



**Social Justice and Peace Studies 3320E (570)**  
**GENDER AND WOMEN IN CIVIC LEADERSHIP**  
**Fall/ Winter 2025-2026**

**Instructor:** J. Newman  
**Email:** jnewman@uwo.ca

**Instructor:** S. Lewkowitz  
**Email:** slewkowi@uwo.ca

---

**Course Information**

**Calendar Description:**

Women continue to be underrepresented in civic leadership. This course offers a unique experience for students who identify as women and are interested in becoming engaged in civic leadership and community building. Students are paired with a female civic leader to learn about the opportunities and barriers facing women.

**Antirequisite(s):** Political Science 3320E.

**Prerequisite(s):** 1.0, or the equivalent, from: Social Justice and Peace Studies 2302A/B, Social Justice and Peace Studies 2303A/B, Social Justice and Peace Studies 2304F/G, Social Justice and Peace Studies 2305F/G, Political Science 2230E, Political Science 2236E, Political Science 2255F/G, Leadership Studies 2233A/B, the former Dimensions Of Leadership 2233A/B, and permission of the Department.

**Extra Information:** 2 hours. Limited enrolment. Meeting minimum requirements does not guarantee admission to the course. Priority will be given to students registered in Political Science or Social Justice and Peace Studies at Kings; or Political Science or Leadership Studies (Brescia). Application and interview are required. Check deadlines with your Program Coordinator/Chair. Cross-listed with Political Science 3320E.

**Course Weight:** 1.00

**Breadth:** Category A

**Subject Code:** SOCLJUST

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.

**PIR 3320E – SJPS 3320E 570/570**  
**Fall/Winter 2025-2026**  
**Gender & Women in Civic Leadership**

Instructor (2<sup>nd</sup> Term)  
Professor: Shawna Lewkowitz  
Email: slewkowi@uwo.ca

Instructor (1<sup>st</sup> Term)  
Professor: Dr. Jacquetta (Jacquie) Newman  
Email: jnewman@uwo.ca

*Office hours information can be found on OWL Brightspace*

**Gender & Women in Civic Leadership Course | 2025-2026**

**Course Description and 2025-2026 Theme**

This course offers a unique experience for women and gender non-conforming students to learn about and become engaged in civic leadership and community-building. Students will meet, network, and work with women-identifying civic leaders. Students will learn how these leaders and influencers see the city from their unique position as active women leaders in the City of London and gain insight into the opportunities and barriers facing women in politics.

This year's thematic question is how do we reimagine women's leadership in today's changing technological and media landscape? We shall explore the interactions between women and gender diverse civic leaders with today's context of artificial intelligence, the social media landscape, and the requirements of the emotional load predominantly borne by women and BIPOC persons. The class will examine how gendered leadership derives from the purposeful pursuit by women and non-binary folx in advocating and making change in and for their communities. This leadership is inherently intersectional because women leaders belong to multiple communities defined by such things as identity, issue area, and geography.

**Texts:** There is no required text for this class. Course readings and materials will be available through OWL Brightspace at no expense to the students.

**Course Objectives** Experience first-hand the influence of gender and leadership at the local level (*inquiry and analysis, self-awareness and development*).

- Understand how gender, race, ethnic, ability, sexual orientation and class differences result in different experiences and practices of the political. (*critical thinking, inquiry and analysis, problem solving, self-awareness and development, valuing*)
- Apply academic learning to practical experiences and knowledges.
- Develop skills in applying intersectional and feminist lenses to the examination of social, political, and economic activities. (*critical thinking, inquiry and analysis, problem solving, self-awareness and development, valuing*)
- Identify the process and structures of local government and how they impact everyday lives through an insider view of municipal politics (*problem solving, inquiry and analysis*).
- Explore the impact of community organizing and activism on local systems
- Develop and improve research and field-work skills through practice (*communication, critical thinking, inquiry and analysis*).
- Develop presentation skills including alternative modes of knowledge mobilization (data visualization, online and social media platforms, and print reports and briefings. (*communication and problem solving*).
- Investigate applied education, where students make the links between academics and community problem-solving (*inquiry and analysis, self-awareness and development, problem solving*).

