



**Social Justice and Peace Studies 3380G (570)
JUSTICE AND ALTERNATIVES TO CAPITALISM
Fall/ Winter 2025-2026**

Instructor: T. Malleson
Email: tmalleso@uwo.ca

Course Information

Calendar Description:

An advanced exploration of the main philosophical debates over what a just and free society should look like. We investigate the strengths and weaknesses of contemporary capitalism, and contrast it with a range of economic alternatives including social democracy, state-socialism, market socialism, universal caregiving, workplace democracy, and basic income.

Prerequisite(s): Social Justice and Peace Studies 1025F/G and Social Justice and Peace Studies 1026F/G; or 1.0 course at the 2200 level or above.

Extra Information: 3 hours.

Course Weight: 0.50

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.

Justice and Alternatives to Capitalism (SJP 3380G)

Mode of Instruction: In-person

Professor: Tom (Tee) Malleson, PhD (they/them)

Email: tmalleso@uwo.ca

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

COURSE DESCRIPTION

Is capitalism a good system? Are there alternatives? This course is an advanced exploration of the main philosophical debates between liberals, socialists, feminists, and greens about what a just and free society should look like. We investigate the strengths and weaknesses of contemporary capitalism, and contrast it with a range of economic alternatives including social democracy, market socialism, universal caregiving, workplace democracy, affordable housing, and basic income. The course introduces students to a range of institutional alternatives and encourages deep thinking about the tradeoffs in terms of the fundamental values of efficiency, freedom, justice, equality, opportunity, democracy, and sustainability.

READINGS

All readings will be available online.

For every week there are mandatory readings. In addition to these, there is a selection of optional readings. These are not mandatory, but are important works in the field and will be useful starting points for your essay writing.

COURSE REQUIREMENTS

Reading Responses: 25% (9 x 400 words). Students must submit **nine** short reading responses. Each response is for a separate week. This will be a roughly two-paragraph reflection on ALL the readings for that week. This is supposed to be a critical reflection on the readings, *not* a summary or description. In other words, you should talk about what you think is right or interesting, as well as anything you find problematic. It is fine for the responses to be

informal. You don't need a thesis statement or a bibliography or anything like that. Students are free to submit a response for any nine weeks of your choice. The responses must be submitted in hardcopy at the *beginning* of the relevant class. For example, if you choose to write a response for the week on Green Views, then you must submit a hardcopy of the reading response at the beginning of that class. *Please do NOT email responses or post on OWL.* Late responses will not be accepted.

Midterm: 25%. The midterm will be a short-answer test based on identifying and stating the significance of key ideas. All the ideas and terms will be provided ahead of time.

Final Exam: 35%. During exam period.

Participation: 15% Students are expected to attend all classes having done the readings. Your participation grade is based on two things.

- (i) Active and informed involvement in class discussion (you will not get marks simply for attending).
- (ii) Teaching the class. Each student will be given one time during the term when they will be responsible for teaching a small portion of a class. Each student will do the following:
 - Create a slideshow (using powerpoint or prezi.) Be sure to include pictures or videos or fun examples to keep things interesting.
 - Provide a bit of background (Why does the subject matter?)
 - Spend the bulk of your time explaining the main argument. (Please do not discuss every single idea in the readings. Focus only on the big picture, and describe the main argument in your own words. Be sure to repeat the main points at least twice. Use lots of examples).
 - Evaluate what you see as the strengths and weaknesses of the reading (what do *you* think is interesting? Do you think the author is right or wrong? Why?)
 - Your presentation should be about 10-15 minutes long.

EXPECTATIONS

It is expected that you will attend and participate in every class. I will endeavor to make the lecture slides available online. However, these slides are *absolutely not* an alternative to attending lecture. They provide only the bare bones of the information, and will not be comprehensible outside of the context of the lecture. I provide them so that students can actively listen during lecture without feeling the need to copy down the slides. Please come to class having completed the assigned readings. You will be able to absorb much more of the

lecture material this way, and will be better able to contribute to discussion. Finally, I expect that you will help me maintain a respectful classroom and a constructive learning environment. This means that you will be compassionate and empathetic towards others by listening attentively to their perspectives and by never engaging in hateful speech or behaviours. I will be cultivating an inclusive environment that facilitates learning for all, and I hope you will help me in doing this by not excluding anyone or any perspective.

