



**Political Science 1022F (570, 571, 572, 573, 574)  
GLOBAL POLITICS AND CONTEMPORARY (DIS)ORDER  
Fall/ Winter 2026-2027**

**Instructor:** Dr. Thomas Tieku

**Email:** [ttieku@uwo.ca](mailto:ttieku@uwo.ca)

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**Course Information**

**Mode of Instruction:** in-person

**Calendar Description:**

This course introduces students to the study of global politics. Drawing on a range of perspectives, the course examines the most significant issues in global affairs such as war, peace, terrorism, security, diplomacy, nationalism, global justice, global environment, globalization, global governance, poverty, development, human rights, gender, and inequality.

**Antirequisite(s) at Main campus:** [Political Science 1020E](#).

**Antirequisite(s) at King's campus:** [Political Science 1020E](#), [Political Science 1025F/G](#), [Political Science 1026F/G](#).

**Extra Information:** 2 hour lecture, 1 hour tutorial.

**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.

**Instructor:** Dr. Thomas Tieku

**Email:** [ttieku@uwo.ca](mailto:ttieku@uwo.ca)

**Office Hours:** Available on Brightspace

**Course Description:** This course introduces students to the study of global politics. Drawing on a range of perspectives, the course examines the most significant issues in global affairs such as war, peace, terrorism, security, diplomacy, nationalism, global justice, global environment, globalization, global governance, poverty, development, human rights, gender, and inequality.

**Mode of Instruction:** in-person

**Course Materials, Technical Requirements, and Costs:** All reading materials associated with this course are made available through the Western University Library system at no additional cost to students. As a result, there is no requirement to purchase a textbook for this course.

## Course Objectives

This is an active learning course designed to simulate the [Summit of the Future](#) (SOTF). We will use the summit format along with analytical tools, critical thinking skills, conceptual frameworks, and methods from International Relations (IR) to explore the nature, history, and challenges of the current international system. In addition, we will examine the best ways to reform the international system to work more effectively for the greater good of humanity. We will try to understand the current international system and explore effective reform ideas by addressing some of the most pressing global questions of our time. These questions will revolve around key topics such as war, peace, terrorism, security, diplomacy, nationalism, global justice, the environment, globalization, governance, poverty, development, human rights, gender, and inequality.

## Course Learning Outcomes

### 1. Engaged Citizenship:

- Successful students will be aware of the nature and main problems of the current international system.
- Successful students will try to contribute to transforming the current international system in ways that work for everyone, especially the poor, the marginalized and the disenfranchised people in the world.
- Successful students will use the knowledge to help create a more equitable world.

**2. Autonomous Thinking:**

- Successful students will be reflexive, autonomous thinkers who are able to construct and to make their own knowledge claims about international political life.

**3. Applied Theory:**

- Successful students will be able to use their knowledge of IR to evaluate and creatively interpret the impacts of the current international system on everyday people.

**4. Professionalism:**

- Successful students will be able to conduct themselves professionally by developing a range of skills, including respect for deadlines, time management, self-discipline, and practicing 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, place of birth, and class difference result in different experiences and outcomes in the international system.
- Successful students will be able to use their knowledge 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, and by acting as an effective peer influencer.
- Successful students will learn the art and science of leadership by acting as effective collaborators in class activities.

**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 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 political science ideas and answer questions sophisticatedly.

#### **9. Synthesize Ideas:**

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

#### **10. Verbal and Listening Skills:**

- 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.
- Successful students will develop active listening skills and the capacity to hear a variety of accents.

### Grade Breakdown and Due Dates

| Assignments                                     | Value | Date Due          | Place       | Length    |
|-------------------------------------------------|-------|-------------------|-------------|-----------|
| Global Governance Failure Autopsy (GGFA) Report | 20%   | October 8, 2026   | Brightspace | 2000words |
| Report Reflections                              | 10%   | November 19, 2026 | Brightspace | 1000words |
| Role Play                                       | 10%   | NA                | Classroom   | NA        |
| Participation                                   | 10%   | NA                | Classroom   | NA        |
| Lecture Portfolio and Peer Review               | 10%   | December 3, 2026  | Brightspace | NA        |
| Final Exam                                      | 40%   | Exam Period       | TBD         | TBD       |

***The penalty for late submission of written assignment is 5% for each day after due date.***

### Role Play and Participation

The discussion phase of the course will follow the SOTF format, where you will be assigned a country to represent. As an ambassador to the SOTF, you are expected to thoroughly understand your assigned country, its position on global governance issues, and represent it effectively. You will have opportunities to share your country's position on various global governance issues and contribute to the SOTF's success.

