



Religious Studies 1022 A/B (570)
Perplexing Issues
Fall/ Winter 2025-2026

Instructor: Walsh, Corinne

Email: cwalsh44@uwo.ca

Course Information

Calendar Description:

An examination of selected thought provoking questions such as "What's after death?"; "Why do bad things happen to good people?"; "Why are religions in conflict, sometimes violently?"; "Do miracles happen?". The aim of this introductory study is to broaden students' awareness of religious ways of understanding the human condition.

Extra Information: 3 hours.

Course Weight: 0.50

Breadth: Category B

Subject Code: RELSTUD

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.



**RS1022A (570): Perplexing Issues
Fall 2025**

Course Syllabus

Instructor: Corinne Walsh, MA, LLM
Email: cwalsh44@uwo.ca (preferred contact)

Course Information

Office Hours: Wednesdays, 2:30-3:30pm, or by appointment

Course Description:

An examination of selected thought-provoking questions such as “What’s after death?”, “Why do bad things happen to good people?”, “Why are religions in conflict, sometimes violently?”, “Do miracles happen?”. The aim of this introductory study is to broaden students’ awareness of religious ways of understanding the human condition.

Anti-requisite(s): You may not take this course if you have already received credit for its equivalent from another university. **You are responsible for ensuring this course is not an anti-requisite to another course for which you have already been given credit.**

Prerequisite(s): None

Notice: 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 you are dropped from a course for failing to have the necessary prerequisites.

Note: No knowledge of religion(s) is assumed. All backgrounds and points of view are welcome.

Delivery Format:

Lectures will be delivered in-person. This is a synchronous, in-person course held between September 04 – December 09, 2025 honouring all important dates derived from University approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>).

Students are expected to attend class in person. Lectures, seminars, and other class activities will not be recorded nor livestreamed unless a student has an approved accommodation with Accessible Education.

Course Objectives and Learning Outcomes:

This course is about the 'big questions of life' – E.g., Is there a Higher Power(s)/God(s)? Why do bad things happen to good people? etc. – and explores these questions through the lens of religions. No prior experience with or study of religions is required or assumed. We will engage in three broad types of conversation: religion as an academic discipline; key teachings of the five major global religions; and what these religions say of how humans should live.

The Learning Outcomes for this course include a student's ability to:

- Grasp the relationship between religious viewpoints, practices, teachings, and modern society.
- Articulate religious aspects of the human condition with respect to selected issues.
- Discuss and compare diverse religious traditions on aspects of the human condition and society.
- Articulate their own informed views on these thought-provoking questions.

I hope this course is an opportunity for you to:

- ✓ Explore timeless questions.
- ✓ Engage with diverse avenues of thought.
- ✓ Be challenged in and refine your own thinking and assumptions.
- ✓ Expand your worldview through the experiences of and dialogue with others; and,
- ✓ Develop the transferable skills of listening, critical thinking, articulate communication, and stretching beyond our comfort zones into spaces of learning and growth.

Course Materials:

Course readings will be available at no extra cost through links on OWL Brightspace or accessed digitally through King's Cardinal Carter Library. The Topic and Reading Schedule is at the end of the Syllabus.

Students will also need the following technology and space requirements:

- Stable high-speed internet connection.
- Computer with working webcam and microphone.
- A quiet and private space to take part in synchronous online Zoom meetings (e.g., virtual office hours).

You will need to have a reliable internet connection and a device that meets the system requirements for Zoom. Information about the system requirements is available at: <https://support.zoom.us/hc/en-us>

Note: Zoom servers are located outside Canada. If you prefer to use only your first name or a nickname to login to Zoom, please provide this information to the instructor in advance of a Zoom meeting.

