



THANAT 2225A (670)
Topical Issues in Thanatology
Fall/Winter 2026 - 2027

Instructor: Dr. Sherry Smith
Email: ssmit534@uwo.ca

Course Information

Calendar Description: An interdisciplinary overview of current trends, practices, and issues in the field of Thanatology. Topics include the children's responses to loss and grief, death in popular culture, sexuality in Thanatology-related contexts, diversity in Thanatology, suicide, and professional issues.

Antirequisite(s): The former Thanatology 2200.

Prerequisite(s): None.

Extra Information: 3 lecture hours.

Course Weight: 0.5

Breadth: CATEGORY A

Subject Code: THANAT

Mode of Instruction: Online, asynchronous

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.

Topical Issues in Thanatology - THANAT 2225A 670

COURSE FORMAT 670 (online)

This is a fully online course that will use King's learning platform, OWL (Sakai), and other educational resources based on the needs of the course. This class is designed to be **asynchronous**, meaning we will not have a regular, mandatory time when the entire class must be online. However, there will/may be some synchronous activities that you will sign up for based on your own schedule, including office hours or optional group Zoom discussions.

This course begins on **September 9** and continues until **December 9**, honouring all important dates derived from university approved guidelines and academic policies.

<https://www.kings.uwo.ca/current-students/>

Throughout the course you are expected to interact regularly with other students, and with me, as your instructor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning through online discussions. 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.

Our commitment to each other:

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.

Welcome to our class!

ADDITIONAL CLASS POLICIES FOR ONLINE BEHAVIOR 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 with your professor. Failure to do so will result in 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.

Topical Issues in Thanatology
Thanatology 2225A 670
Fall Distance 2026

Instructor: Sherry Smith, Ph.D., FT

Email: ssmit534@uwo.ca

Zoom Office Hours: Wednesdays 12:00-1:00 PM by appointment

Course Location: Online

HOW TO CONTACT ME

Contact me by email ssmit534@uwo.ca and please include the class course number in the subject line. I will try to return a response within 24 business hours, Monday – Friday, 9:00 AM to 5:00 PM.

COURSE OVERVIEW

An interdisciplinary overview of current trends, practices, and issues in the field of Thanatology. Topics may include ethical issues, current trends in funeral rituals, spirituality/religion and death, extraordinary encounters/NDEs, sexuality in Thanatology-related contexts, diversity in Thanatology, suicide, and professional issues.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- Discuss current political perspectives related to Thanatology.
- Describe the intersection of social justice principles with topics in Thanatology.
- Explicate current theories related to suicide, bereavement, mourning, and memorialization.
- Examine historic and current trends in memorialization practices.

REQUIRED COURSE MATERIAL

- All weekly assigned readings are available on OWL under course readings.

RECOMMENDED TEXT (used in all Thanatology courses)

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). [\$47.90 Print]. American Psychological Association.

COURSE REQUIREMENTS AND EVALUATION OF GRADES

Participation	20%
Reflective Assignment	20%
'Spectacular' Death Essay	30%
Final Online Exam	30%

PARTICIPATION (20%)

Participation in the discussion forum is critical for maximizing learning experiences in any distance education course. In this course students are required to be part of an online community of learners who collectively interact through discussion. The instructor will facilitate discussions; however, the instructor or teaching assistant will not address every single post. In general, we might share a related idea, intervene if the discussion digresses, or connect student comments together to enhance student learning. Post as early as possible in the week so that others will have time to respond to your contributions. Be respectful of other people's ideas, opinions, and beliefs. It is fine to disagree but please respect others' rights to think differently. Discussions will be checked daily during the week and occasionally on weekends. Not participating in the discussion forums is the same as not showing up for class. Further details can be found on OWL Brightspace under "Course Introduction" - "Participation Rubric."

