



Religious Studies 2139 A/B (570)
Love, Sex and Relationships: A Theology of Marriage
Fall/ Winter 2025-2026

Instructor: Walsh, Corinne

Email: cwalsh44@uwo.ca

Course Information

Calendar Description:

A brief, multidisciplinary study of marriage incorporating theological, sociological, moral and/or psychological points of view. Topics may include sacrament and spirituality, love, sexuality, children, communication, conflict and forgiveness.

Antirequisite(s): [Religious Studies 2223E](#).

Extra Information: 3.0 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.



**RS2139A (570) ~ Love, Sex, and Relationships: A Theology of Marriage
Fall 2025**

Course Syllabus

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

Course Information

Office Hours: Mondays, 5:30-6:30pm, or by appointment

Course Description:

A brief, multidisciplinary study of marriage incorporating theological, sociological, moral and/or psychological points of view. Topics may include sacrament and spirituality, love, sexuality, children, communication, conflict and forgiveness.

Anti-requisite(s): The former RS2140, RS2223E. **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) nor marital or other relationships 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:

Marriage and how society thinks about marriage and lifelong relationships have changed. In this course, we will use a variety of approaches – including theology, scripture, history, and sociology – to think critically about marriage, how it has evolved, and where it may be going.

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

- Discuss historical and contemporary perspectives on marriage, including Christian and secular views
- Analyze where secular and Christian understandings of marriage intersect and diverge, including evaluating the advantages and shortcomings of perspectives
- Articulate their critical thinking on issues related to marriage and lifelong relationships, including reflecting on their own experiences
- Critically engage the writings of scholars who have explored these questions.

I hope this course is an opportunity for you to:

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

This course places a strong emphasis on **critical analysis and engaged discussions**, including through in-class and seminar discussions, active learning techniques, lectures, etc. Students are expected to:

- Be well prepared – do the readings in advance and explicitly support your ideas by referencing course readings in your discussions and assessments
- Present informed perspectives by participating in activities and contributing to discussions at class and in seminars
- Ask questions, be self-reflective, engage in critical analysis, and listen respectfully to others
- Complete course assignments, assessments, and tasks.

Students’ critical analysis should be informed by and explicitly reference the academic perspectives represented in the readings. You do NOT have to agree with what the authors say; however, you should demonstrate you have read and understand what these scholars say, articulately paraphrase their arguments, and further the scholarly discussion through your critical analysis.

Course Materials:

Required textbook: Scott, Kieran, and Michael Warren, ed. *Perspectives on Marriage: A Reader*. 3rd ed. New York: Oxford University Press, 2006. The textbook costs \$199.99 at the UWO Bookstore. It is also available for purchase directly from the publisher: <https://global.oup.com/academic/product/perspectives-on-marriage-9780195313468?cc=ca&lang=en&>

Since this textbook has been used in past courses, it is likely available through the secondary market. If using secondary vendors, please be sure it is the correct (i.e., 3rd) edition.

Additional 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.

A note about the textbook and readings: Some of the articles in our textbook and OWL use language that reflects the time in which they were written. You may notice language that assumes binary gender categories (male/female) and marriage as exclusively heterosexual. These reflect the norms of their time, not ours. While we cannot change those texts, we will engage with them critically – recognizing their historical context, limitations, and contributions. And, we note that this course does not adopt those exclusive frameworks or language.

In our course, we affirm, value, and celebrate the diversity of gender identities, and the many forms that marriages and lifelong relationships can take. All persons, all genders, all relationships, and all experiences are respected and welcomed here. Our classroom language will strive to be inclusive, and part of our shared work will be to notice how language and frameworks reflect culture, power, and history – and how they, and we, continue to grow, evolve, and change.

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:

Weekly Quizzes	40%	Weekly at the start of class
Seminar 1 Sign-up	0%	Thursday, October 02 nd , 9am
Seminar 1	20%	Week of October 06 th
Seminar 2 Sign-up	0%	Thursday, October 23 rd , 9am
Seminar 2	20%	Week of October 27 th
In-class Participation	20%	Weekly at class

Weekly Quizzes

- Multiple choice tests covering assigned readings
- Valued at 40% of course mark. Grading based on best 8 quiz marks, so each quiz valued at 5%.
- What happens if I miss a quiz?
 - Top 8 quiz marks will count towards your grade. Therefore, students can miss up to two quizzes without negatively affecting their quiz grade.