Evaluation:

Seminar 1 Sign-up	0%	Thursday, September 25 th , 9am
Seminar 1	15%	Week of September 29 th
Midterm Exam	30%	Wednesday, October 15 th
Seminar 2 Sign-up	0%	Thursday, November 13 th , 9am
Seminar 2	15%	Week of November 17 th
In-class Participation	10%	Weekly at class
Final Exam	30%	December 2025

Seminars

- Two, 75-minute, in-person facilitated small group discussions focusing on assigned topic(s).
- Each seminar valued at 15% of course mark. While seminars are held in a small group format, performance is assessed individually.
- Seminars are held outside of class time. A variety of meeting dates & times will be offered. Students will sign up to a seminar meeting of their choice.
- Date – Seminar 1: Week of September 29th
 - Sign up closes Thursday, September 25th, 9am
- Date - Seminar 2: Week of November 17th
 - Sign up closes Thursday, November 13th, 9am
- What happens if I miss seminar?
 - Requests for consideration – either using undocumented absence OR with supporting documentation – must be submitted within 48 hours of your missed seminar. Requests submitted beyond this date are late and will not be considered. If consideration is granted, student will complete a 1:1 in-person oral exam.

Midterm Exam

- Multiple choice midterm exam covering all material to date
- Valued at 30% of course mark
- Date: Wednesday, October 15th
- Request for academic consideration for the Midterm Exam WILL REQUIRE submission of formal supporting documentation. Students may NOT use their one per term per course undocumented absence for the Midterm Exam.
- What happens if I miss the midterm exam?
 - Requests for consideration and supporting documentation must be submitted within 48 hours of the midterm exam. Requests submitted beyond this date are late and will not be considered. If consideration is granted, student will complete an in-person midterm exam as soon as possible, typically on the next Friday afternoon.

In Class Participation

- Active, engaged participation in class each week
- Valued at 10% of course mark
- What happens if I miss class?
 - Students can miss up to two classes without negative affect to their participation mark.

Final Exam

- Comprehensive, in-person multiple choice exam
- Valued at 30% of course mark
- Date: December 2025 (date determined by the University)
- What happens if I miss the Final Exam?
 - Requests for consideration and supporting documentation must be submitted within 48 hours of the Final Exam. Requests submitted beyond this date are late and will not be considered. Requests for consideration for any final exam must be approved by Academic Advising. If consideration is granted, student will complete an in-person Special Exam on the Special Exam Day in January.

NOTE:

- Students **must complete all course components** to receive a passing mark. The instructor reserves the right to fail any student who misses 20% or more of the course components – including classes – without consideration. Students may be debarred from writing the Final Exam for failure to maintain satisfactory academic standing throughout the course, including repeated absences or missed assignments/assessments.

Attendance and Academic Consideration:

Completing all course components is essential for your success in this course. If you miss a course component, you may request academic consideration by following the University's policies and procedures: <https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/academic-consideration-requests/>

Details about the University's Academic Consideration policy are available at:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

In general, requests for academic consideration must include: a) self-attestation signed by the student; b) indication of the course(s) and assessment(s) affected by the request; and (c) supporting documentation as relevant.

Requests without supporting documentation are limited to one per term per course. For RS1022A (570), a request for academic consideration for a missed Midterm Exam WILL REQUIRE submission of formal supporting documentation to Academic Counselling. Examinations scheduled by the Office of the Registrar during official examination periods (i.e., the Final Exam) **always** require formal supporting documentation.

Please note, academic consideration **is not automatically recommended by Academic Advising nor granted by the instructor**. I strictly follow the advice of the Academic Advisors and follow the University's policies and practices.

Late Submission Policy:

Late submissions will incur a 5% per day penalty, including weekends. Assignments will not be accepted more than 3 days beyond the due date.

Academic Integrity:

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

Artificial Intelligence:

King's is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, 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.

Students must complete assessments and examinations independently, using your own knowledge and skills. Within this course, use of generative artificial intelligence (AI) tools [such as ChatGPT, translation tools, writing tools, etc.] are permitted exclusively for: information-gathering and preliminary research purposes. Students may NOT use AI for work submitted for evaluation. If AI tools are used for research or other purposes, students must acknowledge its use and state how the tool was used. If you are unsure of AI use in this class, please consult with your instructor to avoid any misunderstandings. Unauthorized use of AI will be subject to penalties, including academic discipline.