REFLECTIVE ASSIGNMENT (20%)

For this assignment, you will use a combination of photography and/or visual artwork as well as reflective journal writing to track the course of your learning during the first half of the semester. Students will create 3 entries of 500 words (for a total of 1500 words), with accompanying images/artwork that represent your learning journey. While this is a reflective assignment, there is an expectation that students will connect their personal reflections with course readings as well as references to class discussions, documentaries, and public education events held in the first six weeks of the semester. This assignment is due Wednesday October 28, 10:00 AM. Further details including reflective prompts can be found in OWL under the Assignment tab.

'SPECTACULAR' DEATH ESSAY (30%)

For this essay, you will explore major themes covered during the semester, and discuss these relate to Michael Hviid Jacobsen's (2016) concept of 'spectacular death.' Your essay will respond to one of a series of prompts provided by your professor. The essay will also include a 'creative' element. In total, your paper will be 8-10 pages, not including title and reference pages. This assignment is due Wednesday November 25, 10:00AM. Further details including essay prompts can be found in OWL under the Assignments tab.

FINAL ONLINE EXAM (30%)

The final exam will test the knowledge of the course materials. It will be comprised of short answer and essay style questions. The final exam is cumulative. Students are responsible for material covered in the lectures, all supplementary readings on OWL as well as the assigned chapters in our textbook. The final exam will be scheduled during the regular examination period (December 11-22, 2026).

- **Please note that Friday Make-Up exams may only be written with 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 2026-27 are January 8 and 9, 2027, and May 7 and May 12, 2027.**

ASSIGNMENT STYLE GUIDE

All graded assignments must be written using APA 7th Edition. Students should make use of these guidelines provided by King's University College with regards to style: [Thanatology: Writing & Citing](#) and [APA 7th Ed. Quick Guide](#).

LATE SUBMISSIONS

No late penalty will be imposed on the Reflective Assignment and/or 'Spectacular' Death Essay for the first 72 hours after deadlines, in case of extenuating circumstances. Students should plan to submit by the deadlines. Because the submission deadlines for this assessment already includes flexibility, the instructor reserves the right to deny academic consideration for assignments submitted past the 72-hour period. Students who cannot meet an assignment deadline are required to consult with the course instructor. This consultation must occur at least 48 hours *before* the assignment is due. Late assignments will be penalized at a rate of 5% per day and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

MODULES AND READINGS

Modules may include lectures, films, case study discussions, interactive exercises, etc. and will include material not contained in readings. Supplementary reading material may be assigned and posted on OWL. No attempt will be made to cover all the assigned readings. Students are responsible for reading and understanding the assigned portions of the textbook and additional readings, even if this material is not covered in the lectures.

BOUNDARIES AND CONFIDENTIALITY

Topical Issues in Thanatology is an academic, university-level course. Students should note that the themes and personal sharing required for integration of the subject matter in this course may reawaken their personal grief process and feelings of vulnerability. While this course will be made richer by the sharing of personal narratives, it is not the purpose of this class to resolve emotions related to student life losses. If you have experienced recent bereavement or another significant loss, you might consider not taking THANAT 2225 at this time. Please see the instructor privately if you have any questions or concerns about the topics covered in this course. When required, students should seek professional support. Your instructor can provide more information about support available through King's.

While the course may contribute to the student's personal growth, grades will be assigned on the basis of academic achievement and mastery over the material covered. All participants are expected to complete the course requirements to a high standard in order to receive credit. While there may be opportunities to present personal experiences and feelings to the class, appropriate limits to self-disclosure or to the time allotted to individuals will be upheld when personal narratives are shared. All participants must agree to treat one another with respect and hold each other's contributions as *strictly confidential*.

INTELLECTUAL PROPERTY STATEMENT

Course content created by a faculty member is considered the faculty member's intellectual property; distribution of this material outside of the course (shared online or in any public domain, sold by a student or

other third party without prior written consent of the faculty member) is explicitly forbidden and is grounds for academic discipline.

TURNITIN

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>).

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, Claude, Gemini, co-pilot, translation tools, and grammar-checking tools] are not permitted for written work submitted for evaluation. Unauthorized use of AI will be subject to academic discipline.**

The final day to drop the course without academic penalty is November 30, 2026.

