

## Department of English &amp; Writing Studies

**Speculative Fiction: Science Fiction**  
**English 2071F (650)**  
Fall 2022**Instructor:** Alyssa MacLean**Email:** [alyssa.maclean@uwo.ca](mailto:alyssa.maclean@uwo.ca)**Tel:** (519) 661-2111 ext. 87416**Office:** UC 4429**Hybrid office hours:** Tuesdays/Thursdays 1:30-3, in-person or online. See office hour sign-up sheet on OWL under “Learner Resources.” Zoom Meeting ID for office hours and appointments: 917 4880 5366 (this meeting ID will be the same for regularly-scheduled office hours as well as appointments).**Course Time:** Asynchronous online class (no scheduled class period)**Antirequisites/Prerequisites:** None**Teaching Assistants:****Sarah Tiller (Learning Pod 1)****Email:** stiller6@uwo.ca**Office:** online office hours**Office hour join code:** Meeting ID 993 6858 8478**Office hours:** Mondays 2:00 pm – 3:00 pm and Wednesdays 3:30 pm - 4:30 pm, or by appointment**Mina Rosefield (Learning Pod 2)****Email:** mrosefie@uwo.ca**Office:** online office hours only**Office hour join code and passcode:** Meeting ID: 914 3462 3986, passcode: 864720**Office hours:** Mondays 11 am – 1 pm, or by appointment**COURSE DESCRIPTION:**

Science fiction is a speculative art form that deals with new technologies, faraway worlds, and disruptions in the possibilities of the world as we know it. However, it is also very much a product of its time—a literature of social criticism that is anchored in a specific social and historical context. This course will introduce students to the narrative conventions and tropes of science fiction, starting with three highly influential works from the nineteenth and early twentieth century—Mary Shelley’s *Frankenstein*, H.G. Wells’ *The Time Machine* and Wells’s *The War of the Worlds*—that are preoccupied with humanity’s place in an inhospitable universe. A series of short stories by authors such as Ray Bradbury will reflect the apocalyptic sensibility of the era of nuclear confrontation in the sixties. Building on these important precedents, our next texts use discussions of alien species and alternative futures to explore the nature of human identity. Ursula Le Guin’s novel *The Left Hand of Darkness* uses the trope of alien contact to explore the possibilities of an androgynous society unmarked by the divisions of gender. *Arrival*, a film portraying the appearance of mysterious spacecraft on Earth and the

subsequent threat of war, revisits many of the concerns raised by Wells in a postmodern context, and poses new questions about identity, language, and free will. Cherie Dimaline's *The Marrow Thieves* portrays the horrors of colonialism in an apocalyptic future and offers an indigenous response to systems of oppression.

We will finish the course with novels examining the relationship between humans and technology. William Gibson's *Neuromancer* foregrounds what many critics see as a crisis in defining human identity in a technological age. Victor Lavalle's graphic novel *Destroyer* comes full circle to re-examine many of the ideas about artificial intelligence brought up in Mary Shelley's *Frankenstein*, repositioning the creature's desires for love and vengeance in the embittered atmosphere of the contemporary United States. Short stories by authors such as Phillip K. Dick and Octavia Butler will round out our exploration of prominent narrative conventions and tropes of science fiction.

**Course delivery:** this course is an asynchronous online Distance Studies course. Units of the course material will be given out as Word downloads on OWL, under the "Lessons" tab. Please see the "Getting Started" tab on OWL to learn how to proceed through the units of the class. Our class discussions will take place asynchronously on OWL Forums.

### **LEARNING OBJECTIVES:**

By the end of the course, successful students will be able to:

- Identify different generic qualities of science fiction, recognize the evolution of the genre, and situate individual works within wider debates about the genre
- Analyze individual works of science fiction in relation to their historical, political, and cultural context; compare how different works critique their respective societies
- Communicate ideas clearly and succinctly in discussion boards and literary analysis essays. This course will focus especially on the development of effective written communication skills. Students will learn to answer an essay question, analyze literary texts independently, and produce formal essays that have a clear, persuasive, well-argued thesis supported by appropriate textual evidence.
- Demonstrate academic integrity in all research processes—i.e. show an understanding of how new knowledge is created in the discipline, cite sources ethically and transparently, acknowledge the ideas that are theirs and not theirs, and make that difference clear to their readers. Students will contribute to the larger research community as they create connections among researchers and themselves, and protect the ideas of others and of ourselves.

