



History 2822F—Jewish History Since the Expulsion

Instructor: Jennifer Shaw
jmshaw@uwo.ca

Office: V121

Office Hours: Mondays, 11:30-1:30

Class Location: H111

Mondays, 9:30-11:30

Course Description:

The Jewish story since the Spanish expulsion of 1492 is one of adaptation, flexibility, and survival. It is one of bold perseverance in the face of innumerable barriers and challenges. It is also one of figuring out who the Jewish people are—are they a race, a nation, a religious group? All three? Does that change over time? What does it mean to be Jewish anyway? Focusing primarily on the west, this course will explore these and other questions while highlighting key events and people from the past 600 years of Jewish history and exploring the evolution of the Jewish people and their place in the world, its cultures, and its societies.

Course Learning Outcomes:

- Know some of the key people and events from the past six hundred years of Jewish history;
- Relate these facts to the larger cultural and political contexts in which they took place;
- Describe continuities in Jewish life regardless of region or time period;
- Analyze primary sources and understand what they tell us about Jewish history;
- Have a better understanding of how the study of the past can inform our understanding of the present

Textbooks and Course Materials

All readings will be provided on OWL.

Methods of Evaluation

- 15% Map Project (Due October 18)
- 15% Annotated Bibliography (Due November 8)
- 20% Research Essay (10-12 pages, due at the beginning of the last class)
- 20% Class Participation
- 30% Take Home Final Exam

Assignments:

Assignments will be discussed in more depth as we get closer to them, and instructions will be posted on OWL. Some general notes: you will be graded on content, style, technical details (i.e., grammar, spelling, etc.) and how well you succeed in the aims of the assignment. Be sure to take advantage of the Huron Writing Services – that's what they're there for!

Late Policy

Late assignments will lose 5% every two days after the assignment is due (for example if you're a day or two days late, you lose 5%; if it's three or four days overdue, 10%, etc.). If you're having issues or problems, please come and talk to me so we can discuss solutions. I know there's a lot going on, and sometimes there just aren't enough hours in the day. However, please don't take advantage of this – don't ask the day that an assignment is due for an extension (unless there are really compelling extenuating circumstances) – usually, we know relatively far in advance if we're going to need extra time.

A Note on Reading

I will admit that this is a reading-heavy course. It's hard to cover 600 years of world Jewish history in just 11 weeks – and there's so much I'm still not able to include. Moreover, many individual classes could be expanded into entire courses themselves! I've tried to find shorter readings that still cover the material we need it to, but nothing can cover everything. If it looks like a lot, keep in mind that many of the readings have footnotes at the bottom of the page or at the end of the article, so where it looks like a 30-page article, in reality it's much shorter because most of the pages don't have a full page of text or there are pages of footnotes and/or bibliography at the end. As well, many historical articles are not 'dense' – and make for easier reading than more theoretical ones. There will also be weeks where we divide up some of the readings so half the class reads one in depth, and the other half reads another. If you're having trouble, please come and talk to me so we can discuss reading strategies. I'm here to help you be successful.

Tentative Class Schedule

Sept. 13 – Introduction

Sept. 20 - *Jews on the Move: After the Expulsion*

John Efron et al. (hereafter Efron, 1st edition, unless otherwise noted). *The Jews: A History*. (Upper Saddle River, NJ: Pearson-Prentice Hall, 2009): 183-189 (“The Sephardi Jews of the Ottoman Empire”); 204-210 (“In the Nobles’ Republic: Jews in Early Modern Eastern Europe”)

Michael Brenner (hereafter Brenner). *A Short History of the Jews*. (Princeton, NJ: Princeton University Press, 2010): 122-128 (“In the New World”, “Sephardim in Northern and Central Europe” - end at “...still came from among the Sephardic group” near the end of the page.)

Klooster, Wim. "Communities of Port Jews and their Contacts in the Dutch Atlantic World." *Jewish History* 20, no. 2 (2006): 129-145.

