



**Childhood and Youth Studies 2216G (570)  
CHILDHOOD, YOUTH, INDIGENEITY, AND RACE  
Fall/ Winter 2025-2026**

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

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### **Course Information**

#### **Calendar Description:**

This course explores historical and contemporary concepts, issues, and debates relating to race, racialization, ethnicities, and Indigeneity in childhood and youth studies.

**Pre-or Corequisite(s):** Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G.

**Extra Information:** 3 lecture 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 2216G**

**Section 570**

**Winter 2026**

**Childhood, Youth, Indigeneity, and Race**

**Instructor Information:**

**Professor:** Maria Bernard

**Email:** mberna4@uwo.ca

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

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

**Weight:** 0.5

**Land Acknowledgement**

"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.

It is my goal in this class to think critically about how assumptions and discourses about children and childhood impact all children from various social lines of difference and to critique how institutions, policies and practices serve as sites of power in the lives of young people from various social locations.

**Course Description:**

This course explores historical and contemporary concepts, issues, and debates relating to race, racialization, ethnicities, and Indigeneity in childhood and youth studies.

This course begins on Jan 7<sup>th</sup> and continues until April 8<sup>th</sup> 2026, 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/>

Welcome to our class!

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.

**Prerequisites:** Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G

**Corequisites:** Childhood and Youth Studies 1025F/G or the former Childhood and Social Institutions 1025F/G

*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 requisites.*

LO 5, 7 LO 1, 4, 6, 9

**Learning outcomes:**

LO1 - 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

LO4 – 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

LO 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

LO 6 – CYS students come to appreciate that the way we position children and youth as persons shapes our policy positions and the research questions. HSP students develop the ability to place children's and youths' own experiences and perceptions at the center of research methods and policy/legal debate.

LO 7 – CYS students develop lines of argument and to make sound judgements in accordance

with major concepts, theories and methods in childhood studies. Be able to use a range of techniques to frame questions, evaluate arguments and concepts and propose solutions

Recognize that race is a social construct that differs within historical and contemporary contexts.

LO 9 – CYS students gain the ability to communicate accurate information and clear arguments orally and in writing

**Course Evaluation:**

Assignment 1: Reading Reflections 40%

- 4 in-class reading handwritten reflections 3.75% each=15% (marked for completion)
- 1 Overview Reflection=25% (evaluated)

Assignment 2: Case-Study Paper

- Part 1-Group (or Individual) Essay Poster Presentation: 10% (marked for completion)
- Part 2-Final Group (or Individual) Essay: 40% (evaluated)

Attendance: 10%

**Readings:** All readings are provided free of charge through the course schedule. It will be made available through owl or can be located on-line through the library.

**CYS 2216G: CHILDHOOD, YOUTH, INDIGENEITY, AND RACE**

**2026 Winter Weekly Schedule**

Weekly Topic	Required Readings	Notes
<p><b>Week 1: Jan 7</b> Introduction to the Course</p>	<p>Introduction Course Syllabus and Overview of Learning Objectives</p> <p>The danger of a single story   Chimamanda Adichie 2020 - YouTube. n.d. Retrieved December 2, 2025. <a href="https://www.youtube.com/watch?v=LmjKUDo7gSQ&amp;t=1s">https://www.youtube.com/watch?v=LmjKUDo7gSQ&amp;t=1s</a>.</p> <p>CBC Kids News, dir. 2023. <i>National Indigenous History Month: These Teens Talk about Reclaiming Joy   CBC Kids News</i>. <a href="https://www.youtube.com/watch?v=qljllMHqGS4&amp;t=9s">https://www.youtube.com/watch?v=qljllMHqGS4&amp;t=9s</a></p>	<p>Overview of expectations, assignments, and context.</p> <p>Reading reflection 1</p>
<p><b>Week 2: Jan 14</b></p> <p>Overview of Indigenous &amp; Racial Epistemologies &amp; relation to Childhood and Youth Studies</p>	<p>Brant-Castellano, M. (2000). Updating Aboriginal traditions and knowledge. In G. J. S. Dei, B. L. Hall, &amp; D. G. Rosenberg (Eds.), <i>Indigenous knowledges in global contexts: multiple readings of our world</i> (pp. 21-36). University of Toronto Press. <a href="https://books-scholarsportal-info.proxy1.lib.uwo.ca/uri/ebooks/ebooks0/gibson_crkn/2009-12-01/6/418062">https://books-scholarsportal-info.proxy1.lib.uwo.ca/uri/ebooks/ebooks0/gibson_crkn/2009-12-01/6/418062</a></p> <p>Almeida, S. (2015). Race-Based Epistemologies: The Role of Race and Dominance in Knowledge Production. <i>Wagadu: A Journal of Transnational Women's and Gender Studies</i>, 13, 79. <a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cd_i_gale_infotracademiconefile_A627689875">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cd_i_gale_infotracademiconefile_A627689875</a></p>	<p>Reading reflection 2</p>
<p><b>Week 3: Jan 21</b></p> <p>Understanding Colonial Discourses of the Indigenous, Black &amp; Racialized Child</p>	<p>Adams-Wiggins, K. R., &amp; Taylor-García, D. V. (2020). The Manichean division in children's experience: Developmental psychology in an anti-Black world. <i>Theory &amp; Psychology</i>, 30(4), Article 4. <a href="https://doi.org/10.1177/0959354320940049">https://doi.org/10.1177/0959354320940049</a></p> <p>Liebel, M. (Ed.). (2020). Colonialism and the Colonization of Childhoods. In <i>Decolonizing Childhoods: From Exclusion to Dignity</i> (pp. 33–52). Bristol University Press. <a href="https://doi.org/10.46692/9781447356424.004">https://doi.org/10.46692/9781447356424.004</a></p>	<p>Reading reflection 3</p> <p>Start thinking of an area of interest to focus on for the course.</p> <p>Decide if you wish to work in a group or individually</p>