GRADE DESCRIPTORS

A+	90–100	One could scarcely expect better from a student at this level
A	80–89	Superior work which is clearly above average
B	70–79	Good work, meeting all requirements, and eminently satisfactory
C	60–69	Competent work, meeting requirements
D	50–59	Fair work, minimally acceptable
F	below 50	Fail

COURSE SCHEDULE, TEXTBOOK READINGS AND DUE DATES

September 9 Reading:	Module 1 – Introduction & The Age of “Spectacular” Death (1) Jacobsen, M. H. (2016). ‘Spectacular death’ – Proposing a new fifth phase to Philippe Ariès’s admirable history of death. <i>Humanities</i> 5(19), 1-20. (2) Jacobsen, M. H., Clement, L., & Petersen, A. (2020). Spectacular grief: On three main trends in the way we deal with loss in contemporary society. In Jacobsen, M.H. (Ed.). <i>The age of spectacular death</i> (pp. 161-183). Routledge.
September 16 Reading:	Module 2 – Grief Literacy (1) Breen, L. J., Kawashima, D., Joy, K., Cadell, S., Roth, D., Chow, A., & Macdonald M. E. (2022). Grief literacy: A call to action for compassionate communities. <i>Death Studies</i> 46(2), 425-433. (2) Cooke, A., Benham, C., Butt, N., & Dean, J. (2024). Ecological grief literacy: Approaches for responding to environmental loss. <i>Conservation Letters</i> . 1-9.
September 23 Reading:	Module 3 – Terror Management Theory (1) Cohen, F., Thompson, S., Pyszczynski, T., & Solomon, S. (2017). Death: The Trump card. In F. Fitzduff (Ed.), <i>Why irrational politics appeals: Understanding the allure of Trump</i> (pp., 139-151), Praeger.

(2) Osterhold, H. M. (2021). Cultural complex, death anxiety and individuation during times of populism: A dialogue between Jungian psychology and social psychology. *Journal of Analytical Psychology*, 66(4), 926-948.

October 1

Reading:

Module 4 – Ethics

- (1) Akdeniz, M., Yardımcı, B., & Kavukcu, E. (2021). Ethical considerations at the end-of-life care. *SAGE Open Medicine*, 9, 1-9.
- (2) Jecker, N.S. (2017). Doing what we shouldn't: Medical futility and moral distress. *The American Journal of Bioethics*, 17(2), 41-43.
- (3) Gupta, M., & Blouin, S. (2021). Ethical judgment in assessing requests for medical assistance in dying in Canada and Quebec: What can we learn from other jurisdictions? *Death Studies*, 46(7), 1608-1620.

October 7

Reading:

Module 5 – Coping with Death, Care for the Dying

- (1) Corr, C. A., Corr, D. M., & Doka, K. J. (2019). Coping with dying. (pp. 131-152) & Coping with dying: How individuals can help (pp. 153-180) In *Death & dying, life & living* (8th ed.). Cengage.

Film:

Choose one of the following:

- (1) King, A. (Director). (2003). *Dying at Grace*. Allan King Associates.
- (2) Epstein, R. & Friedman, J. (Producers). (2018). *End game*. Netflix.

No Classes – Fall Reading Week October 10-18

October 21

Reading:

Module 6 – Sexuality and Death

- (1) Kislev, L., Kurtz-Almog, L., Bier, P., Dikhel, R., Avidan, M., & Waller, A. (2025). Sexuality in the light of awareness of approaching mortality. *Palliative & Supportive Care*, 23, Article e206, 100-110.
- (2) de Vries, B. (2020). Challenges to intimacy for LGBTQ persons at life's end. In K. Doka & A. Tucci (Eds.) *Intimacy and sexuality during illness and loss* (pp. 45-62). Hospice Foundation of America.
- (3) Beaudoin-Kobb, M. L. (2020). Intimacy and sexuality in grief: Challenges and opportunities for people with intellectual and developmental disabilities. In K. Doka & A. Tucci (Eds.) *Intimacy and sexuality during illness and loss* (pp. 191-201). Hospice Foundation of America.

