



**Political Science 3307F (570)**  
**POLITICS AND CONTEMPORARY SOCIAL POLICY**  
**Fall/ Winter 2025-2026**

**Instructor:** L. Sarkany  
**Email:** lsarkan@uwo.ca

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**Course Information**

**Calendar Description:**

The political dimension of the social policy debates of recent decades, the challenges of public policy formulation and evaluation, and the experience of Canada and other countries in the social policy field will be examined.

**Antirequisite(s):** The former Political Science 3309E.

**Prerequisite(s):** Enrolment in 3rd or 4th year in either Political Science; Politics and International Relations; or Social Justice and Peace Studies, or permission of the department.

**Extra Information:** 2 seminar hours.

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** POLISCI

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.



**PS 3307F**

**(570)**

**Fall 2025**

**Contemporary Social Policy**

**Instructor Information:**

**Professor:** Dr. Laszlo Sarkany **Office #:** N/A

**Email:** lsarkan@uwo.ca **Ext:** 4513

**Mode of delivery:** In-person

**Office Hours:** TBA

**Course description: (from the course calendar)**

***The political dimension of the social policy debates of recent decades, the challenges of public policy formulation and evaluation, and the experience of Canada and other countries in the social policy field will be examined.***

Antirequisite(s): The former Political Science 3309E.

**Course objectives:**

The aim of this course is to introduce student to Canadian public policy development, evaluation and implementation. A further aim of the course is to encourage student to choose – or ‘own’ – a relevant social issue and develop a thorough understanding of it during the course. The first part of the course will focus on the conceptual notions of public policy development along with understanding how different theories explain policy-making processes. Once the students are equipped with these important skills, the second part of the course will focus on the praxes of policy development, implementation and evaluation. The latter part of the course then will introduce students to such key Canadian public policy areas as economic, social, health, family, indigenous and social policy. Where possible and appropriate, parallels and comparisons will be made with social policies of selected states such as the United States, Australia, Germany, and some of the Nordic states. Finally, in this course students will be able to choose a social (policy) issue, develop a thorough understanding of their chosen issue, and visually present the complexity of the issue to colleagues registered in the course.

*Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.*

## **LEARNING OUTCOMES:**

**After the completing the course, students should be able to:**

- I) Discuss and differentiate between theories of public policy in Canada
- II) Identify strategies of policy implementation
- III) Analyze and discuss a variety of public policy issues
- IV) Articulate – in writing and verbally – ways in which conceptualizations and implementations of public policy may be changes and improved

## **GRADING**

<b>Course Component</b>	<b>Percentage of Grade</b>	<b>Type</b>	<b>Due Date:</b>
In-class participation	15%	In-person	On-going
Seminar Presentation	30%	In-person	TBA
Essay Proposal	20%	Due on OWL	<b>October 30<sup>th</sup></b>
Class essay	35%	Due on OWL	<b>November 27<sup>th</sup></b>

## **Grading standards:**

A+	90–100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	Below 50	Fail

**Course grades will be determined by the following criteria:**

### **I. IN-CLASS PARTICIPATION**

You are expected to participate during each of the lectures and the class presentations by asking question and providing unique and multifaceted insight into the readings. Therefore, participation should reflect awareness of the main arguments in the readings, and should be informed. *Please note that the frequency of participation will not be considered as having the same value as the quality of participation.*

Discussions regarding public policy may lend themselves to multi-faceted discussions involving a variety of view points and opinions, which may – or may not – be shared by all. Therefore, students are asked that they conduct themselves in such a way that they show the utmost respect to others who may – or may not – share their views. The key here is to respect each others' opinions and perspectives. Any student uttering any negative or derogatory comments towards the views of others will first be asked to change their behaviour, or will be asked to take a few-minute break from the discussion.

## II. SEMINAR PRESENTATION

A group of 2—3 (maximum) student will provide a 25 - 30 minute presentation on **most of the readings and sources** assigned for a particular week. We will decide on the order of presentation on the second day of the lectures. The penalty for going over the 20-minute limit will be 2% per each minute over the maximum.

