

English 1042E 550:  
Literature and Cultural Representations  
Fall/Winter 2017-18

Mondays 11:30-1:30pm

Wednesdays 12:30-1:30pm

Room: W8

Instructor: Dr. Amanda Di Ponio

Office: A306

Office Hours: Thursdays 2:30-4:30pm and by appointment

E-mail: [adiponi@uwo.ca](mailto:adiponi@uwo.ca)

Feel free to e-mail me with brief questions. Students can expect to receive responses to e-mails within 24-48 hours. Please contact me via e-mail to make an appointment to see me or speak with me outside of regular office hours. If possible, please make an appointment to see me during office hours so that students who wish to see me are able to. During peak times (ie. before essays submissions and the final exam), additional appointment times outside of regular office hours will be made available to students.

#### COURSE DESCRIPTION

In this course, students will study some of the greatest known – and lesser known – literary and cultural *texts*\* ever produced to explore “how our world and our lives are formed and informed by the stories we tell”. The forms of creative expression we will study include, but are not limited to, novels, short stories, poetry, drama, musicals, graphic novels, video games, film, visual art, graffiti. We will examine these creative expressions from individual and collective perspectives, studied both inside and outside of the classroom, through close reading. Our readings will also be informed by theoretical approaches, including New Criticism, New Historicism, Postcolonialism, Feminism, Postmodernism, and will include cultural evaluations by Theodor Adorno and Max Horkheimer, Walter Benjamin, Stuart Hall, Judith Butler, Julia Kristeva, and Dick Hebdige.

Students will explore how form, content, and rhetoric come together to create meaning. These texts carefully, deliberately, consciously react to the world, creating new meaning out of myriad phenomena. They will lead us to discuss class, race, gender, and sexuality, and the role of literature in shaping these views in both the lives of the characters we will study and in our own. Major topics include identity construction and selfhood, transformation, isolation, addiction, oppression, revolution, and retribution. We will study literary giants, such as Shakespeare (*Coriolanus*), Pope (*The Rape of the Lock*), Goethe (*The Sorrows of Young Werther*), Kafka (*The Metamorphosis*), Dorfman (*Death and the Maiden*), Pablo Neruda (*Twenty Love Poems*), in addition to budding cultural giants, such as Tomson Highway (*The Rez Sisters*), Kelly Sue DeConnick and Valentine De Landro (*Bitch Planet, Vol. 1: Extraordinary Machine*), Alison Bechdel (*Fun Home: A Family Tragicomic*), Danny Boyle (*Trainspotting*), and Arcade Fire (*Suburbs*).

Note: Our investigations into cultural representation will not be limited to Matthew Arnold’s definition of High Culture: “The best that has been thought and said in the world” (*Culture and Anarchy*, 1869). While the divisive categories of high, popular, and folk (similar to the class divide of upper, middle, and lower) are important to identify and understand historically, our approach to culture will not be bound by traditional delineations or categorical limitations.

\*We use Roland Barthes definition of a *text* – not just a literary manuscript, but so much more, including forms of creative expression mentioned above – in this course, as **polysemic**, and can be reinterpreted and altered to better suit and reflect (our) shifting culture/s. Ultimately, we can use these texts, which lend themselves to reinterpretation, to incite change, political, social, cultural, etc.

**PREREQUISITE(S):** Grade 12U English or permission of the Department

**LEARNING OBJECTIVES**

- Improve critical reading and writing in ways that will enable success in a wide variety of University courses
- Further appreciation of diverse cultural productions and practices
- Develop an interdisciplinary perspective on a variety of narrative media: for example, the poem, the novel and the film
- Become capable of identifying, analyzing and interpreting basic narrative elements, such as plot, character, point of view, theme, setting, imagery, diction, tone, figures of speech, and tropes
- Explore a wide range of forms of creative expression
- Write logically and persuasively in fluent, standard English using the appropriate conventions for scholarly-critical writing
- Design strong thesis statements and structured arguments in persuasive essays
- Learn to document essays using MLA format
- Evaluate the relevance, reliability, and usefulness of research sources, including those obtained through the Internet
- Integrate outside research materials and references to the original text into an essay through use of quotations and paraphrases

