



Political Science 3347F (570)
WORLD ON FIRE: GOVERNING THE GLOBAL ENVIRONMENTAL CRISIS
Fall/ Winter 2026-2027

Instructor: Dr. Lucy Hinton
Email: lhinton2@uwo.ca

Course Information

Mode of Instruction: in-person

Calendar Description:

An overview of theories that try to explain action and non-action in global environmental politics as well as the issues that are driving the global environmental crisis. The course offers conventional and critical theoretical views, and explores issues such as corporate governance, social movements and mechanisms of change.

Antirequisite(s): [Political Science 3314E](#), [Political Science 3379E](#).

Prerequisite(s): Enrolment in third or fourth year of Politics and International Relations, Political Science, Social Justice and Peace Studies, or permission of the department.

Extra Information: 2 hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: POLISCI

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

World on Fire: Governing the Global Environmental Crisis

POLI 3347 — Fall 2026

Dr. Lucy Hinton

Email: lhinton2@uwo.ca

Class: Please see Brightspace for day and time

Office Hours: See Brightspace.

Class Description

How do we act in a world on fire? This class introduces students to the world of global environmental governance, one way that we, as global citizens, aim to tackle complex, collective action problems like climate change and other “wicked” environmental crises. It includes an overview of theories that try to explain action and non-action in global environmental politics as well as the issues that are driving the global environmental crisis. The course offers conventional and critical theoretical views, and explores issues such as corporate governance, social movements and mechanisms of change. We start the course with an overview of the fields of global environmental politics and global environmental governance and try to understand some of the root causes of the current global environmental crisis. Once we build a foundational understanding, we start thinking about global environmental governance in more detail, focusing on international arenas for agreement and disagreement. Finally, in the last four weeks of the course, we will put this knowledge into action, by experiencing our own climate change negotiation and seeing how real people engage in global environmental governance.

Course Learning Outcomes

By the end of this course, you should be able to:

- Apply key theoretical frameworks from global environmental politics to analyze the institutions, actors, and processes driving (and obstructing) global environmental governance;
- Evaluate and synthesize competing theoretical, normative, and empirical frameworks – including their treatment of power – to generate original interpretations of global environmental politics and governance;
- Construct well-reasoned arguments resulting from reflexive, systematic, and independent thought about the complexity of global environmental governance and problem-solving;
- Locate, critically evaluate, and analyze primary and secondary sources (including news media) on global environmental developments to assess competing claims and interpretations;
- Critically evaluate structures of participation, representation, and exclusion in global environmental governance, including the differentiated vulnerabilities and voices of Global South and Indigenous communities;
- Formulate evidence-based, ethically grounded arguments for meaningful action on the global environmental crisis, attentive to the interests of marginalized and underrepresented communities;
- Compose clear and concise written prose that integrates well-sourced research and demonstrates critical analysis of course content on global environmental politics and governance; and
- Clearly and persuasively articulate ideas on global environmental politics and governance to peers and a variety of forums, and collegially engage in real-time dialogue by actively and critically listening, reflecting, adapting, and developing effective counterarguments.

Grading Structure

Seminar Engagement – 60%

- Reading Analysis – 30%
 - Reading presentation 1 x 15%
 - Reading Reflections 2 x 15% (lowest one dropped)
- In-Class Engagement – 30%

COP Simulation (November 23rd) and Reflection Essay (December 7th) – 40%

Class Format

This class will take place in-person.

Essential Course Components

To pass this course, students must achieve an overall grade of 50% across the different graded items. Students must complete the simulation and reflection essay. Students should be present for class and complete at least 10 weeks' worth of associated reflections.

Flexible Late Policies and Academic Consideration

Reflections: All reflections are due at midnight, before class (12 AM Monday, or you can think of this as Sunday night). There is an automatic 12-hr grace period to hand in your reflections. You do not need to inform the teaching team if you need to use the 12-hr grace period. Because not all elements of this component are required in the calculation of the final course grade, the instructor reserves the right to deny academic consideration for these missed elements.

