



Childhood and Youth Studies 3368G (570)
CHILDHOOD AND WORK
Fall/ Winter 2025-2026

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

Course Information

Calendar Description:

An inquiry into the law, policy, and practices of child labour. Students will consider how work is implicated in young people's dignity, identity, mobility, education, health, and economic security.

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.



CHILDHOOD & YOUTH STUDIES 3368G (570)
Childhood and Work
Winter 2026

Instructor: Maria Bernard

Email: mberna4@uwo.ca

Extra Information: 3
hours

Course Weight: 0.50

Method of Delivery: Online Synchronous

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

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

Land Acknowledgement

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.

It is my goal in this class to think critically about how assumptions and discourses about children and childhood impact all children from various social lines of difference and to critique how institutions, policies and practices serve as sites of power in the lives of young people from various social locations.

Course Description:

This course will engage in the inquiry into the law, policy, and practices of child labour. By analyzing the emerging debates/issues around childhood and work, student will have a new understanding on how work is implicated in young people's dignity, identity, mobility, education, health and economic security.

This course begins on Jan 9th and continues until April 3rd 2026, honouring all important dates derived from University approved guidelines and academic policies

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!

Learning Outcomes:

LO1 - 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

LO3 – 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.

LO4 – 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.

LO 6 – 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.

LO 8 – CYS Students make critical use of scholarly reviews and primary sources.

LO 9 – CYS students gain the ability to communicate accurate information and clear arguments orally and in writing.

LO 10 – CYS Students respect the limits to their own knowledge. They appreciate how uncertainty, ambiguity, and limits to knowledge might influence analyses and interpretations.

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 requisites.

Course Evaluation:

Assignment 1 Reading Reflection: 25%

Assignment 2 Part 1 Individual or Group Case Study Presentation: 15%

Part 2 Individual or Group Case Study Final Essay: 40%

Active and Informed Participation: 10%

Attendance: 10% (Online with Camera on)

Readings: All readings are provided free of charge through the course schedule. It will be made available through owl or can be located on-line through the library.

CYS 3368G: CHILDHOOD and WORK

2025 Winter Weekly Schedule

Weekly Details	Notes
<p>Week 1: Course Introduction Course overview and expectations</p>	
<p>Week 2: Exploring history of children work- Child rights that changed child work</p> <p>Cunnigham, H. and Stromquist, S. (2005). Child Labor and the rights of children: Historical Pattern of Decline and persistence (Chapter 3). In Burns H. Weston, (eds) Child Labour and Human rights: Making Children Matter. Colorado, Lynne Rienner Publishers. Inc. pp. 55-83 https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_proquest_miscellaneous_36759505</p> <p>Farrugia, D. (Ed.). (2021). Chapter 1: Young People, Work and Society: New Terrain. In <i>Youth, Work and the Post-Fordist Self</i> (pp. 1–24). Bristol University Press. https://doi.org/10.46692/9781529210071.001 https://www-cambridge-org.proxy1.lib.uwo.ca/core/books/youth-work-and-the-postfordist-self/young-people-work-and-society-new-terrain/7978E4BEAD4A7CD68AA22B9C7BD1A436?utm_campaign=shareaholic&utm_medium=copy link&utm_source=bookmark</p>	
<p>Week 3: Understanding child labour discourse</p> <p>Abebe, T., & Bessell, S. (2011). Dominant discourses, debates, and silences on child labour in Africa and Asia. <i>Third world quarterly</i>, 32(4), 765-786. https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_proquest_miscellaneous_896243051</p> <p>Ennew, J., Myers, W. E., & Plateau, D. P. (2005). 2 Defining Child Labor as if Human Rights Really Matter. In <i>2 Defining Child Labor as if Human Rights Really Matter</i> (pp. 27–54). Lynne Rienner Publishers. https://doi.org/10.1515/9781685853549-004 https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_proquest_miscellaneous_36761584</p>	

