



Childhood and Youth Studies 3314F (570)
RESEARCH METHODOLOGIES OF GOVERNMENTALITY STUDIES
Fall/ Winter 2025-2026

Instructor: M. Bernard
Email: mberna4@uwo.ca

Course Information

Calendar Description:

An advanced seminar on the research methodologies of governmentality studies. Students will analyze literature, hypothesize questions, locate techniques, dispositifs, and policies of interest by applying the key concepts of governmentality studies to childhood and youth.

Prerequisite(s): Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level.

Extra Information: 3 seminar hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: CYS

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.



CYS 3314F Governmentality Research

Section 570 Fall

2025

Instructor Information:

Professor: Maria Bernard

Email: mberna4@uwo.ca

Mode of instruction: In-person

To contact me: email mberna4@uwo.ca (**ensure you add the class course number in the subject line**). I will try to return a response within 48 business hours (Mon - Fri 9:00 am – 5:00 pm). If you do not hear from me within 48 hours, please send a follow up email.

Office Hours: *Office hours information can be found on OWL Brightspace*

Land Acknowledgment

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

Course Description: An advanced seminar on the research methodologies of governmentality studies. Students will analyze literature, hypothesize questions, locate techniques, dispositifs, and policies of interest by applying the key concepts of governmentality studies to childhood and youth. This course will support the

development of a research proposal utilizing a governmentality perspective that may be utilized for the 4th year research project (4403E & 4401F/G).

Prerequisites: Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G and any course in Childhood and Youth Studies at the 2200-level.

Unless you have either the requisites for this course or written special permission from your Dean to enroll 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.

Course Learning Outcomes:

- Have general knowledge and understanding of the theoretical and methodological approaches around governmentality studies
- Become familiar with governmentality as a research methodology approach in the study of childhood and youth, and to critically understand how to utilize it in research and how it differs from other approaches
- Understand how to utilize and generate scholarly reviews and primary sources
- Apply ethical principles to research design
- Design a research study informed by a governmentality framework to explore a research question or hypothesis
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General Learning Outcomes for CYS students:

1. CYS students acquire a general knowledge of the key concepts, theoretical approaches and assumptions within the field of childhood and youth studies. They come to see children as competent social actors and understand the implications of this fact for children's participatory rights in a local, national and global contexts. Those who obtain an Honours Specialization (HSP) in CYS demonstrate the ability to assess issues and critique arguments about the politics of childhood, social justice for children, and children's rights and capabilities in various institutional contexts.
2. Those who obtain an Honours Specialization (HSP) in CYS demonstrate the ability to assess issues and critique arguments about the politics of childhood, social justice for children, and children's rights and capabilities in various institutional contexts.
3. CYS students gain a working knowledge of case law, statutory law, public policy, and institutional features of childhood and youth in the past and the present. They critically reflect on the significance of various norms, rules, and practices for young people. They consider these structures in terms of power relationships between children, parents, and professionals, as well as those between racial, ethnic, migrant, gender, class, and national groups.
4. CYS students apply analytic tools within childhood studies, and defend their ideas and arguments in oral and written forms. HSP students conduct research in

childhood studies. Apply and defend ideas and arguments in speech and writing and in communication with others.

5. CYS students are able to assess the applicability of research and its social implications for public debate, policy, law, and professional practice. HSP students are able to offer critique and alternative perspectives on how research should be applied and what implications it might have for diverse communities in and beyond Canada.
6. CYS Students make critical use of scholarly reviews and primary sources.
7. CYS Students respect the limits to their own knowledge. They appreciate how uncertainty, ambiguity, and limits to knowledge might influence analyses and interpretations.

Course Details:

This course begins on September 5th and continues until December 5th 2025, honouring all important dates derived from University approved guidelines and academic policies

<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>

Throughout the course you are expected to interact regularly with other students and with me, as your professor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning. This work may happen in smaller groups, or through opportunities to meet as a class. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on and use our course material (readings, discussions, lessons, etc) to amplify learning for everyone.

We will all be responsible for our own learning progress and also 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!

