



HISTORY 2650E (570)
Peppers, Pirates and Priests: East Asia in World History Before 1800
Fall/Winter 2026 - 2027

Instructor: Dr. Adam Bohnet
Email: abohnet@uwo.ca

Course Information

Mode of Instruction: in-person

Calendar Description:

Explores cultural, social, religious and economic interactions both within East Asia and between East Asia and the rest of the world before the age of European dominance.

Prerequisite(s):

Antirequisite(s): [History 2691E](#) (2013-14).

Extra Information: 2 lecture hours, 1 tutorial hour.

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
[History 2650, 570
Peppers, Pirates and Priests/Fall and Winter, 2026-2027]

Course information:

Title: Peppers, Pirates and Priests:

Trade and Exchange from East Asia to the World, 1200-1800 History 2650E, 570.

The syllabus posted to Brightspace syllabus is the official syllabus. When in doubt, refer to it.

Please note that there is no distinction made, despite the course description, between tutorial and lecture. Both are in fact simply a mix of lecture and discussion.

Instructor: Dr. Adam Bohnet, Associate Professor, Interim Chair, Department of History.

Office: Please see Brightspace.

Email: abohnet@uwo.ca

Office Hours: Please see Brightspace.

Official Course description: This course explores cultural, social, religious and economic interactions both within East Asia and between East Asia and the rest of the world before the age of European dominance

More detailed description: In this course we will explore East Asia's interactions with the surrounding world, beginning with the Mongol conquest of Eurasia and encompassing the rise of European maritime dominance during the sixteenth, seventeenth and eighteenth centuries. We will discuss such themes as encounters between diverse religious traditions (including Islam, Buddhism, Christianity and Confucianism), the role of diasporas and settler communities as conduits of exchange, and the key products (for instance, pepper, silver, ginseng, tea and silk) which were exchanged between East Asia and other regions.

Course learning outcomes:

1. Understand the challenges with the analysis of primary sources, including, but not limited to, medieval travelogues, East Asian dynastic histories, Persian histories of the Mongol empire, diaries by early modern missionaries, paintings and illustrated books (Persian, Chinese, Korean and Dutch) and court transcripts from early modern East Asia.
2. Analyze material objects as elements of global trade and exchange.
3. Escape west-centric and nation-centric understandings of world history.
4. Understand East Asian/World cultures as the product of constant change, trade and cultural exchange.

5. Understand the role of the Mongol empire in driving cultural exchange during the late medieval period.
6. Understand the importance of East and Southeast Asian polities and peoples in shaping global trade and exchange post 1500.
7. Challenge politicized and essentialist distortions of medieval and early modern history.
8. Write an essay in English at a second-year level.
9. Have a general understanding of the Romanization of East Asian languages.

Mode of Instruction: In person

Course textbooks/materials:

1. Marco Polo and Rustichello da Pisa. *The Description of the World, with an Introduction and Annotations*. Translated by Sharon Kinoshita. Indianapolis: Hackett, 2016. Cost: 22.40

Marco Polo was a young man from Venice, marginally educated, whose key interests were those of the merchant – money, trade, and, of course, sex. He served as an official within the Yuan empire, and he carried the prestige of the empire with him when he returned to Venice – and this colours his descriptions. He did not write this book on his own (he was not a man of letters) but in cooperation with another author, Rustichello da Pisa, a writer of romances. Together, they provide us with a fascinating understanding of the Mongol empire. We will travel with him to Dadu (near present-day Beijing) and Quinsai (Hangzhou) to learn about the Mongol empire.

2. Morris Rossabi, *Mongols: A Very Short Introduction* (OUP: 2012). Cost: 13.80

This is short and simple introduction to the Chinggisid empire and its successor states.

3. Brook, Timothy. *Mr. Seldon's Map of China*. Anansi Press, 2013. Cost: 29.95

This fascinating discussion of a Chinese map, uncovered in the Bodleian, which provides a fascinating insight into Chinese trade routes during the early modern era. We will not start looking at this book until the end of the first term.

4. Other readings will either be posted to OWL.

Some of those readings will be posted as PDFs, but many of the readings will be simply links to library resources, and students may need to sign into the library to access them.

