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**POLS 2297F/G– CITIZENSHIP, BORDERS, AND THE STATE**  
**SELECTED TOPICS IN POLITICAL SCIENCE**

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**Instructor:** Elizabeth Brown

**Contact Information:** ebrow73@uwo.ca

**Office Hours:** TBD in Class

**Office Location(s):** SSC 4207 or Lucas Annex

**Course Location:** W18

**Scheduled Class Times:** Monday 14:30-15:30 & W 15:30-17:30

**Course Prerequisites:** POLS 1020E, 1021F/G, 1022F/G \*

**Course Code:** POLS 2297

\*Alternately, you may receive departmental permission/approval in lieu of these courses.

**COURSE DESCRIPTION**

With a critical focus on conceptions of citizenship and bordering practices, this course explores how contemporary domestic and global politics relate to questions of identity, belonging, territory, and sovereign power. The course has been divided into weekly topics which build upon one other. The initial weeks address various approaches necessary for critical analyses, and develop a basic understanding of key concepts. As the course progresses, these foundational weeks will serve as the basis for a better understanding of more complex themes. We will conclude the course with several weeks of application, including addressing issues of immigration, open borders, cosmopolitanism, and anarchy. The last week of the course will be dedicated to review and discussing how these various themes fit together in order to prepare for the final exam.

**COURSE FORMAT**

This course will be delivered in person as a twice-weekly lecture. There will be opportunities for discussion throughout the lectures, which will count toward your participation mark. Attendance is not mandatory, but your participation grade will be heavily rooted in your in-class contributions. As such, it is highly encouraged to attend as many classes as possible in order to ensure the most opportunities for engagement.

**LEARNING OBJECTIVES**

- (1) To critically assess the ways in which lines, boundaries, and borders are used in political spaces.
- (2) To interrogate different conceptions of what it means to be a citizen, and to be familiar with the justifications for these various approaches.
- (3) To evaluate the ways in which bordering practices are used as methods of exclusion, and how this – in turn – informs and justifies hierarchical power structures.
- (4) To apply theoretical approaches to contemporary political issues.
- (5) To make thematic connections between weeks, and to better understand the ways in which questions of territory, sovereignty, identity, and citizenship intersect.
- (6) To engage in productive conversation with fellow classmates about course materials and individual perspectives on weekly themes.

**TEXTBOOKS AND COURSE MATERIALS**

All course materials will either be accessible online through the library website or uploaded on OWL by the instructor. If you are unable to access a reading please send me an email within a reasonable timeframe, and I will provide you with either a direct link to the reading, or a PDF.

## EVALUATION

### **Participation (20%)**

Students can participate in a variety of ways including lecture discussions, exercises (e.g. debates, and in-class exercises) and online engagement through OWL forums. Your participation will be graded in accordance with the quality and quantity of your contribution. A rubric for participation grading, in addition to examples of strong contributions to discussions, will be shared on OWL.

### **Weekly Questions (5%)**

In order to encourage participation and preparedness, 5% of your grade will be based on the submission of two discussion questions (weekly) of your own creation. These should draw on the weekly themes and be loosely based in the readings. These need to be submitted weekly via email to the instructor before class on Monday to be eligible for grading. Please entitle your emails “Discussion Questions: Week (X) – POLS 2297” so I can find and organize them more easily.

### **Assignment 1: CITIZENSHIP ESSAY (CRITICAL) – DUE OCTOBER 25 (20%)**

The purpose of this assignment is to contrast two different conceptions of citizenship, as outlined in the Oxford Handbook of Citizenship, and (i) evaluate which one you feel has more merit; (ii) the basis on which you formulated this opinion; (iii) what you would add to the theory to make it more accurate.

The book outlines five main constructions of citizenship: historical, republican, feminist, liberal, and critical race theory perspectives. This assignment requires that you choose two of these constructions and read the respective chapters which cover these views. You are not required to go beyond these chapters for your assignment, but you are welcome to integrate papers from the course materials or from the library website.