The presentation will be followed by a 5-minute 'question and answer' period. During this time, the presenters will be able to answer any clarifying questions

**\*\*\*Please note that one week prior to your presentation, you will need to consult with the instructor about the readings and other sources you wish to use for the presentation.\*\*\***

Presentations should include the following:

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|--|-----|
| i. Selecting two key (2) questions which will guide the overall presentation   | 15% |
| ii. Summarizing of the main arguments in the readings                          | 25% |
| iii. Analyzing the strengths and weaknesses of the arguments                   | 35% |
| iv. Offering at least <b>two to three key questions</b> for further discussion |     |
| v. Facilitating and leading class discussion (approximately 10 minutes)        | 25% |

## III. ESSAY PROPOSAL

October 30<sup>th</sup>, 2025

In preparation for the class essay, students will be asked to submit a 1000-word essay proposal.

The components of the proposal will be as follows. **(You MUST use the format outlined below.):**

**Section I** – '*Research Question(s)*' – maximum three questions should be posed, and they should all **closely** relate to the central topic of the essay.

**Section II** – '*Introduction*' – no longer than 250 words – which must include a clearly identifiable thesis statement.

**Section III** – Listing of all of the subsections of the essay, entitled 'Section 1 – Section 'n'. Under each subsection, there needs to be a sentence or two describing the themes/topics/arguments/cases discussed.

**Section IV** – '*Conclusion*', which will include a brief summary of the arguments.

#### IV. MAJOR RESEARCH ESSAY

November 27<sup>th</sup>, 2025

**\*\*\*Please note that if you are not able to submit the class essay on time, I will ask for formal documentation noting the reasons for the missed deadline.**

You will be responsible for writing a **class essay** worth 35% of the final mark. The essay will be due on the last day of classes during the fall term. **The essay should be 10-12 double spaced pages long.** Please note that the title page and the page containing a full list of bibliographic information **will not be** included in the page count.

**\*\*\*Students are highly encouraged to write the class essay on a topic discussed either during their seminar presentations, or while commenting on a seminar presentation.**

- i. Formatting should be as follows: Size 12, Times New Roman font, with 1" – 1.25" margins. I will accept Chicago style, the Modern Languages Association (MLA) style, and the American Psychological Association (APA) style formatting of footnotes, endnotes, in-text referencing, bibliography, etc.
- ii. In regards to the sources used for the essays, please note the following order:
  - a. Books
  - b. Journal articles
  - c. Policy papers
  - d. Discussions in the media with wide readership – approximately 500,000 readers and above
- iii. **You are asked to consult and cite at least 10-12 academic sources.**
- iv. Extensions will only be granted on compassionate grounds, and only if I am notified in writing of your circumstance.
  - i. With respect to the topic of the essay, it will be your responsibility to contact me about your topic. If you choose not to do so, I reserve the right to directly criticize the topic of the essay, which will most certainly have an impact on the mark you achieve in the course.

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>

**\*\*\* Each assignment/paper is due on the date noted. Late assignments will be accepted up to 48 hours after the deadline, without penalty. Assignments that are three to five days late will receive a corresponding late penalty of 10% if handed in between 48 – 72 hours (up to 3 days late), 20% if handed in 72 – 96 hours (up to 4 days late), and 30% if the assignment was handed in between 96 – 120 hours late (or up to 5 days late). Assignments will not be accepted beyond the five-day, or 120-hour mark. Extensions, however, may be granted in instances where illness, personal or family emergency, or**

***mental health issues are a factor, though waiting until after the deadline to see an academic counsellor will increase the possibility that you will receive zero.***

**\*\*\* POLICY WITH REGARDS TO THE USE OF ARTIFICIAL INTELLIGENCE:**

***Please note that you are explicitly asked not to use any type of software during the writing process which uses artificial intelligence. The use of such software – such as ChatGPT – will result in you receiving ‘0’ on the assignment.***

**Required Textbooks:**

Miljan, Lydia. *Public Policy in Canada: An Introduction*. 7<sup>th</sup> ed. Don Mills: Oxford University Press, 2018. **[Anticipated cost: \$42.99 – \$66.14 CAD]**

Michael Howlett, M, Ramesh, and Anthony Perl, “Studying Public Policy: Principles and Processes.” . Don Mills: Oxford University Press, 2020. **[Anticipated cost: \$56.99 – \$ 87.86 CAD]**

**\*\*\*The rest of the readings assigned are accessible on-line in the appropriate journals, which are available electronically through UWO library web page at no additional cost.**

