



Social Justice and Peace Studies 3362G (570)
ECOFEMINISM
Fall/ Winter 2025-2026

Instructor: K. Gain
Email: kgain4@uwo.ca

Course Information

Calendar Description:

This course investigates the intersections of gender and ecology through an ecofeminist lens. It analyzes the historical and contemporary oppressions of women and nature in systems of patriarchy and maps links between the current climate crisis and gender. Social, economic, development and Indigenous perspectives are also examined.

Prerequisite(s): Social Justice and Peace Studies 1025F/G and Social Justice and Peace Studies 1026F/G, or GSWS 1020E.

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.

SOCLJUST3362G

Ecofeminism: Gender, Ecology and Justice

Winter, 2026

King's University College

Instructor: Dr. Klaire Gain
Mode of Instruction: In-person
Office Hours: Appointments Available at Request
Contact: kgain4@uwo.ca (best contact)

Prerequisites: SJPS 1025F/G & 1026F/G, or GSWS 1020E

Anti-requisites: None

Course Overview: This course will investigate the intersections of gender and ecology from an Ecofeminist perspective. Ecofeminism analyzes the historical and contemporary oppressions of both 'nature' and 'women' in systems of capitalist patriarchy and the linkages between our current ecological crisis and gender. Throughout this course, students will become familiar with research methodologies employed to study the interconnections between gender, ecology and climate justice. Historical and contemporary environmental issues will be discussed such as extraction, climate change, food security and biodiversity. These will be framed through intersectional themes of environmental justice, environmental racism, queer theories and political feminist ecologies. Students will engage in these topics through a foundational understanding of Ecofeminism including the origins of Ecofeminist theory, historical significance, contemporary critiques and theoretical transformation.

Course texts. All readings/resources available online via OWL at no extra cost

Learning Objectives: Throughout the course of Ecofeminism: Gender, Ecology and Justice, students will:

- Cover key theorists and philosophical foundations in the field of Ecofeminism
- Develop an understanding of the links between the current ecological crisis and systems of privilege/oppression.
- Critically analyze the need for a feminist perspective in environmental justice and formulate a framework for discussing issues of gender and ecology.
- Examine various approaches, branches and critiques of Ecofeminism.

Learning Outcomes: Upon completion of this course, students will be expected to:

- Understand the interconnections between sexism, racism, speciesism, colonialism, imperialism and capitalism with our current ecological crisis.
- Comprehend Ecofeminism as both critical social theory and grassroots activism.
- Recognize the importance of Ecofeminism to historical and contemporary ecological and feminist movements.
- Demonstrate foundational knowledge of the branches of Ecofeminism, comparing and contrasting differing viewpoints while locating their own Ecofeminist position.
- Apply an Ecofeminist understanding to daily life and the current struggle for ecological and social justice, linking theory to praxis.

Class Attendance, Participation and Expectations:

This course is taught as a senior seminar and demands a high degree of participation from all students. I expect that students will have read and thoughtfully engaged with all weekly material. I also expect that we will collectively maintain a respectful classroom and constructive learning environment. This includes compassion and empathy, active listening to different perspectives and never engaging in hateful speech or behaviour. Please note that since we are discussing topics of gender, ecology and justice, you may find some material to be difficult to read/watch. Your emotional health is important and please do not hesitate to reach out if there is material that may be challenging for you to engage with.

I also expect that you do not use AI for any assignment in this class. The purpose of this class is to allow you to think critically for yourself. As the teaching team, we reserve the right to use various plagiarism-checking tools in evaluating your work, including those screening for AI-generated content, and impose consequences accordingly. Failure to comply with this policy will result in disciplinary action. Suspected AI use will result in a meeting to defend the originality of your work, if you are unable to do so, your work will not receive a passing grade on the assignment.

