



Childhood and Youth Studies 3366F (570)
THE BIOPOLITICS OF CHILDHOOD AND YOUTH
Fall/ Winter 2025-2026

Instructor: M. Bernard
Email: mberna4@uwo.ca

Course Information

Calendar Description:

An inquiry into the historical and contemporary biopolitics of childhood and youth as they happen within vaccination and public health programs, medical diagnosis and therapeutic techniques, trauma intervention and at-risk youth management programs, family-separation policies at borders, and/or climate change and environmental movements.

Prerequisite(s): Any course in Childhood and Youth Studies at the 2200-level.

Extra Information: 3 seminar hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: CYS

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.



3366F (570)

**Biopolitics and Childhood and Youth
Fall 2025**

Instructor Information:

Professor: Maria Bernard
Email: mberna4@uwo.ca
Mode of instruction: In-person

To contact me: email mberna4@uwo.ca (**ensure you add the class course number in the subject line**). I will try to return a response within 48 business hours (Mon - Fri 9:00 am – 5:00 pm). If you do not hear from me within 48 hours, please send a follow up email.

Office Hours: *Office hours information can be found on OWL Brightspace*

Land Acknowledgment:

“We acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In our region, there are eleven First Nations communities, as well as a growing indigenous urban population. King's University College values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America).” King’s University College at Western.

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An inquiry into the historical and contemporary biopolitics of childhood and youth as they happen within vaccination and public health programs, medical diagnosis and therapeutic techniques, trauma intervention and at-risk youth management programs, family-separation policies at borders, and/or climate change and environmental movements.

Pre-requisite(s): Any course in Childhood and Youth Studies at the 2200-level.

Unless you have either the requisites for this course or written 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 prerequisites.

Learning outcomes:

- Understand concept of biopolitics and its application in governing populations, with a focus on children and youth
- Explore historical contexts and case studies where biopolitical strategies have influenced childhood and youth policies and practices.
- Recognize how biopolitics shapes identities and subjectivities among children and youth, considering factors such as gender, race, class, and ability.

General Learning Outcomes:

- CYS students acquire a general knowledge of the key concepts, theoretical approaches and assumptions within the field of childhood and youth studies. They come to see children as competent social actors and understand the implications of this fact for children's participatory rights in a local, national and global contexts. Those who obtain an Honours Specialization (HSP) in CYS demonstrate the ability to assess issues and critique arguments about the politics of childhood, social justice for children, and children's rights and capabilities in various institutional contexts.
- CYS students gain a working knowledge of case law, statutory law, public policy, and institutional features of childhood and youth in the past and the present. They critically reflect on the significance of various norms, rules, and practices for young people. They consider these structures in terms of power relationships between children, parents, and professionals, as well as those between racial, ethnic, migrant, gender, class, and national groups.
- CYS students apply analytic tools within childhood studies, and defend their ideas and arguments in oral and written forms. HSP students conduct research in childhood studies. Apply and defend ideas and arguments in speech and writing and in communication with others.
- CYS students come to appreciate that the way we position children and youth as persons shapes our policy positions and the research questions. HSP students develop the ability to place children's and youths' own experiences and perceptions at the center of research methods and policy/legal debate.
- CYS Students make critical use of scholarly reviews and primary sources.
- CYS students gain the ability to communicate accurate information and clear arguments orally and in writing.
- CYS Students respect the limits to their own knowledge. They appreciate how uncertainty, ambiguity, and limits to knowledge might influence analyses and interpretations.

Course Details:

This course begins on September 9th and continues until December 9th 2025, honouring all important dates derived from University approved guidelines and academic policies

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

Throughout the course you are expected to interact regularly with other students and with me, as your professor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning. This work may happen in smaller groups, or through opportunities to meet as a class. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on and use our course material (readings, discussions, lessons, etc) to amplify learning for everyone.

We will all be responsible for our own learning progress and also for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our group. Welcome to our class!

Course Readings:

All course readings are available online for free through the Western library, and details are listed below in the weekly list.

Course Evaluation:

Assignment 1: Reading Reflections on Biopolitics and Childhood and Youth

- 5 in-class reading handwritten reflections 2% each=10% (marked for completion)
- 1 Overview Reflection=20%

Assignment 2: Group or Individual Case Study on Biopolitics and Childhood and Youth

- Part A: Group Presentations (20%)
- Part B: Case Study Essay (40%)

Assignment 3: 6 Peer presentations-Reflection and Feedback-(marked for completion) (10%)

Marking Norms

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

ALL ASSIGNMENTS ARE TO BE SUBMITTED ONLINE VIA OWL (PLEASE DO NOT SUBMIT PHYSICAL COPIES OF YOUR ASSIGNMENTS).

