



HISTORY 1601E (570)
Survey of East Asian History
Fall/Winter 2025 - 2026

Instructor: Dr. Adam Bohnet & Dr. Meili Ma
Email: abohnet@uwo.ca; mma56@uwo.ca

Course Information

Calendar Description:

The history of China, Korea and Japan from earliest development until modern times. The course emphasizes that although they are independent nations their histories are intertwined.

Prerequisite(s):

Antirequisite(s):

Extra Information: 2 lecture hours, 1 tutorial hour.

Course Weight: 1.00

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 1601, 570
Survey of East Asian History/Fall and Winter, 2025-2026]

Course information:

Title: Survey of East Asian History, History 1601, 570.
Instructors: Adam Bohnet, Meili Ma

The syllabus posted to Brightspace syllabus is the official syllabus. When in doubt, refer to it.

Office Hours: TBA

Official Course description: This course discusses the history of China, Korea and Japan (with perhaps excursions to a few nearby countries) from 1600 until modern times. The course emphasizes that although they are independent nations, their histories are intertwined both with each other and with the wider world.

More detailed description: Welcome to this class and to the study of history! East Asia has been a key centre of the global economy and population for most of recorded history, rivalled only by India and vicinity. In this class, we will develop our skills as historians by discussing the histories of China, Japan and Korea from about 1550 to 1945.

Course learning outcomes:

Students who successfully complete this course should be able to:

1. Recognize the importance of primary sources and key challenges with the analysis of primary sources.
2. Read a scholarly article carefully and critically.
3. Understand East Asia as a product of constantly changing historical circumstances.
4. Escape popular essentialist, West-centric and nationalist distortions of East Asian history.
5. Approach key controversies in East Asian history with a scholarly outlook.
6. Write an essay in English at a first-year level.
7. Develop a writing project beginning in the initial research stage and continuing through to the final draft.
8. Have a general understanding of the Romanization of East Asian languages, including especially pinyin Romanization.
9. Understand the outlines of key trends in East Asian history since 1550, including but not limited to: the market economy of the Qing Empire and Edo Japan; the decline of unfree labour in Chosŏn Korea; urbanisation in Edo Japan; the formation of a multi-ethnic Qing empire; economic and political decline in the face of newly industrialised England; The reorganisation of Meiji Japan as a centralised state on the Napoleonic model; the development of such ideologies as nationalism, racism, socialism, communism, and feminism in nineteenth and twentieth-century East Asia; colonialism, capitalism and imperialism in East Asia; and the rise of fascist mass-mobilisation in the mid-twentieth century.

Mode of Instruction: In person (lectures) and online synchronous (tutorials)

Course textbooks

1. Holcombe, Charles. *History of East Asia: from The Origins of Civilization To the Twenty-First Century*. Cambridge: Cambridge University Press, 2025.
Cost: 53 CAD.

This is the basic textbook for the course. It is invaluable for providing key background to broader East Asian History, as I will not be able to provide full or consistent survey of all subjects.

2. C.T. Assendelft de Coningh, *A Pioneer in Yokohama: A Dutchman's Adventures in the New Treaty Port* (Hackett, 2012), edited by Martha Chaiklin.
Cost: 22.90

We will read this fascinating primary source, a first-hand account of Japan after its initial opening to European capitalist powers in the late nineteenth century, in class. Students will also write their first essay about this book.

3. Other readings will either be posted to Brightspace:

Some of those readings will be posted as PDFs, but many of the readings will be simply links to library resources, and students may need to sign into the library to access them.

Other technological requirements:

As the tutorials will be online synchronous, students will need access to a computer and the internet, with the ability to participate on Zoom

Method of evaluation:

1. 10%: Tutorial Attendance and Participation
2. 15%: Midterm (January 15).
3. 30%: Final Exam - in April exam period
4. 25%: First term essay [Annotated bibliography and essay proposal due by October 30 (15%); Final essay due by December 4 (10%).
5. 20%: Second term essay [annotated bibliography and proposal due by February 27 (10%). Final essay due April 3 (10%)

1. **Tutorial Attendance and Participation (10%).**

Attendance in classes is not mandatory but is assumed. I assume that students are present in class for all announcements. I will not hand out lecture notes to students who miss my classes.

Attendance in tutorials is mandatory and will be checked regularly. Note that you are NOT allowed to switch tutorials at will, but must remain consistently in the tutorial in which you are registered. If you must switch, please make a formal request.

In principle, tutorials will discuss the material of the previous class – so, Monday's tutorials will discuss the readings from the previous Thursday. Some tutorials will focus on developing specific skills. See tutorial schedule and information page on OWL for further details.

