



**Political Science 2237E (570) (571)
INTRODUCTION TO POLITICAL THEORY
Fall/ Winter 2025-2026**

Instructor: J. Grant
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Course Information

Calendar Description:

An examination of central themes and issues in the history of political thought from ancient to modern times.

Antirequisite(s) at Main Campus: Philosophy 2800F/G, Philosophy 2801F/G, Philosophy 2802E, Political Science 2237W/X, Political Science 2537F/G, Political Science 2538F/G, the former Philosophy 2802E. **Antirequisite(s) at Huron Campus:** Philosophy 2800F/G, Philosophy 2802E, Political Science 2237W/X, the former Philosophy 2801F/G. **Antirequisite(s) at King's Campus:** Philosophy 2800F/G, Philosophy 2802E, Political Science 2237W/X, the former Philosophy 2801F/G, Political Science 2537F/G, Political Science 2538F/G.

Prerequisite(s): 1.0 Political Science course(s) at the 1000-level.

Extra Information: 3 hours.

Course Weight: 1.00

Breadth: Category A

Subject Code: POLISCI

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.

King's University College
Department of Politics and International Relations

Political Science 2237E 570: Introduction to Political Theory

Instructor: Dr. John Grant

Email: john.grant@uwo.ca

(*see Mode of Instruction on next page)

Tutorial: Tuesdays, 10:30-11:30am on Zoom

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

How to contact me: *use your UWO email account* to write to me at mine. I often respond to messages on the same day if they are received by mid-day, and almost certainly within 24 hours (this does not include weekends; emails sent on Saturday or Sunday will receive a reply on Monday).

Course Description and Objectives

This course introduces students to a selection of the major thinkers and controversies in political theory. Emphasis is placed on themes such as: the nature of political power and authority; the role and scope of government; justice; democracy; liberty; equality; gender; social order and the right to resistance and revolution.

We begin by studying ancient approaches to some of the themes listed above, with particular focus on Socrates, Plato, and Aristotle. Then we will turn to the rise of modern political theory and examine key thinkers who responded to the unique challenges posed by modernity. We will read Niccolo Machiavelli, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Mary Wollstonecraft, Olympe de Gouges, Toussaint Louverture, the Federalists, Adam Smith, Karl Marx, John Stuart Mill and W.E.B. Du Bois. Because there are fewer women among these thinkers, additional readings will regularly involve gender analysis of the main course texts. We will be interested in evaluating arguments about the proper place of men and women in politics, and what the assumptions about masculinity and femininity mean for social relations.

This course requires students to be committed in the following ways: first, students must keep up with readings and attend class weekly. Students who do so should find the material

challenging but entirely manageable. Second, students must be prepared to revisit and revise their own thoughts as the course progresses. Intellectual flexibility and openness will be rewarded. Asking questions and sharing ideas will benefit everyone – including the professor!

The lecture portion of every class will, unsurprisingly, involve a lecture with slides. However, questions and problems will always be posed to students during this time. Everyone should expect the opportunity to think and interact during lecture; the aim is to do more than just sit and listen. The tutorial portion of the course will vary from week to week. Sometimes there will be assigned readings or set questions that you will receive in advance, including a group simulation exercise in the winter term; other times we will discuss popular events in the context of the course readings; and we will also spend time discussing assignments, writing practices, and the nature of academic research.

Successful completion of the course should produce the following:

- Familiarity with a wide range of political theorists, concepts, and their historical setting;
- The ability to recognize and identify real-life examples of political concepts;
- A better understanding of how to organize and write a university research paper;
- Improved ability to develop and rigorously apply research skills that include accessing and interpreting primary and secondary sources and incorporating them into theoretical perspectives in a coherent manner;
- Greater professionalism thanks to skills development including organization, self-discipline, time management and practicing the art of respectful interactions in formal and informal settings;
- More reflexive and autonomous thinking that involves constructing and explaining arguments that contribute to knowledge claims about political life;
- The ability to take upper-year theory courses with confidence.

Mode of Instruction

This course is partly in-person and partly live online, but these delivery modes cannot be combined. The in-person part is only in-person, not in-person and online. And the online part is only online, though it is live, i.e. synchronous.