***Recommended:***

**Margot Northey, Lorne Tepperman and Patrizia Albanese. *Making Sense in the Social Sciences: A Student’s Guide to Research and Writing*, Fifth Edition. Oxford University Press, 2012. [Anticipated cost \$27.68 - \$45.99 CAD]**

## **WEEKLY READING ASSIGNMENTS:**

### **SEPTEMBER 4<sup>TH</sup>: INTRODUCTION TO THE COURSE**

- Introductions
- Organizational overview of the course
- Explanation of the course requirements and the grading

### **SEPTEMBER 11<sup>TH</sup>: A THEMATIC INTRODUCTION**

Miljan, chapters 1 and 2

Hulse, Kath, and Wendy Stone. "Social Cohesion, Social Capital and Social Exclusion: A Cross Cultural Comparison." *Policy Studies*, vol. 28, no. 2, 2007, pp. 109

### **SEPTEMBER 18<sup>TH</sup>: THEORIES OF PUBLIC POLICY**

Miljan, chapter 3

Robbins, Julian A., and Jonathan Dewar. "Traditional Indigenous Approaches to Healing and the Modern Welfare of Traditional Knowledge, Spirituality and Lands: A Critical Reflection on Practices and Policies Taken from the Canadian Indigenous Example." *The International Indigenous Policy Journal*, vol. 2, no. 4, 2011.

### **SEPTEMBER 25<sup>TH</sup>: ECONOMIC POLICY (AND POLICY IMPLEMENTATION) – Hailey and Colin**

Miljan, chapter 7

Howlett, et. al. 4

Baragar, Fletcher. "Crisis and Canada's Macroeconomic Policy: 2008-2012." *Studies in Political Economy*, vol. 96, 2015.

DiMatteo, Livio. "Wealth Distribution and the Canadian Middle Class: Historical Evidence and Policy Implications." *Canadian Public Policy. Analyse De Politiques*, vol. 42, no. 2, 2016, pp. 132.

Wiseman, Nelson, and Benjamin Isitt. "Social Democracy in Twentieth Century Canada: An Interpretive Framework." *Canadian Journal of Political Science*, vol. 40, no. 3, 2007, pp. 567.

### **OCTOBER 2<sup>ND</sup>: INDIGENOUS POLICY**

Miljan, chapter 11

Brooks-Cleator, Lauren A. et Audrey R. Giles. "A Postcolonial Discourse Analysis of Community Stakeholders' Perspectives on Supporting Urban Indigenous Older Adults to Age Well in Ottawa, Canada." *The International Indigenous Policy Journal*, volume 11, number 1, 2020, p. 1–20.

McCallum, Kerry. "Distant and Intimate Conversations: Media and Indigenous Health Policy in Australia." *Critical Arts*, vol. 27, no. 3, 2013, pp. 332-351.

Wingert, Susan. "The Social Distribution of Distress and Well-being in the Canadian Aboriginal Population Living Off Reserve." *The International Indigenous Policy Journal*, vol. 2, no. 1, 2011.

## **OCTOBER 9<sup>TH</sup>: HEALTH POLICY**

Miljan, chapter 9

Bernier, Nicole F. "Extending the Realm of Health Policy with a "New Public Health" Approach: A Comparative Look at the Canadian and Swedish National Experiences." *Canadian Public Administration/Administration Publique Du Canada*, vol. 52, no. 1, 2009, pp. 71-89.

Kumar, Sameer, Neha S. Ghildayal, and Ronak N. Shah. "Examining Quality and Efficiency of the US Healthcare System." *International Journal of Health Care Quality Assurance*, vol. 24, no. 5, 2011, pp. 366-88.

Morra, Dante, et al. "US Physician Practices Versus Canadians: Spending nearly Four Times as Much Money Interacting with Payers." *Health Affairs*, vol. 30, no. 8, 2011, pp. 1443-1450.

Quesnel-Vallée, Amélie. "Policies and Health Inequalities: State of the Field and Future Directions." *Canadian Public Policy. Analyse De Politiques*, vol. 41, 2015.

## **OCTOBER 16<sup>TH</sup>: FAMILY POLICY**

Miljan, chapter 10

Earles, Kimberly. "Swedish Family Policy -- Continuity and Change in the Nordic Welfare State Model." *Social Policy and Administration*, vol. 45, no. 2, 2011, pp. 180-193.

