



Thanatology 3325G (570)  
Winter 2026

Dark Tourism: Seeking the Dead, Exploring Internal and External Landscapes

**Course Information:**

**Calendar Description:** This course will investigate the field of dark tourism and will consider motivations, ethical issues, degrees of darkness, economics, cultural sites of great importance, and how these places inform and instruct us in our understandings of death, grief, and national and international histories, those disputed and those currently being disrupted.

**Prerequisite(s):**

**Anti-requisite(s):**

**Extra Information:** 3 hours.

**Course Weight:**0.50      **Breadth:** Category A

**Subject Code:**THANAT

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 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 that you are dropped from a course for failing to have the necessary pre-requisites.

## THANATOLOGY 3325

**Dark Tourism: seeking the dead, exploring internal and external landscapes.**

**Professor:** Eunice Gorman RN, BSW, MSW, PhD, RSW

**Email:** [egorman@uwo.ca](mailto:egorman@uwo.ca)

**Office hours:** Tuesdays 4-6 pm or by appointment or via Zoom

**Ext:** 519-433-3491 ext. 4578 or 1-800-265-4406 ext. 4578

**Class times and location:** Wednesday 6:30-9:30 PM

*Join our Thanatology Facebook page: King's University College Thanatology*

*Join the Thanatology student club Facebook page: The Thanatology Club*

*Follow the THAN Club Instagram*

### **Course Description:**

Dark tourism refers to visiting places where some of the darkest events of human history have unfolded. These sites can include places linked to genocide, assassination, incarceration, ethnic cleansing, war, or disaster — either natural or accidental. Locations may include places that are less loaded in their history and imagery for instance cemeteries, memorials, ruins, museum displays, cultural festivals celebrating the dead and traditions steeped in their relationship to dying and death. This course will investigate the field of dark tourism. We will consider motivations, ethical issues, degrees of darkness, economics, cultural sites of great importance and how these places inform and instruct us in our understandings of death, loss, grief, and national and international histories, those long disputed, and those currently being disputed.

### **Course objectives and intentions**

#### **Participants will**

1. Examine the personal and professional motivations to engage in dark tourism.
2. Understand the limits of travel to sites of loss and grief.
3. Investigate the many types of dark tourism.
4. Engage in critical thinking and discussions of space, geography, how we hold our dead, memorialization, presence, and absence.
5. Examine many sites and discuss their history and what they offer the visitor.
6. Develop awareness of the sensitivities attached to revisiting death.
7. Demonstrate awareness of the importance of rituals, cultural sites,
8. Identify problematic issues related to dark tourism.

**Caveat:** This course will rely heavily on photography, video clips and other ways of bringing these sites to life. While care will be taken to use pictures, representations and graphics that are as tasteful as possible please know that there may be images that you will find disturbing. Any time we focus on the darkness in our human nature and history it may bring up old hurts and losses, and each participant is asked to pay exquisite care and attention to how they are managing the content and alert the instructor accordingly.

**Thanatology 3325** is an academic university level course. While the course may contribute to the student's personal growth, grades will be assigned based on academic achievement and mastery over the material covered. It is recommended that a student who is recently bereaved, has experienced a traumatic loss in the last year or is currently providing end of life care for a loved one either consider not taking Thanatology 3325 at this time, or ensure appropriate support is available during the duration of the course and afterward as needed. Please email the instructor privately if you have any questions about this.

**Required Text:**

*Lonely Planet's Guide to Death, Grief and Rebirth (2025)* \$ 35

\*And while the quintessential text in the field of Dark Tourism research costs upwards of 450 dollars. We will supplement the text readings with weekly readings linked to the power point presentations.

**Assignments and Grading**

1. Attendance	5 %
2. Weekly Discussions	10%
3. Sharing resources to Brightspace site	10%
4. Book review	25%
5. Research paper/project	25%
6. Final exam	25%

**Participation: 25%**

This will conclude three components

- Class attendance
- Weekly discussions
- Sharing resources to our site OR responding to one Facebook post ----related to dark tourism, memorialization, commemoration, or grief.

