



**Political Science 4421F (570)**  
**NEGOTIATING PEACE**  
**Fall/ Winter 2025-2026**

**Instructor:** T. Tieku  
**Email:** ttieku@uwo.ca

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**Course Information**

**Calendar Description:**

Exploration of the exciting field of international negotiation. Students will get the opportunity to hone their diplomatic skills and to examine negotiation of peace agreements that fundamentally changed the modern world. Cases are drawn from peace talks that ended deadly wars in Africa, Americas, Asia, Europe and Middle East.

**Prerequisite(s):** Political Science 2231E or permission of the Department.

**Extra Information:** 2 seminar hours.

**Course Weight:** 0.50

**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.



**POLITICAL SCIENCE 4421F (570)  
NEGOTIATING PEACE  
Fall/ Winter 2025-2026**

Instructor: Professor Thomas Kwasi Tiekou

Email: [ttiekou@uwo.ca](mailto:ttiekou@uwo.ca)

Mode of instruction: In-person

*Office hours information can be  
found on OWL Brightspace*

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### **Objectives of Course**

Negotiation is an important tool for life. It is key to resolving disputes, making global rules, and maintaining harmonious relationships around the world. This course is designed to help you get a foot at the door of the exciting field of international peace negotiations. It gives students not only the opportunity to examine the nature, practices, principles, tactics, theories of international peace negotiations, it allows them to hone their diplomatic skills and to examine negotiation of peace agreements that fundamentally changed the modern world. Themes covered include negotiation actors, negotiation processes, negotiation strategies, and different international negotiation tracks. Cases examined include but not limited to the Congress of Vienna, the Louisiana Purchase, the Egyptian-Israeli Armistice Agreement, the Paris Peace Conference, and the resolution of the Cuban Missile Crisis.

### **Course Learning Outcomes**

**1. Engaged Citizenship:**

- Successful students will be aware of the main issues, challenges and opportunities in the field of international peace negotiations.
- Successful students will seek to prioritize conflict prevention, pacific settlement of disputes over any other conflict resolution methods.
- Successful students will use the knowledge to help create conflict resolution methods they want and think the world needs.

**2. Autonomous Thinking:**

- Successful students will be reflexive and adaptive thinkers who are able to construct and to make their own

knowledge claims about peace negotiation.

**3. Applied Theory:**

- Successful students will evaluate the nature and theories of international negotiations and innovatively apply them to real life situations.

**4. Professionalism:**

- Successful students will be able to conduct themselves in a professional manner by developing a range of negotiating and diplomatic skills as well as show respect for assignment deadlines, time management, self-discipline, and practicing the art of respectful interactions in formal settings.

**5. Change Making Advocacy:**

- Successful students will demonstrate self-awareness by increasing their understanding of how gender, race, ethnicity, ability, and class differences result in different experiences and practices of international political life.
- Successful students will be able to use different negotiating and diplomatic tools to advocate on behalf of the poor, marginalized and disenfranchised people in the world.

**6. Leadership:**

- Successful students will learn to be leaders through participation in class discussions, presentations, simulations and by acting as effective representative.
- Successful students will learn the art and science of ethical leadership by acting as effective Ambassadors of parties they will represent in class.

**7. Research Skills:**

- Successful students will develop and rigorously apply research skills that include accessing and interpreting primary and secondary sources of data to make informed opinions and decisions.
- Successful students will learn how to draw on diverse theoretical perspectives to make sense of the world.
- Successful students will be reflexive in the application of a plurality of research methods.
- Successful students will learn how to be life-long researchers.

**8. Written Communication:**

- Successful students will be able to organize complex ideas and distill them into clear and concise written arguments with appropriate use of properly sourced research.

- Successful students will be able to organize and critically analyze knowledge gained in their research.
- Successful students will be able to organize negotiation ideas and answer questions in a thoughtful and a sophisticated manner.

**9. Synthesize Ideas:**

- Successful students will independently develop theoretically sound claims and critiques that can be applied to contemporary international political problems.

**10. Verbal Communication:**

- Successful students will confidently and persuasively present their ideas to a wide range of audiences including peers and professors.
- Successful students will persuasively respond to counter arguments in a calm, thoughtful and convincing manner.