Qian, Yue and Sylvia Fuller. "COVID-19 and the Gender Employment Gap among Parents of Young Children." *Canadian Public Policy*, vol. 46 no. 6, 2020, p. S89-S101.

## **OCTOBER 23<sup>RD</sup>: ENVIRONMENTAL POLICY**

Miljan, chapter 12

Carter, Angela V. 2018. "Policy Pathways to Carbon Entrenchment: Responses to the Climate Crisis in Canada's Petro Provinces." *Studies in Political Economy* 99 (2): 151-74

Carter, Angela V., Gail S. Fraser and Anna Zalik. 2017. "Environmental Policy Convergence in Canada's Fossil Fuel Provinces? Regulatory Streamlining, Impediments, and Drift." *Canadian Public Policy* 43 (1): 61-76

Johns, Carolyn. 2019. "Understanding Barriers to Green Infrastructure Policy and Stormwater Management in the City of Toronto: A Shift from Grey to Green or Policy Layering and Conversion?" *Journal of Environmental Planning and Management* 62 (8): 1377-401

Rapaport, Eric, et al. "How can Aging Communities Adapt to Coastal Climate Change?: Planning for both Social and Place Vulnerability." *Canadian Public Policy. Analyse De Politiques*, vol. 41, no. 2, 2015, pp. 166.

### **OCTOBER 30<sup>TH</sup>: IMMIGRATION POLICY**

Bhuyan, Rupaleem, et al. "Branding 'Canadian Experience' in Immigration Policy: Nation Building in a Neoliberal Era." *Journal of International Migration and Integration = Revue De l'Integration Et De La Migration Internationele*, vol. 18, no. 1, 2017, pp. 47-62.

Koslowski, Rey. "Selective Migration Policy Models and Changing Realities of Implementation." *International Migration*, vol. 52, no. 3, 2014, pp. 26-39.

Sheridan, Paul, and Ketan Shankardass. "The 2012 Cuts to Refugee Health Coverage in Canada: The Anatomy of a Social Policy Failure." *Canadian Journal of Political Science*, vol. 48, no. 4, 2015, pp. 905-931.

Paquet, Mireille. 2014. "The Federalization of Immigration and Integration in Canada." *Canadian Journal of Political Science* 47 (3): 519–48.

Woroby, Tamara. 2015. "Immigration Reform in Canada and the United States: How Dramatic, How Different?" *American Review of Canadian Studies* 45 (4): 430–50

**\*\*\* NOVEMBER 3<sup>RD</sup>– NOVEMBER 9<sup>TH</sup> – STUDY BREAK \*\*\***

### **NOVEMBER 13<sup>TH</sup>: HOUSING [Guest speaker]**

Miljan, chapter 8

Howlett, et. al., chapter 5

Dantzler, P. A., & Urban Policy Collective. (2022). Housing affordability, market interventions, and policy platforms in the 2022 Ontario provincial election. *Sociology Compass*, 16(11), e13046. <https://doi-org.proxy1.lib.uwo.ca/10.1111/soc4.13046>

### **NOVEMBER 20<sup>TH</sup>: CHILD CARE POLICY**

Findlay, Tammy. "Child Care and the Harper Agenda: Transforming Canada's Social Policy Regime." *Canadian Review of Social Policy/Revue Canadienne De Politique Sociale*, no. 71, 2015, pp. 1-20.

Pasolli, Kelly Erica. 2015. "Comparing Child Care Policy in the Canadian Provinces." *Canadian Political Science Review* 9 (2): 63–78 .

Prentice, Susan and Linda A. White. 2019. "Childcare Deserts and Distributional Disadvantage: The Legacies of Split Childcare Policies and Programs in Canada." *Journal of International and Comparative Social Policy* 35 (1): 59–74

White, Linda A. 2017. *Constructing Policy Change: Early Childhood Education and Care in Liberal Welfare States*. Toronto: University of Toronto Press.

**NOVEMBER 27<sup>TH</sup>: ARTIFICIAL INTELLIGENCE AND GOVERNANCE**

**READINGS TBA**

**DECEMBER 4<sup>TH</sup>: COURSE WRAP-UP**

**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](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](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/](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](mailto: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](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](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.