Required text: Dean, M. M. (2009). *Governmentality: Power and Rule in Modern Society*. SAGE

Publications. Other readings as directed in class schedule (links provided).

Library online version of the Mitchell Dean textbook, physical copies are also available in the bookstore [\$134] also available on Amazon [\$89].

https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045623814905163

Course Evaluation:

Assignment 1: Ethics Tri-Council Policy Tutorial: 5% (marked for completion)

Assignment 2: Reading Reflections on Foucauldian Governmentality & Genealogy- 30%

- 5 in class reading handwritten reflections 2% each=10% (marked for completion)
- 1 Overview Reflection=20%

Assignment 3: Research Proposal Draft Presentation-25%

Assignment 4: Final Research Proposal 40%

ALL ASSIGNMENTS ARE TO BE SUBMITTED ONLINE VIA OWL (PLEASE DO NOT SUBMIT PHYSICAL COPIES OF YOUR ASSIGNMENTS).

Weekly Schedule 2025

Week	Reading	Important Reminders & Due Dates
Sept 5	<p>General introduction: Course Overview Who is Foucault? & Research Proposal Fundamentals</p> <p>The School of Life. (2015, July 3). <i>Philosophy - Michel Foucault</i> [Video recording]. https://www.youtube.com/watch?v=BBJTeNTZtGU <i>Please watch 1-6min</i></p> <p>Besley, T. (2002). Chapter 1: An introduction to Foucauldian analysis. In <i>Counseling youth: Foucault, power, and the ethics of subjectivity</i> (pp. 1–23). Praeger. https://brill-com.proxy1.lib.uwo.ca/display/title/36556</p>	<p>Reading Reflection</p> <p>Start thinking about a burning question in relation to childhood and youth</p>
Sept 12	<p>What is Foucauldian Analysis? What is Research Methodology?</p> <p>Dean, M. (2010). Chapter 1: Basic Concepts and Themes. In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 16–51). Sage.</p> <p>Bernard, M. (2016). Affirmative governmentality and the politics of youth inclusion: A critical analysis of youth voice and engagement in dominant political discourse in Ontario. <i>Canadian Review of Social Policy</i> (1987), 75(75), 113–137.</p> <p>Greig, A., Taylor, J., & MacKay, T. (2007). Designing and Doing Qualitative Research With Children. In <i>Doing Research with Children</i> (pp. 135–153). SAGE Publications Ltd. https://doi.org/10.4135/9781849209045</p>	<p>Reading Reflection</p>
Sept 19	<p>Understanding Governmentality Framework/Genealogy & Research Proposal Writing</p> <p>Dean, M. (2010). Chapter 2: Genealogy & Governmentality. In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 52–69). Sage.</p> <p>Abdulai, R. T., & Owusu-Ansah, A. (2014). Essential Ingredients of a Good Research Proposal for Undergraduate and Postgraduate Students in the Social Sciences. <i>SAGE Open</i>, 4(3), 1–14. https://doi.org/10.1177/2158244014548178</p>	<p>Reading Reflection</p>

Sept 26	<p>Understanding Governmentality Framework & Genealogy</p> <p>Dean, M. (2010). Chapter 3: Dependency and Empowerment. In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 75–88). Sage.</p> <p>Janes, J. E., Ibhawoh, B., Razack, N., & Gilbert, N. (2014). The Trouble With Triumph: Discourses of Governmentality in Mainstream Media Representations of Urban Youth. <i>Journal of Progressive Human Services</i>, 25(1), Article 1. https://doi.org/10.1080/10428232.2014.855988</p>	<p>Reading Reflection</p> <p>Topic for Research proposal Chosen</p>
Oct 3	<p>Understanding Foucault's Notions of Power</p> <p>Dean, M. (2010). Chapter 4: Pastoral power, police and reason of the state. In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 89–116). Sage.</p> <p>Chapman-Nyaho, S., James, C. E., & Kwan-Lafond, D. (2011). "We Expect Much of You": Enlisting Youth in the Policing of Marginalized Communities. <i>Canadian Ethnic Studies</i>, 43(3–1), 81–98. https://doi.org/10.1353/ces.2011.0048</p>	<p>Reading Reflection</p> <p>Research Question workshop</p> <p>ETHICS TRI-COUNCIL CERTIFICATE DUE</p>
Oct 10	<p>Understanding Foucault's Notions of Power</p> <p>Dean, M. (2010). Chapter 5: Bio-politics and Sovereignty. In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 117–132). Sage.</p> <p>Henderson, J., Coveney, J., Ward, P., & Taylor, A. (2009). Governing childhood obesity: Framing regulation of fast-food advertising in the Australian print media. <i>Social Science & Medicine</i>, 69(9), 1402–1408. https://doi.org/10.1016/j.socscimed.2009.08.025</p>	<p>Reading Reflection</p> <p>Gathering Literature Workshop</p>