**DESCRIPTION OF CLASS METHODS**

Lecture 30%

Group Discussions 20%

Individual Assignments 25%

In-class tasks 15%

Tests 10%

**TEXTBOOKS AND OTHER REQUIRED RESOURCES**

Alison Bechdel, *Fun Home: A Family Tragicomic*. Mariner Books, 2007. Print. ISBN 13: 978-0618871711

Kelly Sue DeConnick and Valentine De Landro, *Bitch Planet, Vol. 1: Extraordinary Machine*. Image Comics, 2015. Print. ISBN 978-1632153661

William Shakespeare, *Coriolanus*. Rob Hastie and Josie Rouke, eds. Bloomsbury Methuen Drama, 2014. Abridged. ISBN 978-1472576774

Rae Spoon and Ivan Coyote, *Gender Failure*. Arsenal Pulp Press, 2014. ISBN-13: 978-1551525365

Additional texts and critical materials will be distributed to students by the professor electronically via OWL or in print.

**METHOD OF EVALUATION AND ASSESSMENT**

Close Reading Assignment 7.5%

Creative Assignment 7.5%

Essay 1 (1,000-1,500 words) 10%

Essay 2 (1,500-2,000 words) 15%

Mid-year test 10%

Concept Maps 2 x 2.5%

Final Exam 30%

In-class work/Attendance/Participation 15%

NOTE: In accordance with Department of English standards, students must pass BOTH the term work and the final examination in order to pass the course. Students who fail the final examination (regardless of term mark) automatically fail the course. Assignments must be submitted to our course website for plagiarism checking.

#### DESCRIPTION OF ASSIGNMENTS

**Close Reading Assignment:** Students will have the option of writing a 500-word analysis of a short text, or an extract from a longer text, to practice and develop close reading skills.

**Creative Assignment:** Students will be creating a zine in a workshop in the library lead by Camille DePutter.

**Concept Maps:** Completed in class during our information literacy sessions with Colleen Burgess to direct students in their essay composition and research.

**Essay 1:** A formal, extended discussion of one text studied throughout the year and its equivalent or contrary cultural representation. The essay should go beyond mere comparison and provide an in-depth discussion of the literary form employed and the genres discussed. You should focus on articulating a position and its relative meaning. Secondary research is not required, but students may apply theory (as outlined in lecture and supplementary reading) to their reading of the text. MLA citation style is required. Students should send me a short description of their topics for approval. Assignments should be addressed and handed in directly to me. Be sure you keep/make/have a copy for yourself. While possible topics will be provided, students are also encouraged to create their own topics, with the professor's guidance.

**Essay 2:** A formal, extended discussion of two texts studied throughout the year. The essay should go beyond mere comparison and provide an in-depth discussion of themes employed in the genres discussed. You should focus on articulating a position and its relative meaning. Secondary research is required (at least 2 materials – essays/articles from books/academic journals). MLA citation style is required. Students should send me a short description of their topics for approval. Assignments should be addressed and handed in directly to me. Be sure you keep/make/have a copy for yourself. While possible topics will be provided, students are also encouraged to create their own topics, with the professor's guidance.

Assignment due dates are specified in the lecture and reading schedule below. **Late assignments will incur a late penalty of 2 marks per day**, up to a maximum of one week. After seven days, the assignment will not be accepted and receive a mark of zero. Assignments handed in late should be submitted as an electronic copy only and submitted to the assignments tab on our course website on OWL; these assignments will not be appended with comments. Extensions are never granted the day an assignment is due. Extenuating circumstances will be considered provided students seek academic accommodation if/when necessary; see the Appendix (below).

**Mid-year test:** The Mid-year test will take place in class on Monday, November 27. Students will be required to identify and analyze passages from texts studied.