Method of Evaluation Marking Scheme:

20%: First Midterm - November 6

20%: Second Midterm - January 29

20%: Final Exam – during April Final Exam period (April 12-30, 2027)

15% First take-home essay – Due December 4

15%: Second take-home written assignment – Due April 9

10%: Reading Journal [See guide]

Two Midterms (20% each) and final exam (20%): There will be midterms on November 6 and January 29, and one final exam during the April exam period. All will be held on campus. The final is not cumulative, except in so far as all knowledge builds upon earlier knowledge. The tests may include fill-in-the-blank questions, short-answer questions, identification questions and essay questions. I follow the policy of King's Department of History in preventing the use of any electronic aids during the tests.

In case circumstances force you to miss the midterm (the final exam is generally under more centralized control, and so beyond my control), please send me an e-mail as soon as possible, with the circumstances clearly outlined. Note that make-up tests, because of the difficulty of writing a new question, and the need to maintain fairness, will inevitably be more difficult and have less choice. Cheating (looking at somebody else's work, writing answers on your hand, having answers sent to your cell-phone) is very unlikely to improve your mark even if not detected, and will result in very severe consequences to both your mark and academic career if detected.

Please note, make-Up Exams may only be written with the instructor's consent. The makeup for the first midterm will be on November 20, the second will be on February 12, though these dates may change according to administrative capacity.

Essays: There are two essays, each worth 15%. Each is to be more than 10 pages. They will be due December 4 and April 9.

Note A: Following History department Policy, you must submit and pass all written assignments or you will not pass this course.

Note B: Unless you contact me with a request for an extension, a late penalty will be imposed for every day late, in accord with departmental policy, starting with 5% on the first day and 1% after this. Written work will not be accepted a week after the due date. So, please get it in on time, or, should circumstances require, contact me with a request for an extension.

If, for reasons beyond the student's control, the student cannot complete a paper on time, academic consideration will be granted, in terms of an extension.

Reading Journal (10%): I will set questions every week. Each reading journal entry is worth 2%. Students should post their comments by the beginning of class. Students don't have to post every week – with a mere 5 posts students can get a full 10 points (I grade leniently). They should be reasonably long (minimum 250 words), and should respond to one of my questions and relate to some of the assigned reading, viewing and listening. But students can add their own personal responses after that.

Please note that no extensions are ever granted for reading journal entries for whatever reason – academic consideration, as defined by the dean's office, does not apply to this assignment. If you don't submit one week, you can simply submit an entry the next week. There is absolutely no reason at all to worry about doing a reading journal entry incorrectly. If you don't get full grades for one reading journal entry, you can easily make it up by doing another reading journal the next week. Students are advised to submit journal entries early and often until they receive a grade of 100% for the category.

It is really silly to plagiarize on a reading journal entry and even sillier to use so-called AI for a reading journal entry, though such silly events have indeed occurred in my classes. If students are caught engaging in either on the reading journal (as identified, for instance, by hallucinations), on first use they will lose the grade for that entry permanently (so 2%) with no hope of making up the error, and on second offence they will lose the full 10% of the reading journal grade. Of course, in both cases, I will report to the dean's office, and the dean's office may recommend harsher punishments.

Academic Considerations:

Check description in each assignment, above.

Academic Integrity / Remote Proctoring: Academic Dishonesty and Chat GPT:

Please note that I take scholastic offenses very seriously. All work that you submit in class should be your own, and you should have written it honestly. Do not try to resubmit work from another class in this class, and do not submit something written by somebody else as your own. Follow the exam rules. Don't cheat. Further information on the rules at Western may found at the following link:

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

Your paper should be written by you in your own words. All writing that you submit to me must be your own writing and not the product of the high quality chatbots (so called AI) currently on the market. You are informed that Chat GPT, Gemini, Claude and so forth are not sages but high quality chatbots. They are very good chatbots, but they are still chatbots. I use them myself, including paid versions, and I can acknowledge that even the paid versions are highly prone to hallucinations. It is absolutely vital that you use them as tools and not as a replacement for thought. You may well want to use them to get your assignments started; if you do so, you must acknowledge this use in a footnote. By no means should you leave the finished essay to these chatbots. Note that you will be completely responsible for everything in your final essay and must read everything that you cite. If you cite an article that does not exist because CHAT GPT generated a title for a non-existent article, that is academic dishonesty. If, upon interviewing the student, I discover you do not understand what you wrote because it was written by Claude, this will also be academic dishonesty. See my guide to avoiding academic dishonesty on OWL.