Oct 17	<p>Understanding Foucault's Notions of Power</p> <p>Dean, M. (2010). Chapter 7: Neo-liberalism and advanced liberal government. In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 175–204). Sage.</p> <p>Efron, S. E., & Ravid, R. (2018). Chapter 1: What is a literature review? In <i>Writing the Literature Review: A Practical Guide</i> (pp. 1–14). Guilford Publications. http://ebookcentral.proquest.com/lib/west/detail.action?docID=5522670</p>	<p>Literature review workshop</p>
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Oct 24	<p><i>Doing Genealogies & Foucauldian Discourse Analysis</i></p> <p>Diaz-Bone, R., Bührmann, A. D., Rodríguez, E. G., Schneider, W., Kendall, G., & Tirado, F. (2007). The Field of Foucaultian Discourse Analysis: Structures, Developments and Perspectives. <i>Forum: Qualitative Social Research</i>, 8(2). https://www.proquest.com/docview/869232147/abstract/8EC32EB9F87B4852PQ/1</p> <p>Tamboukou, M. (1999). Writing Genealogies: An exploration of Foucault's strategies for doing research. <i>Discourse: Studies in the Cultural Politics of Education</i>, 20(2), 201–217. https://doi.org/10.1080/0159630990200202</p>	<p>Research design workshop</p> <p>OVERVIEW READING REFLECTION DUE</p>
Oct 31	<p><i>Understanding Counter-Conduct and Parrhesia</i></p> <p>Lorenzini, D. (2016). From Counter-Conduct to Critical Attitude: Michel Foucault and the Art of Not Being Governed Quite So Much. <i>Foucault Studies</i>, 21(21), 7–21. https://doi.org/10.22439/fs.v0i0.5011</p>	<p>Research Proposal-Pulling it all together- Workshop</p>
Nov 7	<p><i>Reading Week-No Class</i></p>	
Nov 14	<p><i>Draft Research Proposal-Poster Presentations</i></p>	<p>DRAFT RESEARCH PROPOSAL- POSTER PRESENTATIONS DUE</p>
Nov 21	<p><i>Looking Ahead: Governmentality, Power, and Genealogy</i></p> <p>Ball, S. J. (2016). Subjectivity as a site of struggle: Refusing neoliberalism? <i>British Journal of Sociology of Education</i>, 37(8), Article 8. https://doi.org/10.1080/01425692.2015.1044072</p>	
Nov 28	<p><i>Looking Ahead: Governmentality, Power, and Genealogy</i></p> <p>Dean, M. (2010). Conclusion: “Not Bad but Dangerous.” In <i>Governmentality: Power and rule in modern society</i> (2nd ed., pp. 250–26). Sage.</p>	
Dec 5	<p><i>Drop in-Online Class for Proposal Support</i></p>	<p>FINAL RESEARCH PROPOSAL DUE</p>

Assignments

1. Ethics Tri-Council Tutorial: 5%

Due: Oct 3rd

Students are to complete the Tri-Council Policy Statement (TCPS) on Ethical Conduct for Research Involving Humans and complete the online training and quiz: (<https://tcps2core.ca/welcome>). The training and quiz take approximately **four hours to complete** so please allocate time accordingly. Please post a copy of your certificate of completion to Brightspace. Students are encouraged to do this assignment as early as possible, as previous knowledge of the research process is not required. Technical problems with the site or the student's hardware or software will not be accepted as reasons for late submission.