Final assignment: While deadlines can be difficult, they are part of life, and it will be integral to your success in your future career that you are able to meet them. For that reason, the final assignment in this course has a 10% (per day) late penalty. After 5 business days, the assignment will receive a grade of 0. However, often, in real life, we can see that we have conflicting priorities ahead of time. I am very open to making alternative due dates for students who need them, but this must be negotiated ahead of time through the Extension Request Form, which you'll find linked on OWL Brightspace. Extension requests must be submitted at least 2 weeks before the due date. This is meant to mimic a real-world scenario where you are looking at finishing a project and you realize you have too many conflicting projects or responsibilities, and so you ask your supervisor or client for an extension ahead of time. Often, people are fine with an extension, if it has been agreed upon – and that's what we try to mimic here.

At the same time, sometimes urgent situations happen. Sometimes, your computer has a major issue, or you underestimated the amount of time an assignment would take to complete. This is something you should plan for in your working life, as it is unprofessional to miss deadlines. But, since we are still learning, we can give ourselves some grace on this. The final assignment in this course has an automatic 48-hour grace period. That means that you can take up to 48 hours to hand in your assignment, with no questions asked and without penalty. You do not need to communicate your use of this grace period to me or the TA. After the 48 hours has passed, the regular late penalty described above applies.

Because the submission deadline for this assignment already includes flexibility, the instructor reserves the right to deny academic consideration for assignments submitted beyond the 48-hour grace period.

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

Required Text

N/A. All readings posted on OWL or the library website.

Email Policy

Timing

As with the late penalties, I find it useful to mimic the working world with our approach to email. This means that first and foremost, I expect your emails to me (and the TA) to be professional and polite. I will do the same in return. As in the working world, you can expect to hear back from me within 24 hours if you email me during business hours. I will not respond to email on weekends.

Content

- I do not respond to emails that ask questions when the answers are provided on OWL or in the course syllabus. I expect you to try to find your own answers before emailing me.
- I do not provide feedback via email. I am very happy to provide feedback on assignments, grades, participation, etc., but you must come to office hours to have these conversations. That's what office hours are for!
- I do not give extensions to students who do not request them at least two weeks ahead of time, and I do not give extensions via email. Please use the Extension Request form at least two weeks ahead of the due date.

Teaching Philosophy

My teaching in this course is grounded in the same commitments to equity, justice, and transformation that drive my scholarship: I want students to develop the critical capacity to see the structures — colonial, capitalist, state-centric — that produce the environmental crisis, and enough command of the material to imagine and negotiate alternatives to it. Because this course foregrounds critique from the Global South and from Indigenous scholars alongside more conventional IR and governance theory, I try to teach these as sources of theory in their own right, not as case studies layered onto frameworks built elsewhere. The COP simulation exists for the same reason: understanding why global environmental governance so often fails to deliver justice takes more than reading about power — it takes negotiating, even briefly, inside its constraints.

Equity, Diversity, Inclusion and Decolonization

This course treats the global environmental crisis as inseparable from histories of colonialism and extraction, and I try to reflect that in the reading list and in who we treat as an authority on these questions — centring Indigenous scholars, Global South perspectives, and critical/decolonial traditions alongside mainstream IR theory. I open the term with a land acknowledgement, not as formality, but because the relationship between land, ownership, and governance runs through everything we study afterward. I also build in flexibility for different learners and entry points: most weeks offer a small cluster of readings so students can choose based on interest and background, and the engagement and reflection components already carry built-in flexibility (drops, grace periods) so accommodation isn't something students have to request as an exception. I appreciate and encourage your questions, comments, and suggestions throughout the term — please let me know if there's a way I can make this course work better for you, for other students, or for student groups, including opportunities where I have blindspots.

AI Policy

This course takes a conditional approach to generative AI: whether it's permitted depends on what a given task is teaching you, and that will be stated explicitly, assignment by assignment. There's no universal rule: check the assignment instructions, or ask, before using AI on anything specific.