“AI” policy is a work-in-progress. If I change the policy, I will let you know.

I put all student essays through Turnitin.

Use of Electronic Devices in Class [Important]: Because of numerous complaints from students about misuse of notebook computers in class, I have been forced to establish a firm rule that absolutely no electronic devices other than notebook computers may be on the desk during class, and no notebook computers should be present in the front rows of the class.

In this respect, please note the King’s University College policy allows me to withdraw in-class computer privileges from students who use their computers during class for reasons other than note-taking.

Note that while students are allowed to take notes on a notebook computer, they should not use computers and phones for non-academic purposes while in class. In this respect, please note the King’s University College policy on the use of electronic devices.

“King’s University College at Western University 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 the responsibility to establish and maintain a respectful classroom environment conducive to learning.”

Also: Students are informed that there has been significant research that the use of computers for note-taking that has revealed that computers are less effective for taking notes than are pen and paper. A recent paper is [Pam A. Mueller and Daniel M. Oppenheimer, "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking," Psychological Science 25, no. 6 \(2014\): 1159-1168.](#)

Schedule of Classes, Readings, Assessments:

For Assessments, see above. For the list of weekly readings, see the section "Weekly Readings" on Brightspace.

Readings (Still being updated).

Week 1 (September 10-11): Introduction to class. Eurasia under the Mongols.
Readings 1) Rossabi, 1-33.

Week 2 (September 17-18): In Search of Prester John - the Mongols and Western Eurasia: **(1)** Introduction to Marco Polo, xiv-xxv; **(2)** Marco Polo, 1-14 (prologue, sections 1-19) and 52-92 (sections 65-104)

Week 3 (September 24-25): Mongol administration in China after the Chinggisid Imperial collapse - focus on Yuan China. **Readings: (1)** Rossabi, 34-84; **(2)** Marco Polo, 64-92 (Chapter 2, sections 75-104);

Week 4 (October 1-2): Pax Mongolica - Trade and Exchange. **Readings: (1)** Marco Polo, pages 86-142 (sections 96 to 157); **(2)** Francesco Balducci Pegolotti, "Cathay and the Way Thither" in Morris Rossabi, ed., *The Mongols and Global History* (New York: W.W. Norton, 2011), 148-152

Week 5 (October 8-9): Intermediaries and internal conflicts: **Readings: (1)** Story of Ahmad Baidar from another edition of Marco Polo. Ronald Latham, trans, Marco Polo (London: Penguin Classics, 1958), pp. 131-135. Click for PDF; **(2)** compare with account of Ahmad Fanakati in Rashid al Din *The Successors of Genghis Khan*, trans. J.A. Boyle (New York: Columbia University Press, 1971), pages 288-297 [three sections are included in these pages, start with the sentence beginning with " When Saiyid Ajall died, the Emir Ahmad became the Qa'an's vizier" in the middle of page 288. Read to the end of the account of Sengge on page 297; **(3)** Translations from the *Yuanshi*.

Reading Week: October 10-18.

Week 6 (October 22-23): Religion and the Mongols - Abrahamic Religions.

Reading: (1) Marco Polo, 45-67 (sections 58-75); 100-109 (sections 115-12-); 168-171 (Chapter 5, section 178) [NB: some passages are review]; (2) *History of Life and Travels of Rabban Bar Sawma*, translated from the Syriac by Sir E.A. Wallace Budge; (3) Rossabi, 85-108;

Week 7 (October 24-25):

Religion and the Mongols - Buddhism and Daoism. **Readings:** (1) The Biography of the Phags-pa Lama, from the *Yuanshi* (2) Other readings to be announced

Week 8 (November 5-6): continued - midterm exam on November 6.

Week 9 (November 12-13):

Gender, Family and Mongol Rule in China.

Readings: (1) Bettine Birge, "Levirate Marriage and the Revival of Widow Chastity in Yuan China," *Asia Major* 9, no. 2 (1995): 107-146; (2) Marco Polo, pp. 193-199 (sections 199-201), review 132-142 (sections 151-157);

Week 10 (November 19-20): Mongol Rule in Korea. **Readings:** (1) David M. Robinson, *Empire's Twilight: Northeast Asia under the Mongols* (Cambridge: Harvard University Asia Center, 2009), pp. 90-129 (2) Excerpt from the Koryo History, translated by Adam Bohnet

Week 11 (November 26-27): Yuan-Ming transition – Relations with Islam and Central Asia.