Class Schedule & Readings:

Date	Topic	Readings/Resources/Notes
Week 1: Jan 5 th	Introduction to the Course and Each Other	Thorpe, J. R. (2016, April 22). What Exactly Is Ecofeminism? Bustle. https://www.bustle.com/articles/155515-what-exactly-is-ecofeminism .

<p>Week 2: Jan 12th</p> <p><i>Unit 1: Ecofeminist Theories</i></p>	<p>Ecofeminist Theory: An Overview</p>	<p>Warren, K. J. (2000). Nature is a Feminist Issue. In K. J. Warren (Author), <i>Ecofeminist philosophy: A Western perspective on what it is and why it matters</i> (pp. 1-16). Lanham (MD): Rowman & Littlefield.</p> <p>Kings, A.E. (2017). Intersectionality and the changing face of ecofeminism. <i>Ethics & the Environment</i>, 22(1), 63-87.</p>
<p>Week 3: Jan 19th</p>	<p>A Decolonial Ecofeminism</p>	<p>Watch: CBC: 'What Does Decolonization Mean?' https://www.cbc.ca/news/indigenous/panel-debate-decolonization-meaning-1.4609263</p> <p>Mignolo, W. (2010). Introduction: coloniality of power and de-colonial thinking. (pp.1-22).</p> <p>Lugones, M. (2010). Toward a decolonial feminism (pp. 742-759)</p>
<p>Week 4: Jan 26th</p>	<p>Ecofeminism and Queer Theory: Queer Ecologies</p>	<p>LGBTQ Nation (2022). What is Queer Theory and Why is it Important?</p> <p>Gaard, G. (1997). Toward a Queer Ecofeminism (pp. 114-137)</p> <p>Podcast: Ecofeminism and Queer Ecologies: https://www.ecopoliticspodcast.ca/episode-9-ecofeminism-and-queer-ecology-2/</p>
<p>Week 5: Feb 2nd</p> <p><i>Unit 2:</i></p>	<p>Neocolonial Extraction: Gender,</p>	<p>Jenkins, K. (2014). Women, mining and development: An emerging research agenda (pp. 329-339)</p>

<p><i>Contemporary Issues</i></p>	<p>Pipelines and Mining</p>	<p>Morin (2020). Pipelines, Man Camps and Murdered Indigenous Women in Canada</p> <p>Simons (2016): Unsustainable International Law: Transnational Resource Extraction and Violence Against Women</p>
<p>Week 6: Feb 9th</p>	<p>Ecofeminism and Human-Animal Relations</p>	<p>Adams, C. J. (2015). The Sexual Politics of Meat. In <i>Sexual Politics of Meat</i> (pp. 3-19).</p> <p>Colerato, M. (2018). Let's Talk About The Intersectionality Of Veganism And Feminism.</p> <p>Clifton (2018). Are Feminists Right to Resist Comparison with Females from Other Species?</p>
<p>Week 7: Feb 16th</p> <p><i>Reading Week</i></p>	<p>No Class</p>	
<p>Week 8: Feb 23rd</p>	<p>Gender, Ecology and War</p>	<p>Anthes (2022): 'A Silent Victim': How Nature Becomes a Causality of War</p> <p>Mlaba (2022): 'How do Women and Girls Experience the Worst of War?'</p> <p>Via (2010): Gender, Militarism and Globalization: Soldiers for Higher and Hegemonic Masculinity (pp. 42-43)</p>
<p>Week 9: March 2nd</p>	<p>Gender, Climate Change and Migration</p>	<p>CNN Special Report (2023): How the Climate Crisis Fuels Gender Inequality</p> <p>Eastin et al., (2021): An Introduction to Gender, Climate Change and Livelihoods (pp. 9-20)</p> <p>Perkins & Osman (2021): Bringing Women's Livelihood and Care Perspectives into Climate Decision Making (pp. 1-18)</p>
<p>Week 10: March 9th</p>	<p>Fashion, 'Beauty' and Ecofeminism</p>	<p>Besser (2021): 'Dead White Man's Clothes': How Fast Fashion is Turning Parts of Ghana into a Toxic Landfill</p>