As a starting principle: AI can be useful for orienting yourself to a topic, brainstorming search terms, or explaining a concept you're stuck on. It is not a substitute for finding and reading real sources, and it cannot do your judgment for you. Two rules hold across every assignment in this course, regardless of what's otherwise permitted:

- Every factual claim needs a real, verifiable citation. AI-generated or AI-suggested citations do not count, and verifying them is your responsibility – these tools are known to invent or misattribute sources.
- Your analysis, recommendations, and conclusions must be your own thinking. AI can help you understand a debate; it cannot decide what you think about it. Remember as well that AI can be sycophantic; you must couch your argument, thesis, or ideas in the real literature to understand how it good it really is.

Some assignments include supervised, in-class components using handwritten drafting, specifically so your final submission can be checked against samples of your own writing and thinking. If your final work doesn't sound like the same person who produced those samples, that's something we'll follow up on.

Unauthorized use (anything beyond what's explicitly permitted for a given task) is treated as a scholastic offence under University policy (see Statement on Academic Offences, below). If you're unsure whether a specific use is permitted, ask before you submit, not after.

Weekly Schedule

* Changes are possible within this schedule, and it is given here as a guide, not a contract.

Week	Date	Topic / Notes
Week 1	Mon, Sept 7	No class — Labour Day
Week 2	Mon, Sept 14	Course Introduction - Solnit, Rebecca. "Difficult is not the Same as Impossible." In Not Too Late: Changing the Climate Story from Despair to Possibility, ed. Rebecca Solnit and Thelma Young-Lutunatabua, 3–10. Chicago, IL: Haymarket Books, 2023. - Ritchie, Hannah. Introduction and Chapter 1. Not the End of the World. - Bregman, Rutger. Prologue, Chapter 1: A New Realism and Chapter 2: The Real Lord of the Flies. Human Kind: A Hopeful History.
Week 3	Mon, Sept 21	Introduction to the Field of Global Environmental Politics → "Indigenous understanding of ecological justice" - Mildenberger, Matto. "The Tragedy of the Tragedy of the Commons." Scientific American Blog Network, August 23, 2019. AND Nijhuis, M. "The Tragedy of the Commons Is a False and Dangerous Myth." Aeon. - Schlosberg, David. "2. Turbulence Converging Crises and Environmental Justice." In Global Environmental Politics in a Turbulent Era, 13–24. - Clapp, Jennifer, and Peter Dauvergne. "1. Peril or Prosperity? Mapping Worldviews of Global Environmental Change." In Paths to a Green World: The Political Economy of the Global Environment, 1–14. Cambridge, MA: MIT Press, 2011. - Bernstein, Steven, and Matthew Hoffmann. "Climate Politics, Metaphors and the Fractal Carbon Trap." Nature Climate Change 9, no. 12 (2019): 919–25.
Week 4	Mon, Sept 28	Introduction to the Field of Global (Environmental) Governance - Vogler, John. "3. Mainstream Theories." In Routledge Handbook of Global Environmental Politics, 2nd ed., 33–45. London: Routledge, 2022. (Course Reserves) - Biermann, Frank. "21. Earth System Governance: World Politics in the Post-Environmental Age." In Routledge Handbook of Global Environmental Politics, 2nd ed. Routledge, 2022. (Course Reserves) - Brad, A., Brand, U., & Schneider, E. (2022). Global environmental governance and the state. In Handbook of Critical Environmental Politics, 402–415. Edward Elgar Publishing. - Stevenson, Hayley. "4. Alternative Theories." In Routledge Handbook of Global Environmental Politics, 2nd ed., 46–59. London: Routledge, 2022. - Young, O. R. (2011). Effectiveness of international environmental regimes: Existing knowledge, cutting-edge themes, and research strategies. Proceedings of the National Academy of Sciences, 108(50), 19853–19860.
Week 5	Mon, Oct 5	Uncovering the Colonial and Capitalist Roots of the Contemporary Environmental Crisis

