



**ST 5232B:  
Theological Anthropology  
Winter 2022**

---

**Course Information (MDiv/MTS)**

**Class Location:** Huron University, H119

**Scheduled Class Times:** Wednesdays, 2:30-5:00 pm

Note: The revised Winter 2022 term now runs from January 10 – April 8

For the month of January 2022 (Jan. 12th, 19th, and 26th), this class will be offered on Zoom, although a mixture of formats may be used. To access Zoom, please login through the OWL portal ([owl.uwo.ca](http://owl.uwo.ca)).

For February-April, it is expected that this class will be offered in-person, as well as online via Zoom for students who have been approved for distance learning.

**Course delivery with respect to the COVID-19 pandemic**

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered 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 assessments affected will be conducted online as determined by the course instructor.

Throughout the course, the OWL portal is the place to go to easily access readings, read announcements from the professor, and submit assignments.

Note: If you are having technical problems with Zoom or OWL, please visit the Huron IT HelpDesk (JIRA) at <https://jira.uwo.ca/plugins/servlet/desk/portal/16>

**Instructor:** Dr. Brett Potter

**Contact Information:**

The best way to get in touch with me is via email at [brett.potter@uwo.ca](mailto:brett.potter@uwo.ca)  
I will do my best to respond to emails in a timely manner.

**Office:** A219 (in the Faculty of Theology building)

**Office Hours:**

I am available for course-related meetings by appointment on Zoom. Please send me an email if you would like to set up a time.

**Course Description**

Theological anthropology is an attempt to answer the question “What does it mean to be human?” by drawing on an array of theological and interdisciplinary perspectives. We will critically examine concepts such as the image of God, the nature and destiny of our species, and the place of humanity in creation in conversation with contemporary social and philosophical questions about gender, race, disability, ecology, and the posthuman.

**Prerequisites/Antirequisites:** ST 5103A Systematic Theology

**Course Learning Outcomes**

By the end of the course, students will:

- Demonstrate a critical and culturally sensitive understanding of the theological foundations of the global Christian tradition, specifically in relation to questions of the human being;
- Become familiar with theological anthropology as an interdisciplinary area of theology;
- Engage both Christian theological anthropologies and other philosophical and cultural accounts of the human in constructive, creative, and critical ways through research, writing, and dialogue;
- Identify and critique dynamics and conditions related to theological and philosophical models of the human that perpetuate injustice.

**Textbooks and Course Materials**

For Winter 2022, weekly assigned readings will be available as PDFs via the course page and the library Course Readings application in OWL, as per the schedule below.

Making readings easily accessible to students is important, especially during a pandemic. If you are ever having trouble accessing a reading, please email me ASAP and I will make sure it is available to you.

A recommended, though not required, textbook for this course is this short, inexpensive book (available to order online):

Horan, Daniel P., OFM. *Catholicity and Emerging Personhood: A Contemporary Theological Anthropology*. Maryknoll, NY: Orbis, 2019.

A second text we will be reading through together, available for free as an eBook through the Huron University library, is:

Tanner, Kathryn. *Christ the Key*. Cambridge: Cambridge University Press, 2010.

Library Permalink:

[https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL\\_UWO/r0c2m8/alma991045023688105163](https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045023688105163)

## Methods of Evaluation

Evaluation is based upon the completion of the following assignments:

|  |             |
|--|-------------|
| Participation                              | 10%         |
| Discussion Leadership                      | 10%         |
| Visions of the Human Paper                 | 35%         |
| Essay Proposal and Bibliography            | 10%         |
| Theological Anthropology and Justice Paper | 35%         |
| <b>TOTAL</b>                               | <b>100%</b> |

### 1. Weekly Participation (10%)

Active participation and engagement with the course material, particularly during our class time, is essential to the learning experience. In order to get the most out of this course, it is important to complete weekly readings; come to class ready to engage the lecture material; and be open to listen and learn from the contributions of others.

Participation will subsequently be measured by i) attendance (whether in-person or by Zoom), which indicates that you are present and ready to learn; ii) actively contributing to discussions in class, which also includes allowing space to listen to others.

i) Attendance: Students should be present, whether in-person or over Zoom, for all class sessions. Please make sure you let me know via email if you will need to miss a class for a significant reason.

ii) Active contributions in class: There is no prescribed metric to measure active participation in class, but in general this would take the form of asking and responding to questions, contributing to discussions, modelling hospitality in engaging the ideas of others, and so on.

### 2. Discussion Leadership (10%)

Each week, on a rotating basis throughout the semester, 1-2 students will be responsible for generating discussion questions based on the week's readings, as well as leading the class discussion during the 15-minute discussion period after the break.