Course Texts and Materials

The majority of readings for this course are located in the following textbook: Andrew Bailey et al. (eds.), *The Broadview Anthology of Social and Political Thought, Volume One: From Plato to Nietzsche* (Peterborough, ON.: Broadview Press, 2008). [Reprinted with corrections in 2019]. This will be available in the Western Bookstore for approximately \$75.00 (much less than previous course texts).

https://bookstore.uwo.ca/textbook-search?campus=KC&term=W2025&courses%5B0%5D=570_KC/POL2237E

Other readings will be available on Brightspace at no additional cost either through the “course readings” tab (e.g. secondary source journal articles) or on the weekly “course content page” when I provide PDFs for some readings. Finally, there will be a very small number of newspaper articles for which I will provide URLs.

Intellectual property statement

- All course content created by a faculty member is considered the faculty member’s intellectual property; it should not be distributed, shared in any public domain, or sold by a student or other third party without prior written consent of the faculty member. Equally, no student should distribute or share another student’s work.
- Recording and distributing in-person or online interactions is prohibited unless prior permission is granted by the Professor. Violation of this expectation can result in academic discipline.

Method of Evaluation and Composition of Grades

Note that in order to receive a passing grade in this course, you must normally complete all major components including the reading response script and video, group writing assignment, and research essay. Failure to complete these components of the course can result in a final grade of 48 being submitted to the Registrar regardless of whether a higher grade was actually achieved.

Requirement	Value	Date
Reading Response Script & Video	25%	Friday, November 14
Group Exercise – Constitutions and Human Rights	25%	Monday, February 9 (written constitution) Wednesday, February 11 (presentations)
Reflection Assignment on Group Exercise	5%	Monday, March 2
Research Essay Outline	5%	Thursday, March 26
Research Essay	30%	Thursday, April 9
Attendance	10%	Weekly (5% per semester)

• **Reading Response Video** (25% of grade). **Due online by 5:00pm on Friday, November 14 (Week 9 - Fall)**. Using technology of your choice, each student will generate a five-minute video that captures their responses to one reading and the debate it generated in class. A very detailed instruction sheet is available on OWL. Note that you will need to submit your video script through OWL even if you depart from it somewhat in your actual video.

• **Group exercise on constitutions and human rights** (25% of grade): Written constitution **due online by 5:00pm on Monday, February 9 (Week 6 - Winter)**, with the live exercise to take place on **Wednesday, February 11**. Students will work in groups (size to be determined, but typically 4-5 per group) on a role-playing exercise involving how different political

philosophies address and prioritize human rights. It will involve reading the UN Universal Declaration of Human Rights (available everywhere online) and Steven Lukes' article "Five Fables about Human Rights." Students will be provided with precise instructions via OWL and in tutorial about how to undertake and prepare their work, which will include a short presentation to the class, open debate, and a written submission. The grade will reflect the written portion of the assignment only. Each group member will receive the same grade unless there are circumstances significant enough to warrant otherwise. Please also be aware that the written submission must be submitted to Turnitin.com via OWL. ***Note that formal documentation is required if you are unable to participate in group work or will miss the live in-class exercise. If you miss the in-class exercise without acceptable documentation, a 10% deduction will be applied to your constitution grade.**

- **Reflection Assignment on Group Exercise** (5% of grade): **Due online by 5:00pm on Monday, March 2 (Week 8 - Winter)**. This short reflection assignment requires answering a small set of questions once the group exercise is complete.

- **Essay Proposal** (5% of grade). **Due online by 5:00pm on Thursday, March 26 (Week 11 – Winter)**. Instructions will be provided. Note that part of the proposal / essay assignment involves using professor or TA comments on the proposal to improve your essay. If you do not submit a proposal, there will be a 10% deduction on your essay grade.