### **COURSE MATERIALS:**

Shelley, Mary. *Frankenstein; Or, the Modern Prometheus*. 3<sup>rd</sup> ed. Ed. D. L. Macdonald and Kathleen Scherf. Broadview, 2012. 978-1554811038 [n.b. please buy this edition of this text; any other edition based on the **1818 version** of the text would be acceptable.]

H. G. Wells, *The Time Machine* and *War of the Worlds*. Del Rey, 1968. 978-0449300435

Ursula K. Le Guin, *The Left Hand of Darkness*. Ace, 2010. 978-0441478125

Cherie Dimaline, *The Marrow Thieves*. Dancing Cat, 2017. 978-1770864863

William Gibson, *Neuromancer*. Ace, 1984. 978-0441569595

Villeneuve, Denis. *Arrival*. 2016. [N.B. this is available on the *Criterion* service via the UWO library website.]

Lavalle, Victor. *Victor Lavalle's Destroyer*. Illustrated by Dietrich Smith with Joana Lafuente. BOOM! Studios, 978-68415-055-7.

Additional course readings will be posted on OWL under “Course Readings.”

### **METHODS OF EVALUATION:**

|  |           |
|--|-----------|
| Academic Integrity tutorial on OWL (certificate submission required) | pass/fail |
| Essay # 1 (5 pages)  | 20%       |
| Essay # 2 (8 pages)  | 30%       |
| OWL Forum /Voicethread posts (best 7 of 12)                          | 20%       |
| Final Exam   | 30%       |

**Please note:** The department of English & Writing Studies does not release final grades. All undergraduate grade reports will be available online from the Office of the Registrar.

Students are fully responsible for looking at and being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/info%20for%20students.html#grade>.

### **GENERAL INFORMATION**

#### **Land acknowledgement:**

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population.

Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

#### **COVID-19 vaccine information:**

As part of a strengthened COVID-19 vaccination policy, all members of our community – including students, employees, and visitors – who plan to be on campus this fall will be required to demonstrate proof of vaccination (2 vaccines plus a booster), except under rare exemptions. All members of the community must upload proof of vaccination by January 1 2023.

#### **COVID-19 mask protocol on campus:**

When required by Western policy and public health directives, students will be expected to wear masks that meet or exceed Western’s recommendations in spaces on campus. Students who are unable to wear a mask for medical or religious reasons must seek formal accommodation through Accessible Education at [aew@uwo.ca](mailto:aew@uwo.ca).

Students unwilling to wear a mask as stipulated by Western policy and public health directives will be referred to the Department, and such actions will be considered a violation of the Student Code of Conduct.

#### **Contact information:**

I will normally respond to emails within 48 hours. I’m happy to discuss your ideas anytime during office hours. I hold my office hours in my office, with the ability to hold them on Zoom from there. Please sign up for an

appointment slot via the link provided on OWL and indicate whether you want to come in-person or via Zoom. If you just want to drop by, please do, but understand that I'll have to attend to scheduled students first. If you can't attend my regularly-scheduled office hours, contact me and we can set up an appointment.

**Intellectual Property/Copyright:**

All instructor-written materials (e.g. PowerPoints, lecture notes, oral lectures) for this course are created solely for students' personal use within the course, and remain the instructor's intellectual property. Further reproduction, fixation, distribution, transmission, dissemination, communication, or any other uses, without securing the consent of the copyright owner (the course instructor) may be an infringement of copyright. You may not distribute, email, or otherwise communicate these materials to any other person. These limitations extend to recording, photographing, or sharing lectures (online or in-person) and lecture material without permission. Posting the instructor's content from this course to online course sharing sites like OneClass or Course Hero without permission is both an infringement of intellectual property law and a violation of academic integrity guidelines. The instructor will pass these cases on to the Western University Ombudsperson or their Department Chair as appropriate.

**A note on our class content:**

Our course readings and discussions will often focus on serious, difficult, and potentially challenging topics that may ask you to step out of your normal comfort zone. Almost every work on our syllabus depicts mature, provocative, or even deliberately offensive content of some kind, such as trauma and gender-based violence, racist ideology, racial epithets, suicide, substance abuse, and forms of self-harm.

Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings. Nonetheless, we are all responsible for creating a space that is both intellectually rigorous and respectful, and I ask all students to come to class and participate in discussions in a spirit of intellectual curiosity, honesty, and empathy. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

Please consider approaching me ahead of time if you'd like spoilers for certain kinds of content or other information that would help you feel more able to appreciate the readings or class discussion. If you think a particular reading or topic might be especially challenging or unsettling, I encourage you to reach out to campus counselling services; if need be, your counsellor can contact me to discuss the situation.

