



Thanatology 3326G (570)
Winter 2026
Grief Activism

Course Information:

Calendar Description: This course explores the use of public grief, mourning, and commemoration in social justice struggles around the world. The course begins with an interdisciplinary overview of theories of grief before exploring examples of grief activism that have emerged in response to state violence, disappearances, femicide, and war, among other topics.

Prerequisite(s):

Anti-requisite(s):

Extra Information: 3 hours.

Course Weight: 0.50 **Breadth:** Category A

Subject Code: THANAT

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or 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 pre-requisites.



**Thanatology 3326G/570
Grief Activism
Winter 2026**

Instructor: Dr. Lisa McLean (she/her)
Email: lmclea43@uwo.ca

Course Overview

This course explores the use of public grief, mourning, and commemoration in social justice struggles around the world. The course begins with an interdisciplinary overview of theories of grief and grievability before turning to an exploration of examples of grief activism that have emerged in response to state violence, disappearance, migration, ecological destruction, and war among other topics.

Learning Outcomes

Through participation in this course, students will:

- examine the concept of ‘grievability’ and the notion that public grief and recognition of loss are unevenly distributed in society;
- develop your capacity to analyze the social world through a critical lens;
- examine how experiences of personal and collective vulnerability, loss, and grief are mobilized in social justice movements around the world;
- familiarize yourselves with the interdisciplinary literatures and debates on grief, loss, and activism; and,
- engage in active and collaborative learning.

Course Readings/Materials

All readings and media (film clips, podcasts, websites) for this course will be posted to OWL by the instructor. You do **not** need to purchase a textbook for this course.

Evaluation

Participation	20%
Reflection Paper	20%
Strategies and Tactics Essay	20%
Grief Activism Project	
i) Proposal/Implementation Plan	10%
ii) Project Materials	20%
iii) Presentation	10%

Participation (20%)

Your participation grade will be based, in part, on your attendance in class and the quality and consistency of your contributions to our class discussions. An attendance sheet will be circulated during class and it is the student's responsibility to ensure that they sign the sheet. Each week, you should be prepared to discuss the authors' main points and provide a critical perspective on the materials. As this course emphasizes active student participation, students are expected to demonstrate their engagement with the course materials and with one another, while bringing a respectful and collegial attitude to discussions.

If you are ill or otherwise are unable to attend class, you may post in the OWL Forum board **2 times** in lieu of class attendance. Additional absences will receive a '0' grade for the day unless you have an approved academic consideration from the Academic Dean's Office. Please contact your professor if you have approved accommodations or an academic consideration request from the ADO that may impact your participation.

Reflection Paper (20%) Due: Monday, January 26, 11:59pm

You will prepare a 3-4-page paper that reflects on the course material covered to date and your own evolving understanding of grief, public mourning, and activism. Your essay will conclude with a 2-page discussion of an issue that you are interested in exploring for the final project. This part of the essay will require you to conduct your own research on your chosen issue. Essay prompts and additional details are available in OWL.

Strategies & Tactics Essay (20%) Due: Monday, February 23, 11:59pm

For this assignment, you will engage with course readings as well as your own research to examine how groups mobilize personal and collective grief to make change. The essay will be followed by a 1-page, single spaced discussion of strategies that you might incorporate into your final project in order to educate or inspire action on the social issue of your choosing. Additional assignment details are available in OWL.

Grief Activism Project (40%)

For the final assignment, students will craft a grief activism intervention of their own. Drawing from what you have learned in the course and your own research, you will develop a proposal, materials to support your intervention, and a presentation or implementation of your intervention during the last two weeks of class. This is a big project. **Start researching and planning early.**

You may elect to do this project individually OR in a small group (2-3 people). If you choose to work as a group, you must commit to distributing the work equitably and you will take responsibility for coordinating the group work. Group projects will be held to a higher standard than those completed individually, and you will be expected to complete a self-group evaluation by the final submission date.

