



**Political Science 2230E (570, 571)
CANADIAN GOVERNMENT AND POLITICS
Fall/ Winter 2026-2027**

Instructor: Dr. Jacquie Newman

Email: jnewman@uwo.ca

Course Information

Mode of Instruction: in-person

Calendar Description:

An examination of selected problems in Canadian government and politics, such as federalism, political parties and pressure groups.

Antirequisite(s) at Main campus, King's campus: [Political Science 2103A/B](#), [Political Science 2130](#), [Political Science 2133A/B](#), [Political Science 2221F/G](#), [Political Science 2223F/G](#), [Political Science 2530F/G](#), [Political Science 2533F/G](#).

Antirequisite(s) at Huron campus: [Political Science 2103A/B](#), [Political Science 2130](#), [Political Science 2133A/B](#), [Political Science 2221F/G](#), [Political Science 2223F/G](#).

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

Extra Information: 3 hours.

Course Weight: 1.00

Breadth: Category A

Subject Code: POLISCI

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.



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- For class times and locations please see Brightspace

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KING'S UNIVERSITY COLLEGE
POLITICAL SCIENCE 2230E – 570

Canadian Government and Politics
2026-2027

This is an in-person class

Dr. Jacquie Newman jnewman@uwo.ca

COURSE DESCRIPTION

Politics is the process through which societies organize themselves. Democracies have people, generally referred to as citizens, make collective decisions about who gets what, when, and how. This course examines how that process unfolds in Canada by exploring the institutions, actors, and political forces that shape public decision-making.

The first half of the course focuses on the Canadian political environment. We examine the social, economic, historical, and constitutional contexts in which political demands emerge and consider how these contexts shape public debate and policy agendas. The term concludes with a Council of the Federation simulation, in which students represent Canada's provinces and territories as they negotiate responses to contemporary political issues.

The second half of the course turns to the institutions and actors that make and influence political decisions, including Parliament, political parties, the executive, the courts, interest groups, and the media. Students examine how these institutions interact within Canada's political system and how public policy is debated, developed, and enacted. The course culminates in a Parliamentary simulation, where students apply their knowledge by debating legislation and experiencing the challenges of democratic decision-making firsthand.

COURSE OBJECTIVES

By the end of this course, students will be able to:

- Explain the Canadian political environment by identifying the historical, constitutional, social, economic, and cultural contexts in which political demands and interests emerge, and how these shape the distribution of political power within Canada's parliamentary democracy.
- Critically analyze major issues in Canadian politics, including colonialism, Indigenous-state relations, continentalism, economic dependency, sovereignty, separatism, federalism, and multiculturalism, and assess their influence on Canadian political life.
- Describe and evaluate Canadian political institutions and decision-making processes, explaining how public policy is developed within Canada's parliamentary and federal systems and assessing the roles, strengths, and limitations of key political actors and institutions.
- Develop practical political skills through simulations, negotiations, debates, and collaborative activities. Students will strengthen their abilities in public speaking, negotiation, teamwork, parliamentary procedure, and the conduct of orderly meetings.
- Develop foundational political science research and communication skills by producing analytical writing based on primary and secondary sources, including informational briefs, advocacy briefs, and a research essay that incorporates primary documentary evidence.

REQUIRED TEXTS

Stephen Brooks. 2026. *Canadian Democracy*. 10th Edition. Markham: Oxford University Press Canada. \$119.99 hard-copy from Amazon, around \$65.00 for year rental of a digital copy.

Here is the bookstore link to the hard-copy, 364-day rental, and life-time online versions of the book https://bookstore.uwo.ca/textbook-search?campus=KC&term=W2026&courses%5B0%5D=570_KC/POL2230E

Other readings, both required and recommended, will be made available to the class through OWL Brightspace.

COURSE REQUIREMENTS

Keeping Up with Canadian Politics

Students are expected to remain generally informed about major political events in Canada throughout the academic year. Regularly following reliable news sources such as CBC, CTV, and other reputable print, online, radio, and television outlets will help students engage more effectively with course material and class discussions.