COURSE SCHEDULE

1: Introduction

2: Neoliberal Views on Justice and Capitalism

Friedman, Milton. ([1962] 2002). *Capitalism and Freedom*. Chicago: University of Chicago Press. Read pages: xi-xiv, 1-36, 123-125, 133-136

Mankiw, N. G. (2013). Defending the one percent. *Journal of Economic Perspectives*, 27(3), 21-34. Read pages: 21-34.

Optional Reading:

Chang, H.-J. (2002). "Breaking the mould: an institutionalist political economy alternative to the neo-liberal theory of the market and the state." *Cambridge Journal of Economics*, 26(5), 539-559.

Friedman, T. L. (2000). *The Lexus and the Olive Tree*. New York: Anchor Books.

Harvey, D. (2005). *Brief History of Neoliberalism*. Oxford: Oxford University Press.

Hayek, F. (1944). *The Road to Serfdom*. London: Routledge & Kegan Paul.

Locke, J. ([1689] 1980). *Second Treatise of Government*. Indianapolis: Hackett Publishing.

Nozick, R. (1974). *Anarchy, State, and Utopia*. New York: Basic Books.

Polanyi, K. ([1944] 2001). *The Great Transformation*. Boston, Mass. : Beacon Press.

Smith, A. ([1776] 2006). *An Inquiry into the Nature and Causes of the Wealth of Nations*. Cirencester: The Echo Library.

3: Social Democratic Views on Justice and Capitalism

Rawls, J. (2001). *Justice as Fairness: A Restatement*. Cambridge, Mass.: Harvard University Press. Read excerpt.

Rawls, J. (1971). *A Theory of Justice*. Cambridge, Mass.: Harvard University Press. Read excerpt [the point of this section is to try to understand Rawls's critique of deservingness]

Miller, D (1996). "Two Cheers for Meritocracy," *Journal of Political Philosophy*. Read excerpt.

Optional Reading:

Baker, D. (2006). *The Conservative Nanny State*. Washington, DC: Center for Economic and Policy Research.

Chang, H.-J. (2010). *23 Things They Don't Tell You About Capitalism*. London: Allen Lane.

Lindblom, C. (2001). *The Market System*. New Haven, CT: Yale University Press.

O'Neill, M., & Williamson, T. (Eds.). (2012). *Property-Owning Democracy: Rawls and Beyond*. Chichester: Wiley-Blackwell.

Piketty, T. (2014). *Capital in the Twenty-First Century* (A. Goldhammer, Trans.). Cambridge: The Belknap Press. Read pages 20-27 and 291-303.

Pontusson, J. (1992). *The Limits of Social Democracy: Investment Politics in Sweden*. New York: Cornell University Press.

Przeworski, A. (1985). *Capitalism and Social Democracy*. Cambridge: Cambridge University Press.

Stiglitz, J. (2012). *The Price of Inequality*. New York: W. W. Norton & Company.

4: Systemic Alternatives: Social Democracy

Kenworthy, L. (2019). *Social Democratic Capitalism*. New York: Oxford University Press. Read pages 19-65.

Optional Reading:

Chang, H.-J. (2007). *Bad Samaritans: The Guilty Secrets of Rich Nations & the Threat to Global Prosperity*. London: Random House Business Books.

Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*. Cambridge: Polity Press.

Esping-Andersen, G. (1999). *Social Foundations of Postindustrial Economies*. Oxford: Oxford University Press.

- Esping-Andersen, G. (Ed.). (2002). *Why We Need a New Welfare State*. Oxford: Oxford University Press.
- Piketty, T. (2014). *Capital in the Twenty-First Century* (A. Goldhammer, Trans.). Cambridge: The Belknap Press.
- Pontusson, J. (1992). *The Limits of Social Democracy: Investment Politics in Sweden*. New York: Cornell University Press.
- Pontusson, J. (2005). *Inequality and Prosperity: Social Europe vs. Liberal America*. Ithaca: Cornell University Press.
- Pontusson, J. (2011). Once Again a Model: Nordic Social Democracy in a Globalized World. In J. Cronin, G. Ross & J. Shoch (Eds.), *What's Left of the Left: Democrats and Social Democrats in Challenging Times* (pp. 89-115). Durham: Duke University Press. Read pages 89-113.
- Quiggin, J. (2010). *Zombie Economics: How Dead Ideas Still Walk Among Us*. Princeton: Princeton University Press.