- **Research Essay** (30% of grade): **Due online by 5:00pm Thursday, April 9 (Week 13 - Winter)**. Students are required to write an eight-page essay that addresses one of the themes in this course (the page count does not include the title page or bibliography). A wide selection of essay topics will be provided. Alternative topics require instructor approval. Essays should draw on course readings, but other primary or secondary literature must also be used. Students should explain what is at stake in the chosen topic, describe the positions of different authors, and then situate themselves in the debate by establishing a clear position of their own. Students must use the Chicago Style citation method for footnotes/endnotes and bibliographies (see OWL for a sample from Dr. Grant or use the Chicago Style Online Quick Guide). Please also be aware that papers must be submitted to Turnitin.com using the assignment portal on OWL. Any student who wishes not to use Turnitin must submit research notes and essay drafts with their final essay that demonstrate their scholarly work. At the discretion of the instructor, essays that are submitted more than one week late will not receive comments.

- **Attendance** (10% of grade; 5% per semester):

The attendance will be taken once per week, normally for the online tutorial. Should the online tutorial not run in a given week, then attendance will be taken at the in-class lecture. Every student is permitted one absence per semester without explanation or loss of grade. Additional absences will count against your attendance grade unless they occur for acceptable reasons (illness; other serious or unavoidable personal circumstances). Attendance grades will be calculated as follows:

13/13 and 12/13 = 100

11/13 = 85

10/13 = 77

9/13 = 70

8/13 = 60

7/13 = 55

Less than 6 = 0

Tutorial sessions are opportunities to learn about things like contemporary applications of political theory, practice skills development, discuss ideas with your professor and peers, and ask questions about assignments. Sometimes you will have short readings, videos or questions provided in advance of the tutorial. It is vital that students are prepared to discuss these materials in detail.

Academic Integrity

Link to Western Scholastic Discipline policy:

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

Use of Turnitin.com. All required assignments 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 assignments 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>.

Statement on AI Use: In this course, unauthorized use of generative AI will be subject to academic discipline. The use of AI such as ChatGPT or translation tools must be approved by the instructor *before* a student submits work *and* identified by the student in the submitted work itself. The student must also submit an appendix showing any content produced by an artificial intelligence tool, and the prompt used to generate the content. When you include language or ideas from another person or created by a machine, you must acknowledge this action by using quotation marks and/or citations. If you fail to do so, then you have committed plagiarism because you are taking work that is not your own and making it seem like you created it. Do not do this. Instead, use your own mind to help yourself become the kind of critical and autonomous thinker that universities and employers value.

Academic Considerations and Late Penalty Policy

The new **Policy on Academic Consideration** may be found here:

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

Due dates are set for reasons, including successful course organization and completion for students and professors. In this course, you will have a 48-hour grace period after most assignment due dates to submit the assignment without penalty (this includes your reading response video, reflection assignment and research essay, but **NOT** your group constitution, which must be completed on time). If any assignment is submitted three days late (i.e., one day beyond the grace period), it will receive a 10% deduction; four days late will receive a 20% deduction; five days late will receive a 30% deduction. If an assignment is more than five days late, it will receive a 50% deduction. Students will be advised of final submission dates after which assignments will not be accepted. Note that one potential way to avoid these deductions is to request an extension in advance, not after the assignment is already late. Your professors are very open to reasonable requests for extensions so long as you make them before the due date. Other extenuating circumstances (medical or compassionate), require you to follow the university policy on academic consideration for student absence (see policy later in this syllabus).

Course Requirements and Expectations

Course assignments should:

- Conform to standard submission guidelines (double-spaced, single-sided, pages numbered, letter-sized paper, with a separate cover sheet indicating course title, instructor, date of assignment, student name and student number, unless otherwise indicated).
- Demonstrate a clear writing style, grammar competency, and correct word-usage.
- Demonstrate knowledge about course issues and texts, show that a student has grasped the issues raised in the course, and address them in a way that shows considered reflection and original thought.

- Students are expected to attend every class and tutorial and to arrive prepared to discuss the week's readings. An environment of mutual respect among students is to be maintained. Phones and other devices should be turned off or put on silent and out of sight.
- Students are expected to complete the assignments on schedule, except in cases of illness or immediate personal emergency. Please note that coinciding assignments in other courses is not grounds for an extension, nor is overall university workload, so prepare accordingly.
- Grade appeals can be made no sooner than 24 hours after the work is returned. Assignments returned for grade appeals must be accompanied by a statement setting out the grounds for re-evaluation. If sufficient grounds exist, an assignment will be re-evaluated.
- Audio and visual recording devices may be used only with the permission of the instructor.