## **Experiential Learning**

This course is an experiential learning course combining academic and theoretical knowledge with community-based experiences. Much more than a placement or just a mentor relationship, the course includes a pedagogical framework of concrete experiences, critical analysis, reflection and synthesis. It is an opportunity for you to understand your strengths, develop new skills and connect with community. It is thoroughly grounded in academic rigour and assignments and discussions should be approached from an integrated academic/experiential perspective.

We use Kolb's Experiential Learning Model as the basis for course discussion and learning. (Kolb, David A. 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall, Inc., Englewood Cliffs, N.J.)

### **Kolb's Experiential Learning Cycle:**

**Concrete Experience:** Students engage in experiences that involve emotions, perceptions, thought and action. In this course this involves experiences with mentors, planning the conference and time spent in the community.

**Reflective Observation:** By going through a series of questions and discussions in class or specific assignments, students reflect on their experiences to gain insight into their experience, what assumptions and theories they engaged.

**Abstract Conceptualization:** Through academic analysis and discussion, students build on previous learnings and apply their reflections to create new conceptual learnings and understanding.

**Active Experimentation:** Students take what they have learned and apply it in new settings on their placements and in the community demonstrating the knowledge they gained.

## Course Requirements

Completion of three projects with various assignments:

### Project 1. Field Journal

A field journal is a reflective and observational tool used by researchers—including students—to document their engagement with a particular area of study. In academic settings, it serves as a personal and intellectual record of the research process as it unfolds. Field journals are often used in disciplines like sociology, anthropology, education, and gender studies, where lived experience, social context, and reflexivity are essential components of knowledge production.

In this course, your field journal will be a space to critically reflect on your learning and experiences in relation to this year's theme. It is a place to capture your observations, questions, and insights as they relate to course readings, lectures, class discussions, interactions with mentors or community members, and other relevant experiences.

- We shall require one field journal entry covering the first class to help you get started on this process. This will be worth 2%
- The expectation is for a *minimum* of 5 entries for the year, not including the 1<sup>st</sup> and the last (minimum 7 in total). These entries should include your meetings (5 meetings minimum) with your mentors.
- Final journal entry after the Conference.
- Please refer to the FAQ on Brightspace for more details on how to keep a field journal.

### Project 2: Interview and Academic Blog Post:

Students will conduct an interview, analyze the transcript, and write an academic blog post analyzing and profiling their mentor's leadership in facing our turbulent times. This includes, the planning and completion of an interview, the process of requesting ethics approval, data analysis, and then writing an academic blog post. See the breakdown below.

Please refer to the OWL Brightspace site for details about researching and writing an academic blog post in which you present your findings regarding what your mentor's leadership tells us about gendered leadership.

### Project 3: Organize and run the ChangeMaker Conference on March 27, 2026 at King's.

**Meeting with Mentors:** As part of this class students are expected to have a minimum five meetings between September and April with their assigned mentor. Examples of appropriate interactions will be available on OWL Brightspace.

**Course participation:** This is an in-person class. Attendance of the biweekly classes is mandatory. In addition, students are expected to commit to an average of **three hours per week** of research and work for the duration of the academic year in both the classroom and the community which along with conference planning is the experiential element of this course. (*self-awareness and development, communication, problem solving*).

Assignment	Description
<p><b>Field Journals -- 15%</b> <b>2% for first journal entry.</b> <b>Minimum of 5 through the year</b> <b>Final journal entry after the Conference</b> <b>Due:</b> <i>TBD: Please see Brightspace for final details.</i></p>	<p>A field journal is a tool used by researchers, scientists, and students to document observations, thoughts, and activities while conducting research. Essentially, field notes are the researcher's written record of observations made, experiences had, and insights gleaned while conducting research. This includes academic readings. This field journal will serve as a reflective accounting of your meetings with your mentor and other course learnings. We will use this field journal to assess your engagement with your mentor as well as your learning.</p> <p>Your journal should include:</p> <ul style="list-style-type: none"> <li>• Detailed observations of meetings, events, and experiences you attend. This includes your direct interactions with your mentor as well as any meetings, activities, or leadership events you observe alongside them.</li> <li>• Notes on assigned readings, classroom lectures, and discussions related to your meetings with your mentors. These will form the foundation for your reflections and help you connect theory to practice.</li> <li>• Reflections should: <ul style="list-style-type: none"> <li>○ Demonstrate critical engagement with what you are seeing and learning;</li> <li>○ Make explicit connections to course materials (readings, lectures, and discussions);</li> <li>○ Consider broader themes of gender, leadership, and social context.</li> <li>○ Have a reflective, personal component that explicitly demonstrates your learning</li> </ul> </li> </ul>