Sept. 27 - *Changing Perceptions and Challenging Authority*

Efron, 198-202 (“A Jewish Renaissance”); sidebar (“The Hebrew Printing Revolution”), 176-177.

Brenner, 168-177 (“Between Beggar Jews and Court Jews”)

Davis, Natalie Zemon. “Riches and Dangers: Glikl bas Judah Leib on Court Jews,” in Vivian Mann and Richard Cohen, eds., *From Court Jews to the Rothschilds 1600-1800* (Munich: Prestel and New York: The Jewish Museum, 1996), 45-57.

(Excerpt) Ruderman, David B. *Early Modern Jewry*. Princeton University Press, 2010: 99-111. (stop at “Christian Hebraists...”)

Primary source: excerpts from *The Memoirs of Glikl of Hameln*

October 4 - *Messianism and Heresy*

Efron, 219-229 (start at paragraph that begins “The Amsterdam Sephardim are considered...” second column, near the bottom)

Nadler, Steven. “Why Spinoza was Excommunicated,” *Humanities*, 34, no. 5 (September/October 2013). <https://www.neh.gov/article/why-spinoza-was-excommunicated>

Van Wijk, Jetteke. "The Rise and Fall of Shabbatai Zevi as Reflected in Contemporary Press Reports." *Studia Rosenthaliana*, 33, no. 1 (1999): 7-27. <http://www.jstor.org/stable/41482395>.

Primary source: Benedict Spinoza, “On the Election of the Jews” (1656); “The Donme Affair: A Letter on Assimilation” (1925)

October 11 – Thanksgiving – No Class

October 18 - New Approaches to Judaism: Hasidism and Mysticism

MAP PROJECT DUE

Efron, 189-193 (Ottoman Sefed in the Sixteenth Century; ignore the sidebar)

Chajes, Jeffrey Howard. "Magic, Mysticism, and Popular Belief in Jewish Culture (1500-1815)." Chapter. In *The Cambridge History of Judaism* (vol.7), edited by Jonathan Karp and Adam Sutcliffe: 475–490. Cambridge: Cambridge University Press, 2017. doi:10.1017/9781139017169.025.

Rosman, Moshe. "The Rise of Hasidism." Chapter. In *The Cambridge History of Judaism* (vol.7), edited by Jonathan Karp and Adam Sutcliffe: 625–51. Cambridge: Cambridge University Press, 2017. doi:10.1017/9781139017169.025.

Primary sources: Hasidic parable; Tkhines

October 25 - Enlightenment, Emancipation, and the Haskalah

Efron, 231-232 ("The State of the Jews, The Jews and the State"); 240-252 ("Jews and the French Revolution"; "The Anglophone World" – ignore the sidebar; "Jewish Emancipation in Southern and Central Europe"); 269-272 ("The Haskalah in Western Europe"); 274-282 ("The Sephardic Haskalah"; "The Haskalah in Eastern Europe"; "Haskalah and Language" - ignore the sidebar on Sholem Aleichem); 282-285 ("Wissenschaft des Judentums"; "The Rise of Modern Jewish Historiography")

Dubin, Lois C. "Enlightenment and Emancipation." Chapter. In *Modern Judaism : An Oxford Guide*, edited by Nicholas de Lange and Miri Freud-Kandel: 29-41. Oxford: Oxford University Press: 2005.

Primary sources: "Edict of Toleration" (Joseph II of Prussia, 1782); The 'Infamous' Decree (Napoleon, 1808)

November 1 – Reading Week – No Class – get some rest (and maybe do a little bit of work)!

November 8 - The 19th Century: Jews on the Move (Again), Antisemitism and New Judaisms

ANNOTATED BIBLIOGRAPHY DUE

Brenner, 223-232 ("From the Shtetl to the Lower East Side"; "Under the Czars"; "Between Religious Renewal and Secularization"); 238-243 ("Pogroms")

Efron, 326-332 ("The Pursuit of Happiness: Coming to America"; read sidebar on 327 as well)

Freud-Kandel, Miri. "Modernist Movements." Chapter. In *Modern Judaism : An Oxford Guide*, edited by Nicholas de Lange and Miri Freud-Kandel: 81-92. Oxford: Oxford University Press: 2005.

