



**Social Justice and Peace Studies 2302F (570)  
BUILDING PEACE IN A WORLD OF CONFLICT  
Fall/ Winter 2025-2026**

**Instructor:** P. Pirani  
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**Course Information**

**Calendar Description:**

This course examines the various ways scholars and activists define peace and the challenges faced in building peace in a world of conflict. It will explore the causes of conflict, war, and other forms of violence; various approaches to constructive transformation; and the different means of promoting peace and justice.

**Antirequisite(s):** Social Justice and Peace Studies 2277B if taken in 2015-16.

**Prerequisite(s):** Social Justice and Peace Studies 1025F/G and Social Justice and Peace Studies 1026F/G; or Sociology 1020, Sociology 1020X, or Sociology 1021E; or permission of the Program Coordinator.

**Extra Information:** 3 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.



**Building Peace in a World of Conflict**  
**SJPS 2302F**  
**Fall 2025**

**Instructor:** Dr. Pietro Pirani  
**Office Hours:** by appointment  
**Office:** TBA

**Email:** ppirani2@uwo.ca

### **Course Description**

This course examines the various ways scholars and activists define peace and the challenges faced in building peace in a world of conflict. It will explore the causes of conflict, war, and other forms of violence, various approaches to constructive transformation, and the different means of promoting peace and justice.

### **Pedagogical Method & Expectations**

What is war? How is it different from conflict? Are war and conflict human universals? Are they inevitable? What is peace's meaning, and how might we build and maintain it? These are the core questions that this course addresses. The first part of our course, "Understanding War and Peace", tackles them head-on, noticing how different peacebuilding approaches depend in no small measure upon how one answers these core questions. The second and most significant part of the course, "Building Peace: Responding to and Resolving Conflict", analyses different approaches to peacebuilding.

This course has several goals:

- Define "peace"
- Distinguish between the range of existing peacebuilding measures and approaches
- Understand the historical reasons why some peacebuilding measures and approaches have become more dominant than others
- Recognise the importance of everyday micro-politics in conflict resolution processes
- Develop a strategy for how you would resolve a contemporary conflict, as well as maintain peace once the dispute becomes officially resolved
- Develop writing skills
- Understand your location concerning issues of conflict and peace

### **Class format**

This course is taught over 12 weeks, comprising one three-hour weekly lecture. Students are expected to participate actively in class and complete the weekly assigned readings.

This course begins on **September 4<sup>th</sup>** and continues until **December 9<sup>th</sup>**, 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/>).

You are expected to interact regularly with other students and me as your instructor throughout the course. The course is designed to structure and guide some self-paced elements and offer interactive opportunities for community learning. This work may happen in smaller groups or through opportunities to meet as a class. We will all be responsible for our own learning progress and contributing to the growth of our learning community by participating in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful, and prepared to contribute to our group. Welcome to our *Building Peace in a world of*

conflicts!

### **Intellectual property statement:**

- Recording lectures or tutorials without the explicit consent of the Professor or TA is grounds for academic discipline.
- Course content created by a faculty member is considered the faculty member's intellectual property; 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.

### **Modes of delivery:**

In-class Lecture

### **How to contact me:**

Email: [ppirani2@uwo.ca](mailto:ppirani2@uwo.ca). I will try to return a response within 24 business hours.

### **Course Outline**

I. Understanding Conflict and Peace

II. Building Peace

### **Required Texts**

- Online texts and texts are posted on Brightspace at no additional cost to students. See "Reading Schedule" in this syllabus for readings.
- Throughout this course, you will be expected to apply the theories covered in class to ongoing conflicts worldwide. You should, therefore, develop a general knowledge of current events. Examples of newspapers and news journals with good international coverage include *The Globe and Mail*, *The National Post*, *The Economist*, *The Guardian Weekly*, and *The New York Times*. Depending on where you live, local newspapers such as *The London Free Press* are good sources to find out about issues in your local community. Most newspapers can also readily be accessed online and at the University's libraries.

### **Evaluation**

- A. Midterm Exam = 20% (in class on October 10<sup>th</sup>)
- B. Peacebuilding Organization Report = 20% (due on OWL at 11:30 p.m. on November 21<sup>st</sup>)
- C. Mapping a Conflict Research Assignment = 30% (due on OWL at 11:59 p.m. on December 9<sup>th</sup>)
- D. Group Presentation and Discussion (GP&D) = 30%

Please refer to the Policy on Accommodation for Medical Illness for medical absence.

