



HISTORY 2201E (570)
Canada's Past: A Critical History from the Origins to the Present
Fall/Winter 2026 - 2027

Instructor: Dr. Rosemary Giles & Dr. Kristen Jeanveau

Email: rgiles5@uwo.ca & kbarry@uwo.ca

Course Information

Mode of Instruction: in-person

Calendar Description:

This course surveys the history of Canada with an emphasis on Indigenous peoples, colonialism and imperialism; the history of warfare and international relations; immigration, industrialization and state formation; and the diverse ways that gender, class and race shaped the lives of everyday Canadians.

Prerequisite(s):

Antirequisite(s): [History 1201E](#), History 1202F/G, [History 2203E](#), [History 2204F/G](#), [History 2205E](#), [History 2710F/G](#).

Extra Information: 2 lecture hours, 1 tutorial hour (Main); 3 lecture hours (Huron, King's).

Course Weight: 1.00

Breadth: Category A

Subject Code: History

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.

DRAFT SYLLABUS History 2201E
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Prerequisite(s):

Antirequisite(s) at Main campus: [History 1201E](#), History 1202F/G, [History 2203E](#), [History 2204F/G](#), [History 2205E](#), [History 2710F/G](#), History 2202, History 2206. **Antirequisite(s) at Huron, King's campus:** [History 1201E](#), History 1202F/G, [History 2203E](#), [History 2204F/G](#), [History 2205E](#), [History 2710F/G](#).

Extra Information: 3 lecture hours

Course Weight: 1.00

Breadth: Category A

Subject Code: History

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.

King's University College
DRAFT SYLLABUS History 2201E
Canada's Past: A Critical History from the Origins to Present
Fall 2026 - Winter 2027

Course information:

Course Name, Number, Section: Canada's Past: A Critical History from the Origins to Present, HIS2201E

Instructor(s): Rosemary Giles and Kristen Jeanveau

Contact Information: rgiles5@uwo.ca and kbarry@uwo.ca

Office hours: By appointment

Course Description:

History 2201E is a survey course designed to provide an overview of the sociopolitical forces that led to the formation of the Canadian state from the sixteenth century to the present day. To balance this approach, we will also use social and microhistory frameworks to provide a detailed context of lived experiences from the everyday to the extraordinary. An emphasis will be placed on intersectionality and how gender, class, ethnicity, race, and sexual orientation influenced how Canadians and Indigenous Peoples negotiated shifting identities and agency in the relation to the state. Topics include: the role of Indigenous Peoples, colonialism and imperialism; the history of warfare and international relations; immigration, industrialization and labour; and social protest movements.

We acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lenapeewak, and Chonnonton peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. And in our region, there are eleven First Nations communities, as well as a growing Indigenous urban population. King's University College values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America).

Course Learning Outcomes:

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

1. Describe key people and events that shaped Canadian history from the sixteenth century to twentieth century;
2. Assess divergent opinions and trends in Canadian historiography and evaluate the arguments presented in secondary literature;
3. Understand how issues such as race, ethnicity, gender, class, sexuality, and colonialism have impacted the lives of Canadians and Indigenous Peoples;
4. Develop critical thinking skills through the analysis of primary and secondary sources and advance arguments in class discussions with supportive evidence;
5. Formulate research questions and a sustained argumentative thesis in written work.

Mode of Instruction: In-person

Course Materials:

- There is no required textbook for History 2201E. Weekly readings will be posted to the course OWL Brightspace site.

Technological Requirements:

- Stable internet connection
- Computer for students to access OWL Brightspace

Methods of evaluation:

Tutorial Participation	20%
Three One-Minute Papers: Due October 5 th , January 18 th , April 5 th	15%
Reflection: Due November 9 th	10%
Final Essay: Due March 22 nd	25%
Final Exam: Date TBD	30%

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

Tutorial Participation: 20%

Attendance in tutorials is mandatory; **however, attendance alone will not result in passing grade for this component.** Tutorials will consist of a mixture of group discussions, material culture explorations, research skill workshops, and small paired activities. Students are expected to complete the weekly readings and engage in discussion and active learning activities. Our hope is that you do not simply answer questions posed to you in our discussions but will instead raise some interesting questions of your own!