<p>Week 4: Locating differences: Class, Race and Gender in Children’s lives and work</p> <p>André, G., & Godin, M. (2014). Child labour, agency, and family dynamics: The case of mining in Katanga (DRC). <i>Childhood</i>, 21(2), 161-174. https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_liege_orbi_v2_oai_orbi_ulg_ac_be_2268_141072</p> <p>Delap, E. (2001). Economic and cultural forces in the child labour debate: Evidence from urban Bangladesh. <i>Journal of Development Studies</i>, 37(4), 122. https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_proquest_misc_ellaneous_57441482</p>	
<p>Week 5: School and/or workplace: Can education and competence be gained simultaneously?</p> <p>Aitken, S., Estrada, S. L., Jennings, J., & Aguirre, L. M. (2006). Reproducing life and labor: global processes and working children in Tijuana, Mexico. <i>Childhood</i>, 13(3), 365-387. https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_proquest_misc_ellaneous_61665182</p> <p>Twum-Danso Imoh, A., Bourdillon, M., & Meichsner, S. (2018). “Child Labour” and Children’s Lives. In <i>Global Childhoods Beyond the North-South Divide</i> (pp. 35–56). Springer International Publishing AG. http://ebookcentral.proquest.com/lib/west/detail.action?docID=5627993</p>	
<p>Week 6: Child work and Play: a tangled relationship</p> <p>Donnelly, P., & Petherick, L. (2004). Workers' playtime? Child labour at the extremes of the sporting spectrum. <i>Sport in society</i>, 7(3), 301-321 https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_proquest_misc_ellaneous_20872347</p> <p>Kerr, G. (2022). The Making of Elite Child Athletes. In <i>Gender-Based Violence in Children’s Sport</i> (pp. 13-23). Routledge. https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_informaworld_taylorfrancisbooks_10_4324_9781003035138_4_version2</p>	<p>Reading Reflection Due Fri Feb 13th</p>
<p>Reading Week</p>	

<p>Week 7: Working Children and identity: How children & youth are preparing for future?</p> <p>Karunan, V.P. (2005). Working children as Change Makers: Perspectives from the south. (Chapter 12). In Burns H. Weston, <i>Child Labour and Human rights: Making Children Matter</i>. Colorado, Lynne Rienner Publishers. Inc. pp. 293-317. https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_proquest_miscellaneous_36761619</p> <p>Sukarieh, M., & Tannock, S. (2008). In the best interests of youth or neoliberalism? The World Bank and the New Global Youth Empowerment Project. <i>Journal of Youth Studies</i>, 11(3), Article 3. https://doi.org/10.1080/13676260801946431 https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_proquest_miscellaneous_61694242</p>	
<p>Week 8: Burden of work: impacts on health of working Children</p> <p>Omorogiuwa, Tracy B.E. (2020). “Troubling Childhood: The Physical and Health Issues Experienced by Child Labourers.” <i>Social work in public health</i> 35.8: 679–688. https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_pubmed_primary_32967579</p>	
<p>Week 9: The Youth Aspirations and Goals in Shifting Times</p> <p>Bynner, J., & Parsons, S. (2002). Social exclusion and the transition from school to work: The case of young people not in education, employment, or training (NEET). <i>Journal of Vocational Behavior</i>, 60(2), Article 2. https://doi.org/10.1006/jvbe.2001.1868</p> <p>Henderson, J. L., Hawke, L. D., & Chaim, G. (2017). Not in employment, education or training: Mental health, substance use, and disengagement in a multi-sectoral sample of service-seeking Canadian youth. <i>Children and Youth Services Review</i>, 75, 138–145. https://doi.org/10.1016/j.childyouth.2017.02.024</p>	
<p>Week 10: Individual/Group Case Study Presentations (online asynchronous class-discussion forum engagement)</p>	<p>Group/Individual Case Study Presentation Due March 20th</p>
<p>Week 11: Understanding emerging calls and changing policies on Child and youth labour</p> <p>van Daalen, Edward, and Karl Hanson (2019). “The ILO’s Shifts in Child Labour Policy: Regulation and Abolition.” <i>Revue internationale de politique de développement</i> 11.11 (2019): 133–150.</p>	

<p>https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_unpaywall_primary_10_4000_poldev_3056</p> <p>Bourdillon, Michael, and Richard Carothers. "Policy on Children's Work and Labour." <i>Children & society</i> 33.4 (2019): 387–395.</p> <p>https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_proquest_journals_2238578346</p>	
<p>Week 12: Drop in Online class for Essay support</p>	<p>Final Case Study Paper Due April 8</p>

Course Assignment Details

Assignment #1

Reading Reflection

Due: Fri Feb 13th

Value: 25%

Format: 4-5 pages (not including title page) APA–style bibliography (Times New Roman, 12point font, double spaced, 3 sources from course reading list)

Critically examine three key course readings and reflect on the arguments, especially the key discourses of child labour, connect to broader concepts, and implications of each reading. Connect each reading to broader themes from the course around notions of child labour and children and youth.

Include the following;

Summary: Provide a brief summary of the main arguments, concepts, and findings of the reading. Highlight key points related to childhood work/labour and the impact on childhood and youth.