During the second term, *The Hill Times* (available through the university library) is an excellent resource for following federal politics, parliamentary issues, and the legislative calendar when Parliament is in session. Students are also encouraged to explore CPAC (www.cpac.ca/en/), which provides live and archived coverage of Parliament, committee meetings, and other public affairs programming.

Course Completion Requirement

To receive a passing grade in this course, students are normally expected to complete all major course components. These include written assignments (such as briefing notes, legislative analyses, and reading summaries), simulations and simulation reports, and examinations. Failure to complete one or more major course components may result in a final grade of **48** being submitted to the Registrar, regardless of whether a higher numerical grade was otherwise earned.

COURSE REQUIREMENTS	
Class Tutorial Participation and Commentaries – 20% (10% x 2) Due: Immediately after class. So, make sure to bring a pen and paper.	The best way to learn is to show up. Tutorials: each week will include an hour of discussion, debates, presentations, and preparation for the simulations and written assignments. Attendance for the Monday tutorial sessions is mandatory. Full attendance will result in an average grade; contributions in tutorial sessions will enhance that grade. Discussions will be respectful. Please see the “Rules of Engagement” below. Commentaries will involve short answers (3-5 sentences) to three questions that will help me understand what you are taking away from the lecture, readings, and class discussion and what you have questions about. 1. Note what you found interesting or learned from the class discussion and readings. 2. Note three critical points someone should take away from the class discussion and readings. 3) Note any questions you

	have about the class topic.
First Term paper – 15% Policy Briefing Paper Due October 26, 2026	Each student will put together an objective policy briefing for the Premier of the Province they are representing in the simulation. The issues to choose from are interprovincial trade, big infrastructure projects, CUSMA, national wildfire strategy. An objective policy briefing contains balanced information and recommendations for the policymaker. Those representing CSO's, indigenous peoples and Canada's Nursing Association, will write advocacy briefs to be submitted to the provinces. The paper can be no longer than 5 to 6 pages and must succinctly, i.e., briefly but thoroughly, summarize, explain, and present possible solutions and their consequences to a Minister who likely knows little about the topic and has even less time to learn. (Does not include bibliography or appendices) More information is available on the class OWL Brightspace site.
Second Term paper – 15% Legislation Analysis Due March 12, 2027	Analytical Essay: We generally know the steps for legislation to become law, however, we are often unfamiliar with the details of what goes into bringing a piece of legislation through Parliament. This paper is an analytical research essay on a particular piece of legislation presented in the past or the current session of Parliament. The focus is not on the issue but on the process. Step 1: Select a piece of past or current legislation that made it at least to Third Reading. Step 2: Research the legislation. (Questions to guide your research will be available on the class OWL Brightspace site.) Step 3: Develop a thesis statement based on your research. Step 4: Write the paper using your research to support your thesis/argument. Expected length is 7-10 pages typed double-spaced. It is required that assignments include footnotes or endnotes, and a bibliography presented in a manner that conforms to an accepted academic style. (I have no particular preference; however, I generally use intext citations and Chicago style.) Further instructions, details, and links are available on the class OWL Brightspace site.