([http://uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf))

Any absence for legitimate reasons will be handled by re-weighting the term work grade accordingly. You must provide documentation for either medical or non-medical academic accommodation to the Faculty Dean's Office and not to the instructor.

### **Academic Integrity, Remote Proctoring**

- Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)
- Class-specific policy on AI: Within this course, using artificial intelligence (AI) tools such as Chat GPT is not permitted for written work submitted for evaluation. Unauthorised use of AI will be subject to academic discipline.

## Course Requirements

### A. Midterm Exam = 20%

The midterm will be written *in class* on Friday, October 10<sup>th</sup>, at 8:30 p.m. Eastern Time.

1. The midterm will cover ALL COURSE NOTES and COURSE READINGS from **Week 1 to Week 5**.
2. The midterm will have **50 questions**.
3. Students will have 2 hours to complete the midterm.
4. Ten sample questions will be posted at the end of **Week 5** to give you an idea about the nature of the questions on the midterm.

### B. Peacebuilding Organization Report = 20%

When we think about how to build peace in a world of conflict, we know many organisations worldwide work to make peace, whether local, national or international. For this assignment, you must pick one organisation that works to build peace and write a report on it. This report will make up **20%** of your final mark and is due **November 21<sup>st</sup> 2025**.

You must submit your report on OWL by 11:59 p.m. on November 21<sup>st</sup>, 2025. A 2% late penalty will occur after November 21<sup>st</sup>, and your assignment will lose 2% each day after this. No reports will be accepted after one week. Your report must include the following:

- It must be in Microsoft Word format
- It must be in 12-point font, double-spaced.
- It needs to be a maximum of 1000 words and a minimum of 700 words.

There is no way to write an organization report, so you have some flexibility and creativity. Pick one you are interested in. Please contact your professor if you are unsure which organisations would work for this assignment. But essentially, your report should touch on three components:

1. Describe: Describe general information about the organisation. Tell your reader what the organisation is, what they do, and its history.
2. Reflection: Reflect on what you learned regarding the course. Draw connections between the organisation and what you learned in class.
3. Analysis: What did you learn from the organisation? Reflect on strengths, weaknesses, flaws, and ways to improve. Make specific reference to what is good and strong. Make any specific, actionable recommendations for improvement. Find your voice and give some analysis.

### C. Mapping a Conflict Research Assignment = 30%

“Conflict mapping” is one possible first step before intervening in a conflict. It is a method of presenting a structured analysis of a conflict at a given moment in time. It can provide both the intervenor and the conflict parties a clearer understanding of the origins, nature, dynamics and possibilities for transforming the - actual or potentially violent - conflict.

The box below contains some categories and related questions that can be incorporated into a conflict map. We will discuss this further in week 5.

## Conflict Mapping Guide

### A. Background

1. Map of the area
2. Brief description of the country
3. Outline the history of the conflict

### B. Conflict parties and issues

1. Who are the core conflict parties? What are their internal sub-groups, and on what constituencies do they depend?
2. What are the conflict issues?
3. Which issues are seen as the most urgent problems?
4. Is it possible to distinguish between positions, interests and needs?
5. What are the relationships between the conflict parties?  
Are there qualitative and quantitative asymmetries?
6. What are the different perceptions of the causes and nature of the conflict among the conflict parties?
7. What is the current behaviour of the parties?  
Is the conflict in an 'escalatory' or 'de-escalatory' phase?
8. Who are the leaders of the parties?  
At the elite/individual level, what are their objectives, policies, interests, and relative strengths and weaknesses?

### C. Context: global, regional and state-level factors

1. At the state level:
  - Is the nature of the state contested?
  - How open and accessible is the state apparatus?
  - Are there institutions or forces which could serve as legitimate channels for managing the conflict?

- How even is economic development, and are there economic policies that could have a positive impact?
2. At the regional level:
  - How do relations with neighbouring states and societies affect the conflict?
  - Do parties have external regional supporters?
  - Which regional actors might be trusted by the parties?
3. At the global level:
  - Are there outside geopolitical interests in the conflict?
  - What external factors fuel the conflict, and what could change them?

Source (among others) Woodhouse, Ramsbotham, Miall  
"Contemporary Conflict Resolution", p. 92.

For this assignment, you will map a conflict you are interested in from the media or historical events. It will require a minimum of 3 academic sources. Please see the professor during office hours if you have any concerns or questions about what conflict would work for this assignment.