<p><b>Week 4: Jan 28</b></p> <p>Governing the Space and the Mind of Indigenous and Racialized Youth</p>	<p>Ahmed, A., Carpenter, S., Mojab, S., &amp; Carpenter, S. (2017). The Ontario Youth Outreach Worker Program as Racialized Spatial Praxis. In <i>Youth as/in Crisis</i> (pp. 81–93). SensePublishers. <a href="https://doi.org/10.1007/978-94-6351-098-1_6">https://doi.org/10.1007/978-94-6351-098-1_6</a></p> <p>LeFrançois, B. (2013). The psychiatrization of our children, or, an autoethnographic narrative of perpetuating First Nations genocide through ‘benevolent’ institutions. <i>Decolonization: Indigeneity, Education &amp; Society</i> 2(1), 108-123. <a href="https://resolver-scholarsportal-info.proxy1.lib.uwo.ca/resolve/19298692/v02i0001/nfp_tpoocopfn_gti.xml">https://resolver-scholarsportal-info.proxy1.lib.uwo.ca/resolve/19298692/v02i0001/nfp_tpoocopfn_gti.xml</a></p>	<p>Reading Reflection 4</p>
<p><b>Week 5: Feb 4</b></p> <p>Child and Youth Institutions and the Challenging Discourses of “Benevolence” and “Protection”</p>	<p>Chambers, L. (2017). Jordan’s Principle: The Struggle to Access On-Reserve Health Care for High-Needs Indigenous Children in Canada. <i>American Indian Quarterly</i>, 41(2), Article 2. <a href="https://doi.org/10.1353/aiq.2017.a663047">https://doi.org/10.1353/aiq.2017.a663047</a> <a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_proquest_journals_1910280449">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_proquest_journals_1910280449</a></p> <p>Pon, G., Gosine, K., &amp; Phillips, D. (2011). Immediate response: Addressing anti-native and anti-black racism in child welfare. <i>International Journal of Child, Youth &amp; Family Studies IJCYFS</i>, 2(3/4), 385-409 <a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_unpaywall_primary_10_18357_ijcyfs23_420117763">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_unpaywall_primary_10_18357_ijcyfs23_420117763</a></p>	<p>Reading Reflection Optional</p>
<p><b>Week 6: Feb 11</b></p> <p>Impacts of Model Minority Myths and Islamophobia</p>	<p>Shams, T. (2020). Successful yet Precarious: South Asian Muslim Americans, Islamophobia, and the Model Minority Myth. <i>Sociological Perspectives</i>, 63(4), 653–669. <a href="https://doi.org/10.1177/0731121419895006">https://doi.org/10.1177/0731121419895006</a> <a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_proquest_journals_2429044204">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_proquest_journals_2429044204</a></p> <p>Choi, Y., &amp; Lim, J. H. (2014). Korean Newcomer Youth’s Experiences of Racial Marginalization and Internalization of the Model Minority Myth. <i>Studies on Asia (East Lansing, Mich.)</i>, Series IV, 4(1), 44-. <a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_proquest_journals_1514819763">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_proquest_journals_1514819763</a></p>	<p>Reading Reflection Due Feb 11<sup>th</sup></p>
<p><b>No Class Feb 18</b></p>	<p><b>Reading Week</b></p>	