	All papers must be submitted to TurnItIn. This is built into the submission process on OWL Brightspace.
1st Term Simulation – 15% Council of the Federation Report is due a week after the 1st term Simulation	Simulation exercises are a great way to gain practical knowledge about how things work. In the case of this class, it is expected that in the first term you will get a greater appreciation of Canadian federalism by undertaking an inter-provincial negotiation. The class will simulate a meeting of the Council of the Federation. These are regular meetings of the provincial premiers and ministers to attempt to arrive at a consensus or alliances on issues of federal-provincial significance. Students will be divided into teams representing each province, the three territories, and two very interested non-governmental organizations (this year, Indigenous groups and Canada's Nursing Association). This exercise will entail research to gather background on their assigned provincial government's or the NGO's position on the issues (those briefing papers can come in handy). It is expected that students will play their roles as realistically as possible. The professor will evaluate student behaviour during the meetings. Each group, as a group, will be required to hand in a report (3-5 pages) explaining their province's positions, strategies, and actions. This will require some research, so a bibliography is expected. Plus, each individual will submit an individual and group evaluation. These are due a week after the simulation, and do not have to be submitted to Turnitin.
2nd Term Simulation – 15% Mock Parliament of Canada Report is due a week after the 2nd term simulation.	Each class member will be assigned to a party in the House Commons and adopt the role of a particular MP. The expectation is that students will work as a caucus to present and debate bills in the House. The government will be responsible for three bills and a Speech from the Throne, the official opposition will present two private members' bills, and the other parties will be responsible for one private members' bill each. This will require that students undertake research to obtain the necessary background to emulate their member and their party roles appropriately. It is expected that students will

	represent their parties and positions as realistically as possible. Evaluation: The professor will evaluate student behaviour during the sessions. Caucus work will be evaluated by the party leader, house leader, and whips, who will submit group marks at the end of the simulation. Each student will also submit a short report (3 pages) that will include, 1) a short biography of their Member of Parliament which will help them rationalize their behaviour in the House, and 2) a summary of their member's role in the House. This will include a bibliography presented in a manner that conforms to an accepted academic style of the sources used in the student's research. These do not have to be submitted to turnitin.
Exams – 20% (10% x 2)	Exams will be in-person sit-down written exams occurring in the university-scheduled exam periods in December 2026 and April 2027. Format will be very short-answer questions matching concepts with definitions and medium answers which will require you to break down and explain summative passages from the analytical readings.

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

LECTURE AND READING SCHEDULE

Material covered in lectures is often not the same as material covered in the textbooks. These two sources should be viewed as complementary and not redundant. The same holds for all content provided on-line. Look for themes and synergies in all the aspects of the course.

Sept. 14: Introduction to Politics 2230E & The forces of Canadian Politics

Tutorial: "Getting to Know You"

Discussion question: What makes us Canadian? How does that drive our politics?

Sept. 21: The making of the Canadian state: A brief history.

Canadian Democracy (Brooks) 2026, Chapter 1, Democracy Situating Canada in the Conversation, pp 2-17.

Samuel V. Laselva. 2020. Understanding Canada's Origins: Federalism, Multiculturalism, and the

Will to Live Together, In Bickerton & Gagnon (eds.) *Canadian Politics* 7th Edition. Toronto: UTP Press, pp. 3-21 (Available on OWL Brightspace).

-- In English Canada we tend to focus on J.A. MacDonald as the father of Confederation, this article introduces you to George-Etienne Cartier, MacDonald's co-equal, who in the long term has probably had more of an impact on the development of the Canadian State.

Tutorial discussion: "*Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given and transmitted from the past. The tradition of all the dead generations weighs like a nightmare on the brains of the living.*" What do you think is the most significant factor in the development of the Canadian state?

Sept. 28: Canada, the US and the Globe

Canadian Democracy (Brooks) 2026. Chapter 13: Canada in the World, pp. 331-356

Mark R. Brawley. 2020., Canada in the World, In Bickerton & Gagnon (eds.) *Canadian Politics* 7th Edition. Toronto: UTP Press, pp. 481-498. (available on OWL Brightspace)

– Highly recommended as it gives much more detail, explains Canada-US security integration, and puts the Canadian global outreach strategy into context.

Tutorial discussion: In a globalizing world is it reasonable to talk about an independent Canadian state?

Oct. 5: Federalism

Canadian Democracy (Brooks), Chapter 8: Federalism, pp. 180-207

Jennifer Wallner. 2020. Practices of Federalism in Canada. In Bickerton & Gagnon. *Canadian Politics* 7th Edition. Toronto: UPT, pp 147-170 (Available on OWL Brightspace)

Tutorial discussion: Should the federal government be able to spend money for any purpose, even within provincial jurisdiction?