		<p>Earth Rights (2018): Fast Fashion is an Ecofeminist Issue</p> <p>Perez (2021): Sustainability, Gender and Fashion: Can Ecofeminism Propose a Fairer Solution (pp. 1-19)</p>
<p>Week 11: March 16th</p> <p><i>Unit 3: Theory to Praxis</i></p>	<p>Gender, Art and Ecological Justice</p> <p><i>Presentation: Beehive Collective</i></p>	<p>Lucid (2022): 'Creative Activism: Interview with Beehive Design Collective'</p> <p>Sanz & Rodriguez-Labajos (2021): Does Artistic Activism Change Anything? Strategic and Transformative Effects of Arts in Anti-Coal Struggles (pp. 41-54)</p> <p>https://beehivecollective.org/ (Review their Website)</p>
<p>Week 12: March 23rd</p>	<p>Ecofeminism, Decolonization and Ecological Justice</p> <p><i>Guest Speaker: Mary-Anne Kechego</i></p>	<p>Listen to: Mbwaach'idiwag Episode 2 : Walking Along Dshkan Ziibing with Summer Bressett</p> <p>McGregor (2008): Anishnaabe Kwe, Traditional Knowledge and Water Protection (pp. 26-30)</p> <p>Klein, N. (2013). Dancing the world into being: A conversation with Idle No More's Leanne Simpson.</p>
<p>Week 13: March 30th</p>	<p>An Ecofeminist Political Economy</p>	<p>Cassidy (2020): "Can we have prosperity without growth?"</p> <p>Bennholdt-Thomsen, V. (2015). A Subsistence Perspective for the Transition to a New Civilization: An Ecofeminist Contribution to Degrowth. (pp. 20–26)</p> <p>Mellor, M. (2009). Ecofeminist Political Economy and the Politics of Money (pp. 251-262).</p>
<p>Week 14: April 6th</p>	<p><i>1:1 Instructor Meetings</i></p>	<p>No assigned readings</p>

Assignment Schedule:

Assignment	Description	Value
Engagement Ongoing	Attendance and Participation	15%
Ecofeminist Activist Report January 25 th	Written report regarding a chosen ecofeminist and their contributions to gender, ecology and justice 6-8 pages	15%
Art of Ecology Presentation Feb 8 th	An analysis of an image (drawing, painting, picture) of your choice which represents course themes. 3-4 pages (750-1000 words) OR in-class presentation	20%
Critical Research Paper: Contemporary Ecofeminist Issue March 15 th	Research Paper on an issue pertinent to ecological justice (2000-2500 words)	30%
Paper to 'Public': Community Education Project April 6 th	A podcast, a blog or a brochure presenting your research in an engaging way for public education	20%

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Assignment Details: All assignments are to be completed in APA format

Participation- Ongoing (15%)

You will be required to read for each class. Plan to read critically rather than just for content.

You are expected to have read all assigned materials prior to each class period and to be prepared to participate in discussions. This is a seminar course and therefore the success of the class and your learning will be highly dependent on active engagement. Grades are based on regular attendance, reading each week's assignment, asking insightful questions, contributing to discussion in a positive way and being a respectful listener. No single portion (attendance, discussion, questions, etc.) determines your overall participation grade. The goal is to demonstrate that you have generated knowledge and understanding regarding course content and current events.

Ecofeminist/Activist Report (20%): January 25th

Students should complete a research report about an activist/ecofeminist and their contributions to gender and ecological justice. For example, you could choose ecofeminist Vandana Shiva (scholar activist), Berta Carceres (environmentalist who was killed for her activism) or Winona LaDuke (environmentalist, economist and writer). These individuals do not necessarily have to identify as ecofeminists, but you should be able to make connections between their work and theories of ecofeminism. Students are expected to outline a brief biography of their chosen activist, a discussion of the notable contributions they have made and how this intersects with ecofeminist thought. Your work should be 6-8 pages (excluding title page and references) and should draw on course material as well as external resources.