Students should attend all tutorials if possible, but one or two missed tutorials will not cause significant harm to student grades. The tutorial grade is a mix of attendance and participation – and if you must miss one tutorial, you may simply participate more actively in those that you do attend. As a consequence, academic consideration as defined by the dean's office, does not apply to the tutorial.

2. **Midterm (15%):** This will be made up of mostly short answer, written questions, based on lectures and readings. It will be on January 16, after you return from holidays. I will provide a study guide. It will be held in your classroom.

Please note that I am excluding the midterm from the new policy on Academic Consideration. I reserve the right to demand notes and documentation should you miss the midterm. Should circumstances result in your missing the midterm, please e-mail me as soon as possible, and I will consider the best way forward. Should I consider that documentation is necessary I will direct you to the Academic Dean's Office for further consultation. Note that make-up tests, because of the difficulty of writing a new questions, and the need to maintain fairness, will inevitably be more difficult and have less choice. Cheating (looking at somebody else's work, writing answers on your hand, having answers sent to your cell-phone) is very unlikely to improve your mark even if not detected, and will result in very severe consequences to both your mark and academic career if detected.

3. **Final exam (30%):** This will be in final exam period. It is not cumulative, but will cover only second term materials. It will be similar to the midterm, but will have a longer essay question. I will provide a study guide.

NB: For both midterm and final, follow the rules of the midterm and final exam. Do not cheat. Cheating is unlikely to improve your grade, but could get you in a lot of trouble.

4. **Essays:** There are two short (6-8 pages) essays. They are to both to be written in two stages, an initial stage with an annotated bibliography and essay proposal, and a second stage, which is the final essay. See the policy regarding plagiarism and CHAT GPT.

Note A: Following History department Policy, you must submit and pass all written assignments or you will not pass this course.

Note B: Unless you contact me with a request for an extension, a late penalty will be imposed for every day late, in accord with departmental policy, starting with 5% on the first day and 1% after this. Written work will not be accepted a week after the due date. So, please get it in on time, or, should circumstances require, contact me with a request for an extension.

Academic Consideration:

Check description in each assignment, above. Academic consideration does not apply to the tutorial because of the nature of the assignment. The midterm is excluded from the new policy – I reserve the right to demand documentation.

Academic Integrity / Remote Proctoring:

Academic Dishonesty and Chat GPT:

Please note that I take scholastic offenses very seriously. All work that you submit in class should be

your own, and you should have written it honestly. Do not try to resubmit work from another class in this class, and do not submit something written by somebody else as your own. Follow the exam rules. Don't cheat. Further information on the rules at Western may found at the following link:

https://uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Your paper should be written by you in your own words. All writing that you submit to me must be your own writing and not the product of Chat GPT or other Large Language Model program. You are informed that Chat GPT is not a sage – is not, despite the hype, AI - but a chatbot. It is a very good chatbot, it is an impressive achievement of engineering, and it likely will have many uses - but it still is a chatbot. You may well want to use it to get your assignments started; if you do so, you must acknowledge this use in a footnote. By no means should you leave the finished essay to Chat GPT or any other LLM program. Note that you will be completely responsible for everything in your final essay and must read everything that you cite. If you cite an article that does not exist because CHAT GPT generated a title for a non-existent article, that is academic dishonesty. If, upon interviewing the student, I discover you do not understand what you wrote because it was written by CHAT GPT, this will also be academic dishonesty. See my guide to avoiding academic dishonesty on the Brightspace page.

Chat GPT policy is a work-in-progress. If I change the policy, I will let you know.

I put all student essays through Turnitin. Students will note that, just as I tell them not to trust Chat GPT, I also don't trust Turnitin.com. Don't ask me what percentages of originality you need to get in order to pass Turnitin.com, as one plagiarized sentence is too many, and Turnitin.com can get confused by things like block quotations, and mark them as plagiarized. I use Turnitin as a guide, but don't rely on it.

Use of Electronic Devices in Class [Important]: Because of numerous complaints from students about misuse of notebooks in class, I have been forced to establish a firm rule that absolutely no electronic devices other than notebook computers may be on the desk during class, and no notebook computers should be present in the front rows of the class.

In this respect, please note the King's University College policy allows me to withdraw in-class computer privileges from students who use their computers during class for reasons other than note-taking.

Note that while students are allowed to take notes on a notebook computer, they should not use computers and phones or non-academic purposes while in class. In this respect, please note the King's University College policy on the use of electronic devices.

“King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of laptop computers can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share the responsibility to establish and maintain a respectful classroom environment conducive to learning.”