One-minute Papers: 3 x 5% = 15%

Three times throughout the semester, students will be asked to write a one-minute response to the lecture material presented that day. They should speak to what the major themes of the lecture were, what they learned, what questions they are left with, or any other thoughts that pertain to the week of content. Students will be provided with paper to write down their thoughts and will submit it to the course instructors as they leave for the day.

Reflection: 10%

Students will write a more formal version of the one-minute paper by completing a 1000-word reflection on the course content and readings up to the date of submission. The assignment should address the major themes of the course to that point, their thoughts on the assigned readings, and if they found anything particularly interesting within the lecture material. A review of reflection expectations will be provided in lecture leading up to the due date.

Final Essay: 25%

Students will be asked to write a 3,000-word argumentative final paper on a topic of their choice that relates to the course material. Students must use a minimum of **2 primary and 5 secondary sources** in their essay. This paper will be submitted through OWL Brightspace and should adhere to the Chicago Manual of Style. Academic consideration for this assignment requires submission of formal supporting documentation.

Final Exam: 30%

The final exam is cumulative for both terms and will be scheduled during the final exam period by the registrar. The exam will consist of multiple short-answer (identify and provide significance) questions and two essay questions, and it will take 3 hours.

Note: per the Department of History requirements, a student who fails to submit all the required written assignments which together make up the "Essay" component of the course will not receive credit for the course. For HIST 2201E the essay components are the take-home reflection paper due November 9th and the research essay due March 22nd.

Academic Considerations:

In accordance with the current Policy on Academic Consideration, students are permitted one academic consideration per semester per course without formal supporting documentation. This one assessment will be given a one-week extension from the original due date. All other late assignments will be subject to a deduction of 5% per day, including weekend days, and those submitted more than seven days after the due date will not be graded. Permission to submit a late assignment without penalty outside of the one allotted assessment per semester per course can only be given by the Academic Advising office of your home faculty. The University policy on academic consideration is found here:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

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:

https://uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Within this course, use of generative artificial intelligence (AI) tools (such as ChatGPT, Claude, Gemini, co-pilot, translation tools, and grammar-checking tools) is not permitted for any work submitted for evaluation, unless prior approval is granted by the course instructors. If permission is granted, a declaration must be made at the beginning of the assignment stating how it was used. Unauthorized use of AI will be subject to academic discipline.

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://www.turnitin.com>).

Course Syllabus:

First Term:

Week One / September 14th – Getting Our Bearings in this Course and the Bering Land Bridge: What is Canadian History?

No Tutorial Readings: Tutorials begin September 21st.

Week Two / September 21st – “Many Tender Ties?” Narratives of European and Indigenous First Contact

Tutorial Reading:

Susan Sleeper-Smith, “Women, Kin and Catholicism: New Perspectives on the Fur Trade,” in *In the Days of Our Grandmothers: A Reader in Aboriginal Women’s History in Canada*, edited by Mary-Ellen Kelm and Lorna Townsend (Toronto: University of Toronto Press, 2007), 234-262.

Week Three / September 28th – New France from Inception to Pinnacle

Tutorial Reading:

Catherine Desbarats, “On Being Surprised: by New France's Card Money, for Example,” *The Canadian Historical Review* 102, no. 1 (2021): 125-151.

Week Four / October 5th – The Conquest and the Fall of New France

IN CLASS 1-MINUTE PAPER

Tutorial Reading:

Thomas Peace, “The Slow Process of Conquest: Huron-Wendat Responses to the Conquest of Quebec, 1697–1791,” in *Revisiting 1759* (University of Toronto Press, 2020), 115–140.

READING WEEK / October 12th – No Class

Week Five / October 19th – British North America During the American Revolution

Tutorial Readings:

Barry Cahill, "The Black Loyalist Myth in Atlantic Canada," *Acadiensis (Fredericton)* 29, no. 1 (1999): 76–87.

James W. St. G. Walker, "Myth, History and Revisionism: The Black Loyalists Revisited," *Acadiensis (Fredericton)* 29, no. 1 (1999): 88–105.

