



**Social Justice and Peace Studies 2290A (570)
CONTEMPORARY FIRST NATIONS ISSUES
Fall/ Winter 2025-2026**

Instructor: S. M. Chitty

Email:

Course Information

Calendar Description:

This course will explore contemporary topics of concern for First Nations in Canada from common, media, and Indigenous perspectives. In exploring these topics, students will investigate the history behind these "issues" and will critically examine and challenge their own and common perceptions, assumptions, and mis/representations of Indigenous peoples in Canada.

Antirequisite(s): Social Justice and Peace Studies 2270A/B 2016-17 – 2019-20, Anthropology 2218F/G; Indigenous Studies 2218F/G.

Prerequisite(s): Social Justice and Peace Studies 1025F/G and Social Justice and Peace Studies 1026F/G, or permission of the Program Coordinator.

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: SOCLJUST

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.

SJPS 2290A: "Contemporary First Nations Issues"
Social Justice and Peace Studies

Time:

Location:

Instructor: Sara Mai Chitty

Office: Virtual

Office Hours: by appointment on Zoom

Email: *Email will be provided on Brightspace*

Course materials cost: estimated ~\$72

- There are three required texts for this class (book format)
- Most books and chapters assigned or suggested are available for free online via Western Libraries (ebooks) or other channels
- Ebooks are cheaper than physical copies and will be less than the \$60 estimate above

Course Description:

This course will examine the historical and contemporary impacts of settler colonialism on Indigenous Peoples in what is now known as Canada, from various perspectives and lenses - centering Indigenous experiences, self-determination and sovereignty. Students will examine historical, social, economic and political contexts underlying Indigenous struggles for self-determination to understand how these topics are framed across Indigenous communities, governments, mainstream and independent media as well as academia. Drawing on case studies and course materials, students will critically assess the impacts of the Canadian policies such as the Indian Act, on Indigenous sovereignty within the sectors education, health, child welfare, labour, law, justice and governance. Using media analysis, students will examine how Canadians come to understand these issues through mainstream media coverage.

Topics may include: Indian Act, genocide, media, Residential School System, 60s and Millennium scoops, Indigenous rights, cultural assimilation and appropriation, environment, climate change, resource extraction and land development, reconciliation, resurgence and resistance.

Content Warning: At times some of the stories shared, and information presented, in this course refer to traumatic events and occurrences that students may find disturbing. Please come to classes covering these topics prepared to self-assess your well-being. Additionally, please familiarize yourself with the resources listed at the end of the syllabus and seek support from either myself, your peers and/or your community(ies) in ways that make sense to you and what you need at that time.

Antirequisite(s): Social Justice and Peace Studies 2270A/B 2016-17/2019-20, Anthropology 2218F/G; Indigenous Studies 2218F/G.

Course Learning Objectives:

In this course students will engage with Indigenous perspectives on land, sovereignty and self-determination, utilizing critical self-reflection to make connections between local and broader Canadian contexts and issues.

By the end of this course students should be able to:

- Identify opportunities to support Reconciliation and Indigenous sovereignty and self-determination across disciplines and fields
- Effectively dialogue about Indigenous rights discourses and utilize culturally appropriate Indigenous terminology and concepts across broad and localized contexts
- Apply a critical lens to the ways that colonial Canadian systems and frameworks impact Indigenous self-determination and sovereignty in Canada and deconstruct myths and stereotypes
- Build a practical foundation for engaging with contemporary Indigenous rights movements through a Treaty and community-based lens

Office Hours: Virtual - by appointment.

When emailing please use the following format in your subject line – [2290A: Reason for Emailing]

Tips for Success in this course:

- Read and listen to the provided materials for additional context and to build understanding
- Be open to diverse ways of knowing and being
- Recognize and honour the experiences of others
- Build relationships with your classmates and participate in discussions in good faith
- Collaborate and support each other's learning and unlearning
- Engage in the opportunities for critical analysis and self-reflection meaningfully

Methods of Instruction

- We will have weekly lectures that may at times include group discussions, multimedia, reflection, or other assigned activities.

- Students are expected to come to class having read, watched or listened to the assigned material, and ready to take an active role.
- At times students may be asked to complete asynchronous modules online and engage in discussion online.
- Classes are not always delivered in Powerpoint format, or recorded, and you are encouraged to share notes with your peers when they are absent.
- There is a lot of reading in this class. I am sorry. Try your very best.