Your paper should include (i) a short summary of each perspective; (ii) a thesis statement that indicates which view you find to be most compelling; (iii) a section which contrasts the main points from each perspective, and explains why one is better than the other; (iv) a section which critiques the view you argued in favour of, and adds some components which you feel are missing. One way of approaching this last section might be to engage with a third view (i.e. contrast liberal and republican, and use elements of feminist theory to amend the approach you advocated for). However, it is not required that you take this particular approach.

WORD COUNT: 2000 words.

### **Assignment 2: APPLICATION ESSAY or PODCAST – DUE NOVEMBER 29 (25%)**

The aim of this assignment is to apply the material and critical perspectives from the course to an issue or question of contemporary significance. I will provide a list of options for you to choose from, but I am open to you selecting your own if nothing appeals to you. In the instance that you are choosing an option not on the list, please send me an email for approval.

The first set of options is broad and encompasses thematic questions from the course. I do not expect you to draw on every piece of material which is applicable to answering these questions, but I do ask that you have a coherent argument which draws on seminal materials.

The second set of options is more focused on real-world issues, and asks you to take a position on these issues using theories/justifications/arguments from the course. You should include course material and non-course material in your work. Please feel free to ask if you are having trouble

**TOPICS:** (i) Is citizenship valuable?; (ii) Do states matter in the context of globalization? Why or why not?; (iii) Is a nation defined by its borders? (iv) Is it possible to have a legitimate state? Why or why not? (v) How should we determine citizenship; (vi) Are animals citizens? ; (vii) Should we understand citizenship as being mainly rooted in identity?; (viii) Is an anarchic world desirable?

**FORMAT:** (1) 3000 word essay; (2) 30 minute podcast.

### **Final Exam (30%)**

The final exam will occur during the Fall exam period. It will consist of short answer questions and an essay. We will discuss the final exam and have a review session on December 6<sup>th</sup>.

**Late Policy:** *You will have a four-day time bank that you can use to extend any of your assignments. For example, you could submit the summary assignment one day late and the analytical book review three days late without penalty. If you require more time than that, email me so that we can work out a plan.*

### **WEEKLY TOPICS AND READINGS:**

Week 1: INTRODUCTION | *Dates: September 8*

- No Readings (Syllabus Review/Assignment Overview/ Discussion of Course Themes)

Week 2: FOUNDATIONAL CONCEPTS | *Dates: September 13- 15*

- Diaz-Leon, Esa. 2015. "What is Social Construction?" *European Journal of Philosophy* 23(4):1137–52.
- Persaud, R. B., & Sajed, A. (2018). Introduction: Race, gender and Culture in International Relations. In R. B. Persaud & A. Sajed (Eds.), *Race, Gender and Culture in International Relations: Postcolonial Perspectives* (pp.1-13). Taylor & Francis.
- Scheffler, Samuel, 1999, "Conceptions of Cosmopolitanism," *Utilitas*, 11: 255–276; reprinted in Samuel Scheffler, 2001, *Boundaries and Allegiances*, Oxford: Oxford University Press, pp. 111–130.\*\*
- Crenshaw, Kimberle. *On Intersectionality* [Video]: <https://youtu.be/-DW4HLgYPIA>

*\*\*This is a dense reading: skim for key take-aways and concepts and think about how it might relate to the broader context of the course.*

Week 3: THE STATE | *Dates: September 20- 23*

- Cohen, Youssef, Brown, Brian R., and Organski, A. F. K. 1981. "The Paradoxical Nature of State Making: The Violent Creation of Order." *The American Political Science Review* 75(4):901–10.
- Kymlicka, Will. 2013. "The Social Contract Tradition" in *A Companion to Ethics* by Singer, Peter (Ed.). Oxford, UK: Blackwell Reference.
- Anter, A. (2019). The Modern State and its Monopoly on Violence. In E. Hanke, L. Scaff & Sam Whimster (Eds.), *The Oxford Handbook of Max Weber* (pp. 227-233). Cambridge: Cambridge University Press.
- Vox. 2017. Nepal / China: How Mountains Become Borders. [Video]

Week 4: TERRITORY | *Dates: September 27 -29*

- Walker, Neil. "The Place of Territory in Citizenship." *The Oxford Handbook of Citizenship*, 1st ed., Oxford University Press, 2017.
- Moore, Margaret. "Which People and What Land? Territorial Right-Holders and Attachment to Territory." *International Theory*, vol. 6, no. 1, Cambridge University Press, 2014, pp. 121–40.