Weekly Schedule: Fall 2025

Week	Reading	Important Reminders & Due Dates
Sept 9	<p>General introduction: Course Overview <i>What is Biopolitics?</i></p> <p>Leondis, Tony (Director). (2019, May 22). <i>The Emoji Movie—The Wrong Face Scene</i> [Video recording]. https://www.youtube.com/watch?v=8VbuChBnjEM</p>	In Class Reading Reflection
Sept 16	<p>What is Biopolitics? (continued)</p> <p>Lemke, T. (2011). Chapter 3: The Government of Living Beings: Michel Foucault. In <i>Biopolitics: An Advanced Introduction</i> (pp. 33–52). University Press. https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54l2v/cdi_proquest_ebookcentralchapters_866177_8_48</p> <p>Lee, N. (2013). Children as Human Features: Children as Life-forms. In <i>Childhood and Biopolitics: Climate Change, Life Processes and Human Futures</i> (pp. 1–24). Palgrave Macmillan UK. http://ebookcentral.proquest.com/lib/west/detail.action?docID=1514260</p>	In Class Reading Reflection
Sept 23	<p>Biopolitics and the Governing of Childhood and Youth</p> <p>Wells, K. (2011). The Politics of Life: Governing Childhood. <i>Global Studies of Childhood</i>, 1(1), 15–25. https://doi.org/10.2304/gsch.2011.1.1.15</p> <p>Lee, N. (2013). Childhood and Bio-politics: Life, Voice, Resource. In <i>Childhood and Biopolitics: Climate Change, Life Processes and Human Futures</i> (pp. 25–55). Palgrave Macmillan UK. http://ebookcentral.proquest.com/lib/west/detail.action?docID=1514260</p>	In Class Reading Reflection Choose a partner & think about a topic of interest to explore for final assignment

Sept 30	<i>Truth and Reconciliation Day -Non Instructional Day</i>	
Oct 7	<p><i>Racial Biopolitics and Its Implications for Children and Youth</i></p> <p>Gulson, K. N., & Webb, P. T. (2016). Not Just Another Alternative School: Policy Problematization, Neoliberalism, and Racial Biopolitics. <i>Educational Policy</i>, 30(1), Article 1. https://doi.org/10.1177/0895904815615438</p> <p>Spencer, D., & Sinclair, R. (2017). Settler Colonialism, Biopolitics, and Indigenous Children in Canada. In X. Chen, R. Raby, & P. Albanese (Eds.), <i>The sociology of childhood and youth in Canada</i> (pp. 239–255). Canadian Scholars. https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991046044521205163</p>	<p>In Class Reading Reflection</p> <p>Final assignment Topics Workshop</p>
Oct 14	<p><i>Reproduction, Birth and Biopolitics</i></p> <p>Sziarto, K. M. (2017). Whose reproductive futures? Race-biopolitics and resistance in the Black infant mortality reduction campaigns in Milwaukee. <i>Environment and Planning D: Society and Space</i>, 35(2), Article 2. https://doi.org/10.1177/0263775816655803</p> <p>Penna, S., & Kirby, S. (2009). Children and the `New Biopolitics of Control': Identification, Identity and Social Order. <i>Youth Justice</i>, 9(2), 143–156. https://doi.org/10.1177/1473225409105493</p>	<p>In Class Reading Reflection</p> <p>Finalized Groups & Topic Submitted on discussion board</p>
Oct 21	<p><i>Medical and Psy-Systems: Children and Youth's Mental Capital and the Privileging of the "Normal"</i></p> <p>Barnhart, M. (2018). Oppositional Defiant Disorder: The Psy Apparatuses and Youth Resistance. <i>Journal of Progressive Human Services</i>, 29(1), 6–27. https://doi.org/10.1080/10428232.2017.1394788</p> <p>Lee, N. (2013). Childhood and Mental Capital. In <i>Childhood and Biopolitics: Climate Change, Life Processes and Human Futures</i> (pp. 79–93). Palgrave Macmillan UK. http://ebookcentral.proquest.com/lib/west/detail.action?docID=1514260</p>	In Class Reading Reflection