**Grade Breakdown and Due Dates**

<b>Assignments</b>	<b>Value</b>	<b>Date Due</b>	<b>Place</b>	<b>Length</b>
Participation	20%	Ongoing	Classroom	N/A
Role Play	20%	Ongoing	Classroom	N/A
Position Paper	20%	October 7, 2025	Brightspace	4-pages
Process Design Paper	30%	October 28, 2025	Brightspace	15-pages
Reflection Paper	10%	November 18, 2025	Brightspace	2-pages

***The penalty for late submission of written assignment is 5% for each day after due date. All course reading materials are available through King's and Western libraries at no cost to students.***

### **Participation (20%)**

Class participation is twenty per cent (20%) of the total course grade. Evaluation of class participation will be based on attendance, and contributions to class discussions. I will take attendance during each class session. Fifteen per cent (15%) out of the twenty per cent (20%) allocated for participation will go to contributions made during discussions and the other five per cent (5%) will go to attendance. Grading for class discussions will be based on the quality, not the quantity, of contributions you make during class meetings. Active participation in class meetings and activities is therefore a key component of this course. It is your opportunity to share your ideas, pose interesting and critical questions, assess course materials, and to learn the art of careful listening and how to communicate academic information effectively. Please do not expect any mark for participation if you do not talk or say anything interesting or insightful in class. For each class you will miss, 2% will be deducted from your participation mark. You will receive zero for this portion of the course if you miss more than three classes per term. You are required to notify me in advance if you cannot attend a particular class. I will waive the penalty only on unavoidable and justifiable grounds (e.g., serious illness, important religious holiday, etc.). You will be required to submit acceptable documentation (such as a signed doctor's note) in the case of illness. Class discussions are your opportunity to acquire the learning skills that you will not get from traditional lectures.

### **Role-Play (20%)**

You will be given a specific role to play in class. You will be judged on your public speaking skills, style of delivery, ability to convey message in a thoughtful way to your colleagues, ability to focus the class on substantive negotiation issues in the reading, and your capacity to create the space for deeper learning to take place. More information about the presentation may be available in the 'Assignments' folder on OWL Brightspace.

### **Position Paper (20%)**

The position paper must; first, indicate the objectives of the talks, second, describe the exact nature of the problem that needs to be resolved by the negotiating parties, third, show clearly its impacts on your party/group, fourth, indicate the format of the talks, including the venue, participants, schedule of procedures, and CBMs, and finally, outline your preferred solution, including any offer(s) you wish to make. The position paper must be 4- pages long and it should be submitted to the 'Assignments' folder on OWL Brightspace on or before 11PM Eastern on the due date. More information about the draft strategy paper maybe available in the 'Assignments' folder on OWL Brightspace.

### **Process Design Paper (30%)**

You are required to recommend the best process for resolving the crisis. Your design must specify clearly the objectives of the negotiations, its guiding principles, participants and backstoppers, format of the talks and negotiation track(s), venue and timetable, decision- making structure

including approval process and implementation mechanism, CBMs, budget ceiling for the talks in Canadian dollars as well as any other thing you think will help resolve the crisis. Your report should have an executive summary, introduction, body, conclusion, and recommendations. The process design paper must be submitted to the 'Assignments' folder on OWL on or before 11PM Eastern on the due date. More information about the process design paper maybe available in the 'Assignments' folder on OWL.

### **Reflection Paper (10%)**

The reflection paper must showcase what you learned from the course. You are expected to summarize key issues covered in class, at least four things you learned from the course, indicate what worked best for you and it must also show how the course can be improved. The reflection paper must be 2pages long and it should be submitted to the 'Assignments' folder on OWL on or before 11PM Eastern on the due date. More information about the reflection paper maybe available in the 'Assignments' folder on OWL Brightspace.

