

**POLISCI 4511F
Armed Groups and Political Violence
Course Outline
F2023**

1. Course Information

POLISCI 4511F
Armed Groups and Political Violence

List of Prerequisites and Antirequisites

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

2. Instructor Information

Instructors	Email	Office	Phone	Office Hours
Lucas Pokrywa (Course Coordinator and Instructor)	lpokrywa@uwo.ca	SSC 7328		In person: Thursdays (11:30-12:30) Zoom: Fridays (4:00-5:00)

Students must use their Western (@uwo.ca) email addresses when contacting their instructors.

3. Course Syllabus, Schedule, Delivery Mode

This course will introduce students to the phenomenon of political violence. What motivates individuals and groups to adopt violence as a strategy to achieve political goals? What do insurgents, terrorists, guerillas, and rebels have in common? Why are some armed groups more violent, more successful, or more resilient than other similar actors? How effective are different tactics of armed groups? Why do some armed groups cooperate with other groups? Understanding why political violence occurs, how it is used, and what its effects are, is crucial to a clear understanding of the problems facing both states and non-state actors. Holistically, this course endeavours to provide students with an introduction to a complex topic in political science and will primarily be focused on understanding the emergence,

evolution and dissolution of non-state actors who engage in political violence. Students will be exposed to core concepts, theories and methodologies associated with social science research to help them prepare effective research questions. Students will engage with seminal scholarly literature and notable debates to assist in their formulation and presentation of arguments, orally and in writing. Students will also have the chance to apply their acquired skills, knowledge, and logic to interactive problem-based learning activities (wargames, conflict resolution).

Course aims:

- a. To provide an understanding of the different theoretical perspectives concerning why and how civil conflicts begin, and what are their consequences.
- b. To assist students in developing a conceptually and empirically informed understanding of the debates surrounding political violence, armed groups and civil conflict.
- c. To introduce students to the debates in the literature on political violence and civil conflict.
- d. To qualify undergraduate students who may wish to proceed to further specialised study of political violence and civil conflict and/or employment in a related field.
- e. To develop key skills associated with: reading about, understanding and discussing conceptual issues and theoretical debates; applying concepts and theories to the empirical study of civil conflict; writing essays and presenting them in seminars, and to participate in group discussions.

Course Objectives:

- f. By the end of the course students recognise, outline the key elements of, and differentiate between the main theoretical approaches to the study of political violence, armed groups and civil conflict.
- g. Students will be able to critically review and apply the different approaches to the study of political violence, armed groups and civil conflict.
- h. They will have gained the theoretical skills to systematically analyse key issues associated with civil conflict onset and its consequences.
- i. Students will demonstrate systematic reading and clarity of expression in developing written and oral arguments for and against specific positions, and to recognise the theoretical principles on which such arguments are based.

4. Weekly Course Schedule

Week #1: September 7th

Course Introduction (No Readings)

Week #2: September 14th POSTPONED

Week #3: September 21st (PRESENTATION(S): ADRIAN and BETHANY)

Concepts and Definitions

➔ De Haan, Willem (2009) 'Violence as an Essentially Contested Concept' in Body-Grenot, Sophie., and Spierenburg, Pieter (Eds.) *Violence in Europe*, pp. 27-30(40). (12 pgs)

Kalyvas, Stathis (2003) 'The Ontology of 'Political Violence': Action and Identity in Civil Wars', *Perspectives on Politics*, pp. 475-494. (13 pgs)

Gutierrez-Sanin, Francisco, and Wood, Elisabeth Jean (2017) 'What Should We Mean by 'Pattern of Political Violence'? Repertoire, Targeting, Frequency, and Technique', *Perspectives on Politics* 15(1), pp. 20-41. (17 pgs)

Krause, Keith, and Milliken, Jennifer (2009) 'Introduction: The Challenge of Non-State Armed Groups', *Contemporary Security Policy* 30(2), pp. 202-220. (19 pgs)

Medecins Sans Frontieres (2023) 'The Practical Guide to Humanitarian Law: Nonstate Armed Groups' Accessed at: <https://guide-humanitarian-law.org/content/article/3/non-state-armed-groups/>. (10 pgs)

FURTHER READING:

Kalyvas, Stathis (2019) 'The Landscape of Political Violence', in Erica Chenoweth, Richard English, Andreas Gofas, and Stathis N. Kalyvas (Eds.) *The Oxford Handbook of Terrorism*, pp. 11-34.

