



SOCLJUST 2302F (570)
Building Peace in a World of Conflict
Fall/Winter 2026 - 2027

Instructor: P. Pirani
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Course Information

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

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

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

Extra Information: 3 hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: SOCLJUST

Mode of Instruction: In-person

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



Building Peace in a World of Conflict

SJPS 2302A

Fall 2026

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

Email: ppirani2@uwo.ca

Course Description

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

Pedagogical Method & Expectations

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

This course has several goals:

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

Class format

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

This course begins on September 4 and continues until December 5, honouring all important dates as outlined in University-approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>).

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

Intellectual property statement:

- Recording lectures or tutorials without the explicit consent of the Professor or TA is grounds for academic discipline.
- Course content created by a faculty member is considered the faculty member’s intellectual property; it should not be

distributed, shared in any public domain, or sold by a student or other third party without the prior written consent of the faculty member.

Modes of delivery:

In-class Lecture

How to contact me:

Email: ppirani2@uwo.ca. I will try to respond within 24 business hours.

Course Outline

I. Understanding Conflict and Peace

II. Building Peace

Required Texts

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

Evaluation

- A. Midterm Exam = 20% (in class on October 26)
- B. Peacebuilding Organization Report = 20% (due on OWL at 11:30 p.m. on November 21)
- C. Mapping a Conflict Research Assignment = 30% (due on OWL at 11:59 p.m. on December 7)
- D. Group Presentation and Discussion (GP&D) = 30%

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

http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

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

Academic Integrity, Remote Proctoring

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

Course Requirements**A. Midterm Exam = 20%**

The midterm will be written in **class** on Monday, October 26 at 8:30 a.m. Eastern Time.

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

The Make-Up dates for the Midterm Exam will take place October 27 and 28, 2026.

B. Peacebuilding Organization Report = 20%

When we think about how to build peace in a world of conflict, we know many organizations worldwide work to make peace, whether local, national or international. For this assignment, you must pick one organization that works to build peace and write a report on it. This report will count for 20% of your final mark and is due on **November 21, 2026**.

You must submit your report on OWL by 11:59 p.m. on November 21, 2026. A 2% late penalty will apply after November 21, and your assignment will lose 2% each day thereafter. No reports will be accepted after one week. Your report must include the following:

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

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

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

B. Mapping a Conflict Research Assignment = 30%

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

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

Conflict Mapping Guide

A. Background

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

B. Conflict parties and issues

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

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

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

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

Source (among others): Woodhouse, Ramsbotham, Miall
 “Contemporary Conflict Resolution”, p. 92.

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

You must submit your map on OWL by 11:59 p.m. **on December 7, 2026**. A 2% late penalty will apply after 11:59 p.m. on December 9, and your assignment will incur a 2% penalty each day. No maps will be accepted after four days. Your report must include the following:

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

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

Group Presentation (GP) (10%)

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

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

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

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

Students must choose a group by September 21. Those who have not chosen by this date will be randomly assigned to a group by Brightspace.

Schedule:

1. Discussion 1: Will conflict always exist?

1. D1: YES
2. D1: NO

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

Example: The International Criminal Court’s (ICC) indictments of war criminals can sometimes complicate peace

negotiations, as leaders may refuse to step down for fear of prosecution.

1. D2 Peace

2. D2 Justice

3. **Discussion 3:** Should the focus be on fostering reconciliation, which may require letting go of the past, or on truth-telling, which involves fully uncovering and confronting past atrocities? Reconciliation can help to build social cohesion, but without truth-telling, there is a risk of unresolved grievances and historical revisionism.

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

1. D3 Reconciliation
2. D3 Truth-telling

4. **Discussion 4:** Should peace negotiations include all parties, even those who have committed severe human rights abuses, or should they exclude such actors to maintain ethical standards? Including all parties can lead to a more comprehensive peace, but it can also legitimize and empower violent actors.

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

3. D4 All parties
4. D4 Not all parties

5. **Discussion 5:** Should peacebuilders and mediators maintain strict neutrality, or should they advocate for particular values such as human rights or gender equality? Neutrality can help maintain trust with all parties, but it might also mean turning a blind eye to injustice.

1. D5 Neutrality
2. D5 Advocacy

6. **Discussion 6:** Should peacebuilding efforts prioritize economic development, even if it means compromising on human rights, or should human rights always come first? Rapid development can stabilize a post-conflict society, but ignoring human rights can perpetuate cycles of violence.

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

1. D6 Economic development
2. D6 Human rights

7. **Discussion 7:** Does restorative justice provide a more sustainable solution to conflict than retributive justice?

Example: Rwanda's post-genocide Gacaca courts emphasized community-based justice, aiming to heal rather than punish.

1. D7: YES
2. D7: NO

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

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

In-class participation (20%)

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

Tentative	Weekly	Schedule	(this	schedule	may	change	slightly)
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PART I: Understanding War and Peace

Week 1:

September 14

Topic:

Introduction

Week 2: September 21

Topic: Towards an Understanding of Peace

Reading:

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

Week 3: September 28

Topic: What is Transitional Justice?

Reading:

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

Activity: Discussion 1

Week 4: October 5

Topic: What are the Goals of Transitional Justice?

Readings:

- Leebaw, Bronwyn Anne (2008) “The Irreconcilable Goals of Transitional Justice.” *Human Rights Quarterly* 30 (1) (Brightspace)
- Snyder, Jack L. and Leslie Vinjamuri (2003) “Trials and Errors: Principle and Pragmatism in Strategies of International Justice,” *International Security* 28:3 (Brightspace)
- **Activity:** Discussion 2

Week 5: October 19

Topic: Transforming Conflict

Readings:

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

Activity: Discussion 3

Week 6: October 26

Midterm Exam (90

minutes) No Class

PART II: Building Peace: Responding to and Resolving Conflict

Week 7: November 2

Topic: Negotiation and International Conflicts

Readings:

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

Activity: Discussion 4

Week 8: November 9

Topic: Truth Commissions

Readings:

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

Activity: Discussion 5

Week 9:

November 16

Topic: Religion and

Peace **Readings:**

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

Week 10: November 23

Topic: TBA

Readings: TBA

Activity: Discussion 6

Week 11: November 30

Topic: Forgiveness and Justice

Readings:

- Silvano Petrosino (Brightspace)

Activity: Discussion 7

Week 12: December 7

Topic: Conclusion

**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 here [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 formal 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 cellphone, 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.

- Please note, Friday Make-Up Exams may only be written with the instructor's consent.
- As of September 1, 2026, students will incur a fee of \$45.00 per make-up assessment booked with the Exam Office.
- As of September 1, 2026, for any Special Exams booked outside of the designated special exam days, students will incur a fee of \$75.00. The designated Special Exam Days for 2026-2027 are January 8 and 9, 2027 and May 7 and 12, 2027.