### **Required Textbooks**

- Fredrik Stanton, *Great Negotiations: Agreements that Changed the Modern World* (Yardley, Penn.: Westholme, 2012)

#### Supplementary

- Guy Olivier Faure and Franz Cede, *Unfinished Business: Why International Negotiations Fail* (University of Georgia Press, 2012).
- Sven M. G. Koopmans, *Negotiating Peace: A Guide to the Practice, Politics, and Law of International Mediation*. First ed. Oxford; New York, NY;: Oxford University Press, 2018.
- Deepak Malhotra, *Negotiating the Impossible: How to Break Deadlocks and Resolve Ugly Conflicts* (Berrett-Koehler Publishers, 2016)

## Course Schedule and Reading Materials

### Week 1 (Sept. 9): Overview

- Stanton, Introduction
- I. William Zartman, "Structuring in a Vacuum: Negotiating in the Current World Disorder," *International Negotiation*, 25 (2020): 1-13.
- Dean G. Pruitt, "What Have We Learned about Negotiation from Donald Trump?," *Negotiation Journal*, 35 (2019): 87-91.

Recommended:

- Alan P. Lempereur, "Negotiating Peace from Inside Out: Spinoza as a Responsible Trump," *Negotiation Journal*, 35 (2019): 131-134.
- I William Zartman, "Common Elements in the Analysis of the Negotiation Process," in W. Breslin and J. Rubin (eds.), *Negotiation Theory and Practice*, (2007): 47-159.
- Jacob Bercovitch, "Mediation Success or Failure: A Search for the Elusive Criteria", *Journal of Conflict Resolution*, 7:2 (2007): 289-302.

### Week 2 (Sept. 16): Preparing to Negotiate

- Stanton, ch. 1: Franklin at the French Court

Recommended:

- Larry Crump, "Tools for Managing Complex Negotiations," *International Negotiation*, 25:1 (2020): 151-165.
- Joel Cutcher-Gershenfeld, Robert B. McKersie, and Richard E. Walton, "The Risks and Benefits of Unilaterally Changing the Rules of the Game," *Negotiation Journal*, 35 (2019): 93-97.
- Isao Miyaoka, "Japan's Conciliation with the United States in Climate Change Negotiations," *International relations of the Asia-Pacific* 4:1 (2004): 73-96.
- Deniz Aksoy, "Who gets what, when, and how revisited: Voting and proposal powers in the allocation of the EU budget," *European Union Politics* 11:2 (2010): 171-194. Joel Cutcher-Gershenfeld, Robert B. McKersie, and Richard E. Walton, "The Risks and Benefits of Unilaterally Changing the Rules of the Game," *Negotiation Journal*, 35 (2019): 93-97.

### Week 3 (Sept. 23): Process Design

- Stanton, ch. 5: The Paris Peace Conference
- NAR Case Recommended:
- Paul W. Meerts, "Diplomatic Negotiation at the Crossroads?," *International Negotiation*, 25:1 (2020): 18-30.

- Ilias Kapoutsis and Roger Volkema, "Hard-Core Toughie: Donald Trump's Negotiations for the United States Presidency," *Negotiation Journal*, 35 (2019): 47-63.
- Kai Monheim, "The 'Power of Process:' How Negotiation Management Influences Multilateral Cooperation," *International negotiation*, 21:3 2016, 345 – 380.
- Larry Crump, "Negotiation Process and Negotiation Context," *International Negotiation* 16.2 (2011): 197-227.
- Ronald Fisher, "Coordination between Track Two and Track One Diplomacy in Successful Case of Prenegotiation" *International negotiation* 11:1 (2006): 65
- James Scott and Lucia Quaglia, "The brexit negotiations and financial services: A Two-Level game analysis," *The Political Quarterly* 89, (4) 2018: 560-567.
- \*Kofi Annan and Martin Griffiths, "The Prisoner of Peace - An Interview with Kofi A. Annan," (<http://www.hdcentre.org/files/Kofi%20interview%20%283%29.pdf>).

#### **Week 4 (Sept. 30): NO CLASS. National Day of Reconciliation**

#### **Week 5 (Oct. 7): Negotiation Styles**

- Stanton, ch. 8: The Reykjavik Summit
- Recommended:
- Gur O. Faure, "Chinese Negotiators: Tradition and Modernity," *International Negotiation*, 25:1 (2020): 109-129.
  - Kathryn J Ready and Mussie T Tessema, "Perceptions and Strategies in the Negotiation Process: A Cross Cultural Examination of U.S. and Malaysia," *International Negotiation* 14.3 (2009): 493-507.
  - Stephen B. Goldberg, "Trump's Approach to Conflict Resolution: Effect on Disputants and Neutrals," *Negotiation Journal*, 35 (2019): 163-166.
  - Larry Crump, "Toward a Theory of Negotiation Precedent," *Negotiation Journal* 32:2 (2016): 85-102.
  - John L. Graham and Mark Lam, [The Chinese Negotiation](http://www.globalnegotiationbook.com/John-Graham-research/negotiation-v1.pdf), Harvard Business Review, (<http://www.globalnegotiationbook.com/John-Graham-research/negotiation-v1.pdf>), (2003)