**Final Exam:** A combination of short answer and essay questions. The exam will be cumulative and will be written during the April examination period (date, time, location TBA).

**In-class work/Attendance/Participation:** The participation grade is comprised of two components: students' attendance and their participation in classroom activities and in-class discussions including **Discussion Leader:** A discussion leader will be chosen to lead the class in discussion (Wednesdays, beginning Week 3) about a particular aspect about the assigned *text* which intrigued you. As Discussion Leader, your tasks are to read a selection from the relevant section of the text you are focusing on, share with the class a selection of the text prepare 1-2 questions on your selected reading/ viewing to pose to the class. The questions should provide an alternate or additional view to our in-class reading, thus challenging and broadening our perceptions of the text. Be prepared to include relevant, contemporary examples to help support your reading and/or understanding of

the text. Complete details of student responsibilities regarding the participation grade will be outlined in the first week of classes.

**NOTE.** If students miss class, they are not entitled to Academic Accommodation regarding the Attendance and Participation grade. This particular grade registers only students' presence in class and their participation. If you are absent from class, for whatever reason, your attendance and participation grade will decline. Extenuating circumstances will be considered. Please consult with me.

#### **PLAGIARISM**

There is zero tolerance for plagiarism in this course.

Students must write their essays in their own words. Whenever students take an idea, or a passage, from another author in this case including from course notes, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing in the form of citations. This includes Internet sources. Plagiarism is a major academic offence.

Plagiarism checking:

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 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 Western Ontario and Turnitin.com (<http://www.turnitin.com>).

#### **TECHNOLOGY**

Cell phones must be kept on silent and put away during lecture and discussion. Texting is not permitted during class.

Students should use other devices, such as laptops, tablets, whiteboards, etc., for classroom-related activities **only** and at the direction of the professor. If the use of technology becomes distracting or disrupts classroom proceedings, the use of devices will be revoked altogether.

Disruptive students will be asked to leave the classroom. Repeated dismissals may result in the student's permanent eviction from the class.

### **SCHEDULE OF CLASSES**

#### **TERM 1**

<b>Week 1</b>	Monday, Sept. 11 Wednesday, Sept. 13	Homer, <i>The Odyssey</i> Homer, <i>The Odyssey</i>
<b>Week 2</b>	Monday, Sept. 18 Wednesday, Sept. 20	Alexander Pope, <i>The Rape of the Lock</i> <b>Stratford trip: no class</b>
<b>Week 3</b>	Monday, Sept. 25 Wednesday, Sept. 27	Rae Spoon and Ivan Coyote, <i>Gender Failure</i> Rae Spoon and Ivan Coyote, <i>Gender Failure</i>
<b>Week 4</b>	Monday, Oct. 2 Wednesday, Oct. 4	Kate Chopin, "The Story of An Hour" Kate Chopin, "The Story of An Hour"

#### **No class October 9-13: Thanksgiving and Fall Reading Week**

<b>Week 5</b>	Monday, Oct. 16 Wednesday, Oct. 18	J.W. Goethe, <i>The Sorrows of Young Werther</i> J.W. Goethe, <i>The Sorrows of Young Werther</i>
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**Close Reading Assignment (7.5%) due**

