



SOCLJUST 3500E (570)
Engaging Local Communities for Social Justice
Fall/Winter 2026 - 2027

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

Course Information

Calendar Description: Current social justice theories/concepts applied to an actual justice-oriented service learning project which students will co-design with a partner non-profit organization. Students will develop an understanding of the interrelationship between theory and practice and critically reflect upon their roles in furthering social justice goals through placements, reflections, and discussion.

Antirequisite(s): The former Social Justice and Peace Studies 3201A/B/Y.

Prerequisite(s): [Social Justice and Peace Studies 1025F/G](#) and [Social Justice and Peace Studies 1026F/G](#), and [Social Justice and Peace Studies 2304F/G](#); or permission of the Program Coordinator.

Extra Information: 3 hours. This course normally involves 80 hours of community placement.

Course Weight: 1.00

Breadth: Category A

Subject Code: SOCLJUST

Mode of Instruction: Blended. Both online and in-person

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.



Social Justice and Peace Studies 3500E (270)
ENGAGING LOCAL COMMUNITIES FOR SOCIAL JUSTICE
Fall/ Winter 2026-2027

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

Course Information

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Current social justice theories/concepts applied to an actual justice-oriented service learning project which students will co-design with a partner non-profit organization. Students will develop an understanding of the interrelationship between theory and practice and critically reflect upon their roles in furthering social justice goals through placements, reflections, and discussion.

Antirequisite(s): the former Social Justice and Peace Studies 3201A/B/Y

Prerequisite(s): Social Justice and Peace Studies 1025F/G and Social Justice and Peace Studies 1026F/G, and Social Justice and Peace Studies 2304F/G; or permission of the Program Coordinator.

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SJPS 3500E

Fall/Winter 2026-2027

Social Justice and Peace Studies 3500E, Engaging Local Communities for Social Justice

Shawna Lewkowitz

Ext: NA

Email: slewkowi@uwo.ca

Office: NA

Office Hours: TBD or by appointment virtually

Course Description:

Social Justice and Peace Studies 3500E – Engaging Local Communities for Social Justice

An experiential learning course wherein social justice theories and concepts will be applied to and reflected on through a local community placement. Students will gain a deep understanding of social justice as it applies to the local context, and how social issues emerge and are addressed within their own community. In addition to their duties on placement, as part of their final project students will develop a comprehensive policy or tool for community impact, that will be presented and available to the public for use. Through this course students will develop a better understanding of the interrelationship between theory and practice and critically reflect upon their roles in furthering social justice goals through placements and discussion.

Antirequisites:

The former Social Justice and Peace Studies 3201A/B/Y

Prerequisites:

Prerequisite(s): Social Justice and Peace Studies 1025F/G and Social Justice and Peace Studies 1026F/G, and Social Justice and Peace Studies 2304F/G; or permission of the Program Coordinator.

Unless you have either the requisites for this course or written special permission from your Dean to enroll 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 prerequisite.

Course objectives:

Students will be encouraged to

- Understand the value of experiential education, the roles and responsibilities of students, academic institutions, organizations and the larger community in community-based learning opportunities.
- Critically reflect on how theories of social justice and peace coincide with the realities of social justice and peace in practice.
- Deepen their understanding of local issues, opportunities and challenges within London
- Reflect critically on their own perceptions and assumptions of power, privilege, inequity and marginalization

- Make connections on how change is created through local community organizations, policy, politics and the lived experiences of people

Course Schedule and Overview

This course has been designed to take place as an interactive, experiential format where students engage with a community partner through projects meetings (in-person if/when possible). Course content will consist of community placement projects with a partner, weekly class discussion of readings, reflections and/or guest speakers.

Please note that because of the community-based and experiential component of these classes, reflection and discussion are built into the schedule. Formal class "lecture" hours are less due to the experiential nature of the course. It is expected that you are spending 2-3 hours each week doing placement work and engaging on community issues.

Generally, every other week we will have class (there are many exceptions, so please check course schedule carefully). The structured components of this class are less than a typical 1.0 class because of the community placement expectation. It is expected you will meaningfully engage with your placement project on a regular basis throughout the year.

Community Placements

Several community partnerships have been created with the intention of having a variety of opportunities and issues for students to choose from. The placements not only vary in their area of focus, but they also vary in size, capacity and structure. Please also note that students are welcome to propose their own placement partner to the Instructor. Confirmation of these partnerships will be at the discretion of the instructor.

In the first weeks of class, each community partner will present about their organization and placement opportunities. Based on these presentations, students will identify their top 3 placement choices, along with a statement of interest for each one. These rankings and statements will assist in the identification of placements for students and will also serve as the first assignment for the course.

Once placements have been agreed upon, students and community partners will each sign a learning agreement outlining their responsibilities, shared project goals and approximate schedule for meetings. Students will complete a minimum of **50 hours of placement time**. This time can include time spent in meetings with supervisor, staff meetings, orientation as well as independent time working on community placement projects for the organization. Time spent working on course assignments does NOT count towards the 50 placement hours.