	<p>Journals may be typed or handwritten (unless otherwise directed), but they must be organized, legible, and clearly dated. Entries should be approximately 250-500 words each.</p> <p>More details and guidance is available on OWL Brightspace.</p> <p>Remember: This is not simply a diary—it is a research and learning tool that documents your evolving understanding of gendered leadership with your mentor. Strong journals will show depth of thought, engagement with course content, and careful attention to real-world observations.</p>
<p><b>Participation in classroom sessions -- Total 20%</b></p>	<p>This is a combination of attendance and contribution to class discussions. Students must attend all the bi-weekly Friday sessions and come prepared to discuss the week's topic and the assigned readings. Along with lectures and discussions, class sessions will also be used to develop the first term interview, analysis and blog project and planning for the ChangeMaker Conference.</p> <p>Participation will be evaluated based on attendance, oral participation, the observed level of analytical and communicative skill during discussion and displayed preparation for the week's topic. We expect students to adhere to the values of engagement presented below.</p> <p>If a prolonged absence becomes unavoidable for medical or such reasons students should approach the Dean's Office to make sure that proper accommodation is requested and given.</p>
<p><b>Interview with Community Partner, Analysis, and Blog Post -- Total 30%</b></p> <p>1. Questions and ethics protocol <b>Due: Oct. 24</b> – 5%</p> <p>2. Interview transcript and analysis <b>Due December 5</b> -- 10%</p>	<p>The student will be assigned a mentor the first week of class and introduced to that partner via email by the Profs. The student will then engage with them a minimum of five times between September and April.</p> <ol style="list-style-type: none"> <li>Students will develop a set of questions for an in-depth semi-structured interview with their mentor focusing on leadership and emotional labour and the mental load (either is acceptable), using the readings and lectures on women's leadership covered to that point and complete the appropriate ethics review application (to be covered in class).</li> <li>Students will undertake and record the interview converting the interview to text using transcription software. Students will edit and analyze the interview through qualitative coding and drawing out themes. Instructions on how to do this will be covered in class. Codes and themes should reflect the readings and lectures covered in class to that point. <ul style="list-style-type: none"> <li>An edited coded transcript and a list of themes drawn from the data will be submitted with the final blog.</li> </ul> </li> </ol>

<p>3. Academic Blog post <b>Due December 5 -- 15%</b></p>	<p>3. Students will create an academic blog post profiling and analyzing their mentor’s leadership in turbulent times. As an academic blog, research used in the blog should conform to academic citation style using intext citations (Chicago, APA, MLA). Length 850 - 1000 words.</p> <p>Further instructions and directions will be available on OWL Brightspace</p>
<p><b>Final Project: ChangeMaker Conference -- Total 35%</b> (see breakdown below)</p> <p>Conference Plan Update (Group Mark) <b>Dec 6th – 5%</b></p> <p>Conference Planning Participation (Individual Mark) <b>– 5%</b> <b>Due March 20th</b></p> <p>Execution of Conference Day <b>March 27, 2026</b> (Individual Mark) -- <b>10%</b></p>	<p>ChangeMaker Conference – March 27, 2026</p> <p>Instructions and more details on assignment expectations are available on OWL Brightspace.</p> <p>Students will collectively organize a conference aimed at young women and gender diverse high school and undergraduate students</p> <p>Students will be organized into three conference planning groups. Each group will be responsible for developing a one-hour session for the conference. Additionally, each group will have specific tasks related to organization, planning and logistics. This conference is led by the students and instructors play a support role.</p> <p>Group 1 will be focused on registration and recruitment; Group 2 on marketing and Communications; Group 3 on Finances and Conference Logistics</p> <ol style="list-style-type: none"> <li>1. Conference Plan update – as a group students will submit a conference update describing their planning to that point; decisions made regarding the conference session and the logistical planning; and future tasks with dates and who is responsible. Students in each group will submit the same update and be evaluated as a group.</li> <li>2. Students will be evaluated on their contributions to the conference planning and their group work. You will be assessed individually on your engagement and contributions to the planning process; your accountability to your team members and the larger class; and your follow-through on tasks. This grade accounts for conference planning participation throughout the year and is an individual mark but also considers how your group functioned as a whole.</li> <li>3. You will submit a written summary of your own contributions and justification for your participation grade and then do the same for each of your group members.</li> <li>4. On the day of the conference, you are expected to arrive on the agreed upon time; with all materials ready; be ready to run your content session; complete conference day tasks and support other teams as needed. Engagement with participants and special guests is expected throughout the day. You will be assessed on this as well as the quality of your sessions. This is an individual mark.</li> </ol>