Course Required Texts:

- Maracle, Lee. *My Conversations With Canadians*, Book*hug Press, 2017. *ProQuest Ebook Central*, <https://ebookcentral.proquest.com/lib/west/detail.action?docID=5041557>. (Free eBook via Western Libraries; \$20 plus tax from Book*HGug Press or \$14.99 for a PDF/eBook)
- Vowel, C. (2016). *Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada*. Winnipeg: Highwater Press (Free eBook via Western Libraries; \$32 + tax from UBC Press)
- Joseph, B. (2018). *21 Things You May Not Know About the Indian Act*. Indigenous Relations Press. (\$9.95 epub format from Indigenous Relations Academy or \$21 plus tax for a hard copy from McNally Robinson)

Suggested Texts:

- Hill, G. (2012). *The 500 years of Resistance Comic Book*. Arsenal Pulp Press.
- McCallum, M. J. L. (2022). *Nii Ndahlohke: Boys' and girls' work at Mount Elgin Industrial School 1890- 1915*. Friesen Press.
- Simpson, L. B. (2017). *As we have always done: Indigenous freedom through radical resistance*. Minneapolis: University of Minnesota Press.

Notes:

- *all other course readings will be available through OWL, online or via Western Libraries*
- *Indigenous Writes and 21 Things You May Not Know are available in eBook format through Western Libraries.*

Assignments & Due Dates

- Sept 8 & Dec 5, 2025
Indigenous Literacy Self-Assessments (2) - 5%
At beginning and end of course worth 2.5% each
- Sept 29 2025
Critical Self-Reflection Essay - 20%: Relationships to Land & Indigenous Peoples

- Oct 6, 2025
Short Reflection - 10%: Response to Niigan Sinclair's Lecture
- Oct 27, 2025
Final Project Proposal - 5%
- Nov 10, 2025
Mythbusting Video - 20%: Deconstructing Stereotypes about Indigenous people
- Nov 17, 2025
Learning Bundle Assignment - 10%
- Dec 1, 2025
Final Oral Essay - Video Presentation - 30%

Class Schedule SJPS 2290A: Fall 2025

Sept 8, 2025: Overview of Indigenous Rights Terminology and Discourses

- Assignment I: Indigenous Literacy Self-Assessment - 2.5%
- Colonization and Decolonization Zine | Sprout Distro
- Indigenous Writes (Vowel, C.) – Chapter 1 – Names for Indigenous People
- “What do I call you...?” - Maracle, L; Conversation 6; pg 69

Suggested:

- Hill, G. (2012). The 500 years of Resistance Comic Book. Arsenal Pulp Press.

Sept 15, 2025: Relationships to Land

- Assignment II: Reflection on Relationships to Land due September 29, 2025 - 20%
- Simpson Ch 9 “Land as Pedagogy” - *As We Have Always Done* - pg 145-174
- Vowel, C. Indigenous Writes–
 - Treaty Talk The Evolution of Treaty-Making in Canada
 - The More Things Change, the More They Stay the Same
 - Numbered Treaties and Modern Treaty-Making

Suggested:

- More Than Words Guide to Land Acknowledgments

September 22, 2025: Niigan Sinclair Lecture

- Assignment III: 10% - Short oral or written reflection on Niigan Sinclair's talk due October 6
 - *In lieu of absence please consult with Instructor for alternate assignment and due date: Oral or written book review of Winipek by Niigan Sinclair*

September 29, 2025: Indigenous Sovereignty and Self-Determination

- Simpson Ch 7 “The Sovereignty of Indigenous Peoples Bodies” (Pg 95-119) (Western Libraries)
- Understanding Indigenous Sovereignty & Rights | Civic Indigenous Toolkit
- “What can we do to help?” – Maracle, L.; Conversation 4; pg 49

Suggested:

- A Brief History of our right to Self-Governance (Centre for First Nation Governance)
- Indigenous & Crown Sovereignty in Canada – Kent McNeil
- Dismantling the Doctrine of Discovery (Assembly of First Nations)

October 6, 2025: Indigenous Storytelling & Media

- Assignment IV: Mythbusting Video - 20%; due November 10, 2025
- Vowel, C. Indigenous Writes
 - Ch 9 – *What is Cultural Appropriation* (pg 80)
 - Ch 10 - *Check the Tag on That “Indian” Story: How to Find Authentic Indigenous Stories*
 - Part 3 of Indigenous Writes – MythBusting Chapters (pick which one you want to use for assignment and read it)
- “Appropriation” - Conversation 10 - Maracle, L. Pg 99
- “Story by Story, Canada’s News Media Built Indigenous Oppression” Katljà (Catherine) Lafferty for The Tyee (June 21, 2021)