#### **Week 6 (Oct. 14): Negotiation Tracks**

- Stanton, ch. 4: The Portsmouth Treaty.
  - Stanton, ch. 6: The Egyptian-Israeli Armistice
- Recommended:
- Peter Jones, "Talking with al Qaeda: Is There a Role for Track Two?" *International Negotiation* 20.2 (2015): 177-193.

- Eugene B. Kogan, "Art of the Power Deal: The Four Negotiation Roles of Donald J. Trump," *Negotiation Journal*, 35 (2019): 65-83
- Esra Çuhadar Gürkaynak, "Track Two Diplomacy from a Track One Perspective: Comparing the Perceptions of Turkish and American Diplomats," *International Negotiation* 12:1 (2007): 57-82.
- Amira Schiff, "Quasi Track-One" Diplomacy: An Analysis of the Geneva Process in the Israeli-Palestinian Conflict<sup>1</sup> "Quasi Track-One," *International studies perspectives* 11:2 (2010): 93-111.
- Daniel Druckman and Nan, S.A., "Unofficial International Conflict Resolution: Is There a Track 1½? Are there Best Practices?" *Conflict Resolution Quarterly*, (2009).

### **Week 7 (Oct. 21): Anchorage and Offers**

- Stanton, ch. 2: The Louisiana Purchase.
- Stanton, ch. 3: Congress of Vienna

Recommended:

- Betram Spector, "Ripe for Renegotiation?" *International Negotiation*, 25:1 (2020): 69-77.
- Thomas Kochan, "Trump's Lessons for Business Negotiators," *Negotiation Journal*, 35 (2019): 153-156
- Teresa Whitfield, "External actors in mediation: Dilemmas & options for mediators", The Centre for Humanitarian Dialogue (HD Centre).
- "The Burundi Peace Negotiations: An African Experience of Peace-Making." *Review of African Political Economy*, Vol. 34, No. 112, (2007), pp. 333-352.

### **Week 8 (Oct. 28): Backchannel Process**

- Stanton, ch. 7: The Cuban Missile Crisis Recommended:
- Jamie Pring, and Julia Palmiano Federer. "The Normative Agency of Regional Organizations and Non-governmental Organizations in International Peace Mediation." *Swiss Political Science Review* 26, no. 4 (2020): 429-448.
- Dean Pruitt, "Back-channel Communication in the Settlement of Conflict," *International Negotiation*, 13.1: (2008): 37-54.
- Peter Jones, "Ethical Dilemmas of Back-Channel Diplomacy: Necessary Secrecy or a Secret Foreign Policy?" *The Hague Journal of Diplomacy*, 13:4 (2018): 483- 501.
- Heian-Engdal, Marte, "A source of considerable annoyance': an Israeli-Palestinian backchannel in the efforts to release the blocked Palestinian bank accounts," *British Journal of Middle Eastern Studies* 43.4 (2016): 644-660.
- André Auer and Jérôme Racine, "Multilateral Negotiations: From Strategic Considerations to Tactical Recommendations," 2005

- Etel Solingen, "The multilateral Arab-Israeli negotiations: genesis, institutionalization, pause, future," *Journal of peace research* 37:2 2000, 167

**Week 9 (Nov. 4): \*\*\*NO CLASS (Reading Week) \*\*\***

**Week 10 (Nov. 11): Power and Negotiation**

- Michael Schaerer, Laurel Teo, Nikhil Madan, and Roderick I. Swaab. "Power and negotiation: review of current evidence and future directions." *Current opinion in psychology* 33 (2020): 47-51.
- Sarita Jackson, "Small states and compliance bargaining in the WTO: an analysis of the Antigua–US Gambling Services Case," *Cambridge Review of International Affairs*, 25.3 (2012): 367-385.
- Dian Panke, "African states in international organisations: A comparative analysis," *Journal South African Journal of International Affairs* 26.1 (2019): 1- 24.