Attendance and active participation in each session are crucial. Your grade for this section of the course will be based on the quality (*not quantity*) of your contributions during our meetings. Attendance will be recorded at each class. Two percent (2%) will be deducted from your participation grade for each unexcused absence. If you miss more than four (4) classes without permission during the academic year, you will receive a zero percent (0%) for participation.

Please notify me in advance if you cannot attend a particular class. The penalty for absences will be waived only for unavoidable and justifiable reasons, such as serious illness, significant religious holidays, or other extenuating circumstances. In case of illness, you must provide acceptable documentation, such as a signed doctor's note.

### Global Governance Failure Autopsy Report (20%)

You are required to conduct a 2000-word diagnostic report examining a contemporary case where global governance failed to prevent or manage violent conflict. This semester's case study is the United States/Israel vs Iran war. You are required to analyze why international cooperation failed,

assess the effectiveness of global governance institutions and propose ways to prevent similar war.

The report should identify the immediate trigger and at least two underlying causes of the war, evaluate the roles and responsibilities of key actors, examine competing narratives used to frame the war, and analyze where international cooperation and institutions broke down. You also are required to assess how power politics and institutional design influenced the outcome and propose realistic reforms that could strengthen global governance and reduce the likelihood of similar conflicts.

Your report should resemble the work of a policy analyst preparing a diagnostic assessment for the United Nations. It should provide an evidence-based analysis of why global governance failed to prevent or effectively manage the conflict. Your report must include:

- A timeline of the key events that you believe were most significant in explaining how the conflict escalated.
- An identification of one immediate trigger and at least two long-term causes.
- A responsibility matrix that assigns each of the principal actors (Iran, Israel, the United States, the United Nations, and any other relevant actors) a responsibility score on a 1–5 scale, supported by a clear justification.
- Examination of the narratives of Iran, Israel, and the United States.
- An assessment of at least three international cooperation or diplomatic efforts attempted and why each failed to prevent or de-escalate the conflict.
- Two institutional reforms that you believe could strengthen global governance and reduce the likelihood of similar conflicts in the future, with a justification for each recommendation.

You must use:

- At least two (2) peer-reviewed academic sources from King's/Western University libraries
- At least two (2) secondary sources from the BBC news website, Al Jazeera English news website, Fox news website, and CBC news website.
- At least 1 (one) primary source from the UN, the government of the United States, Israel and Iran.

Wikipedia, CIA Factbook, ChatGPT, Gemini, Claude, and other AI-generated material may not be cited as sources.

### **Reflection Paper**

You are required to write a 1,000-word reflection paper based on your Global Governance Failure Autopsy Report. This assignment is designed to encourage critical self-reflection on your research process, evaluation of evidence, and analytical reasoning. You should reflect on how

your understanding of the conflict evolved throughout your research.

Your reflection paper should address the following questions:

1. What assumptions did you hold about the conflict before beginning your research, and how were those assumptions challenged or reinforced by the evidence you examined?
2. Did your understanding of the conflict change during the course of your research? Explain how and why your perspective evolved, or why it remained unchanged.
3. Which source most influenced your understanding of the conflict, and why?
4. Which source did you find to be the most consistently credible throughout your research, and why?
5. How did you evaluate conflicting sources or competing accounts of the same event, and what criteria did you use to determine which evidence was most reliable?
6. Which concept, theory, or idea from this course helped you most in analyzing the conflict? Explain how it shaped your interpretation.
7. What was the strongest argument or interpretation that you ultimately rejected, and why did you reject it?
8. Which conclusion in your report are you least certain about, and what factors contribute to that uncertainty?
9. If new evidence emerged tomorrow, which section of your report would most likely change, and why?
10. Looking back on your report, what is one aspect of your analysis that you would improve if you had more time, and what additional evidence or perspectives would you seek?

Your reflection should demonstrate thoughtful engagement with the research process, acknowledge areas of uncertainty, and explain how you evaluated competing sources and arguments. The quality of your reflection will be assessed on the depth of analysis, critical thinking, honesty of self-assessment, and clarity of writing.

### **Lecture Portfolio and Peer Review**

You are required to submit a typed version of the lecture notes you took during the term. This assignment is designed to help you capture the key elements of each lecture, develop active listening and note-taking skills, and prepare effectively for the final examination. Your lecture portfolio will be peer-reviewed by two of your colleagues in a double-blind process.