Class and Reading Schedule

Week 1 / September 10 – Welcome to Political Theory

- No tutorial on September 9!
- **September 10:** Review of course and syllabus
- Supplementary: Ruth W. Grant, “Political Theory, Political Science, and Politics,” *Political Theory* 30, 4 (August 2002): 577-595.

Week 2 / September 16 & 17 – Socrates: Questioning the Role of the Critical Citizen

- **September 16:** Engaging online tutorial
- **September 17:** Intro to Plato (specifically p. 11-12), *Apology* (elsewhere sometimes titled *Defence of Socrates*), p. 17-29.

Week 3 / September 23 & 24 – Plato on Justice and the City (1)

- **September 23:** Fun times online
- **September 24:** Intro to Plato, p. 14-17. *Republic*, p. 39 (330d “It surely is, said I.”) – 43 (stop at 335e “I agree.”), 44 (begin at 337e “Quite so”; Thrasymachus starts here) – 46 (stop at part 342d), 59 (“Glaucou and the others begged me...”) – 61 (stop at 373d), 68 (Book III) – 77 (stop at bottom of first column).

Week 4 / October 1 – Plato on Justice and the City (2)

- **September 30:** National Day for Truth and Reconciliation – no tutorial
- **October 1:** *Republic*, p. 83 (Book 5) – 86, 101 (Book 8) – 112 (stop at part 563).
- Supplementary: *Republic*, 98 (Book 7) – 101 (stop at Book VIII). This is the allegory of the cave.

Week 5 / October 7 & 8 - Aristotle on Constitutions and Social Organization (1)

- **October 7:** Online live
- **October 8:** Intro to Aristotle, p.124-130. *Politics*, p. 177-180, 208 (Chapter 6) – 213 (stop at Chapter 13), 226 (Chapter 11) – 228 (stop at Chapter 13), 233 (Book 5) – 234.
- Supplementary: *Politics*, p. 187 (Book 2) – 192 (stop at Chapter 6), 204-207 (stop at Chapter 5), 239 (Book 7) – 241 (stop at Chapter 3).

Week 6 / October 14 & 15 – Aristotle on Constitutions and Social Organization (2)

- **October 14:** Learn online

- **October 15: Politics** (PDF available on Brightspace – not in your textbook). p. 202 (Book VII, Chapter 7) – 206 (stop at Chapter 10), 212 (Chapter 13) – 218 (stop at Chapter 15), 227 – 231 (stop at Chapter 4).
- Jane Bennett, “Modernity and its Critics,” in *The Oxford Handbook of Political Theory* (Oxford and New York: Oxford University Press, 2006), 211-224.
- Supplementary: Dana Jalbert Stauffer, “Aristotle’s Account of the Subjection of Women,” *Journal of Politics* 70, 4 (October 2008): 929–941.

Week 7 / October 21 & 22 – Niccolo Machiavelli and the Origins of Modern Political Theory

- **October 21:** Online discussion of Jane Bennett, “Modernity and its Critics,” in *The Oxford Handbook of Political Theory* (Oxford and New York: Oxford University Press, 2006), 211-224.
- **October 22:** Introduction to Machiavelli, p. 343-345. *The Prince*, 346 – 348 (stop at Chapter 7), 361 (Chapter 15) – 366.
- Machiavelli, *Discourses*, 376 (First Book) – 381 (stop at Second Book), 388 (Third Book) – 389.
- Supplementary: *The Prince*, 370 (Chapter 22) – 374 (stop at Chapter 26).
- Supplementary: Michelle Tolman Clarke, “On the Woman Question in Machiavelli,” *The Review of Politics* 67, 2 (2005): 229-255.