Students will complete a timesheet for hours spent working on placement that will be signed digitally by the community partner. The timesheet will be provided on OWL BRIGHTSPACE.

Please note that misrepresenting tasks, hours or signatures will result in an automatic failure in the course.

Experiential Learning

This is an experiential course that uses experiential learning theory as the foundation and method for learning. Experiential learning recognizes that learning is a dynamic process that involves interaction and reflection by the learner, as opposed to transmission of knowledge by the instructor. It involves significant commitment on the part of the student to engage in the learning and to participate in placements, classes and discussions in a meaningful manner.

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

Kolb's Experiential Learning Cycle:

Concrete Experience:

Students engage in experiences that involve emotions, perceptions, thought and action. In this course this involves experiences on placement virtually, research on issues as well as in community during particular classes.

Reflective Observation:

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

Abstract Conceptualization:

Through analysis and discussion, students build on previous learnings and apply their reflections to create new conceptual learnings and understanding.

Active Experimentation:

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

Course Participation Expectations

To get the most from this course and the placement, students are expected to attend and prepare class discussions, as well as complete their placement/project time hours and course activities/assignments. I recognize that not everyone has the same access to technology and in-person class time and assignments may be affected by this. It is the responsibility of the student to speak with me about any technology challenges you may have, and I will work with you to find alternatives.

This is an experiential course and much of the learning happens in discussions in an iterative process where we take the time to connect experience with course readings and reflections.

Failure to complete the 50 hours of placement time without my prior approval will lead to possible failure in the course.

Readings for course lecture weeks are in the course outline and students are expected to come to class having read the material and be prepared to discuss the content with their colleagues. We will be learning together, challenging, questioning and building on ideas raised by others; therefore, the best learning will come when everyone is well prepared.

My teaching philosophy is one of co-learning, community and care. I see us as learning together, alongside community. I value and respect different ways of knowing including but not limited to life experience, embodied ways of knowing, academic learning and land-based knowledges. The diversity of knowledges and ways of being brings richness and opportunities for growth. I acknowledge students as whole people, who have lives and responsibilities outside the classroom and my course. I do my best to respect this and ask that you share only what you are comfortable sharing with me. I don't need to know why you need an extension, but I do need to know that you need one – so ask. I also ask that you inform me if you will be missing class.

This is a form of mutual respect, as I show up for you and ask that you do the same or at the very least let me know if you can't make it.

Absences and late assignments:

Assignments and papers are due within 72 hours of the stated due date and will be submitted electronically. There is no need to email me about an extension if you are handing the assignment in within the 72-hour deadline.

If you need an extension beyond the 72 hours, please contact me in advance and I will be happy to work with you to find a new date. When asking for an extension please propose what date you expect to complete the assignment by.

The final assignment (poster and paper) are an exception to the 72-hour rule and Academic consideration for this assignment requires submission of formal supporting documentation.

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

Police Information Check and Police Vulnerable Sector Check

Each placement organization has different requirements about whether students need a police information check or a police vulnerable sector check (needed for working with the elderly, children or disabled). Some organizations will require neither. There can be a considerable backlog of processing time to receive your police check, so students are advised to do this check as soon as their placements are decided. I will provide an ongoing updated list on the OWL BRIGHTSPACE site of placement organizations and whether a police information or vulnerable sector check is needed.

<https://www.londonpolice.ca/en/services/Record-Checks.aspx#>

Policy on AI use

Course AI tools [such as Chat GPT] are permitted exclusively for: information-gathering and preliminary research purposes and development of an assignment outline. If AI tools are used, students must acknowledge use and state how the tool was used. Unauthorized use of AI will be subject to academic discipline

Western's scholastic discipline policy can be found [here](#).

Course materials: No textbooks. Articles available through the library, podcasts and videos available online at no additional cost

Course Etiquette online and in person:

We are often discussing difficult topics. For open and honest conversations to happen there must be trust. That trust comes from respectful and thoughtful dialogue. You can disagree – with me, with each other. That's ok and encouraged. But academic debate is much different than personal attacks of any kind. We may have ideological differences, lived experience differences, political differences – these things do not stop us from having open conversations that are meaningful.

We will create a shared values statement for the class in the beginning weeks that will guide our conversations and move us through difficult moments.

How to contact me: Email: slewkowi@uwo.ca (please include the class course number in the Subject line). I will try to return a response within 48 business hours (Monday to Friday, 9 am to 5 pm). Please email me using professional conduct and format.

When communicating with me, community partners and guest lecturers, please do in a professional manner and I will do the same with you. This includes emails and other forms of communications.