**Deadlines and Due Dates**

Please do not ignore due dates.

There is a **one-week grace period** for each of the two major assignments. You can hand in your work anytime within that period without asking for an extension.

**Academic Counselling Helpline 519-518-2907**

*Late assignments (without prior approval of the instructor) will be graded on the rubric and then docked an additional 2% percent per day to a maximum of 10% after which the student will be given a grade of zero.* Students with legitimate medical issues should contact the instructor prior to the due date to determine an extension for the project.

For bonus marks please send me a picture of your pet, your hobby, or something that helps you balance out studying about dying, death and bereavement.

**AI and ChatGPT use** 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.

Within this course, **use of artificial intelligence (AI) tools [such as Chat GPT] is not permitted** for written work submitted for evaluation.

**Please note:** Throughout the course you are expected to interact regularly with other students, and with me, your instructor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning. Each student brings their own knowledge, experience, and interests to our learning community, we will build on that and use our course material (readings, discussions, lessons, etc.) to amplify learning for everyone. We will each be responsible for our own learning progress and for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful, and ready to contribute to our group.

The course will honour all important dates derived from university approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>).

### **Online Behaviour and Intellectual Property:**

All students are expected to engage online in a professional and respectful manner. This includes all interactions with peers, as well as communication between TA's or your Professor. Failure to do so will result in Academic discipline.

Recording of 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 prior written consent of the faculty member.

### **Expectations for independent work**

- All assessment or examinations done online are expected to be done by the student registered in this course, following the instructions outlined by the Assignment.
- Do not use AI for your posts.
- Your final mark will reflect your consistent participation, as well as the quality of each contribution. Forums will be locked at the end of each week, and you will not be able to post once the forum is locked.

**Prerequisite:** none

**Anti-requisite:** none

### **Course Schedule**

#### **Week one: Wednesday January 7<sup>th</sup>**

Intro to the course and each other

Walk through the syllabus, assignments, course expectations.

Beginning thoughts on Dark Tourism

#### **Readings**

[A dark tourist spectrum](#)

[The Darker Side of Travel: The Theory and Practice of Dark Tourism](#)

[The history of dark tourism](#)

[Consuming dark tourism: A Thanatological Perspective](#)

#### **Week two: Wednesday January 14<sup>th</sup>**

Thanatopsis to Thanatourism ...what moves us?

Death as absent, death as present

Fear of death and driving a distance to face it.

What is in a name: dark, morbid, black spots, sensation?

Motivations

- Understanding
- Commemoration
- Symbols of overcoming
- Respect
- Significant events
- Heroism
- Time travel
- Voyeurism
- Danger
- Morbid curiosity
- Schadenfreude
- Collective identity
- Overcoming childhood fears
- Novelty
- Nostalgia
- Celebration of crime or deviance
- Bloodlust
- Dancing with death .... (Sense of mortality)
- The thing to do in that city, country.

**Readings**

[Indigenous People: Discussing the Forgotten Dimension of Dark Tourism and Battlefield Tourism](#)

[Dark tourism: The commoditisation of suffering and death](#)

[Mortality salience and meaning in life for residents visiting dark tourism sites](#)

[Progress in dark tourism and thanatourism research: An uneasy relationship with heritage tourism](#)

**Week three: Wednesday January 21<sup>st</sup>**

Seven main types

Definitions

- Heritage tourism
- Disaster tourism

- War tourism and action
- Dark tourism
- Death tourism (Zurich, others)
- Thanatourism
- Grave tourism
- Cold war tourism
- Nuclear tourism
- Prison and persecution site tourism
- Holocaust
- Pilgrimage
- Digital Dark tourism
- Risk tourism, slum tourism, urbex and other things that “don’t count.”

