



HISTORY 3797G (670)
Selected Topics in International or Comparative History
Topic: History of Veterans
Summer 2026

Instructor: Dr. Rosemary Giles
Email: rjiles5@uwo.ca

Course Information

Calendar Description:

See History Department for current offerings.

Prerequisite(s): 1.0 History course at the 2200-level or above.

Antirequisite(s):

Extra Information: 3 hours (Main, King's); 2 seminar hours (Huron).

Course Weight: 0.50

Breadth: Category A

Subject Code: History

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.

King's University College
History 3797G –
When War is Over: Veterans' History from Odysseus to the Gulf War
Summer 2026

Course information:

Course Name, Number, Section: When War is Over: Veterans' History from Odysseus to the Gulf War, HIS3797G

Instructor(s): Rosemary Giles

Contact Information: rgiles5@uwo.ca

Office hours: By appointment

Course description:

War has been a constant throughout human history. Between 1800 and 2011 alone, over 37 million people have died while actively fighting, with many more surviving.¹ These are individuals – whether part of a standing military or a citizen soldier – who are trained to follow orders, to fight against all odds, and to kill. Yet when their war ends, as it inevitably does, they are expected to return to civilian society as if their lives have not been forever changed by their service.

This course moves beyond the scope of traditional military history to ask the question: what happens to these veterans when war is over? Taking an international scope, it will span from Odysseus's fictional return from the Trojan War to the end of the Gulf War. Students will become familiar with the formation of both military and veterans' identities, their service, their experiences with reintegrating into society, and the unique social and medical issues they faced as a direct result of their service. Each week will address a different theme spanning multiple wars, and its relevance to veterans in their postwar lives.

Course learning outcomes:

By the end of the course, students will be able to:

1. Establish key themes in international veterans' history.
2. Understand the nuances behind what makes one a veteran and how this definition has been complicated by modern warfare.
3. Comprehend the complexities of military service and how it contributes to the postwar experiences of veterans.
4. Assess the impact of gender, sexuality, and race on military service and veterans' postwar lives.
5. Identify the challenges of service that can occur after returning to civilian life.

Mode of Instruction: Online, asynchronous

Course Materials:

¹ Bastian Herre, Lucas Rodés-Guirao, and Max Roser, "War and Peace" Published online at OurWorldinData.org, 2024. Retrieved from: '<https://ourworldindata.org/war-and-peace>'

- Course readings will be provided through OWL

Technological Requirements:

- Stable internet connection
- Computer with working microphone and webcam for 1:1 check-in

Method of evaluation:

Three 500-word reflections	30%
Due June 19	
Due July 3	
Due July 17	
Oral history presentation	35%
Due July 10	
One-on-one check in	5%
Week of July 13-17	
Final paper	30%
See Brightspace	

Reflections

In lieu of traditional forum participation, students will be asked to write three 500–750-word reflections on the lecture content from three different weeks of the course. The assignment should address the major themes of the week, their thoughts on the assigned readings, and if they found anything particularly interesting within the lecture material.

Oral History Presentation

Students will be asked to put together a 10–15-minute recorded presentation based on a veteran’s oral history of their choice. It can be from any of the wars covered in the chronology of the course. The instructor will provide information on where interviews can be found, however students are also able to select content from outside this list. The presentation should introduce the veteran and their service, connect their experiences to the various themes addressed in this course, and address any limitations they came across in using their oral history. Content can be elaborated on or contextualized with the use of external sources; however, the oral history and course materials should be the main sources used.

1. <https://www.iwm.org.uk/collections/sound>
2. <https://www.bl.uk/about/projects/national-life-stories>
3. <https://www.legasee.org.uk/veteran/>
4. <https://www.loc.gov/programs/veterans-history-project/explore-the-collections/>
5. <https://americanveteranscenter.org/category/videos/veterans-oral-histories/>
6. https://www.warmuseum.ca/collections/advanced-search?type=archive&q1=all%3A%3A_contains%3A%3Ain%20their%20own%20voices&sort=number&order=asc&view=list&size=100&page=1
7. <https://www.archives.gov/about/history/veterans-oral-histories>

One-on-One Check In

Each student will be required to set up a one-on-one Zoom meeting with the course instructor in advance of their final paper to review their argument, thesis statement, and sources.