Analysis: Critically analyze the reading's arguments. Consider how the reading contributes to your understanding of course concepts, childhood and youth and work, share any strengths or weaknesses. Identify relevant concepts from the reading that are particularly relevant to broader issues related to childhood and youth.

Personal Reflection: Reflect on how the reading has impacted your understanding of child labour/work. Discuss any shifts in your perspectives and the implications for your future professional or personal endeavors. Share any personal insights or questions that arose from engaging with the text.

*Rubric to be provided

Final Case Study Part 1 & 2- To be completed in Groups of 2 or option to do it Individually

The goal of this assignment is for you to analyze and present a case study related to the intersection of childhood, youth, and work/labor. This will allow you to explore real-world issues regarding the experiences of children and young people in the workforce, whether in formal or informal sectors, and critically examine the implications of work on their development, education, and well-being. You will research and present a case study, discussing the impact of labor on children and youth, considering social, economic, legal, and ethical perspectives.

Part 1: Case Study Presentation

Due: Fri March 20th

Value: 15%

Format: 15-20 min Presentation+2 discussion questions (minimum 4 sources, including 1 course source) Will be an audio recorded presentation shared on class OWL discussion forum for class to engage and provide feedback

Conduct research on your chosen case study on child and youth labour/work. 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.

Part 2: Case Study Essay

Due: Wed April 8th

Value: 40%

Format: 8-9 pages (not including title page) APA–style bibliography (Times New Roman, 12-point font, double spaced, minimum 7 peer-reviewed sources-4 external peer-reviewed sources and 3 course sources)

In this assignment, you will conduct a **critical analysis** of a real-world child and youth work/labour case study using the theoretical frameworks, concepts, and debates explored in this course. Your goal is to move beyond description by interrogating the political, economic, social, and cultural structures that shape the case you have selected. You are expected to draw on course readings, lectures, and scholarly sources to support your analysis.

- **Select a Case Study**

Choose a documented instance of child and youth work (local or global). This may include cases involving child and youth work, supply chains, migrant child labour, hazardous work, family-based labour, or other relevant contexts explored in our course.

- **Engage in a Critical Analysis**

Using key critical concepts from the course, critically examine the case you have chosen. Your analysis should address the following guiding questions:

- **Context & Background:**

What political, economic, and historical factors shape this case?

How do global or local power structures contribute to the emergence and persistence of child labour in this context?

- **Actors & Power Relations:**
Who are the key actors (children, families, employers, corporations, governments, NGOs)?
How do power relations between these actors reproduce or challenge the conditions of child labour?
- **Critical Concepts Application:**
How do relevant course concepts help explain what is occurring in the case?

What child and work discourses are prominent in the discussions around this example?
How do ideas such as *structural violence*, *global supply chains*, *labour precarity*, *gendered labour roles*, or *the politics of representation* illuminate your analysis?
- **Children’s Agency & Lived Experiences:**
How are children represented in your case study?
How can you critically assess their agency without romanticizing or erasing the constraints they face? How can the new social paradigm’s values be considered here?
- **Policies & Interventions:**
What responses (if any) have governments, international organizations, or civil society proposed or implemented?
Critically evaluate these interventions: Do they address root causes, or do they reinforce existing power structures?
- **Ethical and Political Implications:**
What does your case reveal about broader global systems that shape child labour?
How does this case challenge dominant narratives about childhood, work, and development?

Use Specific Evidence

Support your arguments with concrete examples, academic literature, reports, and empirical evidence. Cite all sources using the required referencing style.

*Rubric to be provided

Active and Informed In-class Participation (10%)

Student participation will be evaluated on the basis of active, informed, consistent and thoughtful oral participation in tutorial discussions each week. This participation mark is based on your understanding and analysis of the readings, films, guest lectures and other lecture material. Simply coming to tutorial does not garner participation marks, this mark is based on your active involvement in discussions and activities.

Attendance (10%)

Attendance in this course is worth 10% of your final grade. This is an online, discussion-based class; therefore, active presence is essential for meaningful participation and engagement with the course material.

To receive full attendance credit each week, you must:

- Attend the live online class sessions on time and stay for the full duration.
- Have your camera turned on for most of the session to demonstrate presence. (Short, occasional exceptions, for example, connectivity issues or brief privacy needs are acceptable, but frequent or extended camera-off periods will reduce your attendance grade.)
- If you are unable to use your camera on a given day due to personal, technical, or accessibility reasons, you must **notify the instructor in advance** or submit documentation as appropriate. Approved exceptions will not affect your attendance grade.
- Attendance will be recorded each session, and your final attendance score will reflect both presence and compliance with the camera-on expectation.

Course Policies

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.

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

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](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.