

**Carleton University**  
**Winter 2025**  
**ENGL 4301W/HUMS 4902B**

Wednesday 11:35- 2:25

**Prerequisites:** fourth year standing (ENGL 4301W); fourth year standing in the Bachelor of Arts Humanities program (HUMS 4902B)

**Professor Micheline White**  
**Email: [micheline.white@carleton.ca](mailto:micheline.white@carleton.ca)**

I do not read or respond to email between Friday 4:30 PM and Monday 9:00 AM.  
 Office hours on zoom or phone: Tuesday 2:00-3:30. You can schedule an appointment with me on Youcanbookme.

**Tudor Queens: Sex, Power, and Writing in the Lives of Katherine Parr, Mary Tudor, and Elizabeth I**

**I: Course Content**

Renaissance queens have long fascinated the reading public, but their political power and literary writings have only recently become the objects of academic study. In this seminar, students will develop an in-depth understanding of Renaissance queens who made the most of their unusual social status and made lasting contributions to English culture. In this course, we will explore early modern attitudes towards the concepts of a “queen consort,” a “queen regent,” a “queen regnant” and a “dowager queen,” and we will focus on three English queens’ textual and visual productions including speeches, published prose works, diplomatic letters, poetry, translations, and portraits. Students will be introduced to early modern paleography and book history. We will also consider the depictions of these queens in recent films and TV programs.

Katherine Parr (1512-1548) was the final wife of Henry VIII. Although she is often depicted in popular culture as the woman who nursed Henry in his old age, she was actually a literary powerhouse and an influential religious activist between 1543 and 1548. We will examine her three published literary texts, her narrow escape from being arrested and executed, and her scandalous marriage to Thomas Seymour after Henry’s death.

Mary Tudor (1516-1558) was the daughter of Henry VIII and Katherine of Aragon. After acceding to the throne in 1553 as queen regnant, she restored England to Catholicism and became famous for overseeing the burning of three hundred Protestants. For centuries she has been vilified as “bloody Mary” and as an incompetent ruler, but current scholars are offering new accounts of her political skills and successes.

Elizabeth I (1533-1603) was Parr's step-daughter and Mary's half-sister, and she is one of the most famous British monarchs. As a queen regnant, Elizabeth obviously wielded extraordinary agency and yet her status as an unmarried woman was an on-going concern throughout her reign. Through an examination of her public speeches, private letters, portraits, proclamations, poems and prayers we will consider how she managed her image and how she contributed to important political, social, and literary developments. Recent movies will be addressed.

## II: Learning Outcomes

At the end of this course, you will be able to:

- define and explain the key concepts and challenges pertaining to the various forms of queenship in the early modern period – queen consort, queen regnant, regent, and dowager queen.
- read, analyze, and discuss primary sources produced by early modern queens. These texts will include: letters, speeches, gifts, portraits, devotional works, poems, and proclamations
- explain and use basic feminist ideas and methodology in examining the activities of queens in the early modern period
- deliver an oral presentation on a primary text of your choice and write an abstract.
- develop a research topic, undertake secondary research, present your research project to the class, and produce a research paper using secondary sources.
- provide productive oral feedback to your peers and engage in respectful academic discussion

## III: Assignments and Evaluations based on learning outcomes: (still subject to minor revision)

3 in-class tests	5, 10, 15	30%
1 oral seminar presentation		15%
1 abstract of presentation		5%
1 research presentation		15%
1 final research paper		15%
weekly participation		20%

1. 3 short, in-class tests. The primary or secondary texts will be made clear in advance. Exact format TBD.

2. One oral seminar presentation using at least three secondary sources (15-17 minutes).

Suggested topics are posted on-line. Students must choose a topic a week in advance (to avoid duplication). You are allowed to choose your own topic as long as you consult with me. For each presentation you will be expected to demonstrate familiarity with at least **three secondary sources**. Your presentation will only last for **15-20 minutes** so you must be ruthlessly concise and efficient in making your argument. I will set a timer. You are free to use a powerpoint and/or video clips but you are not required to do so. Do not overload your powerpoint with printed text.

The day of your presentation you must upload your annotated sources and a photo of your annotated primary texts. You may also upload your powerpoint if you used one.

**At the end of your presentation you must share a slide with your abstract and secondary sources.**

The main function of a seminar is to exercise your ability to argue a case orally or, if you are a listener, to contribute positively to a conversation. In grading the oral presentations, I will consider the quality of the content and the oral delivery. I will also consider your responses to questions asked by your peers.