Final Paper

Students will be asked to write a 2,500-word argumentative final paper on a topic of their choice that relates to the course material. This paper will be submitted through OWL and should adhere to Chicago Manual of Style. Academic consideration for this assignment requires submission of formal supporting documentation.

Academic Considerations:

In accordance with the current Policy on Academic Consideration, students are permitted one academic consideration per semester per course without formal supporting documentation. This one assessment will be given a one-week extension. All other late assignments will be subject to a deduction of 5% per day, including weekend days, and those submitted more than ten days after the due date will not be graded. Permission to submit a late assignment without penalty outside of the one allotted assessment can only be given by the Academic Advising office of your home faculty.

Academic Integrity / Remote Proctoring:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: https://uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Within this course, use of generative artificial intelligence (AI) tools (such as ChatGPT, Claude, Gemini, co-pilot, translation tools, and grammar-checking tools) is not permitted for any work submitted for evaluation, unless prior approval is granted by the course instructor. A declaration made at the beginning of the assignment stating how it was used. Unauthorized use of AI will be subject to academic discipline.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Schedule of Classes, Readings, Assessments:

Lecture One [Released June 15]: Odysseus as the Archetypal Veteran

Students will be introduced to the course content, expectations, and assignments. The idea of Odysseus as an archetypal veteran will be introduced to familiarize students with the themes that will be discussed throughout the course. Students will also be introduced to veterans' experience as told through oral histories, which will be a central focus of this course.

Shay, Jonathan. *Odysseus in America: Combat Trauma and the Trials of Homecoming*. New York: Scribner, 2002, pg. 1-7, 255-259.

Thampi, John. "A Veteran's Odyssey After hanging up the Uniform in an America He Doesn't Recognize." *The War Horse*. October 13, 2021.

<https://thewarhorse.org/military-veterans-transition-from-war-to-home-an-odyssey/>.

Huxford, Grace, Ángel Alcalde, Gary Baines, Olivier Burtin, and Mark Edele. "Writing Veterans' History: A Conversation on the Twentieth Century." *War & Society* 38, no. 2 (2019): 115–38. <https://doi.org/10.1080/07292473.2019.1566978>.

Raynor, Sharon D. *Practicing Oral History with Military and War Veterans*. Oxfordshire: Routledge, 2023. Pg. 8-15. <https://doi.org/10.4324/9781003280323>.

Lecture Two [Released June 18]: Who is a Veteran? The Complexities of Identity and Belonging

Students will be introduced to the debate about who can call themselves a veteran, and how this is complicated by the modernization of war and total war where civilians are mobilized towards the war effort. The complexities of combatant and non-combatant roles will also be discussed. Students will also look at shared experiences and the collective identity of veterans.

Bandyopadhyay, Ranjan, Avishek Ray, and Bao Nguyen Le. "The Shifting Contours of Nostalgia, Homelessness, and Homecoming: Vietnam War Veterans' Identity." *The Journal of Humanistic Psychology* (2024): 1-21. <https://doi.org/10.1177/00221678241273384>.

Gannon, Barbara. "They Call Themselves Veterans': Civil War and Spanish War Veterans and the Complexities of Veteranhood." *The Journal of the Civil War Era* 5, no. 4 (2015): 528–50. <https://doi.org/10.1353/cwe.2015.0075>.

Godier-McBard, Lauren Rose, E Fleet, and AD Adams. "I Never Thought of Myself as a Veteran': Written Reflections on Veteran Identity by Ex-Servicewomen in Wales." *BMJ Military Health* (2025): 1-5. <https://doi.org/10.1136/military-2024-002914>.

Select Oral History Excerpts:

<https://www.warmuseum.ca/in-their-own-voices/clip/aubrey-ingraham-283/>

<https://www.warmuseum.ca/in-their-own-voices/clip/pierre-forgues-1099/>

<https://www.warmuseum.ca/in-their-own-voices/clip/michelle-taylor-1069/>

Lecture Three [Released June 22]: Back to Civvy Street – Veterans and Societal Reintegration

Students will look at the reintegration of veterans into civilian society after they return from war. They will learn the common challenges that veterans experience, as well as the ways that race and gender impact the reintegration programs that are made available to them.

Pierson, Ruth Roach, and Marjorie Cohen. "Educating Women for Work: Government Training Programs for Women before, during, and after World War II." In *Modern Canada, 1930–1980s*, ed. Michael S. Cross and Gregory S. Kealey, 208–43. Toronto: McClelland & Stewart, 1984.

