heteropatriarchy. Feminist Formations 25(1), 8-34. Discussion: First Nations & LGBTQ+ – Canada & Australia	
<b>Week 10: 'Beauty and Massacre' - Politics of memory</b>		
Tues, Nov. 12	Lecture: Alcoff, L. (1991). The problem of speaking for others. Cultural Critique 20 (20), 5-32.	
Thurs, Nov. 14	Discussion: "Three Sisters' and the Blue Mountains	
<b>Week 11: Race, Gender &amp; Analogy</b>		
Tues, Nov. 19	Lecture: Schueller, M. J. (2005). Analogy and (white) feminist theory: Thinking race and the colour of the cyborg body. Signs 31 (1), 63-92.	
Thurs, Nov. 21	Discussion: Cyborg metaphors and realities – 'Uncle Ralph and Aunty Doris'	
<b>Week 12: Bringing Australia to Canada</b>		
Tues, Nov. 26	Lecture —	Group Presentations
Thurs, Nov. 28	Discussion —	
<b>Week 13: New Nations - Legislation and Decolonization</b>		
Tues, Dec. 3	— <b>Conclusion</b>	
	<b>Final Essay Paper</b>	<b>Fri, Dec. 13<sup>th</sup></b>

### Basic Format of Evaluation

**A range:** Excellent. Work has exceeded all requirements in research, conceptualization and articulation.

**B range:** Very good to good. The student has gone beyond minimal requirements but whose work still contains some errors in format and content.

**C range:** Acceptable. The student has met the basic requirements for the assignment but whose work holds substantial problems of both a syntactical and conceptual nature.

**D range:** Poor. The work fails to meet even the minimal standards. The student is urged to meet with the instructor for advice.



**F range:** Failure. The student should meet with the instructor to discuss future assignments and problems with the material.

A+ 100 - 90	B+ 79 - 77	C+ 69 - 67	D+ 59 - 57	F 49 - 0
A 89 - 85	B 76 - 73	C 66 - 63	D 56 - 53	
A- 84 - 80	B- 72 - 70	C- 62 - 60	D- 52 - 50	

### Assignment Writing Style Guide

All students enrolled in the course are expected to submit assignments using the APA Publication style. You may find the following resources to be helpful:

- APA Publication Manual (7<sup>th</sup> ed., 2019) website <https://apastyle.apa.org>
- MLA Handbook (8<sup>th</sup> edition) website <http://style.mla.org/>

+APA (American Psychological Association)

\*\*MLA (Modern Language Association)

Please note, in-text citations and complete bibliographies are essential and have four purposes: (1) they indicate the source of the quotations; (2) acknowledge the interpretations and ideas of others, (3) provide authority for facts which might be challenged or result from the research of others; and (4) point to other sources about the same topic. Referencing acknowledges the work of others and ensures you avoid plagiarism. Failure to provide adequate references are one of the ways plagiarism is committed. Also see the section on ‘Academic Integrity’ below.

- Citation help is available at the Lakehead University Library <https://libguides.lakeheadu.ca/cite>

Lakehead provides resources that may be of help through the [Academic Support Zone](#)

**Tutoring and Writing Support:** All students are encouraged to consult the Academic Support Zone for tutoring and writing support:

<https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone/tutoring#writing-support> If you are a student for who English is an additional language (EAL) or if your prior university education took place outside of Canada/US, please feel free to discuss with me any needs you may have regarding preparation of assignments.

### Late Submissions

Assignments are due on the date indicated in the syllabus. It is your responsibility to plan accordingly for all assignment due dates. A late submission is an assignment submitted any time after the due date and time specified in the syllabus. Late assignments will be penalized at a rate of **5% per day** and will not be accepted more than five (5) calendar days after the due date. Do not assume if you have requested an extension for an earlier assignment a subsequent one will be given without pressing justification. Students who cannot meet an assignment deadline are required to

communicate with the course instructor by email during the regular work week (Monday — Friday, 9:00 a.m. – 4:30 p.m.). Extensions can be negotiated if you are having problems meeting a deadline, but no extensions will be granted if they are not requested at least 5 days before the due date. The student must receive written permission from the instructor prior to deadline or the assignment will not normally be accepted. If the instructor agrees to allow a late submission, there may be a deduction applied to the assignment.