5 - Socialist Views on Justice and Capitalism

[These chapters alternate between Schweickart's critique of capitalism, and the comparison with his system of Economic Democracy. *Only read the parts critiquing capitalism; skip the parts on Economic Democracy!*]

- Schweickart, D. (2011). *After Capitalism* (Second ed.). Lanham, Maryland: Rowman & Littlefield.
Read pages 90-95, 97-102, 106-117
- Schweickart, D. (2011). *After Capitalism* (Second ed.). Lanham, Maryland: Rowman & Littlefield.
Read pages 119-123, 151-158

Optional Reading:

- Bakunin, M. (1980). *Bakunin on Anarchism*. Montreal: Black Rose Books.
- Berkman, A. (1929). *What is Communist Anarchism?* New York: The Vanguard Press.
- Block, F. (1977). The Ruling Class Does Not Rule: Notes on the Marxist Theory of the State. *Socialist Revolution*, 33(6), 6-28.
- Cohen, G. A. (2009). *Why Not Socialism?* Princeton University Press: Princeton.
- Cole, G. D. H. (1920). *Guild Socialism Re-stated*. London: Leonard Parsons.
- Dahl, R. (1985). *A Preface to Economic Democracy* Berkeley: University of California Press.
- Hahnel, R. (2005). *Economic Justice and Economic Democracy*. New York: Routledge.
- Lindblom, C. (1982). The Market as Prison. *Journal of Politics*, 44(2), 324-336.

- Marx, K. ([1844] 1978). Economic and Philosophic Manuscripts. In R. C. Tucker (Ed.), *The Marx-Engels Reader* (2nd ed., pp. 66-125). London: W. W. Norton & Company.
- Marx, K., & Engels, F. ([1848] 1968). *The Communist Manifesto*. Harmondsworth, Mdx: Penguin Books.
- Wright, E. O., & Rogers, J. (2011). *American Society: How It Really Works*. New York: WW Norton & Company.

6: Systemic Alternatives: State-Socialism and Planning

- Hahnel, R. (2005). *Economic Justice and Democracy*. Routledge: New York, pp. 93-101, 105-106. [Skip the section on Perestroika]
- Miller, D. (1989). "Why Markets?" in *Market Socialism*, Eds Julian Le Grand and Saul Estrin. Read pages 25-49.

Optional Reading

- Brinton, M. (2004). "The Bolsheviks and Workers' Control 1917-1921," in *For Workers' Power: The Selected Writings of Maurice Brinton*. Oakland: AK Press, pp.293-378. Read as much as possible (at minimum, the introduction, 1917 and 1921).
- Goldman, E. (1923). *My Disillusionment in Russia*. Garden City, NY: Doubleday.
- Kautsky, K. (1888). *The Class Struggle*. Retrieved July 1, 2011, from <http://www.marxists.org/archive/kautsky/1892/erfurt/index.htm>
- Marx, K., & Engels, F. ([1848] 1968). *The Communist Manifesto*. Harmondsworth, Mdx: Penguin Books.
- Mett, I. (1973). *The Kronstadt Uprising*. Montreal: Black Rose Books.
- Nove, A. (1991). *The Economics of Feasible Socialism* (Second ed.). London: Harper Collins.
- Serge, V. (1963). *Memoirs of a Revolutionary*. London: Oxford University Press.
- Stiglitz, J. (1993). Market Socialism and Neoclassical Economics. In P. Bardhan & J. Roemer (Eds.), *Market Socialism* (pp. 21-41). New York: Oxford University Press.

7: Systemic Alternatives: Democratic Market Socialism

- Schweickart, D. (2011). *After Capitalism* (Second ed.). Lanham, Maryland: Rowman & Littlefield. Read pages 47-75
- Schweickart, D. (2011). *After Capitalism* (Second ed.). Lanham, Maryland: Rowman & Littlefield. Read pages 179-206.

Optional Reading:

- Alperovitz, G. (2005). *America Beyond Capitalism: Reclaiming our Wealth, our Liberty, and our Democracy*. Hoboken, New Jersey: John Wiley & Sons.
- Bardhan, P., & Roemer, J. (Eds.). (1993). *Market Socialism: The Current Debate*. New York: Oxford University Press.
- Hahnel, R. (2008). Against the Market Economy. *Monthly Review*, January, 13-30.
- Miller, D. (1989). *Market, State, and Community: Theoretical Foundations of Market Socialism*. Oxford: Clarendon Press.
- Nove, A. (1991). *The Economics of Feasible Socialism* (Second ed.). London: Harper Collins.
- Roemer, J. (1994). *A Future For Socialism*. Cambridge: Harvard University Press.
- Wright, E. O. (2010). *Envisioning Real Utopias*. London: Verso.