		- Whyte, Kyle. "Too Late for Indigenous Climate Justice: Ecological and Relational Tipping Points." <i>WIREs Climate Change</i> 11, no. 1 (2020): 1–7. - Klein, N. (2011, November 9). <i>Capitalism vs. The Climate</i>. The Nation. - Patel, R., & Moore, J. W. (2017). Introduction. In <i>A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet</i>. University of California Press. - Sultana, Farhana. "The Unbearable Heaviness of Climate Coloniality." <i>Political Geography</i> 99 (2022): 1–14. - Liboiron, Max. "Introduction." In <i>Pollution Is Colonialism</i>, 1–38. Durham, NC: Duke University Press, 2021.
Week 6	Mon, Oct 12	READING WEEK — no class (Thanksgiving)
Week 7	Mon, Oct 19	Intergovernmental Action on Climate Change and Beyond - Delreux, T. (2018). Multilateral Environmental Agreements: A Key Instrument of Global Environmental Governance. In <i>European Union External Environmental Policy: Rules, Regulation and Governance Beyond Borders</i>, 19–38. Springer. - Dimitrov, R. S. (2016). The Paris Agreement on Climate Change: Behind Closed Doors. <i>Global Environmental Politics</i>, 16(3), 1–11. - Renato Redentor Constantino. "How the Ants Moved the Elephants in Paris." In <i>Not Too Late: Changing the Climate Story From Despair to Possibility</i>, ed. Rebecca Solnit and Thelma Young-Lutunatabua, 73–81. Chicago, IL: Haymarket Books, 2023.
Week 8	Mon, Oct 26	The Relationship Between International Commitments and National Policies - Andonova, L. B., & Mitchell, R. B. (2010). The Rescaling of Global Environmental Politics. <i>Annual Review of Environment and Resources</i>, 35(1), 255–282. - Bernstein, S., & Cashore, B. (2012). Complex global governance and domestic policies: Four pathways of influence. <i>International Affairs</i>, 88(3), 585–604. - Schaffer, L. M., & Umit, R. (2023). Public support for national vs. international climate change obligations. <i>Journal of European Public Policy</i>, 30(3), 537–573. - Morgan, E. A., Nalau, J., & Mackey, B. (2019). Assessing the alignment of national-level adaptation plans to the Paris Agreement. <i>Environmental Science & Policy</i>, 93, 208–220. - Victor, D. G., Lumkowsky, M., & Dannenberg, A. (2022). Determining the credibility of commitments in international climate policy. <i>Nature Climate Change</i>, 12(9), 793–800.
Week 9	Mon, Nov 2	The Role of Nonstate Actors (INGOs and MNCs) in Governing the Global Environmental Crisis - Blondeel, Mathieu, Jeff Colgan, and Thijs Van de Graaf. "What Drives Norm Success? Evidence from Anti-Fossil Fuel Campaigns." <i>Global Environmental Politics</i> 19, no. 4 (2019): 63–84. - Mahdavi, Paasha, Jessica Green, Jennifer Hadden, and Thomas Hale. "Using Earnings Calls to Understand the Political Behavior of Major Polluters." <i>Global Environmental Politics</i> 22, no. 1 (2022): 159–74.

		• Kaplan, R. (2024). "Rather Than Follow Change, Business Must Lead this Transformation": Global business's institutional project to privatize global environmental governance, 1990–2010. <i>Organization Studies</i>, 45(1), 161–188. • Bergquist, A.-K., & David, T. (n.d.). Collaboration Between the International Business and United Nations in Shaping Global Environmental Governance. Working Paper. • van der Ven, Hamish. "How to Tell Credible Eco-Labels from 'Greenwash.'" <i>Corporate Knights</i> (blog), May 3, 2019.
Week 10	Mon, Nov 9	The Role of Civil Society, Indigenous Peoples, and Social Movements • Allen, Jen Iris, and Jennifer Hadden. "Exploring the Framing Power of NGOs in Global Climate Politics." <i>Environmental Politics</i> 26, no. 4 (2017): 600–620. • Ciptlet, David, J. Timmons Roberts, and Mizan R. Khan. "7. Society Too Civil?" In <i>Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality</i>, 155–80, 2015. • Haddad, Mary Alice. "Introduction." In <i>Effective Advocacy: Lessons from East Asia's Environmentalists</i>, 1–19. The MIT Press, 2021. • Fraundorfer, M. (2022). <i>Global Environmental Governance. In Global Governance in the Age of the Anthropocene</i>, 283–326. Springer.
Week 11	Mon, Nov 16	Reflection Week
Week 12	Mon, Nov 23	SIMULATION
Week 13	Mon, Nov 30	Guest Lecture: Careers in Global Environmental Governance • Readings TBD.
Week 14	Mon, Dec 7	Course Wrap-Up: Choosing Hope over Despair, and Action over Inaction — Reflection Essay Due • Solnit, Rebecca. "Difficult is not the Same as Impossible." In <i>Not Too Late: Changing the Climate Story from Despair to Possibility</i>, ed. Rebecca Solnit and Thelma Young-Lutunatabua, 3–10. Chicago, IL: Haymarket Books, 2023. • Ritchie, Hannah. Introduction and Chapter 1. <i>Not the End of the World</i>. • Bregman, Rutger. Prologue, Chapter 1: A New Realism and Chapter 2: The Real Lord of the Flies. <i>Human Kind: A Hopeful History</i>.