Week Six / October 26th – Rum, Furs, and Fish: Economic and Social Aspects of British North America in the 18th Century

Tutorial Reading:

Allan Greer, "Drinking on the Job: Liquor and Labour in the Staples Trades," *Labour* 96 (2025): 11–32. <https://doi.org/10.52975/lt.2025v96.004>

Week Seven / November 2nd – Madison, Tecumseh, Brock, and Secord: The War of 1812

Tutorial Reading:

Claire Turenne Sjolander, "Through the Looking Glass: Canadian Identity and the War of 1812," *International Journal (Toronto)* (London, England) 69, no. 2 (2014): 152–67. <https://doi.org/10.1177/0020702014527892>

Week Eight / November 9th – British North America in the 19th Century

TAKE-HOME REFLECTION DUE

Tutorial Reading:

Jane Rhodes, *Mary Ann Shadd Cary: The Black Press and Protest in the Nineteenth Century* (Bloomington: Indiana University Press, 2023), 12-21 & 121-151.

Week Nine / November 16th – The Lead Up to Confederation

Tutorial Readings:

Sasha Mullally, "Marginally Relevant?: The 'Fathers of Confederation' and Canadian History," *The Canadian Historical Review* (North York) 98, no. 4 (2017): 727–41. <https://doi.org/10.3138/chr.98.4.hp2>.

Week Ten / November 23rd – Confederation from Coast to Coast

Tutorial Readings:

John Paul Tasker, "Sir John A. Macdonald was erased from some public spaces. Now there's a movement to bring him back." CBC News, December 24, 2025. <https://www.cbc.ca/news/politics/john-a-macdonald-statues-9.7022713>

Watch: Historica Canada Heritage Minute: "Sir John A. MacDonald" <https://www.youtube.com/watch?v=vBGNEJpznNE>

Week Eleven / November 30th – Westward Expansion in a Young Nation

Tutorial Readings:

Ian Mosby, “Clearing the Plains and Changing the National Conversation: James Daschuk’s Clearing the Plains as a Work of Popular and Public History,” *Journal of the Canadian Historical Association* 26, no. 2 (2015): 53–59.
<https://doi.org/10.7202/1037224ar>.

James Dascuk, “Treaties, Famine, and Epidemic Transition on the Plains, 1877-82,” in *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Indigenous Life* (University of Regina Press, 2013) 99-126.

Week Twelve / December 7th – Rebellion or Resistance: Canada in the 1880s

Tutorial Reading:

Geoff Read and Todd Webb, ““The Catholic Mahdi of the North West”: Louis Riel and the Metis Resistance in Transatlantic and Imperial Context,” *The Canadian Historical Review* 102, no. 5 (2021): 265-284.

WINTER BREAK

Second Term:

Week Thirteen / January 4th – The Golden Age of Laurier?

Tutorial Reading:

Keith Walden, “Tea in Toronto and the Liberal Order, 1880–1914,” *The Canadian Historical Review* 93, no. 1 (2012): 1-24. <https://dx.doi.org/10.1353/can.2011.0090>.

Week Fourteen/ January 11th – “Suffrage and Sorrow:” Canada and the Great War

Tutorial Reading:

Jonathan F. Vance ““When Told to Advance, They Advanced”: War Culture and the CEF’ in *Portraits of Battle: Courage, grief, and strength in Canada’s Great War*, eds. Peter Farrugia & Evan Habkirk, (UBC Press, 2021) 45-62.

Week Fifteen / January 18th – “Striking and Strife:” Canada in the 1910s

IN CLASS 1-MINUTE PAPER

Tutorial Reading:

David Thompson, “From Patriotism to Insurgency: The Shifting Allegiances of Winnipeg 1919’s Striker-Soldiers,” in *For a Better World: The Winnipeg General Strike and the*

Workers Revolt, eds. James Naylor, Rhonda Hinchey, and Jim Mochoruk, (Winnipeg: University of Manitoba Press, 2022), 61-89.

Week Sixteen / January 25th – The Roaring Twenties: Epithet or Misnomer

Tutorial Reading:

Anne Warner, “It Is a Dancing and Frivolous Age: 1920s Youth Culture at Queen’s University,” *Ontario History* 101, no. 1 (2009): 25–45.
<https://doi.org/10.7202/1065673ar>.