8: Feminist Views on Justice and Capitalism

- Schulte, B. (2014). *Overwhelmed*. Toronto: HarperCollins. Read pages 71-96.
- Okin, S. M. (1989). *Justice, Gender, and the Family*. New York: Basic Books. Read pages 3-23.

Optional Reading:

- Esping-Andersen, G. (1999). *Social Foundations of Postindustrial Economies*. Oxford: Oxford University Press.
- Fraser, N. (1997). *Justice interruptus*. New York: Routledge
- Gibson-Graham, J. K. (2006). *The End of Capitalism (as We Knew It): A Feminist Critique of Political Economy*. Minneapolis: University of Minnesota Press.
- Gornick, J. C., & Meyers, M. K. (Eds.). (2009). *Gender Equality: Transforming Family Divisions of Labour*. London: Verso.
- Hartmann, H. I. (1979). The unhappy marriage of Marxism and feminism: Towards a more progressive union. *Capital & Class*, 3(2), 1-33. Read pages: 1-33
- Hochschild, A. R. (1997). *The Time Bind*. New York: Metropolitan Books.
- Slaughter, A.-M. (2012). Why women still can't have it all. *The Atlantic*, 310(1), 84-102.
- Tronto, J. C. (2013). *Caring Democracy: Markets, Equality, and Justice*. New York: New York University Press.
- Young, I. M. (1990). *Justice and the Politics of Difference*. Princeton, NJ: Princeton University Press.

9: Contemporary Alternative Projects: Universal Caregiving

Fraser, N. (1997). After the Family Wage: A Postindustrial Thought Experiment. In N. Fraser (Ed.), *Justice Interruptus* (pp. 41-68). New York: Routledge. Read pages: 41-68.

NB: Fraser discusses three models in this article, a "universal breadwinner model" a "caregiver parity model," and a "universal caregiver model". You can ignore the "caregiver parity model."

Gornick, J. C., & Meyers, M. K. (2009). Institutions that Support Gender Equality in Parenthood and Employment. In J. C. Gornick & M. K. Meyers (Eds.), *Gender Equality: Transforming Family Divisions of Labour* (pp. 3-66). London: Verso. Read pages: 3-50. [The missing page, p24, is online]

Optional Reading:

Gornick, J. C., & Meyers, M. K. (Eds.). (2009). *Gender Equality: Transforming Family Divisions of Labour*. London: Verso.

Hegewisch, A. (2009). *Flexible working policies: a comparative review*. Manchester: Equality and Human Rights Commission.

Nedelsky, J. (2012). The Gendered Division of Household Labor: An Issue of Constitutional Rights. In B. Baines, D. Barak-Erez & T. Kahana (Eds.), *Feminist Constitutionalism: Global Perspectives* (pp. 15-47). Cambridge: Cambridge University Press.

Riedmann, A. (2006). *Working Time and Work-Life Balance in European Companies*. Dublin: European Foundation for the Improvement of Living and Working Conditions.

Tang, C.-Y., & Wadsworth, S. M. (2010). *Time and Workplace Flexibility: Families and Work Institute*.

Tronto, J. C. (2013). *Caring Democracy: Markets, Equality, and Justice*. New York: New York University Press.

10: Green Views on Justice and Capitalism

Davis, M. (2010). Who Will Build The Ark? *New Left Review*, 61, 29-40.

Schor, J. B. (2010). *Plenitude*. New York: Penguin Press. Read pages: 25-66

Optional Reading:

Hahnel, R. (2011). *Green Economics: Confronting the Ecological Crisis*. Armonk, NY: M. E. Sharpe.

Jackson, T. (2009). *Prosperity Without Growth: Economics for a Finite Planet*. London: Earthscan.

McKibben, B. (2007). *Deep Economy*. New York: Times Books.

Monbiot, G. (2006). *Heat*. Toronto: Doubleday Canada.

Schumacher, E. F. (1975). *Small Is Beautiful: Economics as if People Mattered*. New York: Harper Colophon Books.

11: Contemporary Alternative Projects: Wealth Taxes and Affordable Housing

Catherine Clifford, "Top economists Stiglitz and Piketty: The US needs a wealth tax on millionaires and billionaires." CNBC, 2020.

Saez, E. and G. Zucman, "How Would a Progressive Wealth Tax Work?"

Gowan, P., and R. Cooper, "Social Housing in the United States", Read pages: 14-32.

