THANAT 3322G (570)
Diversity and Social Justice Issues in Thanatology
Fall/Winter 2026 - 2027

Instructor: McLean, Lisa
Email: lmclea43@uwo.ca

Course Information

Calendar Description: Exploration of how access to resources, oppression, economic factors, culture, and ethnicity affects aspects of death, dying, and grief. Students will be encouraged to evaluate social influences, explore various aspects of cultural competence, and develop an appreciation of diversity in the context of Thanatology-related themes.

Antirequisite(s): None.

Prerequisite(s): None.

Extra Information: 3 lecture hours.

Course Weight: 0.5

Breadth: CATEGORY A

Subject Code: THANAT

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to 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.

THANAT 3322G 570
Diversity & Social Justice Issues in Thanatology
Winter 2027

Instructor: Dr. Lisa McLean (she/her)
Email: lmclea43@uwo.ca - Please include the course name in your email subject line.
Course time, location, and office hours information can be found in our course OWL site.

Course Overview
This course will provide an in-depth exploration of how access to resources, oppression, power, economic factors, and identity affect aspects of death, dying, and grief. Students will be encouraged to evaluate social influences, explore various aspects of cultural safety and cultural humility, and explore the operation of power in the context of Thanatology-related themes.

Learning Objectives
Students will:
1) Explore death, dying, and grief from a cultural, contextual, and social justice perspective.
2) Engage in an analysis of power and structural violence that influence experiences of death, dying, grief and loss.
3) Work towards greater self-awareness through an examination of one's own perception and understanding of life, death, dying, and grieving.
4) Advance in their knowledge of basic cultural humility and cultural safety.
5) Develop the competence of critical self-reflexivity, the ability to critically evaluate one's own social positioning.

Mode of Instruction: in-person

Required Course Materials
1) Harris, D. L., Bordere, T. C., McLean, L. (Eds.). (2026). *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion*. Second Edition. New York: Routledge
    - This text is available **for free** as an e-book through Western Libraries or for purchase through the Western Bookstore ($71.27).
    - Please use this edition of the text as there have been substantial updates from the previous edition.
2) Lorde, Audre. (1980/2020). *The Cancer Journals*. New York: Penguin Books.
    - This text is available **for free** as an e-book through Western Libraries or for purchase through the Western Bookstore ($21.00)
    - You may use earlier versions of this text.
3) Additional articles that will be posted to the Course Readings tab in OWL.

You can access the **free online version of these texts** by clicking on the **Course Readings** tab in **OWL.**

Assignments and Grading

Participation		20%
Class Facilitation		10%
Policy Brief		45%
• Topic Selection	10%	
• Literature & Policy Review	15%	
• Final Policy Brief	20%	
Final Exam		25%

Participation 20%

Class attendance and participation are an integral part of this course. Your participation will be evaluated by i) weekly class attendance, and ii) participation in small-group and individual work during class time.

Students are expected to attend class prepared to discuss the readings of the week and actively participate in class discussions. To be fully prepared to participate, **you must complete the week's readings prior to attending class.** To track attendance, a sign-up sheet will be circulated, **and students will be responsible** for making sure that they have signed the sheet each week. Group or individual work may be assigned during class time, which may count toward your participation mark.

If you are ill or otherwise are unable to attend class, you may post in the OWL Forum board **2 times** in lieu of class attendance. Additional absences will receive a '0' grade for the day unless you have an approved academic consideration/accommodation from the Academic Dean's Office or Accessibility Services at King's.

We all contribute to the integrity of our learning environment and therefore it is important to arrive on time and to be fully present for the entire class time. Although it is understandable that occasionally circumstances can result in a few minutes' delay, **it is unacceptable to habitually arrive late or leave earlier than the class is dismissed by the professor**. Such absences will affect your participation grade. Please contact your professor if you have approved accommodations or an academic consideration that may impact your participation.

Class Facilitation 10%, *as assigned during the first week of class.*

During the first week of class, each student will choose a week where they will create an engaging class discussion or activity based on a theme or topic discussed that week. As we have more students than weeks in the semester, there will be instances in which more than 1 person will be facilitating the topic for that week.

You are welcome to work individually or in small groups of 2-3. If you choose to work as a group, you will be asked to submit a self and group evaluation, indicating who was responsible for what work. Groups should aim for an equitable distribution of work. In the evaluation, groups will also be held to a higher standard as you are sharing the workload.

No more than 3 people can sign up for any given week. **You are not responsible for summarizing the week's content**. The facilitation is meant to stimulate discussion and connect overarching ideas or concepts with issues in the real world.