<p>Conference Final Report (Group Mark) <b>Due April 9 -- 15%</b></p>	<p>5. This report is due at the end of the term and is submitted as a group. It is a final summary and outline of all of you have done for the conference and acts as a guide for next year's class in their conference planning. It should include an assessment of what went well, lessons learned and suggestions for next year's group. Please check OWL Brightspace for example from last year.</p>
---	--

## Class Policies

### Professionalism:

As this is an experiential class and involves interaction with people outside King's, i.e., the mentors, the degree of professionalism and communication required is higher. Your participation will not only affect yourself and the class, but it will also affect your mentor who has adjusted their own schedule and work for you. Keep this in mind and if you have problems with maintaining participation with your mentor, please inform your mentor and the course instructors.

### Values of Engagement

Some arguments can and will make you uncomfortable. Be reflexive rather than reactive. Consider why the argument or statement makes you uncomfortable. Analyze the argument; what are its premises, is it based on verifiable evidence, is the counter-argument based on verifiable evidence, what is the agenda, what is your agenda, etc.? Understand that each of us holds power in different ways and how this may show up in class discussions. Be aware of your own positionality and power, as well as systemic forms. Considering and analyzing arguments and statements will enable you to respond to and address disputes in an informed and respectful manner.

The classroom is a "brave space"

A "brave space" is the "creation of a challenging environment that encourages equal participation across representative identities." Bravery is necessary, instead of safety, because "learning necessarily involves not merely risk, but the pain of giving up a former condition in favour of a new way of seeing things."

<https://www.bc.edu/content/dam/files/centers/humanrights/pdf/IGR.Brave%20Spaces%20Handout.pdf>

A brave space within a classroom environment contains five main elements:

- “Controversy with civility,” where varying opinions are accepted. Agree to disagree.
- “Owning intentions and impacts,” in which students acknowledge and discuss instances where a dialogue has affected the emotional well-being of another person. Try not to take things personally, be aware and respect when people appear to be taking things personally.
- “Challenge by choice,” where students have an option to step in and out of challenging conversations
- “Respect,” where students show respect for one another’s basic personhood
- “No attacks,” where students agree not to intentionally inflict harm on one another ([https://www.naspa.org/images/uploads/main/Policy and Practice No 2 Safe Brave Spaces.pdf](https://www.naspa.org/images/uploads/main/Policy_and_Practice_No_2_Safe_Brave_Spaces.pdf))

### **Policies Regarding Written Work: You Must Submit Your Own Work**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

**Back up!, Back up!!, Back up!!:** Did I mention that you should back up and save your work in multiple areas. Your field journal is very helpful with this. Students are to keep an electronic and a hard copy of their assignments and essays in their files. Students must also keep a copy of their research notes and rough drafts. Keep copies of all the articles and research you download for the paper in a file, include your notes, outline, and drafts of the paper. This provides evidence of your own work in case of questions and will also save your ass if you accidentally delete or lose your paper because of some sort of computer glitch.

**Plagiarism:** Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Discipline under the Senate Policy on Academic Rights and Responsibilities at [http://www.uwo.ca/univsec/handbook/.](http://www.uwo.ca/univsec/handbook/) )

**Use of AI Tools:** Within this course, use of artificial intelligence (AI) tools, such as ChatGPT and other AI writing assistants are not permitted for written course assignments. Students may use artificial intelligence tools for creating an outline for an assignment and for research purposes, but the final submitted assignment must be original work produced by the individual student alone. Keep in mind that research generated through AI is not always correct, approach such material as you would any other research material with a critical eye.

Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content. Further, any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>).

## **Late assignments**

Late assignments and papers will have 2% per day late penalty unless students have arranged for an extension with the professors before the due date.