Dark tourism and spectacle

Shifting tides ...plantations then and now, museums then and now

Dark tourism that comes to you *Bodyworlds* in the 1990s

### Readings

[Contested national tragedies: An ethical dimension](#)

[Immersive dark tourism experiences: Storytelling at dark tourism attractions in the age of 'the immersive death'](#)

[Dark tourism motivations: Simulation, emotional contagion, and topographic comparison](#)

[Dark tourism and moral disengagement in liminal spaces](#)

Text: pages 5-33 celebrating

### Week four: Wednesday January 28<sup>th</sup>

Entering the geography of absence

Light to dark tourism...gradations have meaning, on a continuum ...how dark is dark?

Darkness within

Seeking the dead

History of dark/death tourism

Community, Communal experiences

- Walking where others have walked.

- Grieving in community
- Re-membering (Hedtke's work)

Grief of a Nation

- Civil War re-enactments
  - homesteads
  - plantations

BLM

Canadian sites

Indigenous lives

International sites

Catacombs

## Readings

[Dark tourism and significant other death](#)

[Dark tourism as/is pilgrimage](#)

[Pilgrimage tourism-past, present, and future rejuvenation: a perspective article](#)

Text: pages 35-53 burials and celebrating

## Week five: Wednesday February 4<sup>th</sup>

The way is made by walking --- pilgrimage and grief (sites around the world)

Using pilgrimage to enter mourning.

Movement and Dark Tourism ...the annual Ride to the Wall and others

## Readings

[Making absent death present: Consuming dark tourism in contemporary society](#)

[Dark tourism sites: visualization, evidence, and visitation](#)

[Dystopian dark tourism: An exploratory examination](#)

[Battlefield tourism: Bringing organised violence back to life](#)

Week six: Wednesday February 11<sup>th</sup> **Book review due**      **one week grace period Feb 18th**

Memento Mori  
Ars Moriendi  
roadside memorials  
cemeteries  
Taphophiles  
Grave tourism

## Readings

[Exploring dark tourism and place identity](#)

[Phoenix tourism within dark tourism](#)

[Natural Disasters, Geotourism, and Geo-interpretation](#)

[Dark and toxic tourism in the Chernobyl exclusion zone](#)

Text: pages 83-106 burial, cemeteries

READING WEEK

February 18th

no class, no posts

## Week seven: Wednesday February 25<sup>th</sup>

Ecotherapy

Taking the dead with us...last journey(s)

Death Festivals Day of the Dead, Japanese, Taiwanese, and other world cultures, and death etc.

Cultural ceremonies around the world

- Heritage tourism
- Seeking serial killers
- Lighter dark

continuing bonds

- linking objects
- scrapbooks and other forms of creative memorialization

## Readings

['Dark tourism': Evaluation of visitor's experience after visiting thanatological tourist attractions](#)

[Violence and Recreation: Vacationing in the Realm of Dark Tourism](#)

[Relics of the Reich – dark tourism and Nazi sites in Germany](#)

[Guiding the Dark and Secondary Trauma Syndrome: Tour Guides' Coping Mechanisms for Guiding in Dark Tourism Sites](#)

Text: pages 107-131 alternative farewells

## Week eight: Wednesday March 4<sup>th</sup>

We remember them-reinclusion.

War memory and meaning (memorials, statues, returning to those days, Korean, Vietnam, WW1 and WW2, and recent battles and sites of unrest)

Reparations and honouring the living and the dead.

Genocide tourism

Mass graves ---*because you cannot bury memory in pits*

The role of reconciliation in dark tourism

- Cold war tourism
- Nuclear tourism
- Prison and persecution site tourism

## Readings

[Constructing the moral geographies of educational dark tourism](#)

[Dark tourism, thanatourism, and dissonance in heritage tourism management: new directions in contemporary tourism research](#)

[Museums, memorials, and plantation houses in the black Atlantic: Slavery and the development of dark tourism](#)

[African Americans at sites of darkness: roots-seeking, diasporic identities and place making](#)

[Dark tourism and postcolonial studies: critical intersections](#)