Readings: (1) Ildiko Beller-Hann, *A History of Cathay: A Translation and Linguistic Analysis of a Fifteenth Century Turkic Manuscript*, 157-187; (2) Marco Polo, "The Book of India," pp. 143-192 (sections 158-198);

Week 13 (December 3-4). Post-Mongol world continued - Zheng He and Maritime East Asia.

Reading 1): Tansen Sen, "The Impact of Zheng He's Expeditions on Indian Ocean Interactions," *Bulletin of the School of Oriental and African Studies* 79, no. 3 (2016): 609-636; (2) Passages from Timothy Brook.

Week 2-1 (January 7-8): Northeast Asia after the Mongol collapse. Choson, Jurchens and Japanese in the Post-Chinggisid World. **Readings:** (1) Kenneth R. Robinson, "Organizing Japanese and Jurchens in Tribute Systems in Early Chosŏn Korea," *Journal of East Asian Studies* 13, no. 2 (2013): 337-360; (2) "Fourth year of Reign," from *The Annals of King T'aejo: Founder of Korea's Choson Dynasty* (Cambridge, MA and London, England: Harvard University Press, 2014), trans. Byonghyeon Choi, 462-559.

Week 2-2 (January 14-January 15): Social and Intellectual Change during the Ming. **Readings:** (1) Timothy Brook, to be announced.

Week 2-3 (January 21-22): Age of Partnership in China. **Readings:** (1) Timothy Brook, *to be announced*.

Week 2-4 (January 28 -January 29): Midterm on January 29. No new readings for January 28 lecture.

Week 2-5 (February 4-5): Jesuit Exchanges. **Reading 1)** Excerpts from Matteo Ricci, Louis J. Gallagher, S.J., trans, *China in the Sixteenth Century* (New York: Random House, 1953), pp. 295-343. **(2)** Brook, to be announced.

Week 2-6: (February 11-12): Gunpowder States: **Readings: (1)** Laichen Sun, "Military Technology Transfers from Ming China and the Emergence of Northern Mainland Southeast Asia (c. 1390-1527)," *Journal of Southeast Asian Studies* 34, no. 3 (2003): 495-517; **(2)** Masato Hasegawa, "War, Supply Lines, and Society in the Sino-Korean Borderland of the Late Sixteenth Century," *Late Imperial China* 37, no. 1 (2016): 109-152.

Reading Week.

Week 2-7 (February 25-26): Economics of Chinese Trade Networks. Tale of Cho Wanbyok. **Readings: 1)** Selection of primary sources attached. **2)** Brook, to be announced. .

Week 2-8 (March 4-5): Southeast Asian Trade Networks. **Readings: (1)** Charles Wheeler, "Interests, Institutions, and Identity: Strategic Adaptation and the Ethno-Evolution of Minh Hường (Central Vietnam), 16th–19th Centuries," *Itinerario* 39, no. 1 (2015): 141-166; **(2)** Tonio Andrade, "Pirates, Pelts, and Promises: The Sino-Dutch Colony of Seventeenth-Century Taiwan and the Aboriginal Village of Favorolang," *The Journal of Asian Studies* 64 no. 2 (2005): 295–321.

Week 2-9 (March 11-12): Porcelain. **Readings: (1)** TO be announced.

Week 2-10 (March 18-19): Ginseng and Silver - Choson Korea in Global Trade Networks. **Readings: (1)** Chapter to be determined from Seonmin Kim, *Ginseng and Borderland Territorial Boundaries and Political Relations Between Qing China and Choson Korea, 1636-1912* (University of California Press, 2017) <https://doi.org/10.1525/luminos.36>.

2-11 (March 25): Ginseng and Silver continued.

2-12 (April 1-2): Jesuit Exchanges - Science and Natural Philosophy. **Reading: (1)** Kim Minho, "One from the East, One from the West: The Uneasy Encounters between HŌng Tae-yong and Augustin Hallerstein in Mid-Eighteenth Century Beijing, " *Acta Koreana* 20 no. 2 (2018): 501–28. <https://doi.org/10.18399/acta.2017.20.2.007>.

2-13 (April 8-9): Maps, Space and Empire. Readings to be announced.

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.