You are welcome to be as creative with your time as you wish. Be sure that your facilitation meets the following criteria:

1) Class facilitation (**no more** than **10-15 minutes** for individuals, **15-20 minutes** for groups), inclusive of class discussion. Reflect on a topic or theme related to the week's readings. ***You may*** do one or more of the following:
   a. Link the topic to an issue present in the news, in your community, or in the world.
   b. Present a case study related to the topic to be analyzed by your classmates using course concepts, theories, or themes of the week.
   c. Share a reading that you've found that relates to the themes of the week. Discuss the article's key ideas and lead a discussion.
   d. Show a short video found on the web that helps illustrate the topic or theme of the week. Explain how the video relates to the themes present in the readings. (*If you are showing a video, please be sensitive to the needs of your classmates. For example, please avoid sharing videos that depict violence and other disturbing content. If you have any questions or concerns, please contact your instructor before the due date*).
   e. Engage your classmates in an activity, such as a roleplay, collage, drawing, or crafting in relation to a topic that week.
   f. Present a performance (like Theatre of the Oppressed's Forum Theatre or Legislative Theatre) where you act out a scene highlighting an oppression and invite the audience to stop the action, propose an alternative, or create a legislative assembly in the classroom to propose and debate policy alternatives to pressing social issues.
2) Bring **2 discussion questions** to stimulate conversation and reflection among your classmates following your facilitation.

This assignment will help us integrate the course readings, take a more active role in class discussions, and develop facilitation skills.

Policy Brief 45%, *scaffolded assignment. Due dates throughout the semester.*

This assignment will require students to research a social justice issue that is of significance in your local community, the province, or another location in Canada. The purpose of this assignment is to apply what we have learned in this course to specific issues that affect our communities and think *locally* about potential community responses. This paper topic ought to be different than your blog post. Your policy brief will be short (4-5-pages long), but it must be **well-researched.**

1. Topic Selection (3 pages) due **January 26, 11:59pm**
   In this short essay, you will i) describe your topic, ii) provide background research to describe who the issue affects and how, and iii) discuss why policy makers need to act. Your essay should incorporate 3-4 course concepts to indicate how this issue relates to

course themes.

2. Literature & Policy Review due **February 23, 11:59pm**
    a. Annotated Bibliography (6 entries of 100 words each). Select 6 scholarly journal articles that help us better understand this issue in terms of social context or policy response.
    b. Policy Review (3-4 pages). Craft a short essay that describes what is currently being done (or not done) to respond to this issue in your chosen jurisdiction. Examine policy recommendations that have been developed by local community organizations, advocacy groups, and policy think tanks.
3. Policy Brief Final Draft (4-5 pages) due **March 30, 11:59pm**
   This final draft will summarize aspects of your previous work, presented in the form of a policy brief. The final draft will also include a fact sheet and/or data visualizations, a list of 4 concrete recommendations for change, and a conclusion urging policy makers to act.

Additional details for each assignment are available in OWL.

Final Exam 25%, *scheduled during April exam period.*

The final exam will be scheduled during the April exam period. It will assess your knowledge of key course concepts and theories. The exam format will be short answer and/or essay questions.

Bonus Marks (2%)

All students who book and attend an appointment with The Write Place for feedback on a completed written assignment will receive a **2% bonus mark**, which will be applied to your overall grade in the course. You are responsible for emailing me a confirmation of your appointment in order to receive bonus marks. Email confirmations for bonus marks are **due on the last day of class**. For more information on The Write Place and for making an appointment, please visit: https://www.kings.uwo.ca/current-students/academic-resources/the-write-place/appointments-and-drop-ins/

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

Important Information

A Note on Workload

Students should expect to spend approximately **9-10 hours** each week completing the readings, attending class, and completing graded and ungraded assignments. **You are expected to have completed all course readings before class so you can actively participate in the discussion.**

Office Hours and Contacting the Instructor

I have set office hours each week for drop in and will be available for meetings by appointment to discuss your progress, assignments, and any questions you may have. The weekly drop-in office hours will be available on a first come, first serve basis and I will only speak with one student at a time (meaning you may need to wait until it is your turn or make an appointment). You can find details about office hours (location and time) in OWL.

To contact me, please email me at lmclea43@uwo.ca and **include the course name and number in the subject line**. I will endeavor to respond within 48 hours, Monday to Friday, 9am to 5pm.

Boundaries & Confidentiality

Diversity and Social Justice Issues in Thanatology is an academic, university-level course. Students should note that the themes discussed in this course may reawaken personal grief and feelings of vulnerability. While this course will be made richer by the sharing of personal narratives, it is NOT the purpose of this forum to resolve emotions related to student life losses and experiences. Please review the course topics and themes early in the semester and reach out to the professor if you are concerned or have sensitivities about a particular topic. Your instructor can also 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***.