#### Extenuating Circumstances

In extenuating circumstances, a student may be allowed to submit an assignment late with no deduction. Normally, this includes serious illness or extreme compassionate circumstances. Documentation is required. Documentation must include specific dates, specific circumstances (as applicable), and official signature, logos or seals. In such cases, the student will negotiate a new deadline with the instructor. Failure to meet the new deadline will incur late submission deductions as outlined above.

#### Religious Observance

Any student who is unable to participate over a period of time due to religious observance is invited to talk with me about what would be helpful to you in keeping up with the material covered in that class. Please notify me as early in the term as possible but no later than **two (2) weeks before the absence**. Students are responsible for obtaining the materials and making up for any missed work. Verification of holy days may be requested.

#### **Class Decorum**

We will engage with and attempt to better understand issues of injustice, oppression and/or violence this semester, which are experienced by real people, potentially including individuals in this classroom. Please take care of yourself first. To give these issues and the people who experience them the respect they deserve, I ask that we cultivate an environment of respect by listening to and learning from each other. Ideas on how to do this will be discussed at the beginning of the course. If at any time you are in need of additional supports because of violence you have experienced, please reach out to me or contact the [Sexual Violence Support and Response](#) Centre.

**Copyright Statement:** The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to myCourselink/D2L, are the intellectual property of the course instructor or other specified authors. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates authors' intellectual property rights, and the Canadian Copyright Act. **Recording lectures in any way is prohibited in this course** unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Code of Student Conduct and/or Code of Academic Conduct and

will result in appropriate penalties. **Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with Lakehead University.**

#### Copyright Compliance:

I understand and agree that all instructional, reference, and administrative materials to which I am given access in this course (the "course materials"), whether they consist of text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law

- 1) I may access and download the course materials only for my own personal and non-commercial use for this course; and
- 2) I am not permitted to download, copy, or store (in any medium) any text, image, or sound component of the course materials for any other purpose whatsoever, or to forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials, except as expressly authorized, and only to the extent authorized, in writing, by the course instructor."

I further understand and agree that, if I infringe the copyright of the course materials in any way, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.

#### Use of visual or audio images:

Image, video, and audio recording of instructors or in class activities are strictly prohibited without the prior written consent of the instructor, students, and/or Student Accessibility Services. Students are to adhere to the *Principles in the Use of Information Technology*. These *Principles* and resulting actions for breaches are stated in the current Undergraduate Calendar.

### **Accessible Learning**

Students with disabilities or special needs are advised to contact Lakehead’s Student Accessibility Services (SAS) for information regarding its services and resources. Students are encouraged to review the [Academic Calendar](#) for information regarding all services available on campus. If you are unsure what resources are appropriate for you or require any assistance with any type of academic issues, contact SAS office at <https://www.lakeheadu.ca/students/student-life/student-services/accessibility>

### **Academic Integrity and Misconduct - Plagiarism**

#### Academic Integrity Statement:

I understand and agree that:

- (1) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else.
- (2) Unless otherwise allowed by the course instructor, I must not access any sources or materials (in print, online, or in any other way) to complete any course exam.

I further understand and agree that, if I violate either of these two rules, or if I provide any false or misleading information about my completion of course assignments or exams, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.