October 28

Reading:

Module 7 – Changing Geographies of Grief and Mourning

- (1) Hamscher, A. N. (2017). The American cemetery. In C. M. Moreman (Ed.), *The Routledge Companion to Death and Dying* (pp. 277-286), Routledge.
- (2) Hoy, W. G., Becker, C. B., & Holloway, M. L. (2021). Memorialization and death-related rituals. In H. L. Servaty-Seib & H. S. Chapple (Eds.), *Handbook of Thanatology*. (3rd ed.). (pp. 207-234). Association for Death Education and Counseling.

Film:

- (1) O'Neill, M., & Peltz, P. (Directors). (2019). *Alternate endings*. [Video recording]. HBO Documentary Films.

Reflective Assignment is due Wednesday October 28, 10:00 AM

November 4

Reading:

Module 8 – The Obituary and Memorial as Genre

- (1) Graham, P. (2017). Crowdsourcing obituaries in the digital age: ABC Open's in *Memory Of. Media International Australia*, 165(1), 51-62.
- (2) Brant, C. (2020). Obituaries: A dead important genre. *The European Journal of Life Writing*, 11, 242-263.

Film:

- (1) Gould, V. (Director). (2016). *Obit: Life on a deadline*. Green Fuse Films.

November 11

Module 9 – Grief and Technology

- Readings:
- (1) Kasket, E. (2020). If death is the spectacle, big tech is the lens: How social media frame an age of 'spectacular death.' In Jacobsen, M.H. (Ed.). *The age of spectacular death* (pp. 20-35). Routledge.
 - (2) Eriksson Krutrök, M. (2024). Algorithmic closeness in mourning: Vernaculars of the hashtag #grief on TikTok. *Social Media + Society*. 1-12.

November 18

Module 10 – Suicide and Social Justice

Readings:

- (1) Reynolds, V. (2015). Hate kills: A social justice response to "suicide." In J. H. White (Ed.). *Critical suicidology: Transforming suicide research and prevention for the 21st century* (pp. 169-187). UBC Press.
- (2) Jennifer White, & White, J. (2020). Hello cruel world!: Embracing a collective ethics for suicide prevention. In M. E. Button & I. Marsh (Eds.), *Suicide and Social Justice* (1st ed., pp. 197-210). Routledge.

November 25

Module 11 – Near Death Experiences/Extraordinary Encounters

Readings:

- (1) Steffen, E.M., Wilde, D.J. & Cooper, C. E. (2018). Affirming the positive in anomalous experiences: A challenge to dominant accounts of reality, life, and death. In N. J. L. Brown, F.J. Eiroa-Orosa, & T. Lomas, T. *The Routledge international handbook of critical positive psychology* (pp. 227-244). London: Routledge.
- (2) Nosek, C. L., Kerr, C. W., Woodworth, J., Wright, S. T., Grant, P. C., Kuszczak, S. M., Banas, A., Luczkiewicz, D. L., & Depner, R. M. (2015). End-of-life dreams and visions: A qualitative perspective from hospice patients. *American Journal of Hospice and Palliative Medicine*, 32(3), 269-274.

'Spectacular' Death essay due Wednesday November 25, 10:00 AM

December 2

Module 12 – Professional Issues

Reading:

- (1) Breen, L. J. & Arnold, C. (2021). Professional practice: The importance of self. In H. L. Servaty-Seib & H. S. Chapple (Eds.), *Handbook of Thanatology*. (3rd ed.). (pp. 493-519). Association for Death Education and Counseling.
- (2) Kearney, M. K. Weininger R. B., Vachon, M. L. S., Harrison, R. L., & Mount, B. M. (2009). Self-care of physicians caring for patients at the end of life: 'Being connected... a key to my survival.' *JAMA* 301(11), 1155-1164.

Classes end Friday December 9, 11:59 PM

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.