You must submit your map on OWL by 11:59 p.m. **on December 9<sup>th</sup>, 2025**. A 2% late penalty will occur after 11:59 p.m. on December 9<sup>th</sup>, and your assignment will lose 2% each day. No maps will be accepted after four days. Your report must include the following:

- It must be in Microsoft Word format
- It must be in 12-point font, double-spaced.
- It needs to be a maximum of 2000 words and a minimum of 1500 words.
- You can use visual graphics, pictures, maps, whatever helps you describe and map the conflict. But you must cite any sources you use.

## D. Group Presentation and Discussion (GP&D) = 30%

### Group Presentation (GP) (10%)

A group presentation should familiarise you and your classmates with a section's essential themes and concepts. It would be best to assume that the rest of the class has read the articles/chapters and built on that shared knowledge. A group that merely summarises the readings will receive a lower grade. A group that **analyses** and **applies** the readings will receive a higher grade.

Students are asked to form teams and **give** one 10-12-minute presentation during the semester.

Two groups will **explore** one of the six analytical themes addressed in the discussions. For each discussion, one group will answer the question affirmatively and the other negatively. The activity is academic; therefore, your presence in either one of the two groups does not necessarily represent your point of view. The activity is meant to provide pros and cons arguments to the rest of the class for the general discussion.

To join a group, please go to our website on Brightspace → Communications → Groups.

### Schedule:

**1. Discussion 1:** Should we use violence to stop violence?

1. D1 Yes
2. D1 No

**2. Discussion 2:** Should peace be prioritised over justice, or vice versa? In post-conflict societies, pursuing justice (e.g., through war crimes tribunals) can sometimes reignite tensions, while focusing solely on peace (e.g., through amnesties) may allow perpetrators to escape accountability.

**Example:** The International Criminal Court's (ICC) indictments of war criminals can sometimes complicate peace negotiations, as leaders may refuse to step down if they fear prosecution.

1. D2 Peace
2. D2 Justice

**3. Discussion 3:** Will conflict always exist?

1. D3: YES
2. D3: NO

**4. Discussion 4:** Should the focus be on fostering reconciliation, which may require letting go of the past, or on truth-telling, which involves fully uncovering and confronting past atrocities? Reconciliation can help to build social cohesion, but without truth-telling, there is a risk of unresolved grievances and historical revisionism.

**Example:** The South African Truth and Reconciliation Commission (TRC) prioritised truth-telling but faced criticism from some victims who felt that it did not go far enough in holding perpetrators accountable.

1. D4 Reconciliation
2. D4 Truth-telling

**5. Discussion 5:** Should peace negotiations include all parties, even those who have committed severe human rights abuses, or should they exclude such actors to maintain ethical standards? Including all parties can lead to a more comprehensive peace, but it can also legitimise and empower violent actors.

**Example:** The inclusion of the Taliban in peace talks for Afghanistan has been controversial, as some argue it gives legitimacy to a group with a history of severe human rights violations.

3. D5 All parties
4. D5 Not all parties

**6. Discussion 6:** Should peacebuilders and mediators maintain strict neutrality, or should they advocate for particular values such as human rights or gender equality? Neutrality can help maintain trust with all parties, but it might also mean turning a blind eye to injustice.

1. D6 Neutrality
2. D6 Advocacy

**7. Discussion 7:** Should peacebuilding efforts prioritise economic development, even if it means compromising on human rights, or should human rights always come first? Rapid development can stabilise a post-conflict society, but ignoring human rights can perpetuate cycles of violence.

**Example:** In some post-conflict countries, foreign investment and infrastructure projects are prioritised, sometimes at the expense of displacing local communities or ignoring labor rights, leading to further tensions.

1. D7 Economic development
2. D7 Human rights

**8. Discussion 8:** Does restorative justice provide a more sustainable solution to conflict than retributive justice?

**Example:** Rwanda's post-genocide Gacaca courts emphasized community-based justice, aiming at healing rather than punishment.

1. D8: YES
2. D8: NO

There is not an expected format for the presentation: be creative! As you prepare for your presentation, please remember that I will be looking for three features:

- **Clarity:** Does the presentation analyse the themes and concepts clearly and concisely? Is the material placed in a framework that helps the other students and me to understand the arguments of the authors?
- **Creativity:** Do you present the material in a timely and exciting manner? Are the examples recent and relevant?
- **Correctness:** How well did you understand the concepts and themes? Did you include the essential elements?

### **In-class participation (20%)**

- Students are required to take an active role in the class. This means completing the assigned readings for each class, showing up to class regularly and on time, and **participating consistently in-class discussions with quality contributions**. It cannot be stressed enough that you are expected to come to class prepared to discuss the readings assigned for that session.