In the event of a medical emergency, students are requested to contact the Academic Dean's Office or Academic Advisor immediately to determine a course of action. This typically requires medical documentation or other relevant proof as to why an absence was unavoidable.

Please refer to this policy:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)

## COURSE SCHEDULE

(As this is an experiential learning course, speakers and readings may change as and if different opportunities present themselves. Readings will be made available on-line)

<b>Dates and Locations (TBA)</b>	<b>Session Description</b>	<b>Readings and Course Content Readings and links to videos and podcasts available on OWL Brightspace</b>
Friday September 5	<p><b>Session 1: Welcome! Overview and introduction</b></p> <p><b>Get to know you session and discussion of issues:</b></p> <ol style="list-style-type: none"> <li>1. Introductions: knowledge, experience, positionality               <ol style="list-style-type: none"> <li>a. Profs:</li> <li>b. Students</li> </ol> </li> <li>2. Review of syllabus and expectations</li> <li>3. Explain field journals</li> <li>4. Introduce student-mentor matches.</li> <li>5. Contact &amp; responsibilities.</li> <li>6. Introduce conference planning groups.</li> <li>7. Conference planning</li> <li>8. Conference theme</li> </ol> <p>Conference date: March 7, 2025, at King's</p>	<p><b>Reading:</b></p> <p>Sherylle J. Tan and Lisa DeFrank-Cole. 2023. "Disrupting and dismantling invisible systems of exclusion," in Sherylle Tan and Lisa DeFrank-Cole (eds.) A Research Agenda for Gender and Leadership. NY: Edward Elgar Publishing, pp. 173-192 (Available on Brightspace)</p> <p>(We don't expect you to have the reading done for today, but you should do it in the next week. It should be a focus along with the class of your first journal entry.)</p>
Friday September 12		
Friday, September 19	<p><b>Session 2: Feminism and Intersectionality</b></p>	<p><b>Reading:</b></p> <p>Helena Liu. 2023. "Leadership between interlocking oppressions: theorizing with intersectionality," in Sherylle Tan and Lisa DeFrank-Cole (eds.) A Research Agenda for Gender and Leadership. NY: Edward Elgar Publishing, pp. 53-67 (Available on Brightspace)</p>

		Video: Kimberle Crenshaw discusses intersectionality.
Friday Sept 26  NO CLASS	<b>Suggested Activities</b> <ul style="list-style-type: none"> <li>• Contact your mentor to set up a preliminary meeting</li> <li>• Get together with your conference group. Start to assign roles and tasks.</li> <li>• Work on your field journal</li> </ul>	
Friday Oct 3	<b>Session 3: Social Reproduction, Women's Leadership, and Role Congruity</b>	<p><b>Readings and content:</b></p> <p>Ronit Kark, Anna D.T. Barthel and Claudia Buenglar. 2023. "Leadership theories through the eyes of s/he: a gendered and feminist analysis of the development of leadership theories," in Sherylle Tan and Lisa DeFrank-Cole (eds.) <i>A Research Agenda for Gender and Leadership</i>. NY: Edward Elgar Publishing, pp. 29-51 (Available on Brightspace)</p> <p>Video: Leah Cowan. Emotional labour is a heavier burden for some of us. TEDx RoyalCentral School (255) <i>Emotional labour is a heavier burden for some of us</i></p> <p>Anja Krstic, Ivona Hideg, Janice Yue-Yan Lam, Winny Shen. 2025. "All women—not just mothers—could benefit from more workplace flexibility" <i>The Conversation</i>. July 28, 2025. (Available on Brightspace)</p> <p>Video: <i>Regina L. Clark. Emotional Labour and the myth of women's work. Tedx Fulsom.</i>  <a href="https://www.youtube.com/watch?v=bJLawqDbnE">https://www.youtube.com/watch?v=bJLawqDbnE</a></p> <p>Available on OWL Brightspace</p>
Friday Oct. 10	<b>Suggested Activities</b>	