Oct 28	<p><i>Biopolitics of Childhood and Play</i></p> <p>Saltmarsh, S., & Lee, I.-F. (2021). Playing with happiness: Biopolitics, childhood and representations of play. <i>Contemporary Issues in Early Childhood</i>, 22(4), 296–311. https://doi.org/10.1177/14639491211046958</p>	<p>OVERVIEW READING REFLECTION DUE</p>
Nov 4	<p><i>Reading Week -No Class</i></p>	
Nov 11	<p><i>Care of the Body, Children’s Nutrition as Biopolitics</i></p> <p>Gibson, K. E., & Dempsey, S. E. (2015). Make good choices, kid: Biopolitics of children’s bodies and school lunch reform in Jamie Oliver’s Food Revolution. <i>Children’s Geographies</i>, 13(1), 44–58. https://doi.org/10.1080/14733285.2013.827875</p>	
Nov 18	<p><i>Presentations viewed- Online Asynchronous class- No In-person class</i></p>	<p>PRESENTATION DUE *MON* Nov 17th</p>
Nov 25	<p><i>Youth Resisting Biopolitical Strategies: Dangerous Dignities</i></p> <p>Tuck, E., & Yang, K. W. (2011). Youth resistance revisited: New theories of youth negotiations of educational injustices. <i>International Journal of Qualitative Studies in Education</i>, 24(5), 521–530. https://doi.org/10.1080/09518398.2011.600274</p> <p>Gonzalez-Gorman, S. (2023). Disrupting Agamben: Beyond undocumented children as “Homo Sacer.” <i>Human Geography</i>, 16(1), Article 1. https://doi.org/10.1177/19427786221109265</p>	<p>Presentation Reflections and Final Paper Workshop</p>
Dec 2	<p><i>Youth Resisting Biopolitical Strategies: Dangerous Dignities</i></p> <p>Ruglis, J. (2011). Mapping the biopolitics of school dropout and youth resistance. <i>International Journal of Qualitative Studies in Education</i>, 24(5), 627–637. https://doi.org/10.1080/09518398.2011.600268</p>	
Dec 9	<p><i>Online Class-Drop in for Essay Support</i></p>	<p>FINAL ASSIGNMENT DUE</p>

Assignments

1. Reading Reflection

Due: Ongoing

Value: In-Class Reading Reflections- 10% (5X2% each-marked for completion)

Format: $\frac{3}{4}$ –1 page in length – 5 reading reflections, handwritten (30-minute writing session), submitted on Brightspace at the end of the writing session. Marked for completion

To facilitate the seminar style of learning, students are invited to engage critically with key readings on **biopolitics**—a concept central to understanding how power operates from a Foucauldian perspective, particularly in relation to the regulation of populations and the management of life.

Over the first half of the term, you will complete five short reflections in class responding to assigned readings (6 opportunities will be provided). These are to be handwritten and will respond to a prompt provided in class. The reading reflection structure will allow for 10 minutes to review the reading, followed by the removal of all devices. There will be 15 minutes to discuss the readings within small groups. This will be followed by 30 minutes to handwrite the reflection. A sharing with the larger class will ensue upon completion.

Overview Reflection

Due: Oct 28th

Value: 20%

Format: 4–5 pages (not including title page), APA-style bibliography (Times New Roman, 12-point font, double spaced, includes sources from the reading reflections – no external sources required)

This overview reflection is your chance to bring together and expand on what you've learned about

Foucauldian biopolitics. Using your five in-class reading reflections as a starting point, write a thoughtful overview that connects ideas from the readings, lectures, class discussions, and your own topic.

Instead of summarizing the readings, focus on the big picture:

- What common themes or ideas stood out across the readings?
- How has your thinking about **biopolitics** changed over the weeks?
- How do the readings help you understand how biopower works through institutions, everyday practices, or regulation of children and youth bodies and populations?
- What does the concept of **biopolitics** offer to Childhood and Youth Studies?
- How might these ideas help you as you begin thinking about your research proposal topic?

Use course materials to support your points. This is a space to show how your understanding has grown and how you might apply it in future work.

2. Case Study- Groups of 2 (option to do it individually available)

This assignment aims to explore the intersection of biopolitics and childhood/youth through a particular case study example. **Choose a specific case study or example of biopolitical impacts on children in various contexts.** This might include public health campaigns, educational reforms, child protection laws, or surveillance mechanisms or any other area of your choice. Gather 2 sources that discuss this case study issue (non-scholarly sources- news articles, video recordings, social media posts etc.) Through critical analysis of these sources and exploration of your chosen case study, students will develop a nuanced understanding of how biopolitics shapes the lives and experiences of children and youth populations.

Analyze the case study using the framework of biopolitics. Consider questions such as:

- How are children and their bodies regulated and controlled by various actors/institutions?
- What are the underlying assumptions about childhood in this context?
- How do these practices affect the lives and rights of children?
- What are the broader social, political, and economic implications?