Silow-Carroll, Andrew. "How a Former Slave Became Part of New York's Jewish Elite," *New York Jewish Week*, September 2, 2020. <https://jewishweek.timesofisrael.com/how-a-former-slave-became-part-of-nys-jewish-elite/>

Primary source: Karl Eugen Duehring, "The Question of the Jew is a Question of Race" (1881); Ernest Renan, "Judaism: Race or Religion?" (1883)

November 15 – The Early 20th Century

Efron (3rd edition), 379-390 (World War I; The Jews of Interwar Europe)

Diner, Hasia. "Yiddish New York." Chapter. In *New York's Yiddish Theater: From the Bowery to Broadway*, edited by Edna Nachshon: 50-63. New York, NY: Columbia University Press, 2016.

Hyman, Paula. "Gender and the Immigrant Jewish Experience." Chapter. In *Jewish Women in Historical Perspective*, edited by Judith R. Baskin: 312-336. Detroit: Wayne State University Press, 1998.

VIDEO: "A Yiddish World Remembered"

November 22 – The Holocaust and its Aftermath

Kassow, Samuel. "The Holocaust and its Aftermath." Chapter. In *The Cambridge History of Judaism* (vol.7), edited by Jonathan Karp and Adam Sutcliffe: 633–673. Cambridge: Cambridge University Press, 2017. doi:10.1017/9781139017169.025. (Start on page 638)

Rittner, Carol and John K. Roth. "Prologue: Women and the Holocaust." Chapter. In *Different Voices: Women and the Holocaust*, edited by Carol Rittner and John K. Roth: 1-19. New York: Paragon House, 1993.

Efron, 406-407 (Into the Present; In the Aftermath of the Holocaust – about the DP camps)

Efron (3rd edition), 481-484 (The Impact of the Holocaust)

Primary sources: Excerpt from *Mein Kampf* (1923); "Decrees Excluding Jews from German Cultural and Public Life (1933-1942)"; "The Plight of the Refugees" (1939); "His Last Communication as Ghetto Revolt Commander" (1943); "On the Deportation of Children from the Lodz Ghetto" (1942)

November 29 – Israel and Zionism

Efron, 317-320 (Herzl); 357-361 (Zionist Diplomacy Between the Wars – ignore the sidebar);

Efron (3rd edition) 460-479 (The Rise of the State of Israel; In the State of Israel; Israel's Wars [read the sidebar as well])

Sommer, Allison Kaplan. "The Forgotten Story of the Women Who Built Israel – and Their Fight for Equality," *Ha'aretz*, April 20, 2018. <https://www.haaretz.com/israel-news/.premium.MAGAZINE-after-70-years-forgotten-stories-of-women-who-built-israel-resurface-1.5988335>

Primary source: Original Recording of the Official Declaration of Israel's Establishment, <https://www.youtube.com/watch?v=i4k1Mjo5u00>

December 6 – The Late 20th Century and Beyond

RESEARCH ESSAY DUE

Brenner, 364-377 (New Continents; At Home in America)

Haynes, Bruce D. "Introduction." Chapter. In Haynes, Bruce D. *The Soul of Judaism: Jews of African Descent in America*. New York, USA: New York University Press, 2018: . <https://doi-org.proxy1.lib.uwo.ca/10.18574/9781479887927>

RULES AND REGULATIONS

The History Department has specified that:

1. All written assignments are to be submitted electronically following your professor's instructions. Students are responsible for making sure they are familiar with each professor's policy on electronic submissions.
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 OWL 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.¹

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
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
- 3..Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
4. 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:

¹ They should be in Arabic, not Roman numerals or letters.

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.

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: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course 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.

Pandemic Contingency

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, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University 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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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 website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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>).

Statement on Use of Electronic Devices

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

Statement on Use of Personal Response Systems (“Clickers”)

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.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

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

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.