### **Final Examination**

The Final Examination will be held in the December Examination Period. The specific date for the Final Examination will be set by the Office of the Registrar and you are reminded to contact the Academic Dean's Office (ADO) in case you miss it. The Final Examination will have three sections. Part One will give you the chance to show your understanding of concepts covered in class, tutorials, and in assigned reading materials. Part Two will offer you the opportunity to show your understanding of analytical perspectives covered in class, tutorials, and in assigned reading

materials. Part Three will provide the space for you to examine key debates raised in class, tutorials, and in assigned reading materials.

Please note, Friday Make-Up Exams may only be written with the instructor's consent.8iu

## Course Schedule and

### Readings Week 1

(Sept. 10):

#### Introduction

- Carney, Mark. 2026. “*Principled and Pragmatic: Canada’s Path.*” [Address at the World Economic Forum Annual Meeting](#), Davos, Switzerland, January 20, 2026.
- Pin-Fat, Véronique. “How do we begin to think about the world?.” In Edkins, Jenny and Zehfuss, Maja (eds). *Global Politics: Global Politics: A New Introduction*, London, UK: Routledge, 2014): 20-37.
- Khalil, Ali Mona. “[Creating a Better Pact for a Better Future.](#)” (June 27, 2024).
- Season 1, Ep. 1 of the Designated Survival

#### Week 2 (Sept. 17): The origins of the current international order

- Ikenberry, G. John. “The end of liberal international order?.” *International Affairs* 94, no. 1 (2018): 7-23.
- Kundnani, Hans. *What is the liberal international order?*. German Marshall Fund of the United States., 2022.
- Season 1, Ep. 20 of the Designated Survival
- Questions: Who are the winners and losers of the current international political order? Is the current international order the best way to organize humans politically?

#### Week 3 (Sept. 24): Modern state in the international system

- Lawson, George, and Ayşe Zarakol. “The State.” In *The Interwar World*, pp. 153-167. Routledge, 2022.
- Lambach, Daniel. “The Normative Order of the Territorial State.” *Navigating Normative Orders: Interdisciplinary Perspectives* 26 (2020): 46.
- Season 2, Ep. 1 of the Designated Survival
- Questions: Why is the international system organized around states? Should the state system be replaced? If so, with what? If not, why?

#### Week 4 (Oct. 1): America, China and Russia rivalry and the future of the world

- Mearsheimer, John J. “The inevitable rivalry: America, China, and the tragedy of great-power politics.” *Foreign Affairs* 100 (2021): 48.
- Rodrik, Dani, and Stephen M. Walt. “How to build a better order: limiting great power rivalry in an anarchic world.” *Foreign Affairs*. 101 (2022): 142.
- Brooks, Stephen G.; Wohlforth, William C. “[The Myth of Multipolarity](#)” *Foreign Affairs*. No. May/June 2023

- Season 3, Ep. 7 of the Designated Survival
- Questions: Is the U.S.-China-Russia rivalry a grave threat to humanity? What should we do to prevent great powers war?

#### **Week 5 (Oct. 8): Sustainable Development**

- McArthur, John W., and Zia Khan. “Rebooting the Sustainable Development Goals.” [Brookings Institutions](#), August 12, 2024.
- Síkela, Jozef. “Reimagining Sustainable Development for a Fractured World.” [Project Syndicate](#), July 25, 2025.
- Lomborg, Bjørn. “Making the World a Better Place This Year.” [Journal-Courier](#), January 5, 2025.
- A Pact for the Future, pp. 1-9 of revision 2.
- Season 2, Ep. 13 of the Designated Survival
- Question: What progress has your country made in ending poverty, and what steps does it need to take to achieve the SDG goals by 2030?

#### **Week 6 (Oct. 15): NO CLASS (Reading Week)**

#### **Week 7 (Oct. 22): International Peace and Security**

- A Pact for the Future, pp. 9-17 of revision 2.
- Gulrajani, Nilima. “A New Framework for Financing Global Security.” *Project Syndicate*, December 12, 2025.
- Solana, Javier, and Ángel Saz-Carranza. “Beyond Multilateralism.” *Project Syndicate*, December 10, 2025.
- Tisdall, Simon. “From the Strait of Hormuz to the North Sea, a Global Maritime War Rages Around Us—and More Than the Price of Oil Is at Stake.” *The Guardian*, July 26, 2026.
- Season 1, Ep. 14 or 2(17) of the Designated Survival
- Questions: Should nuclear weapons and other weapons of mass destruction be abolished? What has your country done to prevent, manage, and stop wars?