<b>Week 6</b>	Monday, Oct. 23 Wednesday, Oct. 25	J.W. Goethe, <i>The Sorrows of Young Werther</i> Writing and Research Session with Colleen Burgess <b>Concept Map #1 (2.5%) due</b>
<b>Week 7</b>	Monday, Oct. 30 Wednesday, Nov. 1	Pablo Neruda, <i>Twenty Love Poems</i> John Keats, select poems
<b>Week 8</b>	Monday, Nov. 6 Wednesday, Nov. 8	Euripides, <i>The Bacchae</i> Euripides, <i>The Bacchae</i>
<b>Week 9</b>	Monday, Nov. 13 Wednesday, Nov. 15	Leos Carax, <i>Holy Motors</i> Leos Carax, <i>Holy Motors</i> <b>Essay #1 (10%) due</b>
<b>Week 10</b>	Monday, Nov. 20 Wednesday, Nov. 22	William Shakespeare, <i>Coriolanus</i> William Shakespeare, <i>Coriolanus</i>
<b>Week 11</b>	Monday, Nov. 27 Wednesday, Nov. 29	<b>Mid-year Test (10%)</b> Franz Kafka, <i>The Metamorphosis</i>
<b>Week 12</b>	Monday, Dec. 4 Wednesday, Dec. 6	Franz Kafka, <i>The Metamorphosis</i> Franz Kafka, <i>The Metamorphosis</i>
<b>TERM 2</b>		
<b>Week 1</b>	Monday, Jan. 8 Wednesday, Jan. 10	Tomson Highway, <i>The Rez Sisters</i> Tomson Highway, <i>The Rez Sisters</i>
<b>Week 2</b>	Monday, Jan. 15 Wednesday, Jan. 17	William Shakespeare, <i>Othello</i> William Shakespeare, <i>Othello</i>
<b>Week 3</b>	Monday, Jan. 22 Wednesday, Jan. 24	Alison Bechdel, <i>Fun Home: A Family Tragicomic</i> <i>Fun Home: The Musical</i>
<b>Week 4</b>	Monday, Jan. 29 Wednesday, Jan. 31	Zine-making workshop with Camille DePutter Rae Spoon and Ivan Coyote, <i>Gender Failure</i> (reprisal) <b>Creative Assignment (7.5%) due</b>
<b>Week 5</b>	Monday, Feb. 5  Wednesday, Feb. 7	Kelly Sue DeConnick and Valentine De Landro, <i>Bitch Planet, Vol. 1: Extraordinary Machine</i> Kelly Sue DeConnick and Valentine De Landro, <i>Bitch Planet, Vol. 1: Extraordinary Machine</i>
<b>Week 6</b>	Monday, Feb. 12 Wednesday, Feb. 14	Ariel Dorfman, <i>Death and the Maiden</i> Ariel Dorfman, <i>Death and the Maiden</i> Writing and Research Session with Colleen Burgess <b>Concept Map #2 (2.5%) due</b>

**No class February 19-23: Reading Week**

<b>Week 7</b>	Monday, Feb. 26	Danny Boyle, <i>Trainspotting</i>
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	Wednesday, Feb. 28	Danny Boyle, <i>Trainspotting</i>
<b>Week 8</b>	Monday, Mar. 5 Wednesday, Mar. 7	Sarah Kane, <i>Skin</i> Sarah Kane, <i>Skin</i>
<b>Week 9</b>	Monday, Mar. 12 Wednesday, Mar. 14	Arcade Fire, <i>The Suburbs</i> Arcade Fire, <i>The Suburbs</i>
<b>Week 10</b>	Monday, Mar. 19 Wednesday, Mar. 21	William Blake, <i>Songs of Innocence and Experience</i> William Blake, <i>Songs of Innocence and Experience</i> <b>Essay #2 (15%) due</b>
<b>Week 11</b>	Monday, Mar. 26 Wednesday, Mar. 28	<i>Exit Through the Gift Shop</i> and the street art of Banksy <i>Exit Through the Gift Shop</i> and the street art of Banksy
<b>Week 12</b>	Monday, Apr. 2 Wednesday, Apr. 4	<b>No class (conference)</b> Course recap and review for <b>Final Exam (30%)</b> date TBD
<b>Week 13</b>	Monday, Apr. 9 Wednesday, Apr. 11	Course recap and review for <b>Final Exam (30%)</b> date TBD Classes end



## Appendix to Course Outlines

### Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol 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.

### Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario 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. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and*

*Responsibilities* at: <http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### Technology

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

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

#### **a. Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found

at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. 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. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

#### **b. Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, 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. 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. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

#### **c. Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student’s ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been

submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

### **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 Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.**

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.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website

at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>