Week Seventeen / February 1st – “The Dirty Thirties” – Lessons from the Great Depression

Tutorial Reading:

Sarah Elvins, “Lady Smugglers and Lynx-Eyed Customs Agents: Gender, Morality, and Cross-Border Shopping in Detroit and Windsor,” *The Canadian Historical Review* 101, no. 4, (2020): 497-521.

Week Eighteen / February 8th – “Every Canadian Must Fight”: War at Home and Abroad

Tutorial Reading:

Tim Cook, “Clio’s Soldiers: Charles Stacey and the Army Historical Section in the Second World War,” *The Canadian Historical Review* 83, no. 1 (2002): 29–57.
<https://doi.org/10.3138/CHR.83.1.29>.

READING WEEK / February 15th – No Class

Week Nineteen / February 22nd – From Victory to Veterans: Postwar Reconstruction and the Rise of the Welfare State

Guest Lecture:

Mackenzie Smith: The Canadian Liberation of the Netherlands

Tutorial Readings:

Tim Cook, “Redressing Canada’s Second World War Narrative,” *War & Society* 39, no. 3 (2020): 221–26. <https://doi.org/10.1080/07292473.2020.1786892>.

Kaitlin Findlay, Trevor Wideman, and Yasmin Amaratunga, ““After All Our Efforts at Good Citizenship”: Propriety, Property, and Belonging in the Dispossession of Japanese Canadians, 1940s,” *The Canadian Historical Review* 104, no. 1 (2023): 76-100.
<https://muse.jhu.edu/article/886603>.

Week Twenty / March 1st – Canadian Prosperity and Development in a Cold War World

Tutorial Reading:

Chris Dummitt, "Finding a Place for Father: Selling the Barbecue in Postwar Canada," *Journal of the Canadian Historical Association* 9, no. 1 (1998): 209–23.
<https://doi.org/10.7202/030498ar>.

Week Twenty-One / March 8th – “Forwards and Backwards” - The Sixties Scoop, Royal Commission on the Status of Women, and The White Paper

Tutorial Reading:

Sarah Nickel, "Reconsidering 1969: The White Paper and the Making of the Modern Indigenous Rights Movement," *The Canadian Historical Review* 100, no. 2 (2019): 223-238.

Week Twenty-Two / March 15th: “We Demand!” – Bill C-150 and Social Protest Movements in the 1960s and 1970s

Tutorial Reading:

Tom Hooper, "Queering '69: The Recriminalization of Homosexuality in Canada," *The Canadian Historical Review* 100, no. 2 (2019): 257–73.

Week Twenty-Three / March 22nd – “Just Watch Me” – Trudeau, The FLQ, and the 1970s
RESEARCH ESSAY DUE

Guest Lecture:

Andrew Rice: Real Dangers or Imagined Fears: Olympic Security in North America

Tutorial Reading:

Dominique Clement, "The October Crisis of 1970: Human Rights Abuses under the War Measures Act," in *Contemporary Quebec: selected readings and commentaries*, eds. Michael Behiels and Matthew Hayday (Montreal: McGill-Queen's University Press, 2011) 203 –227.

Week Twenty-Four / March 29th – Welcome to the '80s

Tutorial Reading:

Alan MacEachern with Ryan O'Connor, "Children of the Hummus: Growing Up Back to the Land on Prince Edward Island," in *Canadian Countercultures and the Environment*, eds. Colin M. Coates (University of Calgary Press, 2016), 259-285.

Week Twenty-Five /April 5th – Is Canadian History Dead? Canada from the 1990s to Now
IN CLASS 1-MINUTE PAPER

No Tutorial Readings: Course wrap-up and exam review

LAST DAY OF CLASSES APRIL 9TH

**KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27**

1. Academic Accommodations (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 at [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>.

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, please see https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** 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 (i.e., you are scheduled to write 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](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their 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.

3. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

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

<https://kings.uwo.ca/campus-life/student-supports/>

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

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

<https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's 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 (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. 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://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

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.

6. 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

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools 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.

7. 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.

8. 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.

9. 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.