Classes and Readings

Classes may include lectures, films, case study discussion, interactive exercises, etc. and will include material not contained in the text. Supplementary reading material may also be assigned and will be posted on OWL. *No attempt will be made to cover all the assigned readings in class time. Students are responsible for reading and understanding the assigned readings, even if this material is not covered in the class lectures.*

Intellectual Property Statement

Recording of lectures or tutorials without the explicit consent of the Professor or TA is grounds for academic discipline. Course content created by a faculty member is considered the faculty member's intellectual property. 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.

Late Submissions/Extensions

Students must endeavor to submit assignments by the due date listed in the Syllabus and OWL. Written assignments will be subject to a **3-day flexible submission policy unless otherwise specified (does not apply to the Class Facilitation)**. Students may submit eligible

assignments up to 3 days after the listed due date without penalty. Assignments submitted after the grace period will be **penalized at a rate of 2% per day** unless prior arrangements have been made with the instructor.

If you cannot submit an assignment within the 3-day flexible period, you must submit a request to the ADO to receive academic consideration (see the policy section).

Academic Integrity, Plagiarism, & AI Policy

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 generative artificial intelligence (AI) tools (such as Chat GPT) is not permitted to generate written content (not including spelling/grammar check) for work submitted for evaluation. Unauthorized use of AI will be subject to academic discipline. If you are unsure of the policy surrounding AI use in this class, please consult with your instructor.

Reasons for this policy include*:

- This course is intended to provide an overview of Thanatological theory and concepts as well as opportunities to integrate these ideas and practice scholarly writing. If you are not engaging with the class, including the assignments, you are not learning.
- AI raises a number of questions regarding academic integrity, ethics, and plagiarism. These questions include whether work submitted using AI can be considered 'your' own work, and AI firms' use of uncredited and uncompensated materials from writers, journalists, and artists.
- Work produced with AI often contains errors and fabrications, while also reproducing and reinforcing negative stereotypes and bias.
- There have been serious questions raised about the environmental impacts of AI databases and labour exploitation on the part of their parent companies among a plethora of other ethical concerns.

These issues represent just some of ethical dilemmas that have been posed by the introduction of AI in academic spaces as well as the business practices of AI companies. For these reasons, the use of AI, including ChatGPT and similar generative AI tools, is **not permitted** in this course.

*Adapted with permission from Olivia Stowell, @oliviastowell on X, June 16, 2024.

Plagiarism involves the unacknowledged use of others' words and ideas. Whenever you use another person's ideas or words, you must cite your source according to APA guidelines

(**APA Manuel, 7th Edition**). Plagiarism is a major offense and is taken seriously by the instructor and the College.

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).

The penalties for a student guilty of a scholastic offense range from refusal of a passing grade on the assignment, refusal of a passing grade in the course, suspension from the university to expulsion from the university. **Plagiarism is a major academic offence.** Please refer to Western's scholastic discipline policy, which can be found here.

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: APA 7th Ed. Quick Guide.

Drop Date

The final date to drop a half course without academic penalty is **March 30, 2027.**

Course Schedule

January 5 Week 1: Course Introduction: Key Concepts

Textbook readings:

1) Chapter 1: Tashel Bordere. Social justice conceptualizations in loss and grief
2) Chapter 2: Darcy Harris. Looking at loss and grief from a critically informed perspective

January 12 Week 2: Intersectionality and Global Inequalities

1) Chapter 3: Solomon Benatar & Dillon Wamsley. Living, suffering, and dying in a globalized world
2) Chapter 4: Tashel Bordere. Suffocated grief and oppression-based loss.
3) Chapter 14. Neil Small. The politics of care and care as politics.

Policy Brief idea workshopping during class. What social justice issues related to death, dying, grief, and loss are present in your community?

January 19 Week 3: Racism and Colonialism

1) Chapter 5: Tashel Bordere. Black parenting, resistance, and oppression in loss and grief.
2) Chapter 8: Cloy-e-iis Judith F. Sayers. Loss and grief in Canada's First Nations Peoples
3) Chapter 20: Karen Lawford and Holly McKenzie. Reproductive (in)justice work: Witnessing grief and seeking joy

Recommended [and is an example of a policy brief]: Cattapan, A., Moore, S., & Lawford, K. (2021, March 1). *Reproductive justice and Indigenous women in Saskatchewan: Overview and recommendations*. **Policy Brief.** University of Saskatchewan Graduate School of Public Policy. https://www.schoolofpublicpolicy.sk.ca/research-ideas/publications-and-policy-insight/policy-brief/reproductive-justice-and-indigenous-women-in-sk.php

January 26 Week 4: Health and Disability at the Intersection of Race, Gender, and Sexuality

Policy Brief: Topic Selection due Tuesday, Jan 26, 11:59pm

1) Lorde, A. (2020/1980). *The Cancer Journals*. Penguin Books.
2) Chapter 10. Cara Grosset. "I'm open to facing the fear as well as the good." Enfranchised grief and intellectual disability.
   In class: The Cancer Journals Revisited (Lin, 2018) documentary.