Also: Students are informed that there has been significant research that the use of computers for note-taking that has revealed that computers are less effective for taking notes than are pen and paper. A recent paper is [Pam A. Mueller and Daniel M. Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” Psychological Science 25, no. 6 \(2014\): 1159-1168.](#)

Schedule of Classes, Readings, Assessments:

Lecture schedule – Still subject to change.

Week 1 (September 4): Introduction to Class. Introduction to Early Modern East Asia.

No tutorial on September 8

Week 2 (September 11): Readings: (1) Holcombe, "The Tokugawa Shogunate," pages 187-199; (2) Ihara Saikaku's "Books of a Floating World" in Haruo Shirane, ed. *Early Modern Japanese Literature: An Anthology, 1600-1900* (New York: Columbia University Press, 2002): 82-92.

Tutorial September 15

Week 3 (September 18): Edo foreign affairs: Edo Japan and the Outside World. Reading: Watanabe Miki, "'The Border of Japan' for Chinese Arrivals in Nagasaki, Satsuma, and Ryukyu," *Itinerario* 37 no. 3 (2013): 30–38.

Tutorial, September 22

Week 4 (September 25): Late Edo - opening to the West: Reading: Passage from C.T. van Assendelft de Coningh, *A Pioneer in Yokohama: A Dutchman's Adventures in the New Treaty Port: from Ontmoetingen Ter Zee and Te Land* (Indianapolis: Hackett Pub. Co. 2012).

Tutorial: September 29

Week 5: (October 2): Qing politics:

1) Holcombe, "The Manchu Qing Gunpowder Empire," 167-183; 2)

Jaymin Kim, "Becoming Inner Kirghiz: Qing Policy Toward the Five Tribes in Xinjiang, 1750s–1790s," *Late Imperial China* 44 no. 1(2023), 79–119. <https://doi.org/10.1353/late.2023.a899674>

Tutorial: October 6

Week 6 (October 9): Library Session

October 13 is Thanksgiving Weekend.

Week 7 (October 16) : Qing Society and Economy. Readings: George Zhijian Qiao, "Shanxi's Men on the Spot: The Rise of Long-Distance Trading Firms on the Northern Frontier," *Late Imperial China* 44 no. 2 (2023): 25–66. <https://doi.org/10.1353/late.2023.a918495>.

Week 8 (October 23): Readings: (1) Holcombe, "The Hermit Kingdom," 183-187; (2) [Passages from the Ihyang kyonmun nok](#), translated by Adam Bohnet.

Tutorial: October 27.

Week 9 (October 30): Choson - Social Change and Continuity.

Readings: (1) [Jisoo M. Kim, "Women's Legal Voice: Language, Power, and Gender Performativity in Late Chosŏn Korea,"](#) *The Journal of Asian Studies* 74, no. 3 (August 2015): 667-686.

Tutorial: November 10

Week 10 (November 13): Opium Wars and Taiping era in China:

Huan Jin, "Stitching Words to Suture Wounds: A Manuscript Diary from the Taiping-Qing Civil War (1851–64)," *Late Imperial China* 40 no. 2 (2019): 141–82. <https://doi.org/10.1353/late.2019.0009>.

Tutorial: November 17.

Week 11 (November 20): Qing Empire during age of Western dominance: Readings: 1) Holcombe, 217-235; 2) [Jeremy E. Taylor, "The Bund: Littoral Space of Empire in the Treaty Ports of East Asia,"](#) *Social History* 27 no. 2 (2002): 125–142.

Tutorial: November 24.

Week 12 (November 27): Meiji Japan. Reading: 1) Holcombe, 240-255; 2) [Yasuko Takezawa, "Translating and Transforming 'Race': Early Meiji Period Textbooks,"](#) *Japanese Studies* 35 no. 1 (2015): 5–21.

Tutorial: December 2.

Week 13: December 4: Rise of the Japanese Empire. Holcombe, 273-278.

No tutorial

No tutorial on January 5

2-1 : January 8: Self-Strengthening in China. Reading: Adam Chang, "Reappraising Zhang Zhidong: Forgotten Continuities During China's Self-Strengthening, 1884-1901," *Journal of Chinese Military History* 6 no. 2 (2017): 157–92. <https://doi.org/10.1163/22127453-12341316>.

No Tutorial on January 12

2-2 (January 15): Midterm Exam

No tutorial on Jan 19

2-3 (January 22): Late Qing and Rise of the Republic of China, as seen from the Diaspora in Canada. Reading: (1): Holcombe, 227-235 and 259-264; (2) [Zhongping Chen, "Vancouver Island and the Chinese Diaspora in the Transpacific World, 1788-1918,"](#) *BC Studies* 204 (2020): 45-65; (3) [Zhongping Chen, "Kang Youwei's Activities in Canada and the Reformist Movement among the Global Chinese Diaspora, 1899-1909,"](#) *Twentieth-Century China* 39 no. 1 (2014): 3–23.