2. Reading Reflections: 30% -Two Components

In-Class Reading Reflections- 10% (5X2% each-marked for completion)

Due: Ongoing

Format: $\frac{3}{4}$ -1pg in length- 5 reading reflections, handwritten (30 min writing session), submitted on Brightspace at the end of the writing session.

To facilitate the seminar style of learning, students are invited to engage critically with key readings on *governmentality*—a concept central to understanding how power operates from a Foucauldian perspective.

Over the first half of the term, you will complete five short reflections in class responding to assigned readings (6 opportunities will be provided). These are to be handwritten and will respond to a prompt provided in class. The reading reflection structure will allow for 10 min to review the reading, then all devices will be put away. There will be 15 mins to discuss the readings within small groups. This will be followed by 30 min to handwrite the reflection. A sharing with the larger class will ensue upon completion.

Overview Reflection- 20%

Due: Oct 24th

Format: 4-5pgs (not including title page) APA-style bibliography(references) (Times New Roman, 12-point font, double spaced, includes sources from the reading reflection-no external sources required)

This overview reflection is your chance to bring together and expand on what you've learned about Foucauldian governmentality. Using your five in-class reading reflections as a starting point, write a thoughtful overview that connects ideas from the readings, lectures, class discussions, and your own topic.

Instead of summarizing the readings, focus on the **big picture**:

- What common themes or ideas stood out across the readings?
- How has your thinking about governmentality changed over the weeks?
- How do the readings help you understand how power works through institutions, everyday practices, or language?
- What does the concept of governmentality offer to **Childhood and Youth Studies**?

- How might these ideas help you as you begin thinking about your **research proposal topic**?

Use course materials to support your points. This is a space to show how your understanding has grown and how you might apply it in future work.

Research Proposal Overview -Rubrics to be provided

Students will prepare a **mock proposal for an original study related to an area of child and youth studies** and utilize a governmentality approach such as genealogy. It should read as if an actual proposal is being submitted. If it involves participants, it should include the elements necessary for the ethics review board as noted in the TCPS.

Students should begin work on this assignment as soon as possible in the semester, and for the duration of the semester. The weekly schedule indicates various tasks that need to be met in order to successfully reach completion. It is highly recommended that students keep pace with that schedule. This is a big assignment therefore time will be committed each week for you to work in class and have opportunities to consult with your instructor – so attendance is essential each week. To support students through the various elements of this assignment, it is broken down into a poster presentation and final proposal written assignment.

3. Draft Research Proposal Poster Presentation: 25%

Due: Nov 14th

Format: Research Poster (Printed on Bristol board) + Brief Presentation (5–7 minutes)
(Reference list-APA 7th edition- min 2 course sources and min 4 external peer-reviewed scholarly sources)

For this assignment, you will create a research poster that presents your research proposal in a clear, engaging, and visually organized format. This is a chance to showcase your proposed study to your peers as if you were presenting at an academic or professional research conference.

You will share your poster during an in-class Research Café session. During the café, you'll give a short informal explanation of your poster to your peers. The oral component of the presentation helps you practice talking about your research clearly and confidently, but it will not be graded, it is simply part of the learning process.

Your poster should include **key components** of your research proposal and demonstrate how your study is grounded in theory, existing literature, and strong research design. *Rubric will be provided

Your Poster Must Include the Following Sections:

- 1. Research Topic & Research Question**
 - Clearly state your **research topic**

2. Rationale for the Study

- Explain **why this issue matters**
- Use **relevant sources** (e.g., news reports, statistics, scholarly literature) to show why your research is timely, socially relevant, or important within the field

3. Literature Review (at least 4 scholarly sources)

- Summarize and **synthesize** key findings from academic sources
- Show how this body of literature informs your research question

4. Theoretical Framework

- Explain the **governmentality framework**
- Discuss how this theory helps you approach your research question

5. Research Design

- Describe how you will **collect your data**
- Detail your **data collection methods** (e.g., interviews, focus groups, surveys)
- Explain your **sample** (Who are you studying? How will you recruit them?)
- Address **ethics** (especially if working with human subjects)
- Include details like:
 - Number of participants
 - Timing of data collection
 - Tools or questions you plan to use