Verkamp, Kirsten M. “From Warrior Ethos to Obscurity: Veteran Reintegration Literature Review.” *Journal for Nurse Practitioners* 17, no. 5 (2021): 564–69. <https://doi.org/10.1016/j.nurpra.2020.12.016>.

Select Oral History Excerpts:

<https://www.warmuseum.ca/in-their-own-voices/clip/leopold-thibeault-515/>
<https://www.warmuseum.ca/in-their-own-voices/video/?id=howard-coombs-770>

Lecture Four [Released June 25]: Veterans, Gender, and Sexuality

Students will look at how gender and sexuality impact veterans’ experiences, as well as the historic injustices faced by veterans during their service – such as the LGBT Purge in the Canadian Armed Forces – and how it impacted their view of service.

Crouthamel, Jason. “Homosexuality and Comradship: Destabilizing the Hegemonic Masculine Ideal in Nazi Germany.” *Central European History* 51, no. 3 (2018): 419–39. <https://doi.org/10.1017/S0008938918000602>.

Osborne, Alison K, and Gill McGill. “The Impact of the Historic Policy to Ban Homosexuality in the UK Armed Forces: The Lived Experience of LGBT + Veterans.” *Sexuality Research & Social Policy* 21, no. 3 (2024): 1123–36. <https://doi.org/10.1007/s13178-024-00952-1>.

Fodey, Sarah, director. *The Fruit Machine*. June 1, 2018; Canada: TVOntario. Documentary. <https://lgbtpurgefund.com/the-fruit-machine-available-for-personal-viewing/>

Lecture Five [Released June 29]: Fighting for Freedom, Struggling for Equality – Veterans, Race, and Ethnicity

Students will look at the role that race has played in the experiences of veterans throughout several different wars and afterwards. Particular attention will be paid to issues of racial tension within the United States.

Carroll, Al. *Medicine Bags and Dog Tags: American Indian Veterans from Colonial Times to the Second Iraq War*. 1st ed. Lincoln: University of Nebraska Press, 2008. Pg. 1-15.

Hassett, Dónal, and Michelle Moyd. “Introduction: Writing the History of Colonial Veterans of the Great War.” *First World War Studies* 10, no. 1 (2019): 1–11. <https://doi.org/10.1080/19475020.2019.1701522>.

Weaver, Michael. “‘Let Our Ballots Secure What Our Bullets Have Won’: Union Veterans and the Making of Radical Reconstruction.” *The American Political Science Review* 116, no. 4 (2022): 1309–24. <https://doi.org/10.1017/S0003055422000193>.

Select Oral History Excerpts:

<https://www.warmuseum.ca/in-their-own-voices/clip/gordon-quan-317/>
<https://www.warmuseum.ca/in-their-own-voices/clip/max-dankner-677/>
<https://www.warmuseum.ca/in-their-own-voices/video/?id=frank-moritsugu-669>
<https://www.youtube.com/watch?v=cPO86S9cvQ4>

Lecture Six [Released July 2]: Veterans Organizations and Political Engagement

Students will look at the role that veterans have played in politics and in the advancement of government policies. This includes their role in the development of social welfare, as well as how veterans' status has been wielded as a political tool. [77 pages]

Myers, Sarah Parry. "I Never Flew an Airplane That Asked If I Were a Mr. or a Mrs. or a Ms. Contesting Definitions of a Veteran and Receiving Veteran Status." In *Earning Their Wings: The WASPs of World War II and the Fight for Veteran Recognition*. Chapel Hill: The University of North Carolina Press, 2023. Pg. 136-155.

Obinger, Herbert, Klaus Petersen, and Peter Starke. *Warfare and Welfare: Military Conflict and Welfare State Development in Western Countries*. Oxford: Oxford University Press, 2018. Pg. 1-35.

Vasquez, Joseph Paul, and Walter W Napier. "Band of Brothers or Band of Others?: Rhetoric, Veterans, and Civil Rights Fights in Germany and the United States." *Armed Forces and Society* 49, no. 2 (2023): 446–69.
<https://doi.org/10.1177/0095327X211065490>.