**3. One 350 word abstract summarizing the thesis of your oral presentation as well as a list of your secondary sources.** This must be uploaded into the abstract dropbox by noon on the morning of your presentation. Please submit your work in a **word document (not a pdf)**. I have included a rubric describing what is expected in the assignments module.

**4. One research paper presentation to the class.**

You will present to the class: your topic, the primary sources you are examining, the secondary sources you chose, and your contribution to scholarship. You will upload your annotated primary and secondary sources to BS.

**5. One research paper involving 5 secondary sources.** (2500 words, not including footnotes)

You will develop and write a research paper that is different from your oral presentation. Please consult the rubric for specific information.

**6. Weekly participation in the seminar sessions**

Participation includes attending class and making thoughtful contributions.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

#### **IV: Laptop use**

Students in my class are not permitted to have their laptops or phones open during lecture or student presentations. You should take notes by hand. If you have an academic accommodation that prevents you from taking notes by hand, please come and see me. Students have told me that they really appreciate this rule although it might seem odd at first. There will be a 20 minute break every class and you can check your messages at that time. Enjoy your time in class!

#### **V: Artificial Intelligence Use Policy**

AI use in this course: Students may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor).

- Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor).
- You can also use it doing your homework to explain/summarise passages from the texts that you find difficult, although you can do this via a variety of websites or resources. However, after using resources to help you understand the passage, you must read it again to be sure that you fully understand it.

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult us.

### **Limitations: Students may not use AI for the following tasks:**

You may not type the presentation topics or any paper prompt into an AI tool and either submit, rework, or edit the results. The whole point is to flex your brain, and you must do this on your own to gain any benefit. The in-class tests will assess your ability to analyse material on your own, so if you don't practice, you won't develop new skills or succeed on the tests.

Rationale: Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without relying on AI support.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

### **VI: How to succeed in this course.**

You need to set aside roughly 6 hours per CLASS for this course. If you do not devote 6 hours per week, you will not likely achieve the learning outcomes.

1. preparing for our meeting = 3 hours per class. This involves reading the primary texts; watching instructional videos (mine or ones I have selected for you); reading secondary articles; preparing an oral presentation; developing a research paper topic; and producing a final paper. In the final two weeks, you will spend most of this time working on your final paper.

A typical week should look like this:

1) watching a video + reading the assignment sheet and getting an idea of what to think about as you read + reading the announcement about the topics chosen for the seminar. 45 mins

2) Reading primary text(s) once or twice. Reading must include the selections chosen in advance by seminar presenter but can include other selections as well. 1 hour - 1.5 hours. Take notes as you read -- notes that focus around an assigned topic or whatever else you find interesting.

3) thinking about the primary text and at least one of the suggested topics and preparing something to say in class. 30 mins

2. Weekly meeting = 3 hours per class. This is a seminar so it is essential that you participate in every session. 1) you must listen carefully to presentation and offer questions, comments. Laptops and phones must be put away. 2) you must offer observations based on your own reading and/or reading responses.

**VII: Communication.** I will communicate with you during the week via email.

**VIII: Required Texts. Total cost varies: from \$ 14 minimum to \$130 maximum**

*Katherine Parr: Complete Works and Correspondence*, ed. Janel Mueller. Chicago: University of Chicago Press, 2011. Available electronically via the library, or reserve, or through a book store of your choice. A limited number of students can access this book at one time on-line. Available through **Amazon for 76.40**

*Elizabeth I: Collected Works*, eds. Leah S. Marcus, Janel Mueller, and Mary Beth Rose. Chicago: University of Chicago Press, 2000. Available at the book store for **40.00**, electronically via the library, or on reserve. A limited number of students can access this book at one time. If you plan to present on Elizabeth, **YOU MUST BUY THIS BOOK.**

**Required and Optional Movies (depending on student interest)**

Selections from *The Tudors* final season. Season 4, episodes 6-10. You can skip over the long battles scenes (Showtime, 2007-2010). Free on CBC gem. **Required.**

*Elizabeth* (directed by Shekhar Kapur, 1998). rent on iTunes for 6.00.

*Elizabeth: The Golden Years* (directed by Shekhar Kapur, 2011). Optional.

*Becoming Elizabeth*, directed by Anya Reiss. TV series. On Starz. (8 episodes). Optional.

*Firebrand*, directed by Karim Aïnou. 2023. On Apple TV or Prime.

### **Evaluation:**

In evaluating your work, I will look for evidence of careful reading of the primary text; a clear, cogent argument; and elegant prose. Both MLA and the Univ. of Chicago style are acceptable.