Recordings:

To maintain the privacy, integrity, and safety of our learning environments, **students may not record any part of this course in any format.** This includes all course activities (e.g., lectures, seminars, meetings, office hours, Q&A sessions) and all recording formats (e.g., video, audio, AI-supported platforms, etc.). Record of lectures, seminars, meetings, and other course activities without the explicit, written consent of the instructor is grounds for academic discipline.

Safe Learning Environment and Our Learning Ethic:

This course is grounded in principles of mutual respect and shared responsibility. We'll engage with topics that might be sensitive or challenging. Everyone's voice is welcome and valued here. Your thoughtful and respectful contributions are vital to shaping our learning environment and enhancing the learning experience for all, including myself as your instructor. Each of us plays an essential role in building a safe, supportive, and engaged learning community.

Emotional safety creates meaningful learning as it supports us to explore new ideas which can sometimes feel uncomfortable and new. We create and maintain this safe environment together, building a space where we can openly discuss ideas and learn and with from one another. Creating such a space means that sometimes we may disagree, and that's okay. We can be safe even if it's a little uncomfortable and another person's views are different from our own. When we disagree, it's important *how* we handle the disagreement—with an open mind, courtesy, and curiosity in a scholarly atmosphere. Sometimes it's in these 'stretch' zones – where we may be both safe and slightly less comfortable - where creativity, new ideas, and learning happen.

Professionalism:

Students are expected to engage with their peers, TAs, and the instructor in a professional, respectful, and courteous manner. Engaging with one another with courtesy and curiosity helps to foster a positive, safe, and meaningful learning environment for all. Failure to do so will result in academic discipline and/or discipline under the Student Code of Conduct.

During class, seminars, and meetings, please turn off electronics, mute notifications, and remain attentive to the discussion. In online meetings or learning environments, please:

- Keep your webcam on to help build a stronger sense of community and ensure that non-verbal communication is clear. This also shows your presence and respect for the other person(s).
- Include your name on Zoom. If you prefer to use just your first name or a nickname, please let me know ahead of time.
- Turn off other electronics and mute notifications.
- Mute your microphone when not speaking to help maintain a quiet and focused environment.

Intellectual Property:

Course content created by a faculty member is considered their intellectual property and is protected. It should not be distributed, shared in any public domain, or sold by a student or other third party without the prior written consent of the faculty member.

I, Corinne Walsh, ask that all students – both current and former – respect my intellectual property. I do not give permission for any current or former student or third party to distribute, share, and/or sell my intellectual property and course content in any format on any platform, tool, and/or medium.

Communication:

Please email me at cwalsh44@uwo.ca. Please include the course name and section in the subject line. I will try to respond within 48 business hours, Monday to Friday, 9am-5pm.

Extra Credit Assignments and Alternative Assessments:

Extra credit assignments, alternative assessments, grade adjustments ('bumping up' a student's mark) are not provided. In fairness of all students, I must follow the University's grading policies and cannot adjust marks or offer individualized assessments.

I empathize with any personal challenges students may face. I know things can be difficult at times and sometimes we are not at our best. If you are encountering challenges, please reach out to available local or campus resources such as Academic Advising, personal counsellors on campus, the ITS Helpdesk at King's, or other student supports. If your personal circumstances are such that you wish to request consideration, please be sure to reach out to Academic Advising who will help you navigate your request.

Accessibility:

I'm committed to making this course accessible to every student, respecting your agency, dignity, and independence. If you need course materials in an alternate format or other arrangements to make this course more accessible, please reach out to me at cwalsh44@uwo.ca. For specific questions about

accommodations, please contact Accessibility Services at King's (<https://www.kings.uwo.ca/current-students/student-affairs/accessibility-services/>) or Western (<http://accessibility.uwo.ca>).