12: Contemporary Alternative Projects: Basic Income and Free Time

Keynes, J. M. ([1930] 1963). Economic Possibilities for our Grandchildren. In J. M. Keynes (Ed.), *Essays in Persuasion* (pp. 358-373). New York: W.W. Norton & Co. Read pages: 358-373.

Van Parijs, P. (2000). A basic income for all. *Boston Review*, 25(5). Read pages: 1-14.

Optional Reading

Ackerman, B., Alsott, A., & Parijs, P. V. (Eds.). (2006). *Redesigning Distribution: Basic Income and Stakeholder Grants as Alternative Cornerstones for a More Egalitarian Capitalism*. London: Verso.

Gorz, A. (1999). *Reclaiming Work* (C. Turner, Trans.). Cambridge: Polity Press.

Hayden, A. (1999). *Sharing the Work, Sparing the Planet*. Toronto: Between The Lines.

Schor, J. B. (2010). *Plenitude*. New York: Penguin Press.

Standing, G. (2011). *The Precariat*. London: Bloomsbury Academic.

Thompson, E. P. (1967). Time, work-discipline, and industrial capitalism. *Past and present*, 56-97.

Van Parijs, P. (1995). *Real Freedom for All*. Oxford: Clarendon Press.

Widerquist, K., Noguera, J. A., Vanderborght, Y., & Wispelaere, J. D. (Eds.). (2013). *Basic Income: An Anthology of Contemporary Research*. Chichester: Wiley Blackwell.

Final Exam During Exam Period

SCHOLASTIC OFFENCES AND PLAGIARISM

All work must be your own, including both ideas and wording. When you take an idea or passage from another author, you must acknowledge this by using quotation marks where appropriate and by always using proper referencing through citations and reference list. Failure to do so is plagiarism, which is a scholastic offence.

The following are some examples of plagiarism:

1. Submitting as your own an assignment written by someone else.
2. Quoting an author without indicating the source of the words.
3. Using words, sentences, or paragraphs written by someone else and failing to place quotation marks around the material and reference the source and author. Using either quotation marks or reference alone is not sufficient. Both must be used!
4. Adapting an author's ideas or theme and using it as your own without referencing the original source.
5. Seeking assistance from a friend or family member in respect to work you claim as your own.

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/scholastic_discipline_undergrad.pdf

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. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com, <http://www.turnitin.com>

If you do not want your paper submitted to turnitin, please inform me in writing and I will arrange for an alternative (an oral defense of the paper).

LATE WORK

Deadlines will be strictly enforced. Late submissions will be penalized at a rate of 2% per day including weekend days. If you have extenuating circumstances and cannot submit an assignment on time, please consult with me in the first instance to request an extension. You may need to provide documentation to the Academic Counselling Office. Please see <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp>

EMAIL COMMUNICATION

The best way to contact me is to come to office hours. You are free to email me, but please respect that I receive a large number of emails and therefore it may take me a couple of days to respond.

MEDICAL ACCOMODATION

You may be unable to complete an assignment or other course requirements owing to medical reasons. Students seeking accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth more than 10% of their final grade must apply to the Academic Counselling Office of their home Faculty and provide documentation. Accommodation cannot be provided by the instructor or department.

For UWO Policy on Accommodation for Medical Illness and a downloadable Student Medical Certificate, please see:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

MENTAL HEALTH WEBSITE

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Students who are in emotional/mental distress should refer to Mental Health@Western at <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

WESTERN'S COMMITMENT TO ACCESSIBILITY

The University of Western Ontario is committed to achieving barrier free accessibility for persons studying, visiting and working at Western. Please contact the course instructor if you require material in an alternative format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at ssd@uwo.ca or (519) 661-2147 for any specific question regarding an accommodation. See www.sdc.uwo.ca/ssd/ for more information.

SUPPORT SERVICES

University Students Council provides many valuable support services for students (including the health insurance plan) <http://westernusc.ca/services/>.

Information about Counselling and Student Development Services at King's is available at <http://www.kings.uwo.ca/about-kings/who-we-are/administrative-departments/dean-of-students/>

For emotional/mental health assistance see specifically: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

The web site for Academic Services at King's University College is <http://www.kings.uwo.ca/current-students/academic-support/>

STATEMENT ON USE OF ELECTRONIC DEVICES

Electronic devices may be used in class for relevant educational purpose only.

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

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

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

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

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

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

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

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

For further information, please see:

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

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.