Recommended:

- Panke, Diana, "Dwarfs in international negotiations: how small states make their voices heard," *Cambridge Review of International Affairs*, 25:3, 2012, 313-328.
- Allison McCulloch, and Joanne McEvoy, "The international mediation of power- sharing settlements," *Cooperation and Conflict* 53, no. 4 (2018): 467-485.
- Peter Wallensteen and Isak Svensson, "Talking peace: International mediation in armed conflicts," *Journal of Peace Research* 51:2 (2014): 315-327.
- Niall Ó Dochartaigh, "The Longest Negotiation: British Policy, IRA Strategy and the Making of the Northern Ireland Peace Settlement The Longest Negotiation," *Political Studies* 63:1 (2015): 202-220.

**Week 11 (Nov. 18): Gender and Negotiation**

- Anjali Kaushlesh Dayal and Agathe Christien, "Women's Participation in Informal Peace Processes," *Global Governance: A Review of Multilateralism and International Organizations*, 26.1 (2020):69-98.
- Catherine Turner, "'Soft ways of doing hard things': women mediators and the question of gender in mediation." *Peacebuilding* (2019): 1-19.
- Catriona Standfield. "Caught between art and science: the Women, Peace and Security agenda in United Nations mediation narratives." *International Feminist Journal of Politics* 0:0, (2020):1-23.

Recommended:

- Maxwell Adjei, "Women's participation in peace processes: a review of literature." *Journal of Peace Education* 16, no. 2 (2019): 133-154.

- Wen Shan, Joshua Keller, and Damien Joseph. "Are men better negotiators everywhere? A meta-analysis of how gender differences in negotiation performance vary across cultures." *Journal of Organizational Behavior* 40, no. 6 (2019): 651-675.
- Mara Olekalns and Jessica A. Kennedy (ed), *Research Handbook on Gender and Negotiation*, (Edward Elgar Publishing, 2020).

### **Week 12 (Nov. 25): Implicit Bias and Negotiation**

- Michał Chmielecki, "Cognitive Biases in Negotiation-Literature Review." *Journal of Intercultural Management* 12, no. 2 (2020): 31-52.
- Timothy C. Dunne, "Friend or Foe? A reversal of ingroup bias." *Group Decision and Negotiation* 27, no. 4 (2018): 593-610.
- Jeanne Brett and Leigh Thompson, "Negotiation." *Organizational Behavior and Human Decision Processes* 136 (2016): 68-79.

#### Recommended:

- Lukas Neville, and Glenda M. Fisk. "Getting to excess: Psychological entitlement and negotiation attitudes." *Journal of Business and Psychology* 34, no. 4 (2019): 555-574.
- Nicole Deitelhoff, "Beyond soft balancing: small states and coalition-building in the ICC and climate negotiations," *Cambridge review of international affairs* 25: 3, 2012, 345-366.
- Valarie Rosoux, "Negotiating on Behalf of Previous Generations: Justice in Post- Conflict Contexts," *International Negotiation*, 25:1(2020):93-108.

### **Week 12 (Dec. 2): Review and Taking Stock of Negotiation**

- Daniel Druckman, "Looking Back and Looking Forward in Negotiation and Conflict Research," *International Negotiation*, 25:1 (2020): 130-150.
- José Pascal da Rocha, "The Changing Nature of International Mediation." *Global Policy* 10 (2019): 101-107.
- Singh, J.J.P. Trade Negotiations at the (Possible) End of Multilateral Institutionalism, *International Negotiation*, 25.1 (2020): 31-52.
- Markus Gastinger, "The tables have turned on the European Commission: the changing nature of the pre-negotiation phase in EU bilateral trade agreements," *Journal of European public policy* 23:9 2015, 1367-1385.

## FINE PRINT

Please note the rules below as registration in the course constitutes your acceptance of them.

This course is scheduled to be delivered face-to-face. However, a space has been created for it to be delivered virtually if necessary. You are expected to be available either remotely or in class during class times. In the event the class is moved online, the classroom will be available to you, and you may access the course at the scheduled time from this classroom. A recorded version of the class and assignments may be posted on OWL Brightspace when necessary.