Final Remarks:

It's a privilege to be part of your educational journey and I can't wait to dive into Perplexing Issues together. If you have questions, please reach out. See you at class!

Corinne

Course Topics with Required Readings

Schedule changes will be posted on the course website. Please **regularly check OWL announcements AND your UWO email for messages from the instructor.**

Week 1 – September 10, 2025

Topic: Is there a Higher Power/God(s)/Ultimate Reality?

Readings:

1. William Paley, "The Watch and the Watchmaker," in *Philosophy: The Quest for Truth*, 7th ed. (New York: Oxford University Press, 2009), 85-97.
2. Richard Handler, "How God Lights Up the Brain: Scanning Technology Puts a Human Face on the 'God' spot." *CBC News*. May 07, 2012. www.cbc.ca/news
3. Ronald Rolheiser, "Why I Believe in God," Web post blog. *RonRolheiser.com*. August 06, 2018. [https://ronrolheiser.com/why-i-believe-in-god/ - .Xq8iHy8ZMQ8](https://ronrolheiser.com/why-i-believe-in-god/- .Xq8iHy8ZMQ8)

Week 2 – September 17, 2025

Topic: What is 'religion'?

Readings:

4. James C. Livingston, "What is Religion? How is it studied?" in *Anatomy of the Sacred: An Introduction to Religion*, 5th edition (Englewood Cliffs: Prentice Hall, 2005), 3-32.
5. Kathleen Fischer and Thomas Hart, "Atheism," "Agnosticism," and "The Foundation of Theism or Belief in God." *Christian Foundations: An Introduction to Faith in Our Time*, rev. ed. (New York: Paulist Press, 1995), 13-24.
6. William A. Graham, "Why Study Religion in the Twenty-first Century?", *Harvard Divinity Bulletin* (Boston: Harvard Divinity School, Summer/Autumn 2012 Vol. 40, Nos. 3 & 4). <https://bulletin.hds.harvard.edu/articles/summerautumn2012/why-study-religion-twenty-first-century>
7. Alan Miller, "I'm Spiritual but not Religious," Web blog post. *CNN.com* September 30, 2012. Site no longer accessible.

Week 3 – September 24, 2025

Topic: Religion as ‘myth’

Readings:

8. Russell McCutcheon, “Myth,” in *Guide to the Study of Religion*, eds. Willi Braum and Russell McCutcheon (New York: Cassell, 2000), 190-208.
9. John Hick, “The Judaic-Christian Concept of God,” in *Philosophy of Religion*, 3rd ed. (Englewood Cliffs: Prentice Hall, 1983), 5-14.

Week 4 – October 01, 2025

Topic: What are the central beliefs of the Abrahamic religions?

Readings:

10. Robert C. Monk et al., “Judaism,” “Christianity,” “Islam,” in *Exploring Religious Meaning*, 6th ed. (Upper Saddle River: Prentice Hall, 2003), 35-44.
11. Theodore M. Ludwig, “Allah, Lord of the Worlds,” in *The Sacred Paths: Understanding the Religions of the World*, 3rd ed. (Upper Saddle River: Prentice Hall, 2001), 453-455.
12. Abraham Heschel, “The Spirit of Judaism,” in *God in Search of Man: A Philosophy of Judaism* (New York: Farrer, Strauss and Girous, 1983 [1955]), Reprinted in *The World Treasury of Modern Religious Thought* ed. Jaroslav Pelikan, general editor Clifford J. Fadiman (Boston: Little, Brown and Co., 1990), 558-566.
13. Biblical Passages from the Abrahamic Religions - Deuteronomy 28:1-37; Proverbs 3:13-18; Ecclesiastes 1-2:26 - See www.bible.oremus.org or www.biblegateway.com Please use NRSV

Week 5 – October 08, 2025

Topic: What are the central beliefs of Hinduism?