Tutorial on January 26

2-4 (January 29): Rise of Radical Politics - Communists, Anarchists and "New Youth" in early twentieth century East Asia. Reading: **1)** Excerpts from Lu Xun; **2)** Viewing: Film: Spring Silkworms (1933): <https://www.youtube.com/watch?v=w3168dypRWk>

Tutorial on February 2

2-5 (February 5): Nationalists and Communists. Readings: (1) Holcombe, 264-273; and 288-299; (2) [Brian Tsui, "Reforming Bodies and Minds: Anticommunism and Transforming Political Enemies in Nationalist China,"](#) *Positions : East Asia Cultures Critique* 28, no. 4 (2020): 789–814.

Tutorial on February 9

2-6 (February 12):

Contradictions within Taisho Democracy Readings: 1) Holcombe, 278-283; 2) Hiromu Nagahara, "The Invention of the Popular Song," in [Tokyo Boogie Woogie: Japan's Pop Era and Its Discontents](#) (Cambridge: Harvard University Press, 2017), 18-66. [For a PDF of the chapter \(should you have trouble accessing the book\), click here](#)

Listening: 1) Nakayama Utako, "[Sendō kouta](#)" ([Boatman's Song](#)), 1921; 2) [Fuji Keiko \(1951-2013\)'s cover of the "Boatman's Song";](#) 3) [Kouta Katsutarō \(1904-1974\), , "Shima no musume" \(Island Girl\);](#) 4) [Kouta Katsutarō, "Manshū Gurashi" \(Life in Manchuria\);](#) 5) [Watanabe Hamako \(1910-1999\),](#)

["Shina no Yoru" \(China Nights\);6\) Satō Chiyako \(1897-1968\), "Tōkyō kōshinkyoku" \(Tokyo March\), 1929;](#) 7) ["Senyu" \(Comrade in Arms\) \[but avoid reading the comments - this song attracts some pretty nasty militarists, as a general rule!\]](#)

Some late additions: 1) [Dick Mine, "Dinah" \(1934\);](#) 2) [Dick Mine, "Futariwa wakai" \[Two youths\] 1935\);](#) 3) [Yi Nanyong, "Mokp'o ui nunmul \(1935\)](#)

4) [Ch'oe Sunghui, "Itaeri chongwon" \(1935\)](#)

Tutorial after Reading week on February 23

2-7: Feb 26: Industrialization and Imperialism in Korea and Japan in the Japanese Empire: Reading: Ken C. Kawashima, "The Obscene, Violent Supplement of State Power: Korean Welfare and Class Warfare in Interwar Japan," *Positions : Asia Critique* 17 no. 3 (2009): 465–87. <https://doi.org/10.1215/10679847-2009-011>.

Tutorial: March 2

2-8 (March 5): New Women - Understanding East Asian Feminism of the 1920s and 1930s. Viewing: Cai Chusheng, *Xin Nuxing 新女性* [New Women], 1935. Shanghai: United Photoplay Services, Ltd. ([Lianhua yingye gongsi 聯華影業公司](#)), posted by <https://chinesefilmclassics.org>, 2019.

NB - students are informed that there are some representations (not graphic) in the film of sexual violence and suicide.

Tutorial: March 9

2-9 (March 12):

Japanese Fascism and War Fever Reading: 1) [Louise Young, "When Fascism Met Empire in Japanese-Occupied Manchuria,"](#) *Journal of Global History* 12, no. 2 (2017): 274–96. <https://doi.org/10.1017/S1740022817000080>.

Tutorial: March 16

2-10 (March 19): WWII in Asia: China Readings: (1) Holcombe, 288-304; Geling Yan and Nicky Harman, *The Flowers of War*

Tutorial March 23

2-11 (March 27): in WWII Readings: (1) Holcombe, 288-304; Hildi Kang, *Under the Black Umbrella: Voices from Colonial Korea, 1910-1945* p24-74, p111-129

Tutorial March 30

2-12 (April 2): Memories about WWII in Asia Readings: (1) Holcombe, 311-335; Yasukuni shrine <https://youtu.be/5z8uKEepW2w>

"Comfort woman"

Iris Chang: *The Rape of Nanjing*

Tutorial: April 6

2-13: (April 9): discussion about the final examination

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-support-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/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/safe-campus/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 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/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.