### Week 8 (Oct. 29): Digital Cooperation

- A Pact for the Future, pp. 17-20 of revision 2.
- Gill, Amandeep Singh. “Why the World Needs Global AI Governance.” [TIME](#), July 31, 2024.
- Lee, Jong-Wha. “Building an Inclusive Digital Future.” [Project Syndicate](#), June 8, 2021.
- Zheng Zeguang, The future of AI hinges on openness and cooperation. China and Britain can gain much by working together. *Guardian*, Thu 30 Jul 2026.
- Pepi, Mike. “DOGE Wants to Replace Our Institutions with a Tech Utopia. It Won’t Work.” *The Guardian*, July 11, 2025.
- Season 3, Ep. 8 of the Designated Survival
- Question: Should tech firms like Microsoft, Google and Apple and social media platforms such as Tik Tok be regulated by governments? Should the development and deployment of artificial intelligence (AI) systems be strictly regulated?

### Week 9 (Nov 5): Youth and Future Generations

- A Pact for the Future, pp. 20-22 of revision 2.
- Woods, Ngaire. “**Gen Z Is Making Politics Hopeful Again.**” *The Guardian*, January, 2026.
- International Institute for Democracy and Electoral Assistance (International IDEA). “Democracy’s Future Depends on Intergenerational Justice: The Next UN Secretary-General Must Help Deliver It.” [International IDEA](#), June 18, 2026.
- European Youth Forum. “**Young People and Global Action at the Summit of the Future.**” [European Youth Forum](#), October 4, 2024.
- Season 3, Ep. 6 of the Designated Survival
- Question: Should young people be allowed to live wherever they choose? Should society prioritize empowering youth through education and mental health support over enforcing stricter behavioral guidelines and expectations?

### Week 10 (Nov. 12): Transforming global governance

- A Pact for the Future, pp. 20-30 of revision 2.
- Brown, Stephen. “[Is the End of Multilateralism Near?](#)” *PassBlue* (August 6, 2024)
- Cooley, Alexander and Daniel H. Nexon. “[The Real Crisis of Global Order: Illiberalism on the Rise.](#)” *Foreign Affairs*. 101:1 (2022): 103.
- Deudney, Daniel and John G. Ikenberry, “[Liberal World: The Resilient Order.](#)” *Foreign Affairs* 97:4, (2018): 16-24.

- Season 2, Ep. 7 of the Designated Survival
- Question: Is the current international order coming to an end? Should it be replaced, reformed, or kept intact?

#### **Week 11 (Nov. 19): Security Council Reforms**

- Ponzio, Richard and Nudhara Yusuf. “[Can the Pact for the Future Tackle Rising Human Insecurity?](#)” (July 16, 2024).
- Binder, Martin, and Monika Heupel. 2021. “The Intricacies of UN Security Council Reform.” *Survival* 63 (2): 63–68.
- Thibault, Jean-Francois. “The UN Security Council Isn’t Working. Will it Ever be Completely Reformed?.” *The Conversation* (2020).
- Ghassim, Farsan. “Calls by Zelensky and Biden for UN reform are supported by people around the world – new survey” *The Conversation* (2022).
- Season 2, Ep. 16 of the Designated Survival
- Question: Should the UN Security Council be abolished or reformed?

#### **Week 12 (Nov. 26): The future of global order**

- Acharya, Amitav. “Reasons to Be Optimistic About a Post-American Order.” *New York Times*, April 8, 2025
- Gavin, Francis J. “The Future of World Order.” *Engelsberg Ideas*, February 4, 2026. [Engelsberg Ideas](#).
- Bâli, Aslı, and Samuel Moyn. “What Should Replace the American-Led World Order?” *The Guardian*, July 29, 2026.
- Season 2, Ep. 15 of the Designated Survival
- Question: If the liberal international order is in decline, what should replace it? Should international organizations like the United Nations, World Health Organization, and International Monetary Fund be replaced with a single global body to manage the behavior of states?

#### **Week 13 (Dec. 3): Review**

- Lecture portfolio

## 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  
2026-27**

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## **1. Academic Accommodations (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 at [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

## **2. Academic Consideration for Student Absences**

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

### **(i) Academic consideration based on medical or compassionate grounds**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>.

## (ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, 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)

## c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** 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 (i.e., you are scheduled to write 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](#)).

## d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their 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.

## 3. Support Services

Accessibility, Counselling and Student Development at King’s University College:  
<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://kings.uwo.ca/campus-life/student-supports/>

Good2talk is an online and phone resource for students, available 24/7, with services in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options on how to obtain help:  
<https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

#### 4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's 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 ([health@uwo.ca](mailto:health@uwo.ca)) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

#### 5. 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://kings.uwo.ca/sites/2025/assets/files/campus/Kings\\_Code\\_of\\_Student\\_Conduct.pdf](https://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf)

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.

#### 6. 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 [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_offences.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools 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.

## 7. 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.

## 8. 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.

## 9. 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.