On the week you are assigned, you should come prepared with 3-4 questions that will help direct our discussion. These questions could include:

Definitions: "What does this term mean?"

Values: “Did this resonate with you, or do your experiences point in a different direction?”  
Application: “How could we take this insight and apply it to a specific situation or problem?”

The questions can cover just one of the readings for the week, or draw from all of them.  
A schedule for Discussion Leadership will be posted in Week 2.

### **3. Visions of the Human Paper (35%)**

**Due: Saturday, Feb. 5 (end of Week 4) at 11:59 pm via OWL**

In this paper, you will write a brief theological analysis (4-5 pages, double-spaced) of the portrayal of the human person in a popular cultural ‘text’ from the last 40 years. This ‘text’ might be a novel, collection of poetry, TV series, film, or musical album. Ask yourself: what does this creative work teach us about what it means to be human?

One easy way to do this is to think of 3 words that sum up what the ‘text’ has to say about the human condition. You may also wish to explore how your chosen text is relate to one of the theological models or ideas we have explored in class – whether it affirms it, contradicts it, or helps us see it in a new way.

The purpose of this assignment is to help you identify answers to the question “What does it mean to be human?” from our culture and bring them into conversation with Christian theological anthropology in critical and self-reflective ways. You may write this paper in the first-person as is fitting for a reflection paper. Otherwise, as always proper citation and style is required.

All potential topics must be approved by the instructor. A brief list of appropriate examples is provided below. Investigating the work of a Canadian author, poet, musician, or filmmaker is always welcome!

Examples:

Novelists – Margaret Atwood, Lawrence Hill, Vincent Lam, Esi Edugyan, Madeleine Thien, Alice Munro, David Adams Richards, Miriam Toews, Ian McEwan, Michael Ondaatje, Dionne Brand  
(\*see sample paper on course website)

Poets/Songwriters – Leonard Cohen, Bruce Cockburn, Seamus Heaney, Czeslaw Milosz, Margaret Avison, Denise Levertov, Bob Dylan

Filmmakers – Atom Egoyan, Sarah Polley, Deepa Mehta, Denys Arcand, Jean-Marc Vallée, David Cronenberg

### **4. Essay Proposal and Bibliography (10%)**

**Due: Saturday, Mar. 5 at 11:59 pm via OWL**

In preparation for your final paper, you will submit a 1-page essay proposal and bibliography.  
This assignment should only be 1 page! If it is much more than that, it is probably not done correctly.

The Essay Proposal is a brief paragraph where you outline the topic you would like to explore in the final paper, and the approach you will take.

The Bibliography is a list of 4 sources, in proper Chicago style, that you plan to use for the final paper. This can change later on, but for now these are the academic sources (normally books, e-books, or journal articles) most relevant to your chosen topic.

The best place to begin your library research is the Huron University Library website.

## 5. Theological Anthropology and Justice Paper (35%)

**Due Saturday, April 2 at 11:59 pm in OWL**

For your final paper, which will be on the topic proposed in your Essay Proposal and Bibliography, you will attempt to build a bridge between theological anthropology and a contemporary social issue related to justice and human flourishing.

You might, for example, ask questions like these:

e.g. How does a robust theological anthropology help us address the climate crisis?

e.g. How have theological anthropologies of the past reinforced systems of racial discrimination or gender-based oppression?

e.g. How can theological anthropology help us think about the future of the human body?

In order to keep your discussion focused, you will center your discussion on the work of one particular theologian (see list below). You can then use the ideas you glean from your reading of their constructive work to develop and apply their thought in the pursuit of justice.

The essay should not simply report, summarize, or review class materials, but demonstrate thoughtful reflection and analysis. Papers should be between 7-8 pages (double-spaced, in 12-pt font) and incorporate at least 4 scholarly sources, normally books or journal articles from the Huron library database. You may use course readings as sources and are encouraged to do so if appropriate.

The following is a list of theologians whose work directly addresses specific contemporary social issues in relation to questions of theological anthropology:

Thomas Reynolds, *Vulnerable Communion: A Theology of Disability and Hospitality*

Amos Yong, *Theology and Down Syndrome*

Nancy Eiesland, *The Disabled God: Toward a Liberatory Theology of Disability*

Michelle Gonzalez, *Created in God's image: an introduction to feminist theological anthropology*

M. Shawn Copeland, *Enfleshing Freedom: Body, Race, and Being*

Natalie Carnes, *Motherhood: A Confession*

Sarah Coakley, *God, Sexuality, and the Self: An Essay 'On the Trinity'*

Megan K. DeFranza, *Sex Difference in Christian Theology: Male, Female, and Intersex in the Image of God*