NO CLASS	<ul style="list-style-type: none"> <li>• Start developing questions for your interview.</li> <li>• Organize a date and time for an interview with your mentor for the last week of October or November.</li> <li>• Meet with conference group and move forward on tasks.</li> </ul>	
Friday, Oct 17	<p><b>Session 4: Researching Women’s Leadership.</b></p> <p><b>Introduction to Qualitative Research</b></p> <p><b>Guidance:</b></p> <ul style="list-style-type: none"> <li>• How to do an in-depth semi-structured interview.</li> <li>• How to develop questions to meet the focus of your research.</li> <li>• How to do an ethics review application and the importance of ethics.</li> <li>• How to do qualitative coding and developing themes from your data/interview.</li> </ul>	<p>Reading:</p> <p>Lisa DeFrank-Cole and Sherylle Tan. 2023. “Gender and Leadership: What is it, what it was, and where it’s going,” in Sherylle Tan and Lisa DeFrank-Cole (eds.)_A <i>Research Agenda for Gender and Leadership</i>. NY: Edward Elgar Publishing, pp. 1-11 (Available on Brightspace)</p> <p>Ethics review applications are available on OWL Brightspace.</p> <p>Videos about ethics and coding are available on OWL Brightspace.</p> <p>Recommended: Marjorie Devault and Glenda Gross. 2014. ‘Feminist Interviewing: Experience, Talk, and Knowledge,’ in Sharlene Nagy Hesse-Biber, <i>Handbook of Feminist Research: Theory and Praxis</i>. Boulder: Sage Pubs, pp. 1-52 (Available on Brightspace)</p>
Friday Oct 24	<p><b>Session 5: Political Leadership</b></p>	<p>Reading:</p> <p>Jacquetta Newman. 2022. This is Where I do my work: Women’s Identity at the Municipal Level: A very provisional draft. Paper presented at the Annual Meeting of the Canadian Political Science Association. May 30, 2022. (Available on Brightspace)</p> <p>FAQ: What is Municipal Government?</p>

		Podcast: “Gender parity, increasing diversity on municipal councils with Taneen Rudyk” (Mayor Vegreville, AB and President of FCM) Municipal World Shares Podcast, March 8, 2023: Available at <a href="#"><u>Gender parity, increased diversity on municipal councils with Taneen Rudyck - Municipal World</u></a>
Friday Nov 7	FALL READING WEEK	
Friday, Nov 14	<b>Session 6: Movement and non-profit leadership</b>	Reading: Jacquetta Newman. “Acting In and On History; The Canadian Women’s Movement,” James Bickerton and Alain G. Gagnon(eds), <i>Canadian Politics 7<sup>th</sup> edition</i> . Toronto: University of Toronto Press. (Available on Brightspace)  Video: Kimberle Crenshaw, What Intersectionality Really Means for Movements. (Link available on Brightspace)
Friday Nov 21  NO CLASS	<b>Suggested Activities</b> <ul style="list-style-type: none"> <li>● Meet with your conference group.</li> <li>● Analyze the interview with your mentor</li> <li>● Starting drafting your academic blog post</li> </ul>	
Friday, November 28	<b>Session 7: Indigenous Women’s Leadership</b>	Brunette-Debassige, C. (2022). Indigenous leadership [Digital curriculum module]. In <i>Maatookiying gaa-miinigoowiziying (Sharing our gifts)</i> . Western University. (Available on Brightspace)
Friday Dec 5	<b>Suggested Activities</b>	

No Class	<ul style="list-style-type: none"> <li>• Meet with your conference group.</li> <li>• Work on your group's conference update</li> </ul>	
<b>Season's Greetings and Happy 2026</b>		
Friday, January 9,	<b>Introduction to term 2, team building and conference Planning</b>	<p><b>Readings:</b> No readings but be prepared to present as a group your conference planning activities to date.</p> <p>We will do some team building activities and reflect on the development of our own leadership thus far.</p>
Friday Jan 16 NO CLASS	<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>• Continue with conference planning.</li> <li>• Re-engage with mentor if you have not been in touch since the winter break.</li> </ul>	
Friday, Jan 23	<b>Place Based Leadership and the Politics of Belonging</b>	<p>Washington, L., Beer, A., &amp; Kulik, C. T. (2024). Gender, place leadership and levelling up across regions. <i>Contemporary Social Science</i>, 19(4), 583–601. (Available on Brightspace)</p> <p>The tyranny of gender and the importance of inclusive safe spaces in cities   Petra Doan <a href="https://www.youtube.com/watch?v=Rdua6xvcalg">https://www.youtube.com/watch?v=Rdua6xvcalg</a></p> <p>The Right to the City and Gendered Everyday Life1Tovi Fenster (Available on Brightspace)</p>
Friday Jan. 30  NO CLASS	<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>• Conference group meeting. What needs to be done. We are now in the crunch period.</li> </ul>	