Schlichte, Klaus (2009) 'With the State against the State? The Formation of Armed Groups', *Contemporary Security Policy* 30(2), pp. 246-264.

Fanon, Frantz (1967) 'On Violence' in *Wretched of the Earth* (Penguin Books: New York), pp. 1-62.

Geddes, Barbara (1991) 'How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics', *Political Analysis* 2, pp. 131-150.

Collier, David and Mahoney, James (1996) 'Insights and Pitfalls: Selection Bias in Qualitative Research', *World Politics* 49(1), pp. 56-91.

Week #4: September 28th (PRESENTATION(S): LANA and TRINITY)

Conditions I: Motivations, Causes, Opportunities

Henriksen, Rune, and Vinci, Anthony (2007) 'Combat Motivation in Non-State Armed Groups', *Terrorism and Political Violence* 20(1), pp. 87-109. (20 pgs)

Collier, Paul, and Hoeffler, Anke (2004) 'Greed and Grievance in Civil War', *Oxford Economic Papers* 56(4), pp. 563-595. (26 pgs)

Fearon, James (1995) 'Rationalist explanations for war', *International Organization* 49(3), pp. 379-414. (32 pgs)

Cederman, Lars-Erik, Wimmer, Andreas and Min, Brian (2010) 'Why do ethnic groups rebel? New Data and analysis', *World Politics* 62(1), pp. 87-119. (25 pgs)

FURTHER READING:

Hassner, Ron (2003) 'To halve and to hold: Conflicts over sacred space and the problem of indivisibility', *Security Studies* 12(4), pp. 1-33.

Gurr, Ted Robert (1968) 'Psychological Factors in Civil Violence', *World Politics* 20(2), pp. 245-278.

Ross, Michael L. (2006) 'A Closer Look at Oil, Diamonds, and Civil War', *Annual Review of Political Science* 9, pp. 265-300.

Week #5: October 5th (PRESENTATION(S): LILLIAN and PATRICK)

Conditions II: Theories and Frameworks

Presentation: Canada's Criminal Code List of Terrorist Entities

McCarthy, John D., and Zald, Mayer N (1977) 'Resource Mobilization and Social Movements: A Partial Theory' *The American Journal of Sociology* 82(6), pp. 1212-1241. (26 pgs)

Sambanis, Nicolas (2001) 'Do Ethnic and Nonethnic Civil Wars Have the Same Causes?' *Journal of Conflict Resolution* 45(4), pp. 259-282. (20 pgs)

Mason, David T. (1996) 'Insurgency, counterinsurgency, and the rational peasant' *Public Choice* 86, pp. 63-86. (18 pgs)

Lichbach, M. I. (1994) 'Rethinking rationality and rebellion theories of collective action and problems of collective dissent' *Rationality and Society* 6(1) pp. 8-39. (28 pgs)

FURTHER READING:

Kalyvas, S. N. and Kocher, M. A. (2007) 'How free is free riding in civil wars?: Violence, insurgency, and the collective action problem', *World Politics* 59(2), pp.177-216.

Shesterinina, Anastasia (2016) 'Collective Threat Framing and Mobilization in Civil War', *American Political Science Review* 110(3), pp. 411-427.

Humphreys, M. and Weinstein, J.M. (2008) 'Who Fights? The Determinants of Participation in Civil War', *American Journal of Political Science* 52(2), pp. 436-455.

Lindstrom, R. and Moore, J.M. (1995) 'Deprived, rational or both? 'Why Minorities Rebel' Revisited', *Journal of Political and Military Sociology* 23(2), pp. 167-190.