Text: pages 54-81 celebrating and commemoration

**Week nine: Wednesday March 11<sup>th</sup>**

**Project due one week grace period March 18<sup>th</sup>**

Thin places

Spiritual/religious/sacred journeys/retreats and thanatourism

Rituals

What counts, who counts?

etiquette and dark tourist selfies

how we create meaning and place

“grievable” losses and those that are absent.

the geography of loss

- Spaces for the dead
- Changing places for the dead and dying

## **Readings**

[From Geisha girls to the Atomic Bomb Dome: Dark tourism and the formation of Hiroshima memory](#)

[Sad and violent but I enjoy it: Children’s engagement with dark tourism as an educational tool](#)

[Uncomfortable and worthy: the role of students’ field trips to dark tourism sites in higher education](#)

[Young tourists’ experiences at dark tourism sites: Towards a conceptual framework](#)

Text: pages 133-163 commemoration, ritual

## **Week ten: Wednesday March 25<sup>th</sup>**

Last wishes travel .... Starlight Foundation, Children’s Wish etc.

Research

- Death tourism (Zurich, others)

Risk tourism, slum tourism, urbex and other things that “don’t count.”

Dark tourism in an increasingly violent world

Dark tourism not wanted here ...shame and culture.

Children and dark tourism

## Readings

[Not-So-Many Shades of Grey: Commonalities in Managing Sacred Site and Dark Tourism](#)

[Death on display: reifying stardom through Hollywood's dark tourism](#)

[Dark tourism and the cadaveric carnival: mediating life and death narratives at Gunther von Hagens' Body Worlds](#)

[The moral gaze in commercialized dark tourism](#)

Text: pages 164-191 icons, symbols, preparing, and readiness

## Week eleven: Wednesday April 4th

Is this ethical? Is it moral? Why does it feel just a little icky sometimes?

Commodification of death...money making

Morbid?

Macabre?

Dark tourism etiquette

Tourism in general

Who "owns" the dead? Museums

Cultures reclaiming their dead/mummies, museum artifacts, taking back from the colonizers

## Readings

[Have we illuminated the dark? Shifting perspectives on 'dark' tourism](#)

Text: pages 193-233 burial, tombs, and monuments

## Week twelve: Wednesday April 8th

In our sadness.... gifts in the journey

experiential pieces

next steps

review for exam DARKT BINGO with prizes for all

**Assignment 1** Book review Mark: 25 %

Book Review Guidelines are posted in Lessons.

Students will choose **ONE** of the following books and **write a review of 5 pages minimum with an additional title page and reference page**, for a total of 7 pages minimum **following the guidelines posted on OWL. Double spaced, 12point font.**

Schroeder, C.	<i>Man of War</i>
Sawyer, H.E.	<i>I am the dark tourist: travels to the darkest sites on earth.</i>
Coote, T.	<i>Shadow Trails: Adventures in Dark Tourism</i>
Joly, D.	<i>The Dark Tourist: sightseeing in the world's most unlikely places</i>
Rhoads, L.	<i>199 cemeteries to see before you die.</i>
Huey, L.M.	<i>Forgotten bones: uncovering a slave cemetery.</i>
Sorin, G.	<i>Driving while Black: African American travel and the road to Civil Rights</i>
O'Brien, G.	<i>The Darkness Echoing: Exploring Ireland's Places of Famine, Death, and Rebellion</i>
Miles, T.	<i>Tales from the Haunted South: Dark Tourism and Memories of Slavery from the Civil War Era</i>
Erickson, L.	<i>Near the Exit: Travels with the Not-So-Grim Reaper</i>
Buist, E.	<i>This Party's Dead: Grief, Joy, and Spilled Rum at the World's Death Festivals</i>
Zappaterra, Y.	<i>Cities of the Dead: the world's most beautiful cemeteries.</i>

**Assignment 2: Research paper /project 30 %**

The research paper /project will follow the guidelines posted on OWL. This assignment will require **10-12 pages in the body of the paper plus an attached bibliography and title page.** Please feel free to choose any topic from the list provided.