Select Oral History Excerpts:

<https://www.warmuseum.ca/in-their-own-voices/clip/michelle-douglas-595/>

Lecture Seven [Released July 6]: The Meaning of Sacrifice – Grappling with Public Memory

Students will look at the way that the memories of wars change over time and the impact that this has on the veterans who fought in them. They will also look at how veterans grapple with their own remembrance of service during commemorative events like Remembrance Day, Veterans' Day, and Armistice Day.

Bjerström, Carl Henrik. "Standard-Bearers of Internationalism? The Politics and Memory of Cuban International Brigade Veterans of the Spanish Civil War." *War & Society* 44, no. 4 (2025): 515–37.
<https://doi.org/10.1080/07292473.2025.2540194>.

Hagopian, Patrick. *The Vietnam War in American Memory: Veterans, Memorials, and the Politics of Healing*. Amherst: University of Massachusetts Press, 2009, pg. 1-22.

Select Oral History Excerpts:

<https://www.warmuseum.ca/in-their-own-voices/video/?id=fraser-mckee-1084>
<https://www.warmuseum.ca/in-their-own-voices/video/?id=david-wake-508>
<https://www.warmuseum.ca/in-their-own-voices/video/?id=anouk-beauvais-589>

Lecture Eight [Released July 9]: Pensions – Right or Reward?

Students will look at the history of veterans' pensions, the question of whether pensions were a right or reward for service, and address how and why the right to a pension was granted to different individuals at different times.

Coleman, Marie. "Military Service Pensions for Veterans of the Irish Revolution, 1916–1923." *War in History* 20, no. 2 (2013): 201–21.
<https://doi.org/10.1177/0968344512471126>.

Logue, Larry M, and Peter Blanck. "'Benefit of the Doubt': African-American Civil War Veterans and Pensions." *The Journal of Interdisciplinary History* 38, no. 3 (2008): 377–99. <https://doi.org/10.1162/jinh.2008.38.3.377>.

Stalnaker, Dustin. "German Veterans of the Spanish Civil War and the Struggle for Recognition in West Germany." *Intersections* 6, no. 1 (2020): 68–83.
<https://doi.org/10.17356/ieejsp.v6i1.616>.

Select Oral History Excerpts:

<https://www.youtube.com/watch?v=sCWdcFZnNyY>

<https://www.warmuseum.ca/in-their-own-voices/video/?id=william-novick-315>

Lecture Nine [Released July 13]: Atomic Veterans, Agent Orange Sickness, and Gulf War Syndrome – Veterans and Adverse Health

This week will look at veteran specific health issues that arose from their service, focusing primarily on the atomic veterans of the Second World War, agent orange sickness in the Vietnam War, and the mysterious Gulf War syndrome. Students will also be introduced to the notion of veterans' bodies as state commodities.

Bedard, Kelly, and Olivier Deschênes. "The Long-Term Impact of Military Service on Health: Evidence from World War II and Korean War Veterans." *The American Economic Review* 96, no. 1 (2006): 176–94.
<https://doi.org/10.1257/000282806776157731>.

Kilshaw, Susie. *Impotent Warriors: Gulf War Syndrome, Vulnerability and Masculinity*. New York: Berghahn Books, 2009. Pg. 1-13.

Uesugi, Tak. "Toxic Epidemics: Agent Orange Sickness in Vietnam and the United States." *Medical Anthropology* 35, no. 6 (2016): 464–76.
<https://doi.org/10.1080/01459740.2015.1089438>.

Gkourlias, Jennifer. "A Casualty of War: Gulf War Illness." June 14, 2018, TEDxSUNYGeneseo, New York, United States. Recording, 15:34,
https://www.youtube.com/watch?v=aW2vjidNn_8.

Lecture Ten [Released July 16]: War Wounds – Veterans and Physical Disability

Students will look at the lasting impact of disability on veterans, both occurring during service and as a result of service. Both visible and invisible disabilities will be discussed, as well as the hierarchy of wounds during wartime and how this impacts veterans' experience of disability in civilian life. This will be connected to ideas of masculinity as well as the discussion around pensions from earlier in the course.

Coleman, Marie. "Privileged Injuries: Defining Disability Among Veterans of The Irish Revolution (1916–1923)." *History (London)* 107, no. 377 (2022): 707–26. <https://doi.org/10.1111/1468-229X.13323>.

Gerber, David A. "Disabled Veterans, the State, and the Experience of Disability in Western Societies, 1914-1950." *Journal of Social History* 36 (2003): 899-916.