- Simmons, A. (2016). Territorial Rights: Justificatory Strategies. In *Boundaries of Authority*. : Oxford University Press.
- Agnew, J., 1994, "The Territorial Trap: The Geographical Assumptions of International Relations Theory," *Review of International Political Economy*, 1(1), 53- 80

Week 5: CITIZENSHIP – WHO IS A CITIZEN? | *Dates: October 4-6*

\*OCT 11: THANKSGIVING\*

- Honohan, Iseult. 2017. "Liberal and Republican Conceptions of Citizenship" in *The Oxford Handbook of Citizenship* by Shachar, Ayelet, Bauböck, Rainer, Bloemraad, Irene, and Vink, Maarten. Oxford: Oxford University Press.
- Henderson, James [Sákéj] Youngblood. 2002. "Sui Generis and Treaty Citizenship." *Citizenship Studies* 6(4):415–40. [Content: colonialism]
- Lori, Noora A. "Statelessness, 'In-Between' Statuses, and Precarious Citizenship." *The Oxford Handbook of Citizenship*, 1st ed., Oxford University Press, 2017.
- Shachar, Ayelet. "Citizenship For Sale?" *The Oxford Handbook of Citizenship*, 1st ed., Oxford University Press, 2017.

Week 6: INDIGENEITY, CITIZENSHIP, AND THE STATE | *Dates: October 11-13*

\*OCT 11: THANKSGIVING\*

- Simpson, Audra (2008). Subjects of sovereignty: indigeneity, the revenue rule, and juridics of failed consent. *Law and Contemporary Problems*, 191-215.
- Connolly, William E. (2004) "The Complexity of Sovereignty" in Jenny Edkins, Véronique Pin-Fat and Michael J. Shapiro (eds), *Sovereign Lives: Power in Global Politics* New York: Routledge: 23-40
- NPR: The Map of Native American Tribes You've Never Seen Before <http://www.npr.org/sections/codeswitch/2014/06/24/323665644/the-map-of-native-american-tribes-youve-never-seen-before>
- Simpson, Audra. "One Indigenous Interruptions Mohawk Nationhood, Citizenship, and the State." *Mohawk Interruptus*, Duke University Press, 2020, pp. 1–36.
- Dick, Caroline. "The Politics of Intragroup Difference: First Nations' Women and the Sawridge Dispute." *Canadian Journal of Political Science*, vol. 39, no. 1, Cambridge University Press, 2006, pp. 97–116.

Week 7: BORDERS | *Dates: October 18-20*

- Basaran, Tugba. 2008. "Security, Law, Borders: Spaces of Exclusion." *International Political Sociology* 2(4):339–54.
- Eder, K. (2006) Europe's Borders The Narrative Construction of the Boundaries of Europe. *European journal of social theory*, 9(2), pp.255- 271.
- Simmons, A. (2016). Borders. In *Boundaries of Authority*.: Oxford University Press. [Chapter 10]
- Kanentakeron Mitchell, Mike. 1969. You Are on Indian Land. National Film Board of Canada. [Video][Content: colonialism, police violence]

Week 8: BORDERS II | *Dates: October 25-27*

\*ASSIGNMENT 1: DUE\*

- Abizadeh, Arash. 2008. "Democratic Theory and Border Coercion: No Right to Unilaterally Control Your Own Borders." *Political Theory* 36(1):37–65.
- Agnew, John. 2008. "Borders on the Mind: Re-Framing Border Thinking." *Ethics & Global Politics: Special Issue: At the Border* 1(4):175–91.
- Miller, David. 2009. "Why Immigration Controls Are Not Coercive: A Reply to Arash Abizadeh." *Political Theory* 38(1):111–20.