<p><b>Week 7: Feb 25</b></p> <p>Persistence of Colorism among racialized youth</p>	<p>De Leon, C. (2018). Mas Maputi Ako sa 'yo (I'm lighter than you): The Spatial Politics of Intra-racial Colourism among Filipina/o Youth in the Greater Toronto Area. In <i>Filipinos in Canada</i> (pp. 382–401). University of Toronto Press.  <a href="https://doi.org/10.3138/9781442662728-025">https://doi.org/10.3138/9781442662728-025</a>  <a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_walterdegruyter_books_10_3138_9781442662728_025">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_walterdegruyter_books_10_3138_9781442662728_025</a></p> <p>Santhanagopalan, R., Heck, I. A., &amp; Kinzler, K. D. (2022). Leadership, gender, and colorism: Children in India use social category information to guide leadership cognition. <i>Developmental Science</i>, 25(3), e13212-n/a.  <a href="https://doi.org/10.1111/desc.13212">https://doi.org/10.1111/desc.13212</a></p> <p><a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_proquest_miscellaneous_2609456977">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_proquest_miscellaneous_2609456977</a></p>	
<p><b>Week 8: March 4</b></p> <p>Shifting from Deficit Logics &amp; Re-envisioning Indigenous and Racialized Children as Agentic Beings</p>	<p>Baldrige, B. J. (2014). Relocating the Deficit: Reimagining Black Youth in Neoliberal Times. <i>American Educational Research Journal</i>, 51(3), Article 3.  <a href="https://doi.org/10.3102/0002831214532514">https://doi.org/10.3102/0002831214532514</a></p> <p><a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_proquest_journals_1534527959">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_proquest_journals_1534527959</a></p> <p>Peltier, S. M. (2021). The Child Is Capable: Anishinaabe Pedagogy of Land and Community. <i>Frontiers in Education (Lausanne)</i>, 6. <a href="https://doi.org/10.3389/feduc.2021.689445">https://doi.org/10.3389/feduc.2021.689445</a>  <a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_doaj_primary_oai_doaj_org_article_ba166ffc619d4a0286b01bcacf5a8f7c">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_doaj_primary_oai_doaj_org_article_ba166ffc619d4a0286b01bcacf5a8f7c</a></p>	
<p><b>Week 9: March 11</b></p> <p>Indigenous and Racialized Children's Voice and Activism</p>	<p>Ritchie, J. (2021). Movement from the margins to global recognition: Climate change activism by young people and in particular Indigenous youth. <i>International Studies in Sociology of Education</i>, 30(1–2), 53–72.  <a href="https://doi.org/10.1080/09620214.2020.1854830">https://doi.org/10.1080/09620214.2020.1854830</a>  <a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_unpaywall_primary_10_1080_09620214_2020_1854830">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54i2v/cdi_unpaywall_primary_10_1080_09620214_2020_1854830</a></p>	
<p><b>Week 10: March 18</b></p>	<p><i>Group Poster Presentation Cafe in Class</i></p> <p>James, C. E. (2019). Adapting, disrupting, and resisting: How middle school Black males position themselves in response to racialization in school. <i>Canadian Journal of Sociology</i>, 44(4), 373-398.</p>	<p><b>Essay Poster Presentation Due</b></p>

	<a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_unpaywall_primary_10_29173_cjs29518">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_unpaywall_primary_10_29173_cjs29518</a>	
<b>Week 11: March 25</b>	Tuck, E., & Yang, K. W. (2011). Youth resistance revisited: New theories of youth negotiations of educational injustices. <i>International Journal of Qualitative Studies in Education</i> , 24(5), Article 5. <a href="https://doi.org/10.1080/09518398.2011.600274">https://doi.org/10.1080/09518398.2011.600274</a> <a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_proquest_miscellaneous_1023035197">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_proquest_miscellaneous_1023035197</a>	
<b>Week 12: April 1</b> Understanding the function of “Benevolence” and Allyship	Nobe-Ghelani, C., & Lumor, M. (2022). The Politics of Allyship with Indigenous Peoples in the Canadian Refugee-Serving Sector. <i>Refuge</i> (Toronto. English Edition), 38(1), 111–125. <a href="https://doi.org/10.25071/1920-7336.40841">https://doi.org/10.25071/1920-7336.40841</a> <a href="https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_doaj_primary_oai_doaj_org_article_b0d20a79a8844e808377872ead7a8d56">https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/t54I2v/cdi_doaj_primary_oai_doaj_org_article_b0d20a79a8844e808377872ead7a8d56</a>  CBC Kids News, dir. 2021. <i>How to Be an Ally to Indigenous Peoples in Canada</i>   <i>CBC Kids News</i> . <a href="https://www.youtube.com/watch?v=HGge7mGKChE">https://www.youtube.com/watch?v=HGge7mGKChE</a>	Have a completed first draft of your final paper
<b>Week 13 April 8</b>	Online Class- Drop-in Support for Paper	Final Assignment Due

