



SOCLJUST 3383F (570)
Ecological Justice
Fall/Winter 2026 - 2027

Instructor: Gain, K.
Email: kgain4@uwo.ca

Course Information

Calendar Description: This course critically examines ecological ideas. Students will study ecological philosophies, concepts, major environmental challenges, impacts of human experiments on the environment, as well as creative ways to develop an environmentally just society where all life systems can flourish.

Antirequisite(s): Social Justice and Peace Studies Special Topics 2274A/B (2015-16), (2014-15).

Prerequisite(s): [Social Justice and Peace Studies 1025F/G](#) and [Social Justice and Peace Studies 1026F/G](#); or 1.0 course at the 2200 level or above.

Extra Information: 3.0 hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: SOCLJUST

Mode of Instruction: In-person

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 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.

SOCLJUST3383F: Ecological Justice King's University College

Instructor: Dr. Klairé Gain
Time: TBD
Office: TBD
Office Hours: Available at Request
Contact: kgain4@uwo.ca (best contact)

Prerequisites: Social Justice and Peace Studies 1025F/G and Social Justice and Peace Studies 1026F/G; or 1.0 course at the 2200 level or above.

Course Overview: What are the impacts of our current ecological crisis? How can we foster environmental sustainability and co-create societies where all life can flourish? Through land-based pedagogies, this course examines philosophies of ecological justice, ecological concepts and environmental activism, challenging the larger systems of inequality that produce unjust environmental and climate conditions. In SOCLJUST3383F students will critically examine topics of ecological justice through multiple pedagogies. Students will situate themselves and their own experiences in relation to the land and employ intersectional frameworks to analyze the ways in which the ecological crisis is interconnected with race, class and gender and intertwined with social, political and economic systems. Through a centering of Indigenous ways of knowing, students will immerse themselves in the theories and praxis of ecological justice, developing the skills and understandings to create a more just and equitable planet.

Course texts: All readings/resources available online via OWL

Learning Objectives: Throughout the course of SOCLJUST3383F students will:

- Explore key debates, discussions and theories surrounding the current ecological crisis.
- Develop an understanding of the connections between ecological justice and social, cultural, political and economic systems.
- Engage with classic and contemporary texts/theorists regarding questions of ecological justice and theories of political change.
- Explore current and historical movements for ecological justice through an intersectional lens, centring the experiences and activism of BIPOC communities.
- Formulate a personal framework for discussing, debating and fostering ecological justice and situating oneself in relationship with our surrounding ecologies.

Learning Outcomes: Upon completion of this course, students will be expected to:

- Identify the ways in which ecological justice can be generated in theory and praxis.
- Explain how the ecological crisis is intertwined with social, cultural, political, and economic systems through structures of power and oppression.
- Demonstrate foundational knowledge of key debates and theories of ecological justice, centring intersectional frameworks.
- Apply knowledge and understanding of ecological justice to critically analyze contemporary case studies

In addition, the course will assist students in developing aptitude in:

- ☐ Analytical/critical thinking;
- ☐ Oral and written communication skills; and
- ☐ Research.

Class Attendance and Participation:

I expect that students will have read and thoughtfully engaged with all weekly material. I also expect that we will collectively maintain a respectful classroom and constructive learning environment. This includes compassion and empathy, active listening to different perspectives and never engaging in hateful speech or behaviour. Please note that since we are discussing topics of power, oppression and social justice, you may find some material to be difficult to read/watch. Your emotional health is important and please do not hesitate to reach out if there is material that may be challenging for you to engage with.

There is an absolute expectation that you do not use AI for any assignment in this class. The purpose of this class is to allow you to think critically for yourself. As the instructor, I reserve the right to use various plagiarism-checking tools in evaluating your work, including those screening for AI-generated content, and impose consequences accordingly. Failure to comply with this policy will result in disciplinary action. Suspected AI use will result in a meeting to defend the originality of your work, if you are unable to do so, your work will not receive a passing grade on the assignment.

Please also note that much of this course is centered around land-based pedagogies, meaning that we will be spending a significant amount of time outside, so please come dressed appropriately for the weather. If you have any mobility concerns, please let me know so we can make accommodations and ensure accessibility.

Class Schedule & Readings:

Date	Topic	Readings
Week 1: September 10th <i>Unit 1: Theories of Ecological Justice</i>	Introduction to Ecological Justice and Each Other	Review Syllabus and Introduction to the Course
Week 2: September 17 th	Theories of Ecological Justice: Principles of Ecological Justice, Settler Colonialism & Environmental Racism <i>Guest Speaker: Knowledge Keeper Mary-Anne Kechego</i>	Podcast: Mbwaach'idiwag Episode 2 : Walking Along Deshkan Ziibing with Summer Bressett Podcast: Gosine & Leal (2021). Environmental Racism & Justice in Canada. Agyeman, J. et al. (2016). Trends and Directions in environmental justice: from inequality to everyday life, community, and just sustainabilities (p. 321-330)
Week 3: September 24th <i>Eco-Autobiography Due</i>	Veritas Series Lecture: Tanya Talaga Class shifted to 5:30-7:30pm in the Joanne	Talaga, T (2018). <i>All Our Relations</i> . Chapter 2: Big Brothers Hunger (pp. 46-95).