Details:

- i. **Project Proposal and Implementation Plan (10%) Due: Monday, March 2, 11:59pm**
This proposal will answer the who, what, how, and why of your project. You will indicate who is involved in your intervention (ie. group members and also your target audience), what it is you will be doing (ie. crafting public education materials or developing a public action, informal memorial, arts-based intervention etc.) in order to inspire awareness and action around a topic of social injustice. You will discuss how this intervention might seek to inspire change, and, drawing from course concepts and

theories, a rationale of why you have chosen this specific intervention. In your proposal, you will also craft an implementation plan. More details are available in OWL.

ii. **Project Materials (20%) Due: *Monday, March 16, 11:59pm***

This aspect of the assignment relates to the materials that you will create in order to enact change around your chosen topic. You might develop public education materials (video, social media campaign, curriculum), an artistic intervention, informal memorial, script for a speech or public comments, posters etc.

iii. **Presentation/Intervention (10%) Due: *Monday, March 23, before class***

The last 2 weeks of class will be devoted to presentations of your project and materials OR you may elect to briefly 'enact' your intervention on campus. The presentation is due on March 23 before class, but a schedule will be crafted during Week 9 to indicate which week you will be presenting. **If an emergency should arise that impacts your ability to present, formal academic consideration with documentation is required.**

Bonus Marks (2%)

All students who book and attend an appointment with The Write Place for feedback on a completed written assignment will receive a 2% bonus mark, which will be applied to your overall grade in the course. **You are responsible** for emailing me a confirmation of your appointment to receive bonus marks. All requests for bonus marks must be submitted to the instructor by the last day of class. For more information on The Write Place and for making an appointment, please visit:

<https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/appointments-and-drop-ins/>.

Grade Descriptors

A+	90-100	One could scarcely expect better from a student at this level.
A	80-89	Superior work which is clearly above average.
B	70-79	Good work, meeting all requirements, and eminently satisfactory.
C	60-69	Competent work, meeting requirements.
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail.

Important Information

A Note on Workload

Students should expect to spend approximately **9 hours** each week completing the readings, attending class, and completing graded and ungraded assignments. **You are expected to have completed all course readings before class so you can actively participate in the discussion.** Classes may include lectures, films, case study discussion, interactive exercises, etc. and will include material not contained in the text. Supplementary reading material may also be assigned and will be posted on OWL. *No attempt will be made to cover all the assigned readings in class time. Students are responsible for reading and understanding the assigned readings, even if this material is not covered in the class lectures.*

Office Hours and Contacting the Instructor

I have set office hours each week for drop in and will be available for meetings by appointment to discuss your progress, assignments, and any questions you may have. The weekly drop-in office hours will be available on a first come, first serve basis and I will only speak with one student at a time (meaning you may need to wait until it is your turn or make an appointment).

To contact me, email lmclea43@uwo.ca and include the course name and number in the subject line. I will try to respond within 48 hours, Monday to Friday, 9am to 5pm.

Boundaries & Confidentiality

While the course may contribute to the student's personal growth, grades will be assigned on the basis of academic achievement and mastery over the material covered. All participants are expected to complete the course requirements to a high standard in order to receive credit. While there may be opportunities to present personal experiences and feelings to the class, appropriate limits to self-disclosure or to the time allotted to individuals will be upheld when personal narratives are shared. All participants must agree to treat one another with *respect* and hold each other's contributions as *strictly confidential*.

Intellectual Property Statement

Recording of lectures or tutorials without the explicit consent of the Professor is grounds for academic discipline. Course content created by a faculty member is considered the faculty member's intellectual property; distribution of this material outside of the course (shared online or in any public domain, sold by a student or other third party without prior written consent of the faculty member) is explicitly forbidden and is grounds for academic discipline.

Late Submissions/Extensions

Students must endeavor to submit assignments by the due date listed in the Syllabus and OWL. All assignments will be subject to a **3-day grace period**. Students may submit assignments up to 3 days after the listed due date without penalty. **Assignments submitted after the grace period will be penalized at a rate of 2% per day** unless prior arrangements have been made with the instructor.

If you cannot submit an assignment within the 3-day grace period, you must submit medical or other supporting documentation to the ADO to receive academic consideration (see: the King's Policy Section).

Academic Integrity, Plagiarism, & AI Policy

King's is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, it is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor.

Within this course, use of generative artificial intelligence (AI) tools (such as Chat GPT) is not permitted to generate ideas or written content (not including spelling/grammar check) for work submitted for evaluation. Unauthorized use of AI will be subject to academic discipline. If you are unsure of the policy surrounding AI use in this class, please consult with your instructor.