Schlund, Sebastian. "'An Elite Among the Disabled': The Welfare State and Identity Formation of Disabled Veterans in Post-war West Germany." *History (London)* 107, 377 (2022): 747–64. <https://doi.org/10.1111/1468-229X.13321>.

Select Oral History Excerpts:

<https://www.warmuseum.ca/in-their-own-voices/video/?id=bruce-henwood-507>

Lecture Eleven [Released July 20]: Mental Wounds as Long Shadows of War

After looking at the impact of physical disability on veterans, students will now address the impact of mental stress on veterans. They will trace the evolving understanding of disorders such as PTSD as well as the long-lasting impact that the mental stresses of war have on veterans physically and socially. Finally, they will look at survivors' guilt as part of the veterans' experience.

Wright, Stephanie.. "'My Husband ... Is an Authentic Psychopath': Spanish Civil War Veterans, Mental Illness and the Francoist Regime." *Social History of Medicine: The Journal of the Society for the Social History of Medicine* 34, no. 4 (2021): 1236–1255. <https://doi.org/10.1093/shm/hkaa072>.

Jones, Edgar, Robert Hodgins-Vermaas, Helen McCartney, Brian Everitt, Charlotte Beech, Denise Poynter, Ian Palmer, Kenneth Hyams, and Simon Wessely. "Post-Combat Syndromes from the Boer War to the Gulf War: A Cluster Analysis of Their Nature and Attribution." *BMJ* 324, no. 7333 (2002): 321–324. <https://doi.org/10.1136/bmj.324.7333.321>.

McLeay, Sarah C, Wendy M Harvey, Madeline NM Romaniuk, Darrell HG Crawford, David M Colquhoun, Ross McD Young, Miriam Dwyer, et al. "Physical Comorbidities of Post-traumatic Stress Disorder in Australian Vietnam War Veterans." *Medical Journal of Australia* 206, no. 6 (2017): 251–257. <https://doi.org/10.5694/mja16.00935>.

Select Oral History Excerpts:

<https://www.warmuseum.ca/in-their-own-voices/video/?id=bertram-mcmillan-1006>
<https://www.warmuseum.ca/in-their-own-voices/video/?id=jean-guy-plante-985>
<https://www.warmuseum.ca/in-their-own-voices/video/?id=jonathon-reid-787>
<https://www.warmuseum.ca/in-their-own-voices/video/?id=george-morasch-308>
<https://www.warmuseum.ca/in-their-own-voices/clip/john-barnes-275/>

Lecture Twelve [Released July 23]: Lotuses, Alcohol, and Opium – Veterans and Substance Abuse

Building on the content from the previous week, students will look at the issue of substance abuse in veterans and the connection to their military service. This will be traced through numerous wars, however the Vietnam War will be given particular attention due to the pervasive nature of drug and alcohol use and abuse during service and by Vietnam veterans.

“Lotus Land: The Flight From Pain” in Shay, Jonathan. *Odysseus in America: Combat Trauma and the Trials of Homecoming*. New York: Scribner, 2002. Pg. 35-41.

James, S. L. “Alcoholism in Homeless Veterans: A Historical Overview.” *Clinical Nurse Specialist* 8, no.5 (1994): 241–44.

Jones, Jonathan. “Opium Slavery: Civil War Veterans and Opiate Addiction.” *The Journal of the Civil War Era* 10, no. 2 (2020): 185–212.
<https://doi.org/10.1353/cwe.2020.0025>.

Vance, Jonathan. “When Wartime Friends Meet”: Great War Veteran Culture and the (Ab)Use of Alcohol.” *Canadian Military History* 32, no.1 (2023): 1-32.

Select Oral History Excerpts:

<https://www.youtube.com/watch?v=YLUb4JUvVbQ>

<https://www.youtube.com/watch?v=Q1TUON6xDdY>

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 [here](#).

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

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 https://academicsupport.uwo.ca/accessible_education/exams/index.html.

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

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://mykings.ca/intranet/app/#/student-supports-and-services>

Students experiencing emotional or mental health distress can access services at King's University College: <https://mykings.ca/intranet/app/#/student-supports-and-services/personal-counselling>

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

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

Academic Support Services at King's University College:

<https://mykings.ca/intranet/app/#/academics/academic-advising>

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://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/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.

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://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/student-code-of-conduct>

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 [here](#).

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 your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/OriginalityReports - 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.