Happy Thanksgiving and Fall Term Break

Oct. 19: Political Culture:

Canadian Politics (Brooks), Chapter 2: Political Culture, pp. 21-43

H.D. Forbes. 1987. Excerpt from Hartz-Horowitz at Twenty: Nationalism, Toryism and Socialism in Canada and the United States. In *Essential Readings in Canadian Politics*. 1st edition, pp.449-452 (available on OWL Brightspace) – Short and sweet, this explains fragment theory and its impact on the study of Canadian political culture.

Tutorial discussion: “*Canadians are the only people who regularly pull themselves up by the roots to see whether they are still growing.*” What makes a Canadian Canadian? How does that impact Canadian politics?

Oct. 26: French & English Canada

Canadian Democracy (Brooks). 2026. Chapter 5: Quebec and Language Politics in Canada, pp. 98 --122

Alan G Gagnon. 2020. Five Faces of Quebec: Shifting Small Worlds and Evolving Political Dynamics, In Bickerton & Gagnon (eds.) *Canadian Politics* 7th Edition. Toronto: UTP Press, pp. 197-216. (Available on OWL Brightspace). – analysis written by an insider.

Tutorial discussion: Has too much power been given to Quebec?

Nov. 2: Indigenous Peoples

Canadian Democracy (Brooks), 2026. Chapter 3: Indigenous Politics, pp. 46-75

Naiomi Walqwan Metallic. 2020. The Relationship between Canada and Indigenous Peoples: Where Are We?, In Bickerton & Gagnon (eds.) *Canadian Politics* 7th Edition. Toronto: UTP Press, pp. 423-442.

(Available on OWL Brightspace) – provides more detail about the development of Canada’s relationship with First Nations.

Tutorial discussion question: Self-determination, nationhood or municipal governance models, is there a workable solution to including First Nations in "Canada"?

Nov. 9: Multiculturalism

Canadian Democracy (Brooks) 2026. Chapter 4: Diversity and Multiculturalism, pp. 78-97.

John Grant (yes, your theory prof.) 2019. Canada’s Multiverse: The Dis/Unity of Cultures. *Lived Fictions. Unity and Exclusion in Canadian Politics*. Vancouver: UBC Press, pp. 181-210. (available on OWL)

Pierre Elliott Trudeau, “Statement on Multiculturalism,” 1971 -- I have provided a link to the archived statement in Hansard. It is very worthwhile reading the responses to the speech from Robert Stanfield, the leader of the opposition PCs, and David Lewis the leader of the NDP (and grandfather of the current NDP leader).

Discussion question: What makes us Canadian? Is multiculturalism just a substitute for a unique Canadian identity?

Nov. 16 – Nov. 30: Simulation – Council of the Federation Meeting

Dec. 7 – Debrief and Exam Discussion

Season's Greetings 2026 and Happy New Year 2027

Jan. 4: A Constitution to Keep It All Together: the Collective and Responsible Government

Canadian Democracy (Brooks). 2026. Chapter 7: Rights and Freedoms, pp.151-178

Canadian Democracy (Brooks) Chapter 6: The Constitution, pp. 124-150

Ontario Law Education Network. N.d. Cases that Changed Canada (Available on OWL Brightspace)

Discussion question: Is a hybrid parliamentary constitutionalism enough to keep together a political community? Why do the institutions and process matter?

Recommended

Macfarlane, Emmett, Anna Drake, and Janet Hiebert. 2023. 'Conclusion'. *Legislating under the Charter : Parliament, Executive Power, and Rights*. University of Toronto Press, pp. 177-188. <https://doi.org/10.3138/9781487556105>. (Available on OWL Brightspace)

Jan. 11: The Executive: Prime Minister and Cabinet

Canadian Democracy (Brooks), Chapter 9: The Machinery of Government pp. 208- 225

Canadian Politics, Chapter 3: Donald J. Savoie, The Centre Rules: Executive Dominance, In Bickerton & Gagnon. *Canadian Politics 7th Edition*. Toronto: UPT, pp. 47-64 (Available on OWL Brightspace)

Tutorial question: Is the Prime Minister too powerful?