Late assignments (except with medical documentation) are docked one grade point a day.

Attendance is a required component of the course.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### Grading

A+ Exceptional work: highly sophisticated thesis; astute treatment of and engagement with primary and secondary sources; requires no proof-reading or revision.

A Excellent work: very insightful analysis; clear and persuasive thesis that goes beyond the ideas presented in lecture; free of any typographical or grammatical errors;

A-/ B+ Very strong work: insightful and clear, but in need of a bit of clarification, revision, or proofreading.

B/B- Good work. Demonstrates a solid understanding of the text and lectures, but requires more significant revision, clarification, or proofreading

C+ /C/C- Average to poor work. Lacks a clear or insightful thesis and requires extensive revision, clarification, or proofreading

F Unacceptable or non-existent work.

### **Plagiarism:**

Plagiarism is a serious instructional offence. See the University Statement below. This includes material found on the Internet. All cases of plagiarism will be forwarded to the Dean's Office.

### **Duplicate assignments:**

It is not permitted to submit the same assignment to two or more courses.

### **Course requirements:**

Students must fulfill \*all\* course requirements in order to achieve a passing grade.

### **VIII: Reading Schedule: subject to minor changes**

Class 1: 7 Jan: course intro.

Class 2: 14 Jan: Overview of renaissance attitudes towards women and queens; readings about different forms of queenship; thinking about genres; intro to Henrician era

Class 3: 21 Jan: Katherine Parr's *Psalms or Prayers* and Henry VIII's last war. Parr's war-time letters to Henry. *The Tudors*. Paleography: letter transcription. **Short test. 5%**

Class 4: 28 Jan: Katherine Parr's near arrest and submission. John Foxe's *Acts and Monuments* (1570). Parr's depiction in *The Tudors* and *Firebrand*. Elizabeth's childhood gift books.

Class 5: 4 Feb: Parr as Dowager Queen during the reign of Edward VI and Parr's *Lamentation of a Sinner*. Parr's letters to Thomas Seymour.

Class 6: 11 Feb: Nicholas Udall's depiction of Parr and Mary in the *Paraphrases*. **In class test. 10%**

18 Feb: Reading week

Class 7: 25 Feb: Mary Tudor as the first Queen Regnant. What is a queen regnant? John Knox, excerpts from *Monstrous Regiment of Women*. The Wyatt rebellion. Mary Tudor: speeches. Elizabeth's first speeches.

Class 8: 4 March. Elizabeth's first few years: Elizabeth's Procession through London in 1559; the Religious Settlement; early marriage petitions in parliament. David Dean (History): "Staging the Elizabethan Settlement: Kapur's *Elizabeth*," *Parliamentary History* (2015). Kapur's *Elizabeth* (1998).

Class 9: 11 March: Elizabeth's middle years: courtiership and marriage negotiations with the Duc d'Anjou. Letters, poetry, and portraits. **In-class test. 15%**

Class 10: 18 March: Elizabeth and Mary Queen of Scots; speeches, poems, and letters.

Class 11: 25 March: Elizabeth and the Armada crisis. Research paper presentations (half the class).

Class 12: 1 April: Elizabeth and the Deportation of Blackamoors. Research paper presentations (half the class). **Final papers due on Thursday 2 April at 11:59 PM.** Possibility of extension until Fri 3 at 11:59.

8 April: follows a Friday schedule.

## **University Regulations** (July 21 2025)

### **Academic Dates and Deadlines**

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

### **Copies of Written Work Submitted**

**Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.**

### Online Learning Resources

[On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

### Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

### Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master



similar concepts and problems and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

**Group Work:** There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate. **More information on the process [here](#).**

### **Academic Accommodations**

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

### **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

### **Addressing Human Rights Concerns**

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the

[Department of Equity and Inclusive Communities](#) at [equity@carleton.ca](mailto:equity@carleton.ca).

### **Grading System at Carleton University**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#).

### **Course Sharing Websites and Copyright**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or

distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

### **Student Rights and Responsibilities at Carleton**

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

### **Deferred Term Work**

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the

instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate | Graduate](#)).

### **Deferred Final Exams**

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the](#)

[Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

### Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here](#).

### Financial vs. Academic Withdrawal

**Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!**

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the "Calculate amount to pay" button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

### **Mental Health and Wellness at Carleton**

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

**Emergency Resources (on and off campus)** Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.

- For immediate danger or urgent medical support: call 9-1-1

### **Carleton Resources**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### **Off Campus Resources**

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

### **The Centre for Indigenous Support and Community Engagement**

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)