<p>Friday, Feb 6</p>	<p><b>Artificial Intelligence, Media, and Reimagining Futures</b></p>	<p>Toby Newstead, Bronwyn Eager, Suze Wilson. 2023. "How AI can perpetuate – Or help mitigate – Gender bias in leadership," <i>Organizational Dynamics</i> Vol. 52, No. 4. (Available on Brightspace)</p> <p>Artificial Intelligence – Friend or Foe to Gender Equity?  <a href="https://www.youtube.com/watch?v=9_V3kGoKWgo">https://www.youtube.com/watch?v=9_V3kGoKWgo</a></p> <p>Wendy Cukier, Samantha Jackson and Suzanne Gagnon. 2019. "The Representation of Women and Racialized Minorities as Expert Sources On-Air in Canadian Public Affairs Televisions" <i>Canadian Journal of Communication</i>. Volume 44, Number 1 (Available on Brightspace)</p>
<p>Friday, Feb 13</p>	<p><b>Queering Leadership</b></p>	<p>Heather Arnold-Reniker, Kyle Inselman, Jennifer Rivera, Cameron T. Whitely. 2020. "Trans and nonbinary leadership and civic engagement," in Shanna K. Kattari, M. Killian Kinney, Leonardo Kittari, and N. Eugene Walls (eds.) <i>Social Work and Health Care Practice with Transgender and Nonbinary Individuals and Communities: Voices for Equality, Inclusion, and Resilience</i>. London: Routledge, pp. 301-215 (Available on Brightspace)</p> <p>Podcast: Queering Leadership  <a href="https://www.yorku.ca/edu/unleading/podcast-episodes/queering-leadership/">https://www.yorku.ca/edu/unleading/podcast-episodes/queering-leadership/</a>  <a href="https://www.yorku.ca/edu/unleading/podcast-episodes/queering-leadership/">https://www.yorku.ca/edu/unleading/podcast-episodes/queering-leadership/</a></p>
<p>Friday, Feb 20 NO CLASS</p>	<p><b>READING WEEK</b></p>	

Friday, Feb 27	<b>Youth Leadership</b>	<p>Brigid Carroll and Joshua Firth. 2021. Leading or led? A critical exploration of youth leadership development. <i>Management Learning</i> Vol. 52(1) 6–25 (Available on Brightspace)</p> <p>Government of Canada: Youth Secretariat  <a href="https://www.canada.ca/en/youth.html">https://www.canada.ca/en/youth.html</a></p> <p>Government of Canada: State of Youth  <a href="https://www.canada.ca/en/canadian-heritage/campaigns/state-youth.html">https://www.canada.ca/en/canadian-heritage/campaigns/state-youth.html</a></p> <p>Government of Canada: Youth Policy  <a href="https://www.canada.ca/en/youth/programs/policy.html">https://www.canada.ca/en/youth/programs/policy.html</a></p>
Friday March 6 NO CLASS	<b>Suggested Activity</b> <ul style="list-style-type: none"> <li>• Work on Conference Report</li> <li>• Work on Field Journals</li> </ul>	
Friday March 13	<b>Conference Planning</b>	Conference run through
Friday March 20 NO CLASS		
Friday March 27	<b>CHANGEMAKER CONFERENCE</b>	
Friday April 3 NO CLASS – GOOD FRIDAY		
TBA (April)	<b>Conference Debrief</b>	<i>*Date subject to final approval. Details to be finalized on Brightspace.</i>

## Course Competencies

- **Communication:** The ability to exchange information and meaning across cultures, space, and time through appropriate means of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.
- **Critical Thinking:** The ability to engage in thinking characterized by rational, informed, independent, and open-minded exploration of issues, ideas, and events accepting or formulating a conclusion.
- **Inquiry and Analysis:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.
- **Problem solving:** The ability to create and execute a strategy or answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives and decide when an acceptable outcome has been reached.
- **Self-Awareness and Development:** The ability to draw meaning, knowledge, and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.
- **Valuing:** The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students also must be able to understand the ideas informing one's beliefs and be accountable for their actions.

**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.