**Timetable:**

We recommend completing the assigned reading before reading the lecture notes for that week. The lecture notes contain spoilers!

| <b>UNIT 1: THE ORIGINS OF SCIENCE FICTION</b> |  |
|---|--|
| Week 1, Thursday<br>Sept. 8:                  | Stanley Grauman Weinbaum, "A Martian Odyssey"<br>Eleanor Arnason, "The Warlord of Saturn's Moons"<br><b>Forum 1 for short stories due Wed. Sept. 13 at 11:55 pm (note extension because of first week chaos)</b> |

|  |   |
|--|---|
|  | <p>Tips:</p> <ul style="list-style-type: none"> <li>• don't forget to get your systems in place this week—see “Getting Started” page</li> <li>• if you joined the class after Sept 4, email Prof. MacLean so we can assign you to a Learning Pod</li> </ul>   |
| Week 2, Mon Sept. 12:                      | <p>Mary Shelley, <i>Frankenstein</i> (warning: it's long) and Appendix I: Introduction to Shelley's 1831 Edition (pp. 347-352).</p> <p><b>Forum 2 for <i>Frankenstein</i> due Sun. Sept. 18 at 11:55 pm</b></p>   |
| <b>UNIT 2: UTOPIAS AND DYSTOPIAS</b>       |   |
| Week 3, Mon. Sept. 19:                     | <p>H. G. Wells, <i>The Time Machine</i> and <i>War of the Worlds</i></p> <p><b>Forum 3 for <i>The Time Machine</i> and <i>War of the Worlds</i> due Sun. Sept. 25 at 11:55 pm</b></p>   |
| Week 4, Mon. Sept. 26:                     | <p>Cordwainer Smith, “Alpha Ralpa Boulevard”<br/>         Joanna Russ, “A Few Things I Know about Whileaway”<br/>         Aliette de Bodard, “Immersion”</p> <p><b>Forum 4 for dystopian stories due Sun. Oct. 2 at 11:55 pm</b></p>  |
| <b>UNIT 3: COLD WAR ANXIETIES</b>          |   |
| Week 5, Mon. Oct 3:                        | <p>Ray Bradbury, “There Will Come Soft Rains”<br/>         Donald Barthelme, “Game”<br/>         Avram Davidson, “The House the Blakeney's Built”<br/>         Isaac Asimov, “The Gentle Vultures”</p> <p><b>Please complete the Academic Integrity tutorial on OWL and upload your certificate to “Assignments” by Monday Oct 3.</b></p> <p><b>Forum 5 for Cold War short stories due Tues. Oct. 11 at 11:55 pm (note extension because of Thanksgiving holiday)</b></p> |
| <b>UNIT 4: THE ALIEN AND THE OTHER</b>     |   |
| Week 6, Tues. Oct 11:                      | <p>Monday Oct 10: Thanksgiving holiday</p> <p>Ursula Le Guin, <i>The Left Hand of Darkness</i> (warning: it's long)<br/> <b>ESSAY #1 DUE FRI OCT 14 at 11:55 pm</b><br/> <b>Forum 6 for <i>The Left Hand of Darkness</i> due Sun. Oct. 16 at 11:55 pm</b></p>   |
| Week 7, Mon Oct 17:                        | <p>Denis Villeneuve, <i>Arrival</i></p> <p><b>Forum 7 for <i>Arrival</i> due Sun. Oct. 23 at 11:55 pm</b></p>   |
| <b>UNIT 5: LESSONS FROM THE APOCALYPSE</b> |   |
| Week 8, Mon. Oct 24:                       | <p>Cherie Dimaline, <i>The Marrow Thieves</i></p> <p><b>Forum 8 for <i>The Marrow Thieves</i> due Mon. Nov. 7 at 11:55 pm (note extension due to Reading Week)</b></p>  |
| Mon Oct 31-Fri Nov 4 READING WEEK          |   |
| Week 9, Mon. Nov. 7:                       | <p>Octavia Butler, “Speech Sounds” and “Bloodchild”</p> <p><b>Forum 9 due Sun. Nov. 13 at 11:55 pm</b></p>  |