John Zizioulas, *Being as Communion*

J. Kameron Carter, *Race: A Theological Account*

Grace Ji-Sun Kim, *Embracing the Other: The Transformative Spirit of Love.*

Natalia Marandiuc, *The Goodness of Home: Human and Divine Love and the Making of the Self*

**Tentative Class Schedule/Syllabus**

Unless marked otherwise, all readings other than the textbook will be available as PDFs (or as library-accessible course readings) on the course website.

|  |  |
|--|--|
| <p><b>Week 1 (Jan. 12) – What Does it Mean to Be Human?</b></p>  |  |
| <p><b>Week 2 (Jan. 19) – Origin Stories: Human Beings and Other Creatures</b></p>  | <p>Daniel P. Horan, “We Are Creation Too,” chapter 1 of <i>Catholicity and Emerging Personhood</i> (Maryknoll, NY: Orbis, 2019), 23-52.</p> <p>Catherine Wright, “We Are Stardust: Towards an Ecotheological Anthropology,” <i>The Other Journal</i> 28 (2017). Available from <a href="https://theotherjournal.com/2017/08/28/stardust-toward-ecotheological-anthropology/#">https://theotherjournal.com/2017/08/28/stardust-toward-ecotheological-anthropology/#</a></p> |
| <p><b>Week 3 (Jan. 26) – Image and Likeness: Creation and Ascent</b></p>   | <p>Catherine McDowell, “In the Image of God He Created Them,” chapter 1 of <i>The Image of God in an Image Driven Age</i>, eds. Beth Felker Jones and Jeffrey W. Barbeau (Downers Grove, IL: IVP, 2016).</p> <p>Hans Boersma, “Becoming Human in the Face of God: Gregory of Nyssa’s Unending Search for the Beatific Vision,” <i>International Journal of Systematic Theology</i></p>   |
| <p><b>Week 4 (Feb. 2) – Image and Likeness: Christological and Relational Approaches</b></p> <p><b>Visions of the Human Paper Due</b> (Saturday, Feb. 5 at 11:59 pm)</p> | <p>Kathryn Tanner, “Human nature,” ch. 1 of <i>Christ the Key</i> (Cambridge: Cambridge University Press, 2010), pp. 1-57.</p> <p>[eBook in Huron library: <a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UW/O/r0c2m8/alma991045023688105163">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UW/O/r0c2m8/alma991045023688105163</a></p> <p>John Calvin, <i>Institutes of the Christian Religion</i> (excerpt)</p>                           |

|   |   |
|---|---|
| <p><b>Week 5 (Feb. 9) – Being as Communion: Trinitarian and Eschatological Approaches</b></p>   | <p>Kathryn Tanner, “Trinitarian Life,” ch. 4 of <i>Christ the Key</i>.</p> <p>John Zizioulas, <i>Communion and Otherness</i> (excerpt)</p> <p>Daniel P. Horan, “Imago Dei and the Community of Creation,” chapter 3 of <i>Catholicity and Emerging Personhood</i> (Maryknoll, NY: Orbis, 2019), 87-122</p>  |
| <p><b>Week 6 (Feb. 16) – Racism and Dehumanization</b></p>  | <p>Soong-Chan Rah, “The Sin of Racism,” chapter 10 of <i>The Image of God in an Image Driven Age</i>, eds. Beth Felker Jones and Jeffrey W. Barbeau (Downers Grove, IL: IVP, 2016): 205-224.</p> <p>Marc Cortez, “The Black Messiah: Race, Liberation, and the Actualization of Humanity in James Cone’s Christological Anthropology,” chapter 7 of <i>Christological Anthropology</i></p>  |
| <p><b>NO CLASS – Reading Week Feb. 21-25</b></p> <p><b>Week 7 (Mar. 2) – The Story of the Self I: Sin, Grace, and the Inward Journey</b></p> <p><b>Essay Proposal and Bibliography Due</b><br/>(Saturday, Mar. 5 at 11:59 pm)</p> | <p>Augustine, <i>Confessions</i> (excerpt)</p> <p>McFarland, Ian. 2007. “The Fall and Sin,” in <i>The Oxford Handbook of Systematic Theology</i> /. Oxford ; New York :: Oxford University Press,. <a href="https://doi.org/info:doi/">https://doi.org/info:doi/</a>.</p> <p>Chow, Alexander. “The East Asian Rediscovery of ‘Sin.’” <i>Studies in World Christianity</i>, vol. 19, no. 2, Edinburgh University Press, 2013, pp. 126–40, doi:10.3366/swc.2013.0048.</p> |
| <p><b>Week 8 (Mar. 9) – The Story of the Self II: Modern and Postmodern Approaches</b></p>  | <p>Doak, Mary. 2019. “Sex, Race, and Culture: Constructing Theological Anthropology for the Twenty-First Century.” <i>Theological Studies</i> (Baltimore) 80 (3): 508–29. <a href="https://doi.org/10.1177/0040563919856365">https://doi.org/10.1177/0040563919856365</a>.</p>  |
| <p><b>Week 9 (Mar. 16) – Gender, Sexuality, and Communion</b></p>   | <p>Thatcher, Adrian. “Gender Binaries as Theological Problems.” Chapter. In <i>Gender and Christian Ethics</i>, 37–58. <i>New Studies in Christian Ethics</i>. Cambridge: Cambridge University Press, 2020.</p>   |