Part 1: Group Presentations

Due: Mon Nov 17th

Value: 20%

Format: 15-20 min Presentation+2 discussion questions (min 2 non-scholarly sources on case study, min 5 external scholarly sources, including 2 course sources)

Conduct research on your chosen case study. Use a variety of sources such as academic articles, books, news articles, and relevant multimedia. Develop a 15-20min presentation of your initial findings and analysis to share with your class utilizing questions stated above. Use visual aids such as slides to enhance your presentation. Include images, charts, and key points to make your presentation engaging and informative.

The presentation will be audio recorded and posted on Brightspace OWL discussion board and the grading portal.

Part 2: Case Study Final Paper

Due: Tues Dec 9th

Value: 40%

Format: 7-8 pages (not including title page) APA–style references (Times New Roman, 12point font, double spaced, 2 non-scholarly sources on case study, minimum 7 scholarly sources-including 3 course sources)

Present a critical analysis of your case study using the biopolitical framework. Discuss how children/youth are governed and controlled in your case study using the questions mentioned above. Use specific examples and evidence to support your arguments.

*Rubric to be provided

3. Peer Presentation -Reflection & Feedback

Value: 10%

Due Date: Nov 25th

Submission Format: 6 Reflections/Feedback posted to Discussion Forum + Submit list of reviewed presentations via Brightspace Grading section

As part of our exploration of *biopolitics in relation to childhood and youth*, you are required to engage meaningfully with your classmates' presentation work. This assignment aims to foster critical dialogue and deeper reflection on the diverse perspectives and topics shared by your peers. We will have an online class on Nov 18th to provide time for students to review the posted presentations and provide feedback on the discussion forum. Your feedback should go beyond surface-level comments and should include:

- A reflection on key themes, arguments, or insights presented.
- Critical or comparative thoughts that connect the presentation to course concepts or other peer presentations.
- Respectful suggestions or questions that invite further thinking.

Instructions:

Provide Feedback on 6 Peer Presentations

- Choose 6 peer presentations to engage with.
- For each one, write a thoughtful, constructive feedback post (**approx. 250–300 words**).

Post Your Feedback in the Discussion Forum

- Each feedback post must be published directly in the **Discussion Forum** under the relevant presentation thread.
- Please ensure your tone is respectful, supportive, and scholarly.

Submit a List of Your Feedback Contributions to the Professor

- Once all 6 feedback posts are completed, submit a list of the 6 presentations you responded to via the **Grading section of Brightspace**.
- Include the **presenter's name** and **title/topic** of each presentation.

*Instructor reserves the right to modify course outline.

Course Policies

CYS Policy for Late Submissions

Penalties for late papers or projects may be avoided if extensions are requested in advance. Otherwise, a two-mark deduction will be taken for each of the first five days it is late (including weekends). After 5-days without communication, a zero will be assigned.

Students are expected to schedule appointments and other responsibilities around class time. To be excused from participatory requirements (attendance or homework, etc.) due to temporary illness or an unavoidable scheduling conflict, contact the instructor directly via email as soon as you are aware of the problem. Ordinary problems of this nature do not require documentation or communication with the Dean's Office; they will be dealt with by the course instructor.

If a student experiences a disruption in their ability to study or participate in the course for more than one week, or if there is a personal loss or trauma of a serious nature, they may request more extensive accommodations, counselling, and other forms of help. The best way to do this is to contact the instructor and/or the Academic Dean's Office.

AI Usage Policy

Intentional usage of artificial intelligence or language generation or translation applications by students to summarize readings or complete assigned work for this course must be approved by the instructor and noted by the student in the submitted work itself. This mandate does not refer to aspects of AI programming embedded into applications such as Word, Chrome, etc. It applies to all intentional usage of AI as a 'co-reader' or 'co-writer.' Students must do their own reading and writing to construct their own voices as democratic citizens. They are not allowed to write text and feed it into a computer application ***to improve it or translate it.*** Asking an application to compose text and then changing words before submitting it as your own, constitutes plagiarism. The use of Grammarly or similar applications is prohibited. Using plagiarism checkers to see if plagiarized text has been altered enough to avoid detection is itself a form of academic dishonesty. Students must compose text, choose words, construct logic flow, structure sentences and paragraphs using their own minds and in response to what they read, hear, and experience. When you borrow words or ideas ***from another person or from a machine*** this must be placed in quotation marks and properly cited.

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.

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-supportservices/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/safecampus/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, grammarchecking 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.