| <b>UNIT 6: CYBORGS, AI, AND THE POST-HUMAN</b> |  |
|--|--|
| Week 10, Mon. Nov. 14:                         | Philip K. Dick, "Frozen Journey"<br>Eileen Gunn, "Stable Strategies for Middle Management"<br><b>Forum 10 for post-human short stories due Sun. Nov. 20 at 11:55 pm</b><br>Tip: read ahead to <i>Neuromancer</i> this week to pace out the reading |
| Week 11, Mon. Nov. 21:                         | William Gibson, <i>Neuromancer</i><br><b>Forum 11 for <i>Neuromancer</i> due Sun. Nov. 27 at 11:55 pm</b>  |
| <b>UNIT 7: AFROFUTURISM + CONCLUSION</b>       |  |
| Week 12, Mon. Nov. 28                          | Victor Lavalle, <i>Destroyer</i><br>Nalo Hopkinson, "The Easthound"<br>Paul Preuss, "Half-Life"<br><b>RESEARCH PAPER DUE ON FRI. DEC. 2 (8 pages)</b><br><b>Week 12 forum will be due Tues. Dec. 6 (note extension because of end of classes)</b>  |
| Week 13, Mon. Dec. 5                           | No reading this week<br><b>Week 12 forum due Tues. Dec. 6 at 11:55 pm</b>  |
| TBA  | <b>Final exam (cumulative) during December exam period</b>   |

**OVERVIEW OF COURSE REQUIREMENTS AND ASSIGNMENTS:****Attendance and illness policy:**

This class will not have any synchronous elements such as attendance. All class participation will take place on the Forum on OWL and (to a lesser extent) VoiceThread. That said, if there is a reason why you're not keeping up with the class, please speak to me about it. The process for requesting academic accommodation on medical or other grounds is described in the "Accommodations" section near the end of this syllabus.

**Please do not come to campus if you're feeling ill or if you can't pass the COVID-19 screening survey.** We have virtual options in place to hold office hours. If you require accommodation on your assignments due to illness or other reasons, please see the "Accommodations" section of this syllabus.

**Academic Integrity Tutorial on OWL:**

All students are required to enroll in and complete the Centre for Teaching and Learning's Academic Integrity Tutorial. To access the tutorial, please use the link provided in the Learner Resources tab in the course OWL site. Once the tutorial has been completed, you will receive a downloadable certificate. You must upload the certificate and submit it through the course Assignments tab in order to complete this assignment. The tutorial must be completed by Friday in the second week of term. This tutorial is mandatory in order for you to complete and pass the course. If you've already completed the tutorial for a previous course, please upload your certificate from the past time you completed it.

**Forum post participation and engagement:**

This class depends upon regular and active engagement and participation from all

students: this involves reading the course texts and our course content on time, reading actively, participating on our OWL forum, and responding thoughtfully to other students.

We will be diving the class up into “Learning Pods” for group discussion on OWL. Each Learning Pod will have its own leader. Each student will be asked to contribute to the forum in at least 7 weeks of the 12 weeks the forum will be open. Forum post deadlines are noted in the timetable above; in most cases, the forum for a given week’s readings will be posted on a Monday and will close at 11:55 pm on the following Sunday, prior to our next week’s material being officially “delivered” (though in many cases the unit material will be accessible in advance).

**Please note that this timetable means that you must keep on top of the readings in this course!** You will need to complete the reading well before the end of the unit to give yourself enough time to write a post on the forum.

You can choose to reply to the questions we post, or to reply to the responses of other students. However, you will need to provide the same kind of engaged discussion, regardless of whether you choose to post an initial response or a reply to someone else. The forum posts are meant to do a few things: a) encourage a simultaneous discussion about the class texts, b) ensure that everyone is finishing the readings by the unit’s close; c) encourage independent thought about the texts, and d) give learners the opportunity to discuss course content with other learners, and to consider new questions arising across different units.

You may post as many times as you want; as we grade your posts for each week, we will grade the posts for the entire week as a collective grade (which means that there is a benefit to responding to other students’ questions). Try to consider the following questions as you try to assess the strength of your own post: do you have a thesis statement and textual support to support your answer? Is your response original? Will your answer inspire a good discussion based on the posts other students have already written? Did writing it prompt you to think in more complex ways about the work (or will it help others think in more complex ways about it)? Did it help you practice a particular approach to reading or interpreting literature that you hadn’t tried before? Forum posts are necessarily less formal and polished than a standard essay. However, a good forum post will often be curious, enthusiastic, thoughtful and/or well-reasoned, with good control over its choice of examples (most often including textual support). It will often involve at least one well-structured paragraph. A rubric for discussion board posts will be provided on our OWL page.

In some cases, we may ask you to do an alternative assignment instead of a forum post (for example we may ask you to post something on VoiceThread instead of OWL). However, the task we set will involve the same kind of work as the forum post would and will be graded along the same lines.