### **Tentative Weekly Schedule (this schedule may change slightly)**

#### **PART I: Understanding War and Peace**

**Week 1:** September 5<sup>th</sup>

**Topic:** Introduction

**Week 2:** September 12<sup>th</sup>

**Topic:** Towards an Understanding of Peace

**Reading:**

- Christian Davenport, Erik Melander, Patrick M. Regan, "Contemporary Studies of Peace" in *The Peace Continuum* (Brightspace)
- René Girard (Brightspace)

**Week 3:** September 19<sup>th</sup>

**Topic:** What is Transitional Justice?

**Reading:**

- Hansen Thomas (2023), "The time and space of transitional justice", Research Handbook on Transitional Justice (Brightspace)

**Activity:** Discussion 1

**Week 4:** September 26<sup>th</sup>

**Topic:** What are the Goals of Transitional Justice?

**Readings:**

- Leebaw, Bronwyn Anne (2008) "The Irreconcilable Goals of Transitional Justice." *Human Rights*

- *Quarterly* 30 (1) (Brightspace)
- Snyder, Jack L. and Leslie Vinjamuri (2003) "Trials and Errors: Principle and Pragmatism in Strategies of International Justice," *International Security* 28:3 (Brightspace)
- **Activity:** Discussion 2

**Week 5:** October 3<sup>rd</sup>

**Topic:** Transforming Conflict

**Readings:**

- John Paul Lederach, *The Little Book of Conflict Transformation* (please click here to access the book, <https://ebookcentral.proquest.com/lib/west/detail.action?docID=5668873>).
- Conflict Mapping [https://www.beyondintractability.org/essay/conflict\\_mapping](https://www.beyondintractability.org/essay/conflict_mapping)

**Activity:** Discussion 3

**Week 6:** October 10<sup>th</sup>

**Midterm Exam** (90 minutes) No Class

## **PART II: Building Peace: Responding to and Resolving Conflict**

**Week 7:** October 17<sup>th</sup>

**Topic:** Negotiation and International Conflicts

**Readings:**

- Fen Osler Hampson, Chester A. Crocker, and Pamela R. "Negotiation and International Conflict" *Handbook of Peace and Conflict Studies*, edited by Charles Webel, and Johan Galtung, Taylor & Francis Group, 2007 (Brightspace)

**Activity:** Discussion 4

**Week 8:** October 24<sup>th</sup>

**Topic:** Truth Commissions

**Readings:**

- Kochanski, Adam (2023). "Truth Commissions" in *Research Handbook in Transitional Justice*, Cheltenham: Edward Elgar. (Brightspace)

**Activity:** Discussion 5

**Week 9:** October 31<sup>st</sup>

**Topic:** Religion and Peace

**Readings:**

- Douglas Johnston, "Faith-Based Organisations: The Religious Dimensions of Peacebuilding," in *People Building Peace II: Successful Stories of Civil Society* (Rienne, London:2005). pgs. 209-218 (Brightspace)
- "A Non-Threatening Approach to Peace: The Community of Sant' Egidio in Mozambique," in *People Building Peace II: Successful Stories of Civil Society* (Rienne, London:2005). pgs. 576-581 (Brightspace)
- "Rondine Centre for Peace"  
<https://www.telegraph.co.uk/news/worldnews/europe/italy/11915690/Tiny-village-in-Tuscany-made-into-centre-for-conflict-resolution-is-contender-for-Nobel-Peace-Prize.html>

**Activity:** Discussion 6

November 7<sup>th</sup> **NO CLASS: FALL READING WEEK**

**Week 10:** November 14<sup>th</sup>

**Topic:** TBA

**Readings: TBA**

**Activity:** Discussion 7

**Week 11:** November 21<sup>st</sup>

**Topic:** Forgiveness and Justice

**Readings:**

- Silvano Petrosino (Brightspace)

**Activity:** Discussion 8

**Week 12:** November 28<sup>th</sup>

**Topic:** Conclusion

**KING'S UNIVERSITY COLLEGE**  
**GENERAL COURSE POLICIES**  
**2025-2026**

## **1. Academic Accommodations, Consideration for Absences**

### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at

[https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams\\_and\\_tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation.

Please refer to the course outline for each course.

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

### **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance.

Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## 2. Support Services

Accessibility, Counselling and Student Development at King's University College: <https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University

College: <http://www.kings.uwo.ca/current-students/campus-services/student-supportservices/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

[https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

### GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safecampus/gender-and-sexual-violence/>

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

## 3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

## 4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

It is expected that students will submit work that is truly their own, completed without external assistance (human or

artificial) except as explicitly permitted by the course instructor. Check with 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](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.