If you decide to submit a creative piece for instance a [power point](#) or [Prezi](#) it should be a minimum of 20 slides/transitions, if you opt for the [podcast](#), [YouTube](#), format please aim for 5-8

**minutes minimum** (if you like there's the opportunity to have your talk posted to our death talks/mortality moments segment on the college YouTube.

### Multimedia Presentation of Paper or Project

If you like you can use a tech-based multimedia platform to present your research paper/research project in a multimedia format. This allows people who do not relish writing essays to bring their information to life in more creative ways.

You may use any of the following for this (or any other type that I do not know about!):

- [PowToon](#) to create short, animated videos.
- [Prezi](#)
- [Sway](#)
- [Tome](#)
- [Google slides](#)
- [Emaze](#)
- [Haiku Deck](#)
- [Visme](#)
- [Photography with narrative](#)
- [Mindomo](#), [Padlet](#), or [Lucidchart](#) to create mind maps.
- [Glogster](#), [Piktochart](#), or [Canva](#) to create media posters/collages.
- [FaceTime](#), or [YouTube](#), or [Voice Memos](#), etc., to create short video or audio clip.
- Podcast, MP3, MP4,
- Zine
- Graphic novel type mini "books"
- Or even [good old fashioned power point](#)

Your creative piece must contain references, resources, and helpful hints to support your findings.

Topics might include.

- Motivations
- Sites of dark tourism (you are welcome to dig deeper into one site or one country with a few sites of interest)
- What counts and what does not count as dark tourism?
- Death tourism (Dignitas, Zurich)
- Risk tourism, slum tourism, poverty tourism, urbex
- Shifting tides ...plantations then and now, museums then and now
- *Bodyworlds*
- pilgrimage and grief (sites around the world)
- Canadian sites
- Indigenous lives, residential school grave sites
- BLM memorials and street art
- roadside memorials
- etiquette and dark tourist –selfies, codes of behaviour
- how we create meaning and place

- Ecotherapy
- Taphophiles
- Truth and Reconciliation efforts and dark tourist sites
- Continuing bonds and dark tourism
- the importance of memory
- moving dark tourism: The Ride to the Wall
- Reparations and dark tourism
- Toppling monuments and destroying statues—when monuments no longer serve us
- Economic impact of dark tourism
- In-depth review *The Dark Tourist* series on Netflix.
- Cultural ceremonies around the world for instance the Day of the Dead
- Last wishes travel
- Dark tourism not wanted here ...shame and culture.
- Children and dark tourism
- Is this ethical? Commodification of death and the dead...money making
- cultures reclaiming their dead/mummies, museum artifacts.
- who benefits from dark tourism in the end?

### Debarment from Final Exams

A student may be debarred from writing the final exam for failure to maintain satisfactory academic standing throughout the year.

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 final examination in the course.

**Confidentiality and boundaries** Thanatology 3325 is an academic university level course. While the course may contribute to the student's personal growth, grades will be assigned based on academic achievement and mastery over the material covered. We must respect each person's contribution while at the same time appropriate limits to self-disclosure or to the time allotted to individuals will be upheld when personal narratives are shared. We will agree to hold each other's contributions **strictly** confidential. This is an academic course, and all participants are required to complete the course requirements to a high standard to receive credit. **One's strong feelings or experiences will not substitute for effort and academic achievement.**

### Policies and procedures

**Academic Consideration for Tests/Examinations:** Students are responsible for seeking consideration as noted in the Western University

Calendar: [https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/courseoutlines.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/courseoutlines.pdf)

## How to Request Academic Consideration

**Self-Reported Absence:** Students may use the Self-Reported Absence System (SRAS) for a maximum of two short-term absences affecting course components worth 30% or less of the overall course grade. The SRAS may not be used during the December and April exam periods, or for any course components worth more than 30% of the overall course grade.