## Assignment Descriptions

### Assignment #1 Reading Reflection

#### 1. Reading Reflections: 40% -Two Components

In-Class Reading Reflections- 15% (4X3.75% each-marked for completion)

Due: Ongoing

**Format:** ¾-1pg in length- 5 reading reflections, handwritten (30 min writing session), submitted on Brightspace at the end of the writing session-must attend class to submit

To facilitate the seminar style of learning, students are invited to engage critically with key readings on *race and Indigeneity and child and youth*.

Over the first few weeks of the term, you will complete four short reflections in class responding to assigned readings (5 opportunities will be provided). These are to be handwritten and will respond to the reading of the week/prompts provided in class. The reading reflection structure will allow for 10 min to review the reading. This will be followed by 20 min to handwrite the reflection. A sharing with the larger class will ensue upon completion.

### **Overview Reflection- 25%**

**Due: Wed Feb 11th**

**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 the key theoretical dialogues around epistemology, race and Indigeneity and children and youth over the last few weeks. Using your four 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.

**Summary:** Provide a brief summary of the main arguments, concepts, and findings of the readings. Highlight key points related to race and Indigeneity issues and the impact on childhood and youth.

**Analysis:** Critically analyze the reading's arguments. Consider how the reading contributes to your understanding of course concepts and racialized and Indigenous children and youth, share any strengths or weaknesses. Identify relevant concepts from the reading that are particularly relevant to broader issues related to childhood and youth.

**Personal Reflection:** Reflect on how the readings have impacted your understanding of race and Indigeneity and childhood/youth. Share any personal insights or questions that arose from engaging with the text and areas you would like to explore.

\*Rubric to be provided

### **Assignment #2 -Group or Individual Case Study**

The poster presentation and final paper will be focused on a case study of the student's choice. You can work in groups of 2 or individually for this assignment. Students need to choose an issue relating to race, racialization, ethnicities, and Indigeneity in childhood and youth studies.

Students are then **required to find an activist campaign or organization working to address that particular issue (in the news, websites or social media).**

**Students are expected to explore questions such as:**

- What systems of power and oppression are at play in this particular issue?
- How are Indigenous and racialized children and youth impacted by these systems of power?
- Are children and youth engaged in this issue? What role do they play?
- What is the role of settlers in this issue? Reflect on your own position in relation to this issue.
- What strategies of change and resistance are present by the activism campaign/organizational efforts?
- What challenges and successes have they had in their efforts? What are your reflections on how to address issue?

**Part 1: Group or Individual Poster Presentation**

**Due: Wed March 18<sup>th</sup>**

**Value: 10% (marked for completion)**

**Format:** Poster Presentation +2 discussion questions (minimum 3 peer-reviewed sources, and 2 course source)

Conduct research on your chosen case study. Use a variety of sources such as academic articles, books, news articles, and relevant multimedia.

Develop a 5min presentation of your initial findings and analysis to share with your class utilizing questions stated above. Use visual aids such as slides to enhance your presentation. Include images, charts, and key points to make your presentation engaging and informative. You will present this in class as a poster presentation.

**Part 2: Group or Individual Final Essay**

**Final Essay: 40%**

**Due: Wed April 8<sup>th</sup>**

**Format:** 8-9 pages (not including title page) APA–style bibliography (Times New Roman, 12-point font, double spaced, minimum 8 peer-reviewed sources-4 external sources and 3 course sources)

Present a critical analysis of your case study using the critical concepts from the course. Answer the questions the assignment poses above. Use specific examples and evidence to support your arguments.

\*Rubric to be provided

**Attendance- 10%**

## **Course Policies**

### **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.

Friday Make-Up Exams may only be written with the instructor's consent.

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](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/](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](mailto: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](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](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.