- Since there is flexibility in the evaluation of this component, further academic consideration will not be made without supporting documentation. In such circumstances, 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, the student's quiz grade will be re-weighted across future quizzes. Make-up tests will not be provided.

Seminars

- Two, 75-minute, in-person facilitated small group discussions focusing on assigned topic(s).
- Each seminar valued at 20% 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 October 06th
 - Sign up closes Thursday, October 02nd, 9am
- Date - Seminar 2: Week of October 27th
 - Sign up closes Thursday, October 23rd, 9am
- What happens if I miss Seminar 1?
 - Requests for consideration – either using undocumented absence OR with supporting documentation – for Seminar 1 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.
- What happens if I miss Seminar 2?
 - Request for consideration for Seminar 2 MUST be accompanied by supporting documentation. You cannot use an undocumented absence for this assessment. As well, requests 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.

In Class Participation

- Active, engaged participation in class each week, including in assigned group work (e.g., case study, 'pitch fest', debates) some of which will be assigned prior to the class and some of which may be assigned without notice at class
- Valued at 20% of course mark
- What happens if I miss class?
 - Students can miss up to two classes without negative affect to their participation mark.
 - Since there is flexibility in the evaluation of this component, further academic consideration will not be made without supporting documentation. In such circumstances, requests for consideration and supporting documentation must be submitted within 48 hours of the missed class. Requests submitted beyond this date are late and will not be considered. If consideration is granted, the student's participation grade will be re-weighted across future classes.

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/completing the final assessment 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 RS2139A (570), a request for academic consideration for a missed Seminar 2 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 curtesy 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 the course together and to hear your ideas and insights. 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.**

Required textbook:

- Scott, Kieran, and Michael Warren, ed. *Perspectives on Marriage: A Reader*. 3rd ed. New York: Oxford University Press, 2006.
- Additional articles will be available through OWL Brightspace with links to the Cardinal Carter library.

Week 1 – September 08, 2025

Topic: Historical perspectives on marriage and lifelong relationships

Readings:

1. Theodore Mackin, “The Primitive Christian Understanding of Marriage,” in Scott & Warren, Chapter 2, 22-28.
2. Joseph Martos, “Marriage: A Historical Survey,” in Scott & Warren, Chapter 3, 29-70.
3. Evelyn Eaton Whitehead and James D. Whitehead, “The Meaning of Marriage”, in Scott & Warren, Chapter 9, 124-133.

Week 2 – September 15, 2025

Topic: Ethics and ‘moralscape’

Readings:

4. Norman L. Geisler, “All the Options,” in *Christian Ethics: Options and Issues* (Grand Rapids: Baker Books, 1989), 17-28.
5. Charles Kammer III, “Ethics as a Human Enterprise,” in *Ethics and Liberation: An Introduction* (Maryknoll: Orbis Books, 1988), 7-34.
6. Gottman Institute, “How to Prepare Yourself for a Healthy Relationship: 12 Key Steps,” Web; available at: <https://www.gottman.com/blog/how-to-prepare-yourself-for-a-healthy-relationship/>

Week 3 – September 22, 2025

Topic: Marriage as spirituality and sacrament

Readings:

7. Bernard Cooke, “Christian Marriage: Basic Sacrament”, in Scott & Warren, Chapter 4, 71-82.
8. Evelyn Eaton Whitehead and James D. Whitehead, “Spirituality and Lifestyle”, in Scott & Warren, Chapter 37, 401-412.
9. Herbert Anderson, “Faithful Becoming: Forming Families in the Art of Paradoxical Living in a Fragmented and Pluralistic World”, in Scott & Warren, Chapter 38, 413-424.

Week 4 – September 29, 2025

Topic: Love

Readings:

10. Lawrence Stone, "Passionate Attachments in the West in Historical Perspective", in Scott & Warren, Chapter 15, 176-185.
11. Robert A. Johnson, "Beyond Romance to Human Love", in Scott & Warren, Chapter 19, 222-229.
12. Benedict Carey, "Watching New Love as it Searns the Brain", in Scott & Warren, Chapter 28, 309-313.
13. Gottman Institute, "How to Plan a Successful Relationship," Web; available at:
<https://www.gottman.com/blog/how-to-plan-a-successful-relationship/>

Week 5 – October 06, 2025

Topic: Communication

Readings:

14. Deborah Tannen, "Put Down that Paper and Talk to Me!: Rapport-Talk and Report-Talk", in Scott & Warren, Chapter 22, 244-259.
15. Thomas N. Hart, and Kathleen Fischer Hart, "Communication", in Scott & Warren, Chapter 24, 268-275.