**Written Assignment:** All written assignments must have 1-inch margins and be in 12-point Times New Roman font. They should be double-spaced and numbered. Citations must follow the latest edition of the Chicago Manual of Style, which can be accessed online at [The Chicago Manual of Style](#). You may use either footnotes, endnotes, or in-text citations, but do not combine these methods. Assignments should be thoroughly proofread for spelling, typographical, grammatical, and syntactical errors. Submit your assignment to the 'Assignments' folder on OWL Brightspace by the due date, as late submissions will not be accepted. Do not attempt to submit your assignment through other means, such as under an office door or via email; only assignments submitted through OWL Brightspace will be accepted. Ensure you make a copy of your assignment and keep your research notes before submitting.

**Accommodation:** You must seek academic accommodation from the Academic Dean's Office (ADO) for all course work worth more than 10% of the final grade. Accommodation for work worth less than 10% of the total course grade will be dealt with on a case-by-case basis. To have any chance of being granted an extension for an assignment, you will be required to show proof that you are unable to complete the work due to serious extenuating circumstances such as illness or injury. If there are any medical or personal issues interfering with your academic work, please contact the Academic Counseling Office as soon as possible. These issues may be documented, and possible arrangements to assist you can be discussed at the time rather than on a retroactive basis. Medical documentation may be required for accommodation. Please note that the latest University policy on accommodation is in effect, and you are required to check with the ADO for further information or any changes to the policy.

**Due Dates:** Every effort has been made to schedule assignment due dates to avoid conflicts with religious observances. If any assignment due date conflicts with an important event in your life, it is your responsibility to inform me within the first two weeks of the semester and make the necessary arrangements with me or the ADO.

**Attendance, and Etiquette:** Regular attendance and active participation in class discussions are essential. I expect vigorous discussions, lively debates, and serious disagreements, when necessary, but please do so with decorum and professionalism. Some of the topics we will discuss are sensitive and controversial. You are encouraged to refrain from personal attacks and personality-driven discussions.

**Intellectual property:** Recording of class without my explicit consent is grounds for academic discipline. The course content is considered by the University to be my intellectual property. It should not be distributed, shared in any public domain, or given to anyone not in the class without my prior written consent.

**Electronic Devices:** Please ensure that you have only the electronic devices that you will need to participate in the class and respect scrupulously the University's policies on the use of electronic devices.

**Academic Honesty:** You are reminded that academic integrity is fundamental to learning and scholarship. Academic dishonesty is a serious offense, and the offender can be expelled from the University. You should consult with me or any one of the many guides available at the University if you are at all uncertain about what constitutes academic dishonesty, or what acceptable forms of citation and referencing are. Potential offences may include, but are not limited to using someone else's ideas or words without appropriate acknowledgement, copying material word-for-word from a source (including lectures and study group notes) and not placing the words within quotation marks, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, including references to sources that you did not use, having someone rewrite or add material to your work while "editing," lending your work to your colleague who submits it as his/her own, using or possessing any unauthorized aid during examination, misrepresenting your identity, and submitting an altered test for re-grading.

**Policy on Artificial Intelligence:** Within this course, the use of artificial intelligence (AI) tools such as Chat GPT is not permitted for written work submitted for evaluation. Unauthorized use of AI will be subject to academic discipline.

**Turnitin:** All assignments submitted in partial fulfillment of the requirements of this course may be submitted to Turnitin for textual similarity review and for the detection of plagiarism. This program is a commercial plagiarism detection software under license to the University. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

**Course Requirements:** Please follow the instructions outlined for each assignment in the course. Independent work is required unless otherwise indicated. Failure to adhere to the assignment instructions or complete all course requirements may result in a failing grade

**Contacts:** I will be pleased to see you during regular office hours. I am also happy to answer your questions about the course via [email](#). Please consult the course syllabus before sending questions to me by [email](#). Include the course number in the subject line. I will try to respond to your message within 48 business hours (Monday to Friday, 9 am to 5 pm EST). I do not check work emails on weekends, statutory holidays, or after regular business hours.

**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](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.