	and Peter Kenny Theare	<i>Please let me know if you have a conflict and cannot attend, and a video recording will be made available.</i>
Week 4: October 1 st	Theories of Ecological Justice: Interspecies Solidarity and Queer Ecologies	Winter, C. J. (2023). Unearthing the Time/Space/Matter of Multispecies Justice. Woelfle-Erskine. (2022). Underflows : queer trans ecologies and river justice. Introduction pp. 3-35
Week 5: October 8 th <i>Unit Two: Theory to Praxis: Social Movements and Land - Based Activism</i>	Art and Ecological Resistance: ‘The Coves’ <i>“Field Trip” to the Coves</i>	Wilson, Michelle. unclaim. unsettle. belong. 2024. Video artwork. https://www.youtube.com/watch?v=nX2NAv9c58U&t=6s . CBC News (2024): A new art exhibit takes you deeper into the history and ecosystem of the Coves in London Friends of the Coves (2025): Read through “About the Coves”: https://www.thecoves.ca/about-coves
Week 6: October 15 th	Reading Week	<i>No Assigned Readings</i>
Week 7: October 22 nd <i>‘More Than Human’ Profile Report Due</i>	Urban Agriculture, Food Sovereignty and Ecological Justice: <i>“Field Trip” - Urban Roots Farm Visit Ecological Justice on Campus</i>	Watch “Urban Roots: Urban Gardens in Detroit” on Kanopy Plummer (2016): The real value of urban farming (hint: it’s not always the food) Read: https://www.urbanrootslondon.ca/
Week 8: October 29 th	“More Than Human Profile” Presentations	No Readings, prep for presentations

Week 9: November 5th <i>Unit 3: Case Studies</i> <i>Critical Research Paper Due</i>	Case Study: Hurricane Katrina, Environmental Racism and Ecological Justice	Klein (2006): The Shock Doctrine: Chapter 1: Introduction: Blank is Beautiful (pp. 1-25) Collins-Dexter (2022): What did Hurricane Katrina teach us about environmental racism? Adeola & Picou (2017): Hurricane-Katrina linked environmental injustice: race, class and place differentials in attitudes (pp. 1-30)
Week 10: November 12th	Case Study: Ecological Justice and Extraction from the Dominican Republic to the Ring of Fire	Readings TBD
Week 11: November 19th <i>Class Presentations</i>	Presentations of Research Findings	No readings, prep for presentations
Week 12: November 26th <i>Class Presentations</i>	Presentation of Research Findings	No readings, prep for presentations
Week 13: December 3rd <i>Unit 4: What's Next?</i> Last Day of Class	Moving Forward: Navigating Climate Anxiety and Fostering Ecological Justice	Ray, S. (2020). A Field Guide to Climate anxiety: How to Keep You Cool on a Warming Planet. Introduction & Conclusion Taylor, A. and L. Hunt-Hendrix. (2019). One for All: To avert global catastrophe, we urgently need to resurrect the ancient idea of solidarity. Martinez-Allier, J. (2012). Environmental Justice and Economic Degrowth: An Alliance between Two Movement (pp. 51-73) Cassidy (2020). Can we have prosperity without growth?

Assignment Schedule:

Assignment	Description	Value
Engagement Ongoing	Attendance and Participation	15%
Ecological Autobiography September 24 th	Critically reflect upon your own experiences with ecological justice 4-5 pages (1000-1250 words)	15%
‘More Than Human’ Profile Report and Presentation October 15 th / October 22 nd	Paper: 4-5 pages (1000-1250 words) Presentation: 5-10 minutes	20% (15% paper, 5% presentation)
Critical Research Paper November 5 th	Critical Research Paper on an issue pertinent to ecological justice (2000-2500 words)	30% (25% paper, 5% rough work)
Presentation of Research Findings November 19 th & November 26 th	A 15~ minute presentation of your research findings	20%

Assignment Details:

All assignments are to be completed in APA format

Participation- Ongoing (15%)

You will be required to read for each class. Plan to read critically rather than just for content. You are expected to have read all assigned materials prior to each class period and to be prepared to participate in discussions. This is a seminar course and therefore the success of the class and your learning will be highly dependent on active engagement. Grades are based on regular attendance, demonstrating of engagement with reading, asking insightful questions, contributing to discussion and being a respectful listener. No single portion (attendance, discussion, etc.) determines your overall participation grade.

Ecological Autobiography: September 24th (15%): This “ecological autobiography” will provide an opportunity to reflect upon your own life and experiences surrounding your development of an understanding of topics related ecological justice. Things to consider could include (but are not limited to): How has your relationship and understanding of ecology throughout your lifetime? What situations or experiences (personal, community, national or global) have influenced your awareness of ecological justice? Are there specific people or figures who impacted your understanding of these issues? How does your own positionality (social location) impact your understanding or relationship with ecology? You will not be evaluated based on your current knowledge and understanding of issues related to ecological justice, but rather your ability to introspectively evaluate your

experiences and what led you to wanting to join SOCLJUST23383F. Your reflection should be 4-5 pages (1250~ words, double spaced, excluding title page) and does not require external sources.