*******October 13, 2025: THANKSGIVING - NO CLASS******

October 22, 2025: - Policies, Acts, Reports and Politics

- Assignment V: Oral Essay/Video Presentation Proposal 5% due October 27, 2025
- “Marginalization and reactionary politics” - Conversation 3; Maracle, L. pg 37
- “Indigenous Writes” - Vowel, C – Chapter 3, 25, 26, 30
- Joseph, B. *21 Things You May Not Know about the Indian Act*

Suggested:

- Hill, S: “The Clay We are Made of” Ch 6 pg 212-238 (OWL)

October 27: Indigenous Sovereignty - Data, Justice and the Land Learning Bundle

*******NO IN PERSON CLASS*******

- Assignment VI: 10% Learning Bundle Workbook due November 17
- no in person class - complete learning bundle and assignments online

*******November 3, 2025 - READING WEEK NO CLASS*******

November 10, 2025 - Policing, Child Welfare and Incarceration of Indigenous Peoples

- “How does Colonialism work?” - Conversation 11 - Maracle, L. pg 123
- Vowel, C. Indigenous Writes
 - Ch 20: Monster (pg 171)
 - Ch 21: Our Stolen Generations (pg 181)
- Thunder Bay Podcast Episode 1 [CANADALAND](29m50)

Suggested:

- A Condensed History of Canada’s Colonial Cops – Mike Gouldhawke
- An Indigenous Abolitionist Study Guide - Yellowhead Institute
- 7 Fallen Feathers: Chapter One pg 13- 47

November 17, 2025 - Reconciliation and Recognition

- Elliot, A. *A Mind Spread Out on The Ground* – “Dark Matters” (Pg 53, OWL)
- Glen Coulthard: “Politics of Recognition” (Also in OWL)
- Truth and Reconciliation Commission of Canada: Calls to Action (2015)

Suggested:

- CBC Landback: Episode 2 - War Zone (39m41)
- *Nii Ndahloke* by Mary Jane McCallum

November 24, 2025 - Indigenous Resistance, Rematriation, Revitalization and Reclamation

- “Divisions, constraints and bindings” - Conversation 9; Maracle, L. pg
- Vowel – Chapter 12 - All My Queer Relations (*Pg 106*)
- Simpson, L. *Dancing On Our Turtle’s Back* – Ch 2 pg 31

Suggested:

- CBC News: These Parents are Trying to Raise their Kids in an English-Free Home (15m56m)
- “A Short History of Blockades” (Simpson 2020) Kriesel Lecture (1hr29min) (*You can also read the book if you prefer*)

December 1, 2025 - The Red Papers

- Check out Yellowhead Institute Cash Back and Land Back Reports (yes they are long!)

December 8, 2025 - Now that you know what you know - what will you do?

- Assignment VII: Indigenous Literacy Self-Assessment - 2.5%
- Assignment VIII: Final Project due - 30%
- Conversation 12 - Empathy from Settlers - Maracle, L pg 127
- Simpson, L. *As We Have Always Done*. Ch 10 (pg 175): “I See Your Light”

- Stark, H. – “Changing the Treaty Question: Remedying the Right(s) Relationship”
pg 249-276 (Essay from *The Right Relationship* (2017))

Indigenous Literacy Self-Assessments (2) - 5%

Designed to help you track your learning throughout the course.

Learning Bundle Assignment - 10%

After completing the learning bundle you will complete a short assignment to demonstrate you completed the bundle and understand the concepts presented around Indigenous data sovereignty, justice and the land.

Short Reflection Assignment - 10%

After attending Niigan Sinclair’s Lecture you will submit a written or oral reflection on your key takeaways on his lecture and how it relates to Indigenous sovereignty.

Critical Self-Reflection Essay - (20%) - Relationships to Land & Indigenous Peoples

You will be given prompts to choose from, utilize the questions to guide your answer, draw from class discussions. Reflection essays should be no less than 1800 words and no longer than 2500. You can submit your reflections in writing, video, or audio. APA format, double spaced.

Myth Busting Chapter Summary – 20%

Select a chapter from the “Myth-Busting” Section in Indigenous Writes or from this [article](#) and create a 3-5 min “Explainer” Video, in a style similar to a Tiktok, Instagram Reel or YouTube Video. You must be sure to cite the article, and indicate it is a summary, and cite any additional materials or images used. This citation can be onscreen or submitted alongside the video file of your submission. Don’t worry, I am not posting these anywhere or showing them in class – so if you are not comfortable on film, you’re ok! Pretend you are explaining to a friend or family member what this myth or stereotype is rooted in, how it is harmful and helping them understand how not to perpetuate it.