Ecofeminist Art Analysis- Feb 8th (15%):

Students are to complete an analysis of an art piece of their choice (photograph, drawing, painting, song) that relates to themes of ecofeminism (This can either be an in-class presentation, or a written piece of appx. 750-1000 words). Students should provide an analysis of what they see in the image and then make connections between the photo and course concepts (if doing a presentation, you will guide the class through an analysis). Students should

incorporate course readings and discussions to demonstrate these connections (2-3 sources from readings or lecture). Examples will be provided in-class to demonstrate.

Critical Research Paper (30%)

Students are expected to write a final essay regarding a topic pertinent to ecofeminism. A list of potential topics, along with further details, will be posted on the OWL page. If you have a topic outside of this that you would like to research, please confirm with the instructor. This paper should be 2000- 2500 words in length and written in APA formatting.

'Paper to Public': Community Education Project (20%):

This assignment will turn your academic paper into an engaging and accessible project for public education. Options include a podcast, a blog or a brochure regarding your research findings. Your project should discuss information such as: What is my research topic? Why am I interested in this topic? Why is this topic important? What have I found? How does this information relate to ecofeminism? How does this research contribute to ongoing discourse of gender, ecology and justice? What can we do about this issue?

Absences and late assignments: Late assignments and papers will have 2% per day late penalty. Assignments and papers are due at the beginning of class. In the event of a medical emergency, students are requested to contact the Academic Dean's Office immediately to determine a course of action. This typically requires medical documentation or other relevant proof as to why an absence was unavoidable.

Please refer to this policy:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

Policy on Accommodation for Medical Illness:

(http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf). Student Medical

Certificate (SMC) https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Tests/Examinations: Students are responsible for seeking accommodation with appropriate documentation, prior to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances.

Support Services: Your mental health is important. Students who are in emotional/mental health distress should refer to Mental Health@Western:

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. University Students Council provides many valuable support services for students (including the health insurance plan) <http://westernusc.ca/services/>.

Information about Counselling and Student Development, including Accessibility Services (formerly Services for Students with Disabilities) at King's is available at <http://www.kings.uwo.ca/about-kings/who-we-are/administrative-departments/dean-of-students/>

For emotional/mental health assistance see: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

The website for Academic Services at King's University College is <http://www.kings.uwo.ca/current-students/academic-support/>

Statement on Use of Electronic Devices:

You are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

Use of Laptops in the Classroom:

King's University College at The University of Western Ontario acknowledges the integration of new

technologies and learning methods into the curriculum. The use of laptop computers 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 laptops by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using laptops 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/kings/assets/File/currentStudents/studentLife/conduct/code_of_conduct_2003.pdf

Inappropriate use of laptops [or smart phones] 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 are strongly advised to operate laptops with batteries rather than power cords."

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, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference

database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://turnitin.uwo.ca/>.

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.

Copyright re: Course Material

Lectures and course materials, including power point 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. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site he/she should ask for the student's written permission.

(Commercial use of Course material - <http://umd.edu/legal/commercial.html>) **Mailbox re Submission of Late Essays/Assignments ONLY:**

Only late essays/assignments not handed in at class may be dropped off in the drop box, located between the inner doors of the Cardinal Carter Library. Please inform your students that essays dropped into the mailbox will be picked-up twice per day: once in the morning (9:30 a.m.) and in the afternoon (4:00 p.m.). All essays dropped off after 4:00 p.m. on a Friday will be date-stamped the following Monday. Essays should be placed in an envelope addressed to the professor with the course code and student number clearly indicated.

Class Cancellations:

All reported class cancellations are posted at: <http://www.kings.uwo.ca/current-students/outages-service-interruptions/>

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.

Friday Make-Up Exams may only be written with the instructor's consent.

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.