**Other Requests for Academic Consideration:** King's students should refer to information on the Academic Dean's Office website regarding requests for academic consideration that fall outside of the Self-Reported Absence System (SRAS). (<https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/medical-accommodation/>)

### UWO Policy on Accommodation for Medical

**Illness:** [http://uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)  
Student Medical Certificate (SMC) - <https://www.eng.uwo.ca/files/undergraduate/student-medical-certificate.pdf>

**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/> or Mental Health@Western for 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: <http://www.kings.uwo.ca/current-students/academic-support/>

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

**Accommodations for Religious Holidays: Students** who have a Sabbath or Holy Day that conflicts with tests or exams must give written notice for accommodation by the deadlines noted in the policy above (minimum two weeks for term tests and examinations, and one week for mid-term tests).

See [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_religious.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf)

**Class Cancellations:** All reported class cancellations are posted at <https://www.kings.uwo.ca/current-students/campus-life/service-disruptions/>

**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, 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. Therefore, instructors may choose to limit the use of electronic devices in these settings. In addition, 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, 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)

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 <http://elearningtoolkit.uwo.ca/terms/plagiarism.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.

**Copyright re: 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 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.

## Student Resources

**Writing and Academic Support:**

Tutoring and feedback on your writing contact [The Write Place](#) academic counselling (adding and dropping courses, choosing programs, and so on) contact [Academic Advising Services](#).

**The Learning Hub** is an excellent resource to help you navigate important university resources including help with the library, tutoring, academic advising, its and writing support: <https://www.kings.uwo.ca/current-students/academic-resources/learning-hub/>

**Learning Skills Services** offers learning support to help you develop important academic skills such as organization, note taking, and time management through online tools individual appointments for support: <https://www.kings.uwo.ca/current-students/student-affairs/learning-skills-services/>. King's students may also access Western's learning support services at <https://learning.uwo.ca/>

**King's Academic Mentoring Program (KAMP)** is a peer-to-peer mentoring program designed and run by students and pairs upper year students with first year and transitioning students for the entire academic year. <https://www.kings.uwo.ca/current-students/academic-resources/kamp/>Acc

#### **Accessibility and Personal Counselling:**

The [Accessibility, Counselling & Student Development \(ACSD\) Department](#) offers a number of services including accessibility supports, personal counselling, and appointments with the King's Campus and Community Social Worker.

Questions? Contact [acsd@kings.uwo.ca](mailto:acsd@kings.uwo.ca) or call 519-433-3491 ext. 7800.

Food Cupboard KUC

#### **2SLGBTQIA+ Student Services:**

King's 2SLGBTQIA+ Resource Hub: <https://www.kings.uwo.ca/current-students/student-affairs/2slgbtqia-online-resource-hub/>

Preferred chosen name request form:

[https://www.registrar.uwo.ca/services/pdfs/Name\\_change\\_PFN\\_form.pdf](https://www.registrar.uwo.ca/services/pdfs/Name_change_PFN_form.pdf)

King's 2SLGBTQIA career resources: <https://www.kings.uwo.ca/current-students/student-affairs/career-connect/look-for-employment/lgbtq2s-students/>

Western Pride: [https://www.uwo.ca/faculty\\_staff/pride.html](https://www.uwo.ca/faculty_staff/pride.html)

The Pride Library at Western: <https://www.uwo.ca/pridelib/>

Human Rights Office (reporting discrimination and harassment)  
<https://www.uwo.ca/hro/discrimination/help/index.html>

### **Indigenous Student Resources:**

In Partnership with Western, King's Student Affairs is committed to supporting Indigenous students through culturally responsive programming, advice and community initiatives: <https://www.kings.uwo.ca/current-students/student-affairs/indigenous-students/>

King's Indigenous Students Association (contact [kisa@kusc.com](mailto:kisa@kusc.com))

Indigenous Initiatives at Western: <https://indigenous.uwo.ca/>

Indigenous Student Centre: <https://indigenous.uwo.ca/students/>

Talk4Healing (confidential helpline for Indigenous Women):  
<https://nwrct.ca/canadian-indigenous-code-talkers-remain-unacknowledged/>

Human Rights Office (reporting discrimination and harassment)  
<https://www.uwo.ca/hro/discrimination/help/index.html>

Director of Equity, Diversity, Inclusion, and Decolonization,  
[Jennifer.Slay@kings.uwo.ca](mailto:Jennifer.Slay@kings.uwo.ca)

### **Black and Racialized Student Resources:**

For Black and Racialized students experiencing race related stress they can request to speak with counsellors who are themselves persons of these communities with lived experience. Phone contact: 519-661-3030.