Reasons for this policy include*:

- This course is intended to provide an overview of Thanatological theory and concepts as well as opportunities to integrate these ideas and practice scholarly writing. If you are not engaging with the class, including the assignments, you are not learning.
- AI raises a number of questions regarding academic integrity, ethics, and plagiarism. These questions include whether work submitted using AI can be considered 'your' own work, and AI firms' use of [uncredited and uncompensated materials](#) from writers, journalists, and artists.

- Work produced with AI often contains errors and fabrications, while also reproducing and reinforcing negative stereotypes and bias.
- There have been serious questions raised about the [environmental impacts](#) of AI databases and [labour exploitation](#) on the part of their parent companies among a plethora of other ethical concerns.

These issues represent just some of ethical dilemmas that have been posed by the introduction of AI in academic spaces as well as the business practices of AI companies. For these reasons, the use of AI, including ChatGPT and similar generative AI tools, is **not permitted** in this course.

*Adapted with permission from [Olivia Stowell](#), @oliviastowell on X, June 16, 2024.

Plagiarism involves the unacknowledged use of others' words and ideas. Whenever you use another person's ideas or words, you must cite your source according to APA guidelines (**APA Manuel, 7th Edition**). Plagiarism is a major offense and is taken seriously by the instructor and the College. All papers will be subject to submission for textual similarity review to the commercial plagiarism detection software (Turnitin) under license to the University. 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.

The penalties for a student guilty of a scholastic offense range from refusal of a passing grade on the assignment, refusal of a passing grade in the course, suspension from the university to expulsion from the university. **Plagiarism is a major academic offence.** Please refer to Western's scholastic discipline policy, which can be found [here](#).

Assignment Style Guide

All graded assignments should be written using APA 7th Edition. Students should make use of these guidelines provided by King's University College with regards to style: [APA 7th Ed. Quick Guide](#).

Drop Date

The final date to drop a half course without academic penalty is **March 30, 2026**.

Course Overview

Unit 1: The Politics of Mourning

January 5 **Week 1: Course Introduction**

- Granek, L. (2014). Mourning sickness: The politicizations of grief. *Review of General Psychology, 18*(2), 61-68. DOI: 10.1037/gpr0000001
- Devich-Cyril. M. (2021, July 28). Grief belongs in social movements. Can we embrace it? *In These Times*. <https://inthesetimes.com/article/freedom-grief-healing-death-liberation-movements>

January 12 **Week 2: Survivor Advocacy and Grassroots Memorialization**

- Sofka, C. (2018). Grief, adolescents, and social media. In C. Arnold (Ed.), *Understanding child and adolescent grief* (pp. 163-178). Routledge.
- Santino, J. (2011). Between commemoration and social activism. Spontaneous shrines, grassroots memorialization, and the public ritualesque in Derry. In P. J. Margry and C. Sánchez-Carretero (Eds.), *Grassroots memorials: The politics of memorializing traumatic death* (pp. 97-107). Berghahn Books.

January 19 **Week 3: Grievability: Grievable and ‘Ungrievable’ Lives**

In class: A Bullet Pulling Thread (2023 film) YouTube

- Butler, J. (2004). *Precarious life: The powers of mourning and justice*. Verso.
 - Chapter 2: Violence, mourning, politics (pp. 19-49)
- Dean, A. (2012). Public mourning and the culture of redress: Mayerthorpe, Air India, and murdered or missing Aboriginal women. In J. Henderson & P. Wakeham (Eds.), *Reconciling Canada: Critical perspectives on the culture of redress*, (pp. 181-197). University of Toronto Press.

January 26 **Week 4: Re-Thinking the Politics of Grief**

Reflection Paper (20%) due Monday, January 26, 11:59pm

**class discussion will cover material from weeks 3 and 4*

- Attalah, D. (2023). Beyond grief: Decolonial love for Palestinian life. *Journal of Palestine Studies, 52*(4), 70-75. DOI: 10.1080/0377919X.2023.2283354
- Jaffe, S. (2024). *From the ashes: Grief and revolution in a world on fire*. Bold Type Books.
 - Introduction: Haunted. pp. 1-26
- Hart, B. (2017). Feeling is not weakness: On mourning and movement. In C. Milstein (Ed.), *Rebellious mourning: The collective work of grief*. pp. 15-23. AK Press.