Week 8 / October 28 & 29 – Hobbes on Modern Sovereignty and the Social Contract

- **October 28:** Online tutorial learning
- **October 29:** Intro to Hobbes, p. 407-412. *Leviathan*, 414 (Chapter 10) – 415, 419 (Chapter 11) – 421 (stop at paragraph 10), 423 (Chapter 13) – 431 (stop at Chapter 15), 441 (Part 2) – 447.
- Carole Pateman, “‘God Hath Ordained to Man a Helper’: Hobbes, Patriarchy, and Conjugal Right,” *British Journal of Political Science* 19, 4 (1989): 445-463.
- Supplementary: *Leviathan*, 413 (The Introduction) – 414 (stop at Chapter 10).
- Supplementary: *Leviathan*, p. 454 (Chapter 20) – 464 (stop at Chapter 26). 475 (Chapter 29) - 478. These passages contain many of the relevant material that Pateman discusses.

READING WEEK – November 3 – 9 – NO CLASSES

Week 9 / November 11 & 12 – John Locke: Liberalism and Popular Sovereignty

- **November 11:** Think and talk online
- **November 12:** Intro to Locke, p. 491-496. *Second Treatise of Government*, p. 497-503 (stop at Chapter 5), 522 – 523 (stop at section 102), 551 (Chapter 19) – 555.

- Supplementary: *Second Treatise*, 510 (Chapter 6) – 518. These pages contain many of the passages that Clark discusses in her article.
- Lorraine M. G. Clark, “*Women and John Locke; Or, Who Owns the Apples in the Garden of Eden?*” *Canadian Journal of Philosophy* 7, 4 (1977): 699-724.

Week 10 / November 18 & 19 – J-J Rousseau on The Origins and Injuries of Inequality

- **November 18:** Meet through our screens
- **November 19:** Intro to Rousseau, p. 611-615. *Discourse on the Origin of Inequality*, p. 624 (Part One) – 625 (first column only), 634 (“At first it would seem...”) – 635 (end at “to the dying child?”), 639 (Part Two) – 644 (end at “offshoot of incipient inequality.”)

Week 11 / November 25 & 26 – Jean-Jacques Rousseau on the General Will

- **November 25:** Let’s get together online
- **November 26:** *The Social Contract*, p. 664 – 679 (stop at Chapter 8).
- Supplementary: *The Social Contract*, 684 (Book 3) - 692 (stop at Chapter 7).

Week 12 / December 2 & 3 – Semester Review / In-Class Game

- **December 2:** Last online tutorial of the semester
- **December 3:** In-class game

Week 13 / December 9 – Tutorial cancelled (study, read, write!)

Winter Semester

Week 1 / January 6 & 7 – Mary Wollstonecraft on the Rights of Women

- **January 6:** Let's get going again – online!
- **January 7:** Intro to Wollstonecraft, p. 786-789. *A Vindication of the Rights of Woman*, p. 794 (Chapter 1) – 805 (all), 809 (“I wish to sum up...”) – 810 (stop at Chapter 4).
- Supplementary: Martina Reuter, “‘Like a Fanciful Kind of *Half Being*’: Mary Wollstonecraft’s Criticism of Jean-Jacques Rousseau,” *Hypatia* 29, 4 (2014): 925-941.

Week 2 / January 13 & 14 – Ideals of the French Revolution, Revolution against the French

- **January 13:** Tutorial time online
- **January 14:** Intro to Olympe de Gouges, p. 781. Comparison of French Revolutionary document “Declaration of the Rights of Man and the Citizen” (1789) to Olympe de Gouges’s “Declaration of the Rights of Woman and the Female Citizen” (1791), p781-785.
- Toussaint L’Ouverture, *The Haitian Revolution*, Introduction by Dr Jean-Bertrand Aristide (New York: Verso, 2008), p. 1-2, 5-8, 28, 32-35, 36-37 (Available as PDF through Course Readings link)
- Supplementary: for a short history of Louverture and the revolution in Haiti, read Isaiah A. Woodward, “Toussaint Louverture and the Struggle of his People against Revolutionary France and Napoleon,” *Negro History Bulletin* 23, 3 (1959): 51-56.
- Supplementary: Joan Wallach Scott, “French Feminists and the Rights of ‘Man’: Olympe de Gouges’s Declarations,” *History Workshop* No. 28 (Autumn, 1989): 1-21.