Jan. 18: Bureaucracy

Amanda Clarke. 2020. The Civil Service, In Bickerton & Gagnon. *Canadian Politics 7th Edition*. Toronto: UPT, pp. 105-122.

Patrick Malcolmson, Richard Meyers, Gerald Baines, Thomas M.J. Bateman. The Civil Service. *Canadian Regime: An Introduction to Parliamentary Government in Canada 6th Edition*. Toronto: UTP, pp. 118-122.

Tutorial discussion: Are elite bureaucrats too powerful?

Jan 25: Legislature – The House of Commons and the Senate

Canadian Democracy (Brooks), Chapter 9: The Machinery of Government, pp 226-236. Pay particular attention to pp. 241-242

Jonathan Malloy. 2023. House of Commons Business. *The Paradox of Parliament*. Toronto: UTP, pp. 102-144

Highly Recommended and Helpful for your papers:

Jonathan Malloy. 2023. The Senate. *The Paradox of Parliament*. Toronto: UTP, pp. 182-202

Jonathan Malloy. 2023. MPs. *The Paradox of Parliament*. Toronto: UTP, pp. 67-101

Tutorial Question: Should Parliament be reformed? If so, how? What should we do with the Senate? Should we get rid of it?

Feb 1: Parties

Canada Democracy (Brooks), Chapter 10: Parties and Elections, pp. 247 - 265

Jonathan Malloy. 2023. Parties. *The Paradox of Parliament*. Toronto: UTP, pp. 39-66

Tutorial Questions: Is party discipline useful? Can a Parliament operate without party discipline? Are political parties still useful for organizing politics? What is the alternative?

Feb 8: Electoral System

Canada Democracy (Brooks), Chapter 10: Parties and Elections, pp. 265-281.

A. Brian Tanguay, Democratic Reform and the Vagaries of Partisan Politics in Canada, In Bickerton & Gagnon. *Canadian Politics 7th Edition*. Toronto: UPT, pp. 279-306

Discussion question: Does Canada need a new electoral system? If so what should it be?

Winter Reading Week

Feb 22: Crashing the Party - Interest Groups, Social Movements

Canadian Democracy (Brooks), Chapter 11: Interest Groups., pp. 283-306

Jacquetta Newman. 2019. "Back to the Future: Encoding and decoding interest representation outside parties," in Alain G. Gagnon and A. Brian Tanguay, *Canadian Parties in Transition*, 4th edition. Toronto: Broadview Press, pp. 368-379. – This looks at social movements in more detail, and plus I wrote it.

Tutorial discussion: Which strategy would you advocate: insider or outsider?

Mar 1: The Media

Canadian Democracy (Brooks). 2026. Chapter 12: Media, pp. 308 -328

Canadian Association of Journalists. 2023. Ethics Guidelines.

Justin Ling speaks to Mount Royal University College about the dangers of Misinformation and Hypernormalization

<https://www.mtroyal.ca/AboutMountRoyal/MediaRoom/Stories/2026/03/truth-media-misinformation-justin-ling-lecture.htm> or <https://www.youtube.com/watch?v=l-mFH6ZvGTg&t=3248s>

Tutorial discussion: What is to be done? Has politics changed with the mediascape?

Mar 8: Parliamentary Rules and Practices

Make sure to take a look at this again: Jonathan Malloy. 2023. House of Commons Business. *The Paradox of Parliament*. Toronto: UTP, pp. 102-144

Mar 15 – 29 Parliamentary Simulation

Apr. 5 Year-End Debrief and Exam Discussion

CLASS POLICIES

Rules of Engagement:

This course explores politics, power, identity, inequality, intersectionality and democratic conflict. Some of the ideas, readings, and discussions may challenge your assumptions or make you uncomfortable. That discomfort is not something to avoid; it is part of the learning process.