Unit 2: Practices and Strategies

February 2 **Week 5: Traumatic Memes, Ritual, & Public Mourning**

In class: Final Project Workshop

- Taylor, D. (2019). Traumatic memes. In A. G. Altýnay, M. J. Contreras, M. Hirsch, J. Howard, B. Karaca & A. Solomon (Eds.), *Women mobilizing memory* (pp. 113-132). Columbia University Press.
- Budji., I. K. (2020). Utilizing sounds of mourning as protest and activism. *Resonance: The Journal of Sound and Culture, 1*(4), 443-461. DOI: 10.1525/res.2020.1.4.443

February 9 Week 6: What can we do?: Public Mourning, Education, and Mutual Aid

- Spade, D. (2020). *Mutual aid: Building solidarity during this crisis and the next*. Verso
 - Introduction, Chapter 1, Chapter 2 (pp. 8-20).
- Al Sabawi, M., Islam, A., Islam, E., Khorshed, J., McLean, L., & Jiwani, A. (2024). 'It's how we're leaving a mark': Youth Coalition Combatting Islamophobia and Grief Activism. In C. Arnold and L. Breen (Eds.), *The Routledge international handbook of child and adolescent loss in contemporary contexts*. Routledge.

February 14 – February 22 READING WEEK

February 23 Week 7: Arts-Based Strategies and the Politics of Taking (Up) Space
Strategies and Tactics Essay due Monday, February 23, 11:59pm

In class: The Last One: Unfolding the AIDS Memorial Quilt (2014 film)

- Radiolab. (2020). How activists were finally heard about the AIDS epidemic. (podcast) 35-minutes. <https://www.npr.org/2020/12/14/946363449/how-activists-were-finally-heard-about-the-aids-epidemic>
- Morris, C. E. (2007). Introduction: The Mourning After. *Rhetoric & Public Affairs* 10(4), 557-574.

March 2 Week 8: Memory, Witnessing, and Testimony

Project Proposal due Monday, March 2, 11:59pm

- Jelin, E. (2003). *State repression and the labors of memory*. University of Minnesota Press.
 - Chapter 5: Trauma, testimony, and 'truth' (pp. 60-75)
- Angel, N. (2012). Before truth: The labors of testimony and the Canadian Truth and Reconciliation Commission. *Culture, Theory and Critique*, 53(2), 199-214. DOI: 10.1080/14735784.2012.680257.

Unit 3: Grief & Social Movements

March 9 Week 9: Grief and Protest from Civil Rights to BLM

Final Presentation/Implementation schedule to be developed in class

- Lawson, E. (2018). Bereaved Black mothers and maternal activism in the racial state. *Feminist Studies*, 44(3), 713-735. DOI: 10.1353/fem.2018.0027
- Bordere, T. (2019). Suffocated grief, resilience and survival among African American families. In M. H. Jacobsen & A. Petersen (Eds.) *Exploring Grief: Towards a Sociology of Sorrow* (pp. 188-204). Routledge.

March 16 Week 10: Indigenous Resistance

Guest speaker: TBD

Project Materials due Monday, March 16, 11:59pm

- Palmater, P. (2020). *Warrior life: Indigenous resistance and resurgence*. Fernwood Publishing
 - Chapter: Indigenous Women Warriors Are the Heart of Indigenous Resistance
- Deerchild, R. (2023). Podcast: "Search the Landfill." *Unreserved with Rosanna Deerchild*. CBC Radio. <https://www.cbc.ca/listen/live-radio/1-105-unreserved/clip/16008325-search-landfill>. 53 minutes.

March 23 **Week 11: Climate Activism**

Project Presentations/Actions due before class

- Nairn, K. (2019). Learning from young people engaged in climate activism: The potential of collectivizing despair and hope. *Young*, 27(5), 435-450. DOI: 10.1177/1103308818817603
- Seagrave, J. (2023). Protest in the face of catastrophe: Extinction Rebellion and the anti-politics of grief. *Suomen Antropologi* 47(2), 49-73.

March 30 **Week 12: Final Project Presentations**

Final withdrawal date without academic penalty.

Project Presentations/Actions

No assigned readings.

KING'S UNIVERSITY COLLEGE

GENERAL COURSE POLICIES

2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

Please note that Friday Make-Up Exams may only be written with the instructor's consent.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

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.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

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.