Week 6 – October 13, 2025

No Readings – Thanksgiving holiday

Week 7 – October 20, 2025

Topic: Commitment

Readings:

16. Bernard Cooke, "What God Has Joined Together ...", in Scott & Warren, Chapter 31, 335-343.
17. Margaret Farley, "The Meaning of Commitment", in Scott & Warren, Chapter 32, 344-356.

Week 8 – October 27, 2025

Topic: Children

Readings:

18. Michael G. Lawlor, "Divorce and Remarriage in the Catholic Church: Ten Theses", in Scott & Warren, Chapter 35, 374-388.
19. Judith S. Wallerstein, "Children after Divorce: Wounds that Don't Heal", in Scott & Warren, Chapter 36, 389-400.
20. Ronald Rolheiser, "A Spirituality of Parenting." Web; available at: <https://ronrolheiser.com/a-spirituality-of-parenting/>
21. Shana Lebowitz, "The Four Factors Determining Readiness for Children." Web; available at: <https://www.businessinsider.com/how-to-know-if-youre-ready-to-have-a-kid-2017-5>
22. Marie Hartwell-Walker, "Are you Ready to be a Parent?" Web; available at: <https://psychcentral.com/lib/are-you-ready-to-be-a-parent - 1>

Week 9 – November 03, 2025

No assigned readings (Reading Week)

Week 10 – November 10, 2025

Topic: Intimacy and sexuality in marriage – 13, 14

Readings:

23. Sidney Callahan, "Sex Matters: The Riches of the Catholic Sexual Tradition", in Scott & Warren, Chapter 13, 161-166.
24. Peter Marin, "A Revolution's Broken Promises", in Scott & Warren, Chapter 14, 167-175.
25. Ronald Rolheiser, "A Spirituality of Sexuality," in *The Holy Longing: The Search for a Christian Spirituality*. Doubleday, 1999, 193-212.
26. Ronald Rolheiser, "Sexuality." Web; available at: <https://ronrolheiser.com/sexuality/>

Week 11 – November 17, 2025

Topic: Intimate partner violence

Readings:

27. Lauri Przybysz, "Summary – What the Catholic Church Teaches about Domestic Violence." Web; available at:
https://www.catholicsforfamilypeace.org/uploads/9/7/5/4/9754767/what_the_catholic_church_teaches_about_domestic_violence.pdf
28. USCCB, "When I Call for Help: A Pastoral Response to Domestic Violence against Women." Web; available at: <https://www.usccb.org/topics/marriage-and-family-life-ministries/when-i-call-help-pastoral-response-domestic-violence>

Week 12 – November 24, 2025

Topic: Conflict, forgiveness, and (re)turning to one another in difficult times

Readings:

29. Allen Wheelis, "How People Change", in Scott & Warren, Chapter 21, 239-243.
30. Evelyn Eaton Whitehead and James D. Whitehead, "Communication and Conflict", in Scott & Warren, Chapter 23, 260-267.
31. Gottman Institute, "Mindfulness Tips for Hard Conversations," Web; available at:
<https://www.gottman.com/blog/mindfulness-tips-for-hard-conversations/>

Week 13 – December 01, 2025

Topic: The future of 'marriage'?

Readings:

32. Evelyn Eaton Whitehead and James D. Whitehead, "Marriage Becomes a Journey", in Scott & Warren, Chapter 12, 147-160.

33. John Gottman and Nan Silver, "Inside the Seattle Love Lab: The Truth about Happy Marriages," in *The Seven Principles for Making Marriage Work*, 1-24.
34. Emily Esfahani Smith, "The Secret to a Meaningful Life is Meaningful Relationships," Web; available at: <https://www.gottman.com/blog/secret-meaningful-life-meaningful-relationships/>
35. Andrew Cherlin, "The Deinstitutionalization of American Marriage." Web; available at: https://www.researchgate.net/publication/247826513_The_Deinstitutionalization_of_American_Marriage

Week 14 – December 08, 2025

No assigned readings

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.