When you encounter an argument you disagree with, be reflexive rather than reactive. Ask yourself why it challenges you. What assumptions does it make? What evidence supports it? What evidence supports an alternative perspective? What values or interests are shaping the argument? What values or experiences are shaping your own response? Our goal is not simply to express opinions, but to analyze arguments critically, respectfully, and with evidence.

We also recognize that each of us brings different experiences, identities, and forms of privilege or marginalization into the classroom. Reflecting on your own positionality, while respecting the experiences of others, is an important part of political inquiry and democratic citizenship.

To support these conversations, we will treat this classroom as a **brave space**.

A brave space is "the creation of a challenging environment that encourages equal participation across representative identities." Rather than promising comfort or safety at all times, a brave space recognizes that meaningful learning often involves intellectual risk and the willingness to reconsider previously held assumptions.

Our classroom will be guided by five principles:

- **Controversy with civility:** We welcome disagreement and debate. Critique ideas, not people, and remember that it is okay to agree to disagree.
- **Owning intentions and impacts:** Good intentions do not always prevent harm. Be willing to listen if someone tells you your words had an unintended impact and be thoughtful about how your own words affect others.
- **Challenge by choice:** You are encouraged to participate in difficult conversations, while recognizing that there may be times when you choose to listen rather than speak.
- **Respect:** Treat everyone in the classroom with dignity and respect, even when you strongly disagree.
- **No attacks:** Personal attacks, harassment, discrimination, or deliberately demeaning others have no place in this classroom.

Our goal is not consensus. It is to create a classroom where we can engage difficult political questions thoughtfully, respectfully, and with intellectual honesty and curiosity.

Policies Regarding Written Work: You Must Submit Your Own Work

Scholastic offences are taken seriously. 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. 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. Also 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. Save copies to the cloud, a USB stick, etc. In other words, save your work as you progress through an assignment.

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 (refer to Scholastic Discipline under the Senate Policy on Academic Rights and Responsibilities at <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, is not permitted for written course assignments. Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the individual student alone. Remember AI is a word machine, not a truth machine, nor an information machine. Keep in mind that research generated through AI can be incorrect; 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/>).

TurnItIn: All required papers may be subject to submission for textual similarity review and use of AI writing platforms to the commercial detection software under license to the University (TurnItIn). All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism and AI use in 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>

Policy on late assignments:

Late Penalty: Assignments will automatically be penalized 2% a day for lateness after 5 days the assignment will receive a grade of zero unless there are extenuating circumstances such as illness or personal emergency (documentation is required). Extensions may be granted in instances where illness, personal or family emergency, or mental health issues are a factor, though waiting until after the deadline to meet with an academic counsellor or request an extension from your professor will increase the possibility that you will incur a late penalty or receive zero.

http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Grace Period: I allow a 36 hour grace period (basically a day) after an assignment is due. If the assignment is not received during that period late penalties will be accessed.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact the Academic Dean's Office as soon as possible. Problems may then be documented and arrangements to assist you can be discussed at the time rather than on a retroactive basis. In general, retroactive requests for grade revision on medical or compassionate grounds will not be considered. Students are also advised to read the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

Classroom Etiquette: Please avoid engaging in private discussions with other students during the lectures. Students are sometimes unaware that their private discussions are distracting to other people. If you feel that a student is distracting your attention from the material, please ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), please see the instructor. Be warned that cell-phone interruptions and consistent lateness are opportunities for comment by myself and your classmates.

While laptops are often a constructive tool in class and many rely on them to take notes, they can also be distracting. I reserve the right to ask people to close their laptops if they are deemed to be distracting to the class, the Professor, or to those sitting close by. Please see the University-College statement on the 'Use of Electronic Devices' at the end of the syllabus.

BTW: There are now numerous studies indicating that note-taking by hand results in higher retention and understanding of the material being presented. Consider going old-school and using a notebook and a pen.

KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27

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

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 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) 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

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

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.