'More than Human' Profile Report and Presentation: October 22nd/October 29th (20%- 15% paper, 5% presentation): Choose a specific animal, plant, insect, micro-organism, geologic formation, or other nonhuman being that can be found along Deshkan Ziibiing (The Thames River), in the Thames River watershed. Write a 4-5 page report (1000-1250 words) that : (1) briefly describes the being, (2) emphasizes the significance of why you chose them, (3) explains some of their roles, relationships, and responsibilities 4) makes connections to theories of ecological justice. Explain socio-historical background and/or context as needed and feel free to draw upon course content, articles, photos, stories, field study, lived experience, and other sources. You will then engage your class in a brief and casual (5-10 minutes) oral presentation about your 'being' while sitting by Deshkan Ziibi, sharing the key elements from your paper.

Critical Essay: November 6th (Essay 25%- Rough Work 5% = 30%) Students are expected to write a final essay regarding a topic pertinent to ecological justice. A list of potential topics, along with further details, will be posted on the OWL page. If you have a topic outside of this that you would like to research, please confirm with the instructor. This paper should be 2000-2500 words in length and written in APA formatting. You will also be required to submit your "rough work" (worth 5%) to demonstrate the originality of your paper (a detailed outline, notes from your literature review, etc.)

Presentation of Research Findings- November 19th & November 26th (25%): a 15-20 minute presentation of your research findings. Your discussion should include information such as: What is my research topic? Why am I interested in this topic? Why is this topic important? What have I found? How does this information relate to ecological justice? How does this research contribute to ongoing discourse of ecological justice? Feel free to include short multimedia in your presentation. This will be discussed further throughout the term.

Absences and late assignments: Late assignments and papers will have 2% per day late penalty. Assignments and papers are due at the beginning of class. In the event of a medical emergency, students are requested to contact the Academic Dean's Office immediately to determine a course of action. This typically requires medical documentation or other relevant proof as to why an absence was unavoidable.

Please refer to this policy:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

Policy on Accommodation for Medical Illness:

(http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf). Student Medical

Certificate (SMC) https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Tests/Examinations: Students are responsible for seeking accommodation with appropriate documentation, prior to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances.

Support Services: Your mental health is important. Students who are in emotional/mental health distress should refer to Mental Health@Western:

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. University Students Council provides many valuable support services for students (including the health insurance plan) <http://westernusc.ca/services/>.

Information about Counselling and Student Development, including Accessibility Services (formerly Services for Students with Disabilities) at King's is available at <http://www.kings.uwo.ca/about-kings/who-we-are/administrative-departments/dean-of-students/>

For emotional/mental health assistance see: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

The website for Academic Services at King's University College is <http://www.kings.uwo.ca/current-students/academic-support/>

Statement on Use of Electronic Devices:

You are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

Use of Laptops in the Classroom:

King's University College at The University of Western Ontario acknowledges the integration of new technologies and learning methods into the curriculum. The use of laptop computers 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 laptops by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using laptops 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/kings/assets/File/currentStudents/studentLife/conduct/code_of_conduct_2003.pdf

Inappropriate use of laptops [or smart phones] 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 are strongly advised to operate laptops with batteries rather than power cords."

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, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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://turnitin.uwo.ca/>.

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.

Copyright re: Course Material

Lectures and course materials, including power point 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. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site he/she should ask for the student's written permission.

(Commercial use of Course material - <http://umd.edu/legal/commercial.html>) **Mailbox re Submission of Late Essays/Assignments ONLY:**

Only late essays/assignments not handed in at class may be dropped off in the drop box, located between the inner doors of the Cardinal Carter Library. Please inform your students that essays dropped into the mailbox will be picked-up twice per day: once in the morning (9:30 a.m.) and in the afternoon (4:00 p.m.). All essays dropped off after 4:00 p.m. on a Friday will be date-stamped the following Monday. Essays should be placed in an envelope addressed to the professor with the course code and student number clearly indicated.

Class Cancellations:

All reported class cancellations are posted at: <http://www.kings.uwo.ca/current-students/outages-service-interruptions/>

KING'S UNIVERSITY
COLLEGE GENERAL COURSE
POLICIES 2026-27

1. Academic Accommodations (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](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website:

<https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, please see https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** 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 (i.e., you are scheduled to write 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](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their 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.

3. Support Services

Accessibility, Counselling and Student Development at King’s University College:
<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://kings.uwo.ca/campus-life/student-supports/>

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

MentalHealth@Western provides a complete list of options on how to obtain help: <https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's 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 (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cellphone, 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://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

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.

6. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are

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Dr. K Gain, Fall 2026

directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools 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.

7. 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.

8. 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.

9. 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.