Readings:

14. Robert C. Monk et al., “Hinduism,” in *Exploring Religious Meaning*, 6th ed. (Upper Saddle River: Prentice Hall, 2003), 21-25.
15. Theodore M. Ludwig, “Hindu Worlds of Meaning,” in *The Sacred Paths: Understanding the Religions of the World*, 3rd ed. (Upper Saddle River: Prentice Hall, 2001), 84-89.
16. Kathryn Tanner, “Why Are We Here?” in *Why Are We Here? Everyday Questions and the Christian Life*, eds. Ronald F. Thiemann and William C. Placher (Harrisburg: Trinity Press International, 1998), 5-11.

Week 6 – October 15, 2025

Midterm Exam!

Week 7 – October 22, 2025

Topic: What are the central beliefs of Buddhism?

Readings:

17. Robert C. Monk et al, "Buddhism," in *Exploring Religious Meaning*, 6th ed. (Upper Saddle River: Prentice Hall, 2003), 25-29.
18. Masao Abe, "The Meaning of Life in Buddhism," in *The Meaning of Life in the World's Religions*, eds. Joseph Runzo and Nancy Martin (Oxford: One World Publications, 2000), 154-161.
19. Richard Taylor, "The Meaning of Life," in *Good and Evil: A New Direction* (Amherst: Prometheus Books, 2000), 319-334.

Week 8 – October 29, 2025

Topic: What is 'ethics'?

Readings:

20. Norman L. Geisler, "All the Options," in *Christian Ethics: Options and Issues* (Grand Rapids: Baker Books, 1989), 17-28.
21. Charles Kammer III, "Ethics as a Human Enterprise," in *Ethics and Liberation: An Introduction* (Maryknoll: Orbis Books, 1988), 7-34.

Week 9 – November 05, 2025

Reading Week – No Class!

Week 10 – November 12, 2025

Topic: Does religion breed violence?

Readings:

22. Jonathan Merritt, "Just War v. Just Peacemaking." Web. Accessed April 22, 2009.
<http://www.relevantmagazine.com/online-bonus/16702-online-bonus-just-war-vs-just-peacemaking>
23. Mark Juergensmeyer, "The Mind of God," in *Terror in the Mind of God: The Global Rise of Religious Violence* (Berkeley: University of California Press, 2000), 216-243; 271-274.
24. Jessica Stern, "Grievances that Give Rise to Holy War (excerpt)," and "Conclusion/Policy Recommendations," in *Terror in the Name of God: Why Religious Militants Kill* (New York: Ecco Trade, 2004), 3-8; 281-296.

Week 11 – November 19, 2025

Topic: How do we create a just society?

Readings:

25. Leonardo Boff and Clodovis Boff, "The Basic Question: How to Be Christian in a World of Destitution," in *Introducing Liberation Theology* (Maryknoll: Orbis Books, 1987), 1-10.
26. Gregory Baum, "Critical Theology," in *Religion and Alienation: A Theological Reading of Sociology* (Ottawa: Novalis, 2006), 168-193.
27. Emily Esfahani Smith, "The Secret to a Meaningful Life is Meaningful Relationships," Web blog post. *Gottman.com*. January 11, 2017. <https://www.gottman.com/blog/secret-meaningful-life-meaningful-relationships/>

Week 12 – November 26, 2025

Topic: Why do bad things happen to good people?

Readings:

28. Harold S. Kushner, "Why I Wrote This Book," and "Why Do the Righteous Suffer," *When Bad Things Happen to Good People*, (New York: Avon Books, 1989), 1-30.
29. Ronald Rolheiser, "The Problem of Suffering and Evil." Web blog post. *RonRolheiser.com*. September 14, 2008. http://www.ronrolheiser.com/columnarchive/archive_display.php?rec_id=426
30. Jean Vanier, "Loneliness," in *Becoming Human* (Toronto: Anansi Press, 1998), 5-31.
31. Gregory Baum, "Critical Theology," in *Religion and Alienation: A Theological Reading of Sociology* (Ottawa: Novalis, 2006), 168-193. (NOTE: This article is repeated.)

Week 13 – December 03, 2025

No Class in lieu of seminars

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.