Week #6: October 12th (PRESENTATION(S): MICHAEL B and NOAH)

Rebellion | Insurgency

Weinstein, Jeremy (2006) *Inside Rebellion: The Politics of Insurgent Violence* (Cambridge: Cambridge University Press), Chapter 1, pp. 27-60. (33 pgs)

Gurr, Ted (1970) *Why Men Rebel* (Princeton University Press: New Jersey), Chapter 1, pp. 3-21. (19 pgs)

Gates, Scott (2002) 'Recruitment and Allegiance: The Microfoundations of Rebellion', *Journal of Conflict Resolution* 46, pp. 111-130. (18 pgs)

Regan, Patrick M. and Norton, Daniel (2005) 'Greed, Grievance, and Mobilization: The Onset of Protest, Rebellion, and Civil War', *Journal of Conflict Resolution* 49(3), pp. 319-336. (17 pgs)

Week #7: October 19th (PRESENTATION(S): MAX and WEAAM)

Civil War

Sambanis, Nicholas (2004) 'What Is Civil War? Conceptual and Empirical Complexities of an Operational Definition', *The Journal of Conflict Resolution* 48(6), pp. 814-858. (28 pgs)

Kalyvas, Stathis (2003) ' 'New' and 'Old' Civil Wars: A Valid Distinction?', *World Politics* 54(1), pp. 99-118. (20 pgs)

Fearon, James D., and Laitin, David D. (2003) 'Ethnicity, Insurgency and Civil War', *American Political Science Review* 97(1), pp. 75-90. (14 pgs)

Blattman, Christopher, and Miguel, Edward (2010) 'Civil War', *Journal of Economic Literature* 48(1), pp. 3-57. (42 pgs)

FURTHER READING:

Walter, Barbara F. (2002) 'Does Conflict Beget Conflict? Explaining Recurring Civil War' *Journal of Peace Research* 41(3), pp. 371-388.

Week #8: October 25th (PRESENTATION(S): JET, MICHAEL A)

Terrorism

Rapaport, David (2004) 'The Four Waves of Modern Terrorism' in Audrey Cronin and James Ludes, eds., *Attacking Terrorism: Elements of a Grand Strategy* (Georgetown University Press). (23 pgs)

Auger, Vincent A. (2020) 'Right-Wing Terror: A Fifth Global Wave?', *Perspectives on Terrorism* 14(3), pp. 87-97. (7 pgs)

Kydd, Andrew, and Walter, Barbara (2006) 'The Strategies of Terrorism', *International Security* 31(1), pp. 49-80. (32 pgs)

Horgan, John (2003) 'The search for the terrorist personality' in Silke, A., ed. *Terrorists, Victims and Society: Psychological Perspectives on Terrorism and Its Consequences* (Wiley Press: London) pp. 1-27. (22 pgs)

FURTHER READING:

Martha Crenshaw (2011) 'The Concept of Terrorism' in *Explaining Terrorism* (London: Routledge), Chapter 1, pp. 21-33.

Schmid, Alex P. (2004) 'Frameworks for Conceptualising Terrorism', *Terrorism and Political Violence* 16(2), pp. 197-221

Tilly, C. (2004) 'Terror, terrorism, terrorists', *Sociological Theory* 22(1), pp. 5-13.

Perry, Barbara and Scrivens, Ryan (2016) 'Uneasy Alliances: A Look at the Right-Wing Extremist Movement in Canada', *Studies in Conflict & Terrorism* 39(9), pp. 819-841.

Week #9: November 2nd

Reading Week

Week #10: November 9th (PRESENTATION(S): RACHEL, ALYA)

Warlords, Cartels and Paramilitaries

Marten, Kimberly (2007) 'Warlordism in Comparative Perspective', *International Security* 31(3), pp. 41-73. (33 pgs)

Giustozzi, Antonio (2005) 'The Debate on Warlordism: The Importance of Military Legitimacy' *Crisis States Discussion Papers*, London School of Economics, pp. 1-25 (17 pgs)

Rodgers, Dennis, and Muggah, Robert (2009) 'Gangs as Non-State Armed Groups: The Central American Case', *Contemporary Security Policy* 30(2), pp. 301-317. (12 pgs)

Carey, Sabine, and Mitchell, Neil (2017) 'Progovernment Militias', *Annual Review of Political Science* 20, pp. 127-147. (16 pgs)

FURTHER READING:

Antonio Giustozzi, Antonio., and Ullah, Noor (2006) "'Tribes' and Warlords in Southern Afghanistan, 1980-2005' *Crisis States Research Centre*, working paper no. 7, pp. 1-22.

Ahram, A., and King, C. (2010) 'The Warlord as Arbitrageur', *Theory and Society* 41(2), pp. 169-186.