Week 3 / January 20 & 21 – Federalist Inspirations: Factions, Nations, Sovereignty

- **January 20:** Political theory online
- **January 21:** *The Federalist Papers*, Intro p. 766-767. No. 10 (p. 770-773), No. 51 (p. 774-776).
- *The Declaration of Independence*, Intro p. 763 + 763-765.
- Taiaiake Alfred, “Sovereignty,” in *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination*, ed. Joanne Barker (Lincoln: University of Nebraska Press, 2005), 33-50.

Week 4 – January 27 & 28 – Tutorial and Group Project Prep Time

- **January 27:** Zoom it up
- **January 28:** Time in class spent working on CHR project

Week 5 / February 3 & 4 – Adam Smith on Moral Sentiments and Capitalist Economics

- **February 3:** Let's hang on the internet
- **February 4:** Intro to Smith, p. 719-720. *The Theory of Moral Sentiments*, p. 653-661 (PDF provided on Brightspace). *The Wealth of Nations*, p. 720-723, 725 (Book 4) – 726.

Week 6 / February 10 & 11 – Group Exercise: Constitutions and Human Rights

- **February 10:** World wide web tutorial
- **February 11:** Group presentations, discussion and debate, submission of revised list of rights.
- Steven Lukes, "Five Fables about Human Rights," in *Liberals and Cannibals: The Implications of Diversity* (New York: Verso, 2003), 154-169. *Must be read well in advance of this date!

READING WEEK – February 14-22 – NO OFFICE HOURS THIS WEEK

Week 7 / February 24 & 25 – Group Exercise: Conclusion of Constitutions and Human Rights

- **February 24:** Online friends and acquaintances
- **February 25:** Final negotiations and voting on final versions of rights / recap of Constitutions and Human Rights
- Review discussion of exercise and initial work on Reflection Assignment

Week 8 / March 3 & 4 – Karl Marx on Class Society and the Critique of Capitalism

- **March 3:** Fun time online
- **March 4:** Intro to Marx and Engels, p. 981-990 (this intro is too long, so select whatever you want from it). *A Contribution to the Critique of Political Economy*, p. 896-898 (PDF provided on Brightspace). *Economic and Philosophic Manuscripts of 1844*, p. 1006-1012.
- *Capital, Volume One*, "The Fetishism of Commodities and the Secret Thereof," p. 335-339 (stop at "language . . ."). Available as PDF through Course Readings link.

Week 9 / March 10 & 11 – The Communist Manifesto and the Politics of Social Reproduction

- **March 10:** Online revolution
- **March 11:** Marx and Engels, *Manifesto of the Communist Party*, p. 1031-1039 (first column only).
- Nancy Fraser, "Contradictions of Capital and Care," *New Left Review* 100, July/Aug (2016): 99-117.

Week 10 / March 17 & 18 – NO TUTORIAL OR CLASS THIS WEEK (use it wisely)

- **March 17:** nothing
- **March 18:** nothing

Week 11 / March 24 & 25 – John Stuart Mill on Liberty and Family Relations

- **March 24:** Again onto the internet
- **March 25:** Introduction to Mill, p. 895-900. *On Liberty*, p. 900-905 (stop at break), 906 (start at break) – 909 (stop at break), 912-913 (stop at Chapter 3).
- Mill, *The Subjection of Women*, p. 941-952 (stop at end of first paragraph).
- Supplementary: Mary Lyndon Shanley, "Marital slavery and friendship: John Stuart Mill's *The Subjection of Women*," *Political Theory* 9, 2 (1981): 229-247.

Week 12 / March 31 & April 1 – W.E.B. Du Bois on the Conditions of White and Black Consciousness

- **March 31:** Getting really close to the end...
- **April 1:** W.E.B. Du Bois, *The Souls of Black Folk* (Greenwich, Conn.: Fawcett Publications, 1961), Introduction (vii-xi), Fifty Years After (xiii-xiv), Of Our Spiritual Strivings (15-22). Available as PDF through Course Readings link – not in textbook.
- Shannon Sullivan, "Remembering the Gift: W.E.B. Du Bois on the Unconscious and Economic Operations of Racism," *Transactions of the Charles S. Peirce Society* 39, 2 (2003): 205-225.

Week 13 / April 7 & 8 – Course Review

- **April 7:** Last time online
- **April 8:** Final discussion of course and course themes (and game time!)

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.

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.