4. Final Research Proposal: 40%

Due: Dec 5th

Format: 8-10 pages (not including title page) APA–references) (Times New Roman, 12-point font, double spaced, min 3 course sources and min 6 external peer-reviewed scholarly sources)

Research Proposal Should Include:

1. Research Topic & Research Question

- Clearly state your **research topic**

2. Rationale for the Study

- Explain **why this issue matters**
- Use **relevant sources** (e.g., news reports, statistics, scholarly literature) to show why your research is timely, socially relevant, or important within the field

3. Literature Review (at least 6 scholarly sources)

- Summarize and **synthesize** key findings from academic sources
- Show how this body of literature informs your research question

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- Describe how you will **collect your data**
- Detail your **data collection methods** (e.g., interviews, focus groups, surveys)

- Explain your **sample** (Who are you studying? How will you recruit them?)
 - Address **ethics** (especially if working with human subjects)
 - Include details like:
 - Number of participants
 - Timing of data collection
 - Tools or questions you plan to use
6. **Special Considerations:**
- If your research involves vulnerable people? Children? Youth? Indigenous People, make sure to discuss how you will ensure a social justice approach to your research design as well as any ethical considerations.
7. **Limitations:**
- What are possible limitations presented by your research design and its findings?
8. **Appendices:**
- If you are using semi-structured interviews or focus groups, make sure to include at least 5 of the sample questions you intend to ask of your participants to collect data related to the research question.

*Instructor reserves the right to modify course outline.

CYS Course Policies

CYS Policy for Late Submissions

Penalties for late papers or projects may be avoided if extensions are requested in advance. Otherwise, a ***two-mark deduction will be taken for each of the first five days it is late (including weekends). After 5-days without communication, a zero will be assigned.***

Students are expected to schedule appointments and other responsibilities around class time. To be excused from participatory requirements (attendance or homework, etc.) due to temporary illness or an unavoidable scheduling conflict, contact the instructor directly via email as soon as you are aware of the problem. Ordinary problems of this nature do not require documentation or communication with the Dean's Office; they will be dealt with by the course instructor.

If a student experiences a disruption in their ability to study or participate in the course for more than one week, or if there is a personal loss or trauma of a serious nature, they may request more extensive accommodations, counselling, and other forms of help. The best way to do this is to contact the instructor and/or the Academic Dean's Office.

AI Usage Policy

Intentional usage of artificial intelligence or language generation or translation applications by students to summarize readings or complete assigned work for this course must be approved by the instructor and noted by the student in the submitted work itself. This mandate does not refer to aspects of AI programming embedded into applications such as Word, Chrome, etc. It applies to all intentional usage of AI as a 'co-reader' or 'co-writer.' Students must do their own reading and writing to construct their own voices as democratic citizens. They are not allowed to write text and feed it into a computer application to improve it or translate it. Asking an application to compose text and then changing words before submitting it as your own, constitutes plagiarism. The use of Grammarly or similar applications is prohibited. Using plagiarism checkers to see if plagiarized text has been altered enough to avoid detection is itself a form of academic dishonesty. Students must compose text, choose words, construct logic flow, structure sentences and paragraphs using their own minds and in response to what they read, hear, and experience. When you borrow words or ideas from another person or from a machine this must be placed in quotation marks and properly cited.

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (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](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams and tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

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

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration 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” (e.g., 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).

Religious Accommodation

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

2. Support Services

Accessibility, Counselling and Student Development at King's University College:
<https://www.kings.uwo.ca/current-students/student-services/>

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

College: <http://www.kings.uwo.ca/current-students/campus-services/student-supportservices/personal-counselling/>

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

MentalHealth@Western provides a complete list of options about how to obtain help:
https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:
<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:
<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings 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 or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safecampus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. 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://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

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.

4. 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

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.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 on what tools, including generative AI (ChatGPT, translation tools, grammarchecking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it 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.

5. 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.

6. 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.

7. 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.