Grading Breakdown

Seminar Engagement – 60%

- Reading Analysis – 30%
 - Reading presentation 1 x 15%
 - Reading Reflections 2 x 15% (lowest one dropped)
- In-Class Engagement – 30%

COP Simulation (November 23rd) and Reflection Essay (December 7th) – 40%

It is easiest to think about your grades in this course as coming from two major components: seminar engagement and the COP simulation. For the first: each week you will read at least two articles and then be expected to participate in a substantive, intellectual, and collegial discussion based on the readings you have completed. For the second, you will participate in a major in-class simulation and write an essay based on your experience.

Seminar Structure

2:30 PM – 2:40 PM Students report which articles (2) they read and one sentence re: what they learned from one or both.

2:40 PM – 3:00 PM Student 1 Presentation (5 min) and Discussion (15 min)

3:00 PM – 3:20 PM Student 2 Presentation (5 min) and Discussion (15 min)

3:20 PM – 3:40 PM Student 3 Presentation (5 min) and Discussion (15 min)

3:40 PM – 4:00 PM Student 4 Presentation (5 min) and Discussion (15 min)

4:00 PM – 4:20 PM Full Class Discussion or Dr. Hinton Lecture

Seminar Engagement: This class is taught as a seminar, and that means that you and your colleagues are responsible for leading the discussion most weeks. You will see that each week has a full roster of readings, but most of the time you will only read two of the lists for each week. We will determine the final list for each week in Week 1 when students sign up for their reading presentation week. Each class, 2-4 students will do their reading presentations, which will be a maximum of 5 minutes, and then they will lead a discussion of about 15 minutes. Since you are expected to have read at least two articles, you will be able to engage substantively with your colleagues' discussions.

Reading Reflections: While you should take notes on the readings every week, you can choose 2 weeks of the course to hand in a reading reflection. **These must be completed before Module 4.** This will be the same format as your reading presentation: the goal is that on the week where you present, you are not doing substantially more work than your colleagues. Only your best reading reflection will be used to calculate your final grade, which means that because the assignment already includes flexibility, you will not be eligible for academic consideration on this component.

Similarly, your in-class engagement will be graded as the top 10/12 weeks. Because the assignment already includes flexibility, you will not be eligible for academic consideration on this component.

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>).

Note: Per King's/Western's Policy on Academic Consideration – Undergraduate Students in First-Entry Programs (effective September 1, 2025), instructors may designate one assessment per half-course as requiring formal supporting documentation for academic consideration. The COP Simulation (Week 12, Nov 23) is designated as that

assessment for this course; it is ineligible for a request for academic consideration without supporting documentation.

****Mandatory Office Hours Visit**** Attending office hours at least once during the semester is mandatory to pass this course. You must come prepared with a question about the course that is not answered anywhere in the syllabus, on OWL, or in the course materials. Details on how to make the most of this visit are on OWL.

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/OriginalityReports - TurnItIn.html](https://elearningtoolkit.uwo.ca/tools/OriginalityReports-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.