February 2 Week 5: Capitalism, Productivity and Disenfranchised Grief

1) Chapter 11. Darcy Harris. Iatrogenic harm and objectification in the context of care delivery.
2) Chapter 13. Leeat Granek. Medicalizing grief.
3) Chapter 19: Darcy Harris. Oppression of the Bereaved

Annotated bibliography workshop in class.

February 9 Week 6: Homelessness & Grief

1) Burns, V. F., Sussman, T., Bourgeois-Guérin, V. (2018). Later-life homelessness as disenfranchised grief. *Canadian Journal on Aging 37*(2), 171-184.
2) Selfridge, M., & Mitchell, L. M. (2021). Social media as moral laboratory: Street involved youth, death and grief. *Journal of Youth Studies 24*(4), 531-546. https://doi.org/10.1080/13676261.2020.1746758
3) Singer, J. (2026, Nov 13). People in London's homeless community say it's hard to grieve frequent deaths. *CBC News*. https://www.cbc.ca/news/canada/london/people-in-london-s-homeless-community-say-it-s-hard-to-grieve-frequent-deaths-9.7418634

Recommended: White Coat, Black Art. (2019, July 11). *Palliative care team helps the homeless die 'with dignity,' a healing circle helps them grieve*. CBC Radio. [Podcast, 26:29 mins]. https://www.cbc.ca/radio/whitecoat/palliative-care-team-helps-the-homeless-die-with-dignity-a-healing-circle-helps-them-grieve-1.5048409

February 13-21 READING WEEK

February 23 Week 7: Colonialism, Racism, and Living at the End of the World
Literature and Policy Review due Tuesday, Feb 23, 11:59pm

1) Maynard, R. & Simpson, L.B. (2022). *Rehearsals for Living.* Knopf Canada.
   - Part 1: On letter writing, commune, and the end of (this) world (pp. 5-54)
   - (part of) Part 2: Making freedom in forgotten places (pp. 57-78)

March 2 Week 8: Loss & Disenfranchised Grief Across the Lifespan

1) Chapter 6. Nancy E. Thacker Darrow & Antonio Duran. Loss and grief among LGBTQ+ youth emerging into adulthood.
2) Chapter 7. Tashel Bordere, Heather Servaty-Seib, and Zaydie Bordere. Intersectionality, loss, and student grief in college.
3) Chapter 9. Sue Thompson. Ageism, loss, and spiritual diminishment.

Policy brief workshop in class.

March 9 Week 9: Political Violence and Grief

1) Chapter 15: Darcy Harris. Political Grief.
2) Chapter 16: Andy Hau Yan Ho. Loss related to regime change: Mourning Hong Kong.
3) Waraschinski, T. (2019, September 5). Cultural death illiteracy as applied Terror Management Theory. *Collective for Radical Death Studies Blog.* https://www.radicaldeathstudies.com/blog/2019/09/05/cultural-death-illiteracy-as-applied-terror-management-theory

March 16 Week 10: Social Injustice and Grief Activism

1) Chapter 17. Lisa McLean & Athir Jisrawi. Femicide and Feminicide in Global Perspective
2) Chapter 21. Lisa McLean. Disappearance, Forced Disappearance and Ambiguous Loss
3) Chapter 22. Lilian Barraclough & Lisa McLean. Grief Activism: Climate Grief and Youth-led Activism

March 23 Week 11: Bridging Theory and Practice

1) Chapter 23: Tashel Bordere, Kevin Carter, Brianne Overton, and Adam Stevents. Alliances and Advocacy
2) Chapter 24: Paul Rosenblatt. Cultural Competence and Humility

March 30 Week 12: Reconceptualizing Care

Final Draft of Policy Brief due Tuesday, Mar 30, 11:59pm

NOTE: Last drop deadline is March 30, 2027

1) Chapter 25. Doneila McIntosh. Spirituality and ritual in response to social injustice.
2) Hart, B. (2017). Feeling is not weakness: On mourning and movement. In C. Milstein (Ed.), *Rebellious mourning: The collective work of grief*. (pp. 13-23). AK Press

April 6 Week 13: Policy Brief Discussions and Exam Review

No assigned readings.

We will informally share the results of our policy briefs and review for the final exam.

Final Exam to be scheduled during April exam period

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27

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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.