[https://www.uwo.ca/health//psych/Black\\_and\\_Racialized\\_student\\_support.html#:~:text=For%20Black%20and%20Racialized%20students,3030%20to%20book%20an%20appointment.](https://www.uwo.ca/health//psych/Black_and_Racialized_student_support.html#:~:text=For%20Black%20and%20Racialized%20students,3030%20to%20book%20an%20appointment.)

Black Student Association Western: <https://www.bsawestern.com/>

Career Opportunities for Black Students: <https://www.kings.uwo.ca/current-students/student-affairs/career-connect/look-for-employment/black-students/>

Human Rights Office (reporting discrimination and harassment)  
<https://www.uwo.ca/hro/discrimination/help/index.html>

Ethnocultural Support Services (ESS) is a USC funded advocacy team highlighting issues surrounding ethno-cultural equity, diversity, and inclusion. ESS's goal is to empower students through community enhancement, education, and advocacy:  
<https://westernusc.ca/services/ethnocultural-support/>

Director of Equity, Diversity, Inclusion, and Decolonization,  
[Jennifer.Slay@kings.uwo.ca](mailto:Jennifer.Slay@kings.uwo.ca)

### International Students Resources:

King's Resource Hub: <https://www.kings.uwo.ca/current-students/student-affairs/kings-international/>

King's International Office, Alumni Court 220 (Drop-in hours weekdays 2:00 – 3:00 pm)  
Phone contact: 519-433-3491 ext. 4623.

### Mature and First-Generation Student Resources:

King's offers a mature student transition program and a variety of resources to support mature students: <https://www.kings.uwo.ca/future-students/admissions/admission-requirements/mature-students/>

Society of Mature Students (SMS) offers academic and social community at Western:

[http://academicsupport.uwo.ca/transition\\_leadership\\_enrichment/new\\_students/mature\\_transfer\\_students.html](http://academicsupport.uwo.ca/transition_leadership_enrichment/new_students/mature_transfer_students.html)

Western supports for First Generation or first in the family Students  
[https://registrar.uwo.ca/student\\_finances/first\\_generation.html#:~:text=Western%20offers%20financial%20help%20to,work%20study%20each%20academic%20year](https://registrar.uwo.ca/student_finances/first_generation.html#:~:text=Western%20offers%20financial%20help%20to,work%20study%20each%20academic%20year)

**Food bank services** are also available through main campus and can be accessed through this link: <https://westernusc.ca/services/food-support-services/>.

King's students can also contact [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) if they need grocery cards.

As we head into darker months, we want to remind you that there are **SAD lamps** available for sign out at the King's Library circulation desk.

There are also **MUSE headbands** available at the library.

### 24/7 Support & Crisis Services

**Reach Out** - t: 1-866-933-2023, web chat: <https://reachout247.ca/>

**CMHA Crisis Centre:** 648 Huron Street, London, ON

**Anova** - t: 519-642-3000

**Good To Talk Helpline**, which provides free, confidential support services for post-secondary students in Ontario 24/7. Services in Mandarin are available. Feel free to share this number with students: **1-866-925-5454** or Text: **686868**

Regional Sexual Assault Domestic Violence Treatment Centre  
at St. Joseph's Hospital - 268 Grosvenor St, London, ON

Printable meal calendar and food bank list for the City of London are available here:

[https://www.informationlondon.ca/31/meal\\_calendar\\_food\\_bank\\_list/](https://www.informationlondon.ca/31/meal_calendar_food_bank_list/).

## 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/S\\_MC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/S_MC-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-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/](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/safe-campus/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 you 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.