Lakehead University has a policy regarding Academic and Research misconduct. Academic misconduct includes plagiarism, among other infractions. Lakehead University uses software that can check for plagiarism. Students may be required to submit their written work in electronic form and have it checked for plagiarism. Lakehead is committed to a culture of integrity within and beyond the classroom. This culture values trustworthiness (i.e., honesty, integrity, and reliability), fairness, caring, respect, responsibility, and citizenship. Together, we have a shared responsibility to uphold this culture in our academic and non-academic behaviour. The University has a defined policy with respect to academic misconduct. A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one’s own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students are strongly advised to familiarize themselves with the Student Code of Conduct - Academic Integrity ("[The Code](#)") - and, in particular, **sections 26 and 83 through 85**. Non-compliance with the Code will NOT be tolerated in this course and the Code will be adhered to in terms of disciplinary action. The Code provides a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity. You are expected to know what constitutes an academic offence, to avoid committing such offences, and to take responsibility for your academic actions. You are reminded that the University will levy sanctions on students who are found to have committed, or have attempted to commit, acts of academic or research misconduct. For information on categories of offences and types of penalty, please consult the relevant section of the Academic Calendar. If you need clarification of aspects of University policy on Academic and Research Misconduct, please consult your instructor. The relevant policy can be found at Lakehead’s academic integrity website along with resources to educate and support students in upholding a culture of integrity. Ignorance is not a defence. See: [Academic Integrity](#)

**Examples of problematic practices are:**

- The use of other authors’ ideas or works without giving proper credit through a well-established method of citing and referencing (e.g., APA style);

- Changing key words and phrases but retaining the essential content of a source material;
- Recycling one's own work by submitting any part of an assignment for any other course or the same course;
- Including citations to non-existent sources or inaccurate information about sources;
- Proper citation of sources is included, but the paper contains almost no original work;
- Improper or lack of acknowledgement of Internet sources;
- Note: The use of Wikipedia or any website that have not received a rigorous review process is not accepted as a credible source.

**The University uses software that checks for plagiarism.** Students in this course will be required to submit their written work in electronic form via the drop box in myCourselink/D2L and have it checked for plagiarism. Failure to do so will result in a grade of '0' (zero) on the assignment.

STUDENTS ARE STRONGLY ADVISED NOT TO MAKE COMMITMENTS DURING EXAMINATION PERIODS.

## Campus Supports

### Student Supports

- **Lakehead Security Services** | <https://www.lakeheadu.ca/faculty-and-staff/departments/services/security>
  - Safety and security
  - Mobile Safety App
  - Safe Walk Program
  - K.I.T. (Keep In Touch)
- **Student Health and Wellness** | <https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness>  
 Student Health and Wellness provides a range of counselling options, health services, and wellness programs so that you can get the most out of your Lakehead Experience. *Please note that Student Health and Wellness is not equipped to deal with major emergencies, such as heart attacks, strokes, broken limbs, active suicidal thoughts or any other life-threatening injuries. Should an emergency arise while on campus, you should call 8911. For off-campus emergencies, you can also dial 911, or if you are able, proceed directly to the nearest hospital emergency room.*
- **Office of Human Rights and Equity** | Sexual Violence Support and Response  
 A place where survivors of all backgrounds and identities can find support and information about sexual violence, prevention, and response. It's also a place where campus members can find tips on how to provide the best support possible to survivors who choose to report, disclose or make a complaint.  
<https://www.lakeheadu.ca/faculty-and-staff/departments/services/human-rights-and-equity/sexual-violence-supports>

- **If You or Someone You Know Is In Crisis** | List of emergency and helpline numbers <https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness/counselling-services/crisis>

For more information visit your [Student Union](#)

**Student links include but are not limited to:**

- [Health and Wellness](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Academic Support Zone](#)
- [Indigenous Student Services Centre](#)
- [International](#)
- [Student Central](#)

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact [Student Accessibility Services](#) (Thunder Bay: SC0003, (807) 343-8047 or [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca) Orillia: OA 1030, (705) 330-4010 ext. 2103 or [oraccess@lakeheadu.ca](mailto:oraccess@lakeheadu.ca))

**Mental Health Syllabus Statement:**

*As a university student, you may sometimes experience mental health concerns or stressful events that interfere with your academic performance and negatively impact your daily activities.*

*All of us can benefit from support during times of struggle. If you or anyone you know experiences academic stress, difficult life events or feelings of anxiety or depression, Student Health and Wellness is here to help. Their services are free for Lakehead Students and appointments are available. You can learn more about confidential mental health services available on and off campus at [lakeheadu.ca/shw](https://lakeheadu.ca/shw).*

*Remember that getting help is a smart and courageous thing to do- for yourself, for those you care about, and for those who care about you. Asking for support sooner rather than later is almost always helpful.*