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course. We have students from all cultural backgrounds, sexual orientations, and identities in the class. Be mindful of who you mean when you use the word “we.”
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Given that the OWL forum is our learning space (and therefore private given that you need a password to log in), it is inappropriate to share the posts of other students or



discuss the learning of other students in other non-scholarly contexts such as social media.

- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

**Essays:**

There are 2 essays due for this class: one short essay (5 pages) and a research paper (8 pages). Papers in English should be written in MLA format; this method of documentation is described in the *MLA Handbook for Writers of Research Papers*, 9<sup>th</sup> ed, which is available as a digital download on the university's library website. It's also available for purchase at the bookstore. The OWL at Purdue website also has an abbreviated guide to MLA guidelines at <http://owl.english.purdue.edu/owl/resource/747/01/>.

Further details of these papers will be announced later in the course. I encourage you to discuss your papers with us in office hours as you work on them. On the day the essay is due, please upload a copy of your assignment to the "Assignments" page in OWL. Details about how to submit a paper in MLA format (i.e. how to format in-text citations and your bibliography) are listed in the "Learner Resources" section of our OWL page.

**Late policy:**

The penalty for late papers will be 2% per day. Extensions may be granted in the case of a documented personal or medical emergency. Late penalties will be applied for each day of the week, including weekends and holidays.

**Exam:**

This course will have a 3-hour open-book take-home exam delivered online. It will be released 24 hours prior to our exam slot with the Registrar, and it will be due at the end of our exam slot. The exam will be comprehensive (i.e. will cover all of the texts and course material of the term). Further details will be announced later in the semester.

**MORE COURSE POLICIES:**

**Accommodation Policies:**

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth (either alone or in combination) 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The Student Medical Certificate (SMC) can be found at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

The full policy is set out here:

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

**Religious Accommodation:**

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

**Office hours:**

We will be holding online office hours this semester via Zoom. Please sign up for an office hour timeslot using the following form:

[https://uwoca-my.sharepoint.com/:x/g/personal/amacle63\\_uwo\\_ca/EbAQkwJPQdlOhqUez0LiHvwBLYBM8Cmbf\\_2a90cMjLz3og?e=cDuiGn](https://uwoca-my.sharepoint.com/:x/g/personal/amacle63_uwo_ca/EbAQkwJPQdlOhqUez0LiHvwBLYBM8Cmbf_2a90cMjLz3og?e=cDuiGn)

As you can see from the form, the office hours of Sarah Tiller, Mina Rosefield, and Prof. MacLean are all listed in columns of different colours. Scroll to the right to see the signup columns for the instructors of the course.

If you want to drop in to Zoom office hours without a prebooked timeslot, you're welcome to do so. You will be placed in a waiting room on Zoom until we're free to take your question. However, if someone else is waiting for an appointment and they've already booked a timeslot, we will take them during their pre-booked time (i.e. you'll have to wait until we're free).

If you would like an in-person office hour, please contact us and we can set up an appointment. Mina Rosefield is only able to book online office hours this term.

### **ACADEMIC INTEGRITY AT WESTERN**

**Statement on Academic Integrity**

We (i.e. students in this course, Professor MacLean, the Department of English and Writing Studies, Western University, and the scholarly community at large) share an understanding of the ethical ways that we use to produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work. However, it also means we produce our own contributions that add to the scholarly conversation: we don't buy or copy papers or exams, or have someone else edit them. We also don't falsify data or sources, or hand in the same work in more than one course.

One of the learning outcomes of this course is to cultivate a clear sense of what academic integrity is: what academic integrity means for this discipline, why it matters, and how to practice it in our research. Please come and see me any time you have questions about how or why we engage in the practices of attribution and citation. As part of this course you will be required to complete Western's Academic Integrity tutorial on OWL.

**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

[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)

**Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using

quotation marks where appropriate and by proper referencing such as footnotes or citations. 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 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>.

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

Notes for students who are taking this course a second time:

The principle of plagiarism also extends to work that you submitted for prior classes (i.e. self-plagiarism). While we fully expect that you will be inspired by (and benefit from) aspects of your previous learning in the class in past semesters, you must write new essays and new forum posts for this semester's class. Re-submitting past papers, copying passages from a previous paper, or recycling previous ideas without significant reworking would constitute a form of plagiarism, and would be reported to the Chair of Undergraduate Studies as an academic offense.

**Support Services**

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services

<https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

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

**If you need help:**

Students who are in emotional/mental distress should refer to MentalHealth@Western:

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.