Reno, William (2009) 'Illicit Markets, Violence, Warlords, and Governance: West African Cases', *Crime, Law, and Social Change* 52, pp. 313-322. (9 pgs)

Week #11: November 16th (PRESENTATION(S): TARA, ALI)

Dynamics Part 1

Shapiro, Jacob (2013) *The Terrorist's Dilemma: Managing Violent Covert Organizations* (Princeton UP, 2013), Chapter 1, pp. 1-25. (25 pgs)

Weinstein, Jeremy (2005) 'Resources and the Information Problem in Rebel Recruitment', *Journal of Conflict Resolution* 49(4), pp. 598-624. (25 pgs)

Horowitz, Michael C., and Potter, Phillip B (2013) 'Allying to Kill: Terrorist Intergroup Cooperation and the Consequences for Lethality', *Journal of Conflict Resolution* 58(2), pp. 199-225. (20 pgs)

Pape, R. A. (2003) 'The Strategic Logic of Suicide Terrorism', *The American Political Science Review* 97(3), pp. 343-361. (14 pgs)

Salehyan, I. (2010) 'The delegation of war to rebel organizations' *Journal of Conflict Resolution* 54(3), pp. 493-515. (18 pgs)

FURTHER READING:

Fearon, James (2004) 'Why Do Some Civil Wars Last So Much Longer than Others?', *Journal of Peace Research* 41(3), pp. 275-301.

Kreutz, Joakim (2010) 'How and When Armed Conflicts End: Introducing the UCDP Conflict Termination Dataset', *Journal of Peace Research* 47(2), pp. 243-250.

Humphreys, Macartan (2005) 'Natural Resources, Conflict, and Conflict Resolution: Uncovering the Mechanisms', *The Journal of Conflict Resolution* 49(4), pp. 508-537.

Kaufmann, Chaim (1996) 'Intervention in Ethnic and Ideological Civil Wars: Why One Can be Done and the Other Can't', *Security Studies* 6(1), pp. 62-100.

Straus, Scott (2004) 'How Many Perpetrators Were There in the Rwandan Genocide: An Estimate', *Journal of Genocide Research* 6(1), pp. 85-98.

Blair, Christopher W., Chenoweth, E., Horowitz, M.C., Perkoski, E., and Potter, P.B.K. (2021) 'Honor among Thieves: Understanding Rhetorical and Material Cooperation among Violent Nonstate Actors', *International Organization* 76(1), pp. 1-40. (36 pgs)

Week #12: November 23rd (PRESENTATION(S): NASYA, EMILY)

Dynamics Part 2

Cederman, Lars-Erik., and Vogt, Manuel (2017) 'Dynamics and Logics of Civil War', *Journal of Conflict Resolution* 61(9) pp. 1992-2016. (17 pgs)

Cohen, Dara Kay (2013) 'Explaining Rape during Civil War: Cross-National Evidence', *American Political Science Review* 107(3) pp. 461-477. (15 pgs)

Caprioli, M (2005) 'Primed for violence: the role of gender inequality in predicting internal conflict', *International Studies Quarterly* 49 pp. 161-178. (13 pgs)

Luttwak, Edward (1999) 'Give War a Chance', *Foreign Affairs* 78(4) pp. 36-44. (9 pgs).

Fortna, V. P (2004) 'Does peacekeeping keep peace? international intervention and the duration of peace after civil war', *International Studies Quarterly* 48, pp. 269-292. (14 pgs)

FURTHER READING:

Biddle, S., Kalyvas, S., Brown, W., Ollivant, D (2008) 'Review Symposium: The New U.S. Army/Marine Corps Counterinsurgency Field Manual as Political Science and Political Praxis' *Perspectives on Politics* 6(2), pp. 347-360.

Week #13: November 30th (PRESENTATION(S): MARWAN, JULIAN)

How Political Violence Ends

Jones, Seth., and Libicki, Martin (2008) *How Terrorist Groups End* (Washington DC: RAND Press), Chapter 2, pp. 9-43. (33 pgs)

Findley, Michael G., and Young, Joseph, K (2015) 'Terrorism, Spoiling, and the Resolution of Civil Wars', *Journal of Politics* 77(4) pp. 1115-1128. (12 pgs)

Kumar, Radha (1997) 'The Troubled History of Partition', *Foreign Affairs* 76(1), pp. 22-34. (5 pgs)

Atran, Scott., Axelrod, Robert., and Davis, Richard (2007) 'Sacred barriers to conflict resolution', *Science* 317, pp. 1039-1040. (2 pgs)

Long, Jerry M., and Wilner, A (2014) 'Delegitimizing al-Qaida: Defeating an "Army whose Men Love Death', *International Security* 39(1), pp. 126-164. (39 pgs – large footnotes!)