|  |   |
|--|---|
|  | <p>doi:10.1017/9781108884204.004.</p> <p>Elizabeth Johnson, <i>She Who Is: The Mystery of God in Feminist Theological Discourse</i> (New York: Crossroad, 1993), pp. 22-41.</p> <p>Coakley, Sarah. "The Eschatological Body: Gender, Transformation, and God." <i>Modern Theology</i> 16:1 (January 2000): 61-73.</p>   |
| <p><b>Week 10 (Mar. 23) – Disability and Resurrection</b></p>  | <p>Nancy Eiesland, <i>The Disabled God</i> [excerpt]</p> <p>Gregory of Nyssa, <i>On the Soul and the Resurrection</i> [excerpt]</p> <p>M. Therese Lysaught, "Vulnerability Within the Body of Christ: Anointing of the Sick and Theological Anthropology," in <i>Health and Human Flourishing: Religion, Medicine, and Moral Anthropology</i>, eds. Carol R. Taylor and Roberto Dell'oro (Washington, DC: Georgetown, 2006): 159-182.</p> |
| <p><b>Week 11 (Mar. 30) – After the Human</b></p> <p><b>Theological Anthropology and Justice Paper Due</b> (Saturday, April 2 at 11:59 pm)</p> | <p>Philip Ziegler, "Those he also glorified: Some Reformed Perspectives on Human Nature and Destiny"</p> <p>Jan-Olav Henrikson, "Is Finite Life Such a Bad Idea?: Transhumanism and Theological Anthropology," <i>Dialog</i> 54:3 (Fall 2015): 280-288.</p>   |
| <p><b>Week 12 (Apr. 6) – Ways Forward</b></p>  | <p>Tanner, Kathryn. 1994. "The Difference Theological Anthropology Makes." <i>Theology Today</i> 50 (4): 567–79. <a href="https://doi.org/10.1177/004057369405000407">https://doi.org/10.1177/004057369405000407</a></p>  |



## **Appendix to Course Outlines: Faculty of Theology 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 and the Instructor 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.

### **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 the Recording of Class Activities**

Students may not record or distribute any class activity, including conversations during office hours, without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

#### **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: Medical or Non-Medical Absences & Accommodation**

MDiv and MTS students who are seeking academic consideration for missed work during the semester must consult with the Dean's Office. MDiv and MTS students are excluded from using the Self Reported Absence option as that is restricted to bachelor-level students. Students may request academic consideration on medical grounds by contacting the Dean of Theology office at [srice@huron.uwo.ca](mailto:srice@huron.uwo.ca). To protect student privacy, details of the medical accommodation need only be disclosed to the Dean, who will communicate to the instructor(s) the necessary accommodation. Instructors may not request medical or other documentation from students. The Dean may require medical or other documentation, and the student may be required to complete the Student Medical Certificate, 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). Following a determination of accommodation, the Dean will contact the instructor(s) and the student who will then arrange a new deadline for missed work.

Students seeking academic consideration for a non-medical absence (e.g. varsity sports, religious, compassionate, or bereavement) may be required to provide appropriate documentation to the Dean's Office. All consideration requests must be directed to the Dean's Office with notice also given to the instructor.

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/>.

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 the Dean's Office for any further questions or information.

#### **Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation (see above), students should contact Sandra Rice in the Dean's Office at [srice@huron.uwo.ca](mailto:srice@huron.uwo.ca).

Your Faculty Advisor is also able to answer questions about your program and to assist with any concerns about academic matters. Contact them for a conversation whenever you need.

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

You should consult with your course instructor and the Dean, who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect your full-time status and therefore have implications for OSAP and/or Scholarship/Bursary eligibility.

An outline of the range of services offered to Huron students is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

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>

Learning Development and Success: <https://www.uwo.ca/sdc/learning/>

Accessible Education: <http://academicsupport.uwo.ca/>

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/>.