## Week 9: READING WEEK | Dates: November 1-3

### Week 10: IMMIGRATION AND REFUGEES | Dates: November 8-11

- Oberman, K. (2019). Border Rescue. In D. Miller & C. Straehle (Eds.), *The Political Philosophy of Refuge* (pp. 78-96). Cambridge: Cambridge University Press.
- Wilcox, Shelley. "Does Brock's Theory of Migration Justice Adequately Account for Climate Refugees?" *Ethics & Global Politics*, vol. 14, no. 2, Routledge, 2021, pp. 75-85.
- Abraham, David. "Doing Justice on Two Fronts: The Liberal Dilemma in Immigration." *Ethnic and Racial Studies*, vol. 33, no. 6, Taylor & Francis Group, 2010, pp. 968-85.
- Strumia, F. (2016) European Citizenship and EU Immigration: A Demoi-cratic Bridge between the Third Country Nationals' Right to Belong and the Member States' Power to Exclude. *European Law Journal*, 22: 417-447.

### Week 11: COSMOPOLITANISM/ OPEN BORDERS| Dates: November 15-17

- Miller, Sarah Clark. 2011. "A Feminist Account of Global Responsibility." *Social Theory and Practice* 37(3):391-412.
- Faulkner, Nicholas. 2018. "'Put Yourself in Their Shoes': Testing Empathy's Ability to Motivate Cosmopolitan Behavior." *Political Psychology* 39(1):217-28.
- Campbell, Fiona Kumari. 2010. "Crippin' the Flâneur: Cosmopolitanism, and Landscapes of Tolerance." *Journal of Social Inclusion* 1(1):75-89. [Content: ableism]
- King, Natasha. *No Borders : The Politics of Immigration Control and Resistance*, Zed Books, Limited, 2016. [Chapters 1 & 2]

### Week 12: IDENTITY AND CITIZENSHIP| Dates: November 22-24

- Volpp, Leti. "Feminist, Sexual, and Queer Citizenship." *The Oxford Handbook of Citizenship*, 1st ed., Oxford University Press, 2017.
- Dreher. "The 'uncanny Doubles' of Queer Politics: Sexual Citizenship in the Era of Same-Sex Marriage Victories." *Sexualities.*, vol. 20, no. 1-2, Sage Publications, 2017, pp. 176-95.
- FitzGerald, David Scott. "The History of Racialized Citizenship." *The Oxford Handbook of Citizenship*, 1st ed., Oxford University Press, 2017.
- Bauer, Elaine. "Racialized Citizenship, Respectability and Mothering Among Caribbean Mothers in Britain." *Ethnic and Racial Studies*, vol. 41, no. 1, Routledge, 2018, pp. 151-69.

### Week 13: ANARCHISM | Dates: November 29- December 1

- Leipold, Bruno. 2015. "Political Anarchism and Raz's Theory of Authority." *Res Publica* 21(3):309-29.
- Black Rose/Rose Negra – Anarchist Federation. 2020. Anarchism and Black Struggle: A Panel Discussion. [Video][Content: anti-Black racism, violence]
- Shannon, Deric, and Willis, Abbey. 2010. "Theoretical Polyamory: Some Thoughts on Loving, Thinking, and Queering Anarchism." *Sexualities* 13(4):433-43.

### Week 14: Dec 6-8 \*\*Exam Review\*\*

- No Readings: Spend this week thinking about the themes of the course and the ways that they interconnect. Lectures for this week will serve as exam review, and we will have a group discussion

## **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](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](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](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](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](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.

**(a) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [hurousss@uwo.ca](mailto:hurousss@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](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult [Huron Academic Advising](#) at [hurousss@uwo.ca](mailto:hurousss@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 [hurousss@uwo.ca](mailto:hurousss@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](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

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