Project Proposal (5%)

Provide an outline of your final oral essay or video presentation, indicating the major themes and main arguments. Draw upon at least 5 references in an annotated bibliography and indicate a plan for further research. You can propose an alternate format, but you must include your rationale and how you intend to illustrate your theme and main arguments supported by references.

Final Project (30%) – Due Last Day of Class

There is no final exam for this course.

There are two options for your final project. Either option is to be completed as an oral essay or video presentation. If you would like to propose an alternate format (ie a podcast, a report with visuals) - please do so in your project proposal.

Option I:

Select an Indigenous-led initiative, Nation or organization that is addressing the different forms of colonial oppression, dispossession, neocolonialism and/or state-dependency discussed in class.

In an oral essay or video presentation:

- Discuss the group's strategic and practical considerations for community organizing and Nation-building
- Describe the initiative and its significance/impact
- Outline the issue they are addressing
- Reflect on the challenges and/or successes they've had
- analyze the solutions to Indigenous issues that they are initiating or proposing
- draw on evidence to explain how the initiative addresses the root causes of the issue and/or is building toward sovereignty and self-determination for their Peoples

OR

Option II:

Choose an issue that Indigenous Peoples face in Canada and gather and analyze media coverage of this issue over a period of time (ie a decade or longer).

In an oral essay or video presentation:

Develop a methodology to analyze and interpret the media samples you gather, and formulate a thesis to consider the following:

how the type of coverage the issue received and;

how the issue is or was covered and/or the frequency and tone of coverage may or may not impact peoples' understanding of Indigenous rights, sovereignty and/or self-determination in Canada.

This can be a comparative or argumentative essay.

Your submission must include:

- Works Cited in a separate file or at the end of your video presentation
- Transcription
- Audio or video file of oral essay or video presentation
- At least 3 examples of media coverage of the issue
- Supporting resources
- An outline of the issue being discussed in your media examples and how it connects to Indigenous sovereignty and/or self-determination

Attendance, Accessibility and Extensions

This class is interactive and your attendance and participation accounts for a 2% grade bonus! There are many ways to participate in the learning environment we are co-creating and I encourage you to reflect on what meaningful participation in what we learn about together looks like.

I try my best to make sure the course resources are accessible and available in different formats. I am working on ensuring my PowerPoints and pdfs are also accessible. If you encounter an issue accessing course readings or classroom materials or it is not in the format that you need, please let me know ASAP.

Feel free to record audio from my lectures for note taking purposes and share them with other classmates. However, I humbly request that you not share the recordings with anyone outside the class, or publish the recording or my course materials online. If there is a guest speaker, I will obtain their permission for anyone in the class to record if they wish.

All assignments have a two-day grace period, except the final assignment worth 30% of your grade.

If you need an extension, **please let me know as soon as possible and offer an alternate date within reason, that you will be able to submit the assignment by**. I will likely find that date works and approve your extension. I don't need a reason and it can be the day of – but if you don't talk to me by the due date, no submission is an automatic 0 (I will ask you why you didn't submit it though!).

Religious Observances: Just let me know if you are participating in a religious or cultural observance that will interfere with class participation and/or attendance and your thoughts on ways to make up participation and attendance in this regard.

Illness: Your health is everyone's priority! Please stay home if you are sick. Connect with your peers about sharing notes.

Mental Health & General Supports and Resources:

- Good2Talk – post-secondary student support hotline: 1-866-925-5454
- Indigenous Hope For Wellness Hotline: 1-855-242-3310
- Indian Residential School Survivor 24hr Crisis Hotline: 1-800-721-0066
- CMHA's Reach Out: 1-866-933-2023
- London and District Distress Centre: 519-667-6711
- Mental Health Crisis Service (ages 16+): 519-433-2023

- 988 - Suicide Crisis Helpline
- King's Student Affairs Resources
- King's Indigenous Student Resources
- Indigenous Student Centre at Western
- Who Should I Refer to at King's? Guide
- Campus and Community Social Worker at King's
- Suicide Prevention - London-Middlesex
- King's Community Resources for Mental Health
- Food and Housing Resources - King's
- Food Support Services (USC-Western)

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-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/

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/safecampus/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 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.