FURTHER READING:

Mason, T.D., and Fett, P.J. (1996) 'How Civil Wars End: A Rational Choice Approach', *Journal of Conflict Resolution* 40(4), pp. 546-568.

Kaufmann, Chaim (1996) 'Possible and Impossible Solutions to Ethnic Civil Wars', *International Security* 20(4), pp. 136-175.

Walter, Barbara (1997) 'The Critical Barrier to Civil War Settlement' *International Organization* 51, pp. 335-364.

Toft, Monica (2010) 'Ending Civil Wars: A Case for Rebel Victory?', *International Security* 34(4), pp. 7-36.

Gates, Scott., Graham, B.A.T., Lupu, Barbara., Strand, Havard and Strom, K.W. (2016) 'Power Sharing, Protection, and Peace', *Journal of Politics* 78(2), pp. 512-526.

Huang, Reyko (2016) 'Rebel Diplomacy in Civil War', *International Security* 40(4) pp. 89-126.

Blattman, Christopher (2009) 'From Violence to Voting: War and Political Participation in Uganda', *American Political Science Review* 103(2) pp. 231-247.

Week #14: December 7th

War Gaming (No Readings)

Key Sessional Dates:

Classes begin: September 7, 2022

Fall Reading Week: October 30 - November 5

Classes end: December 7, 2022

Exam period: December 10 – 22, 2022

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, affected 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 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.

5. Course Materials

Students are responsible for checking the course OWL site (<http://owl.uwo.ca>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class.

There is no required textbook/coursebook for purchase, the readings will be accessible on OWL: <http://owl.uwo.ca>.

If students need assistance with the course OWL site, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

6. Methods of Evaluation

The overall course grade will be calculated as listed below:

Reading Responses (4 total, 400-500 words each)	20%
Participation	20%
Presentation (1x, weekly reading(s))	10%
Briefing Note/Memo or Essay (2500-3000 words)	50% Due December 7th

**Further details on the various graded requirements will be provided at the introductory class on September 7th.

7. Student Absences

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

Brief/Essay

Students will write a brief/essay that must be 8-10 typed double-spaced pages in length (not including the title page, footnotes, and bibliography). A brief/essay instruction sheet and rubric are available on the course website and will be discussed in class. Brief/essays must be submitted on the course OWL site (through Turnitin) by 11:55 pm on the due date. Late assignments will be penalized at a rate of 2% per day including weekends to a maximum of 10%. All requests for medical or compassionate extensions must go through academic counseling only. The course instructor will NOT grant any extensions. No extensions are given for workload. Students will receive whatever number of days extension is granted by academic counseling. The brief/paper rubrics can be found on the course OWL site.

Participation

Students will participate actively during seminars and will be assessed in relation to the average discussion, quality of contributions and student's attendance. Students can miss one class with no penalty, but after that, classes missed without an accommodation will be penalized with 1 point (out of 20) off the overall tutorial grade.

Reading Responses

You will select any 4 weeks of readings where the summary/analysis should be 1 page (maximum) and single-spaced (~400-500 words). For each reading response you are to summarize the main arguments and provide an analysis or critique of the arguments, evidence, etc. You must discuss at minimum two of the week's readings from either the required or recommended list. **The summary must be brought to class (not emailed).** Late summaries will be penalized with 0.25 (out of 5) off the response paper. The reading response rubric can be found on the course OWL site.

Presentation

Students will select one week's readings (2 pieces) and prepare a presentation, and questions, to give to the class. The presentation rubric can be found on the course OWL site.

For work totaling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible.

For further information, please consult the University's medical illness policy at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

The Student Medical Certificate is available at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

8. Accommodation and Accessibility

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

Accommodation Policies

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf.

9. Academic Policies

The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy,

https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf,

the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

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.

Turnitin

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

10. Support Services

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](https://www.uwo.ca/academic_counselling/)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at:

http://academicsupport.uwo.ca/accessible_education/index.html

If you have any questions regarding accommodations.

Learning-skills counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: <https://www.uwo.ca/se/digital/>.

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.