Course Schedule

September 9 and September 16 - In class

Topic: Intros and Community Placement Presentations by partners

No Readings

September 23 - In class

Topic: Working with Communities — Ethics, Consent, Power and Experiential Learning

To read/watch/listen

Butin, D. W. (2007). Justice-Learning: Service-Learning as Justice-Oriented Education. *Equity & Excellence in Education*, 40(2), 177-183.

Baines, Donna et al. (2014). Not Profiting from Precarity: The Work of Nonprofit Service Delivery and the Creation of Precariousness *Just Labour*, 22, 74-93.

Due: Placement Statement of Interest

10%

This aim of this paper is to state your interest in your top 3 placement choices and for each one demonstrates how that choice connects to previous learnings in SJPS, your own personal experiences/interest and what you hope to learn/gain from the placement.

4-6 pages double spaced, with headings for each choice. References cited.

*******September 24 | 5:30–7:00 p.m., Joanne and Peter Kenny Theatre**

Tanya Talaga

Please note that attending this lecture is in place of September 30 which is National Truth and Reconciliation Day. I will be taking attendance.

Can Canada Move Towards Reconciliation?

Tanya Talaga has written three books that grapple with the hard truths of Canada's history and the Indigenous experience in a colonized land. She walks audiences through Canadian history, via an Indigenous lens, to explore how we arrived here and what we can do to achieve a more equitable future for all.

Suggested reading: [*Seven Fallen Feathers: Racism, Death, and Hard Truths in a Northern City*](#)

Additional resources: [Teacher's Guide](#), [Amnesty International Discussion Guide](#)

October 7th –In class placement review

October 21- In class

Topic: Local government, advocacy and civic engagement

To read/do/watch

Community Engagement in Local Communities: Hearing the Voices of the Public

https://www.policyschool.ca/wp-content/uploads/2023/10/AUMA-UP42-ResPapr-CommEngageLocalComm.Jones_Oct11.pdf

The Most Famous Name In Urbanism – Jane Jacobs

<https://www.youtube.com/watch?v=gaBjXN84MnA>

City of London YouTube Channel – watch a City Council or Committee meeting

<https://www.youtube.com/c/LondonOntarioCityCouncil>

October 28 - In class or possible walking tour of downtown

Topic: Gender, Power, and the City

To read/do/watch

Fenster, T. (2005). The Right to the Gendered City: Different Formations of Belonging in Everyday Life. Journal of Gender Studies, 14(3), 217-231

https://www.researchgate.net/publication/238619511_The_Right_to_the_Gendered_City_Different_Formations_of_Belonging_in_Everyday_Life

The CityChangers Podcast #12: The Gendered City

<https://citychangers.org/podcast-gendered-city/>

Sleeping Rough: A Gendered Reality

D O'Reily, April 2025

<https://www.womeninurbanism.ca/words/sleeping-rough-a-gendered-reality>

Due: Letter to City Councillor – 5%

Letter of Agreement – participation/checkmark

November 4 – In Class

Topic: Food insecurity and urban agriculture

Food Insecurity and the Right to Eat: Charity vs. food sovereignty; Gendered and racialized access to food; Indigenous food systems and land rematriation

To read/do/watch:

Urban Agriculture as Climate Action

<https://www.dropbox.com/scl/fi/gfkus9dxx3q77u5ke0rtb/Sass-Badillo-Urban-Agriculture-as-Climate-Action-2024.pdf?rlkey=grx1v1gqiuiq4rvnv2ov9riwt&e=1&dl=0>

Elizabeth Onyango, Keji Mori, Stephanie Fernandez, Bahareh Seyyedini, Nkechinyere Chinedu-Asogwa, Dayirai Kapfunde,

Cultural relevance of food security initiatives and the associated impacts on the cultural identity of immigrants in Canada: A scoping review of food insecurity literature,

Wellbeing, Space and Society,

<https://www.sciencedirect.com/science/article/pii/S2666558125000351>

THE REMATRIATION OF SEEDS AND DECOLONIZING OUR FOOD SYSTEMS

<https://sowandgrow.ca/episodes/s1-who-will-feed-us/episode-8-the-rematriation-of-seeds-and-decolonizing-our-food-systems/>

Due:

Gender in the City activity due

5%

November 18 – In Class

Topic: Disability Justice and Accessibility

To read/do/watch:

Quest, S., Sep 7, B. S., & Share, 2022 (n.d.). *Care without institutions*.

<https://briarpatchmagazine.com/articles/view/care-without-institutions>

Piepzna-Samarasinha, Leah Lakshmi. *Care Work: Dreaming Disability Justice*, Arsenal Pulp Press, 2018. Ch 7 Cripping the Apocalypse: Some of My Wild Disability Justice Dreams

pp 76-84; 9 pages

<https://www.globaldisabilityjustice.org/wp-content/uploads/2024/08/CAREWO1.pdf>

Episode 6: Disability Justice, Affinity Groups and Decent Work

<https://theonnc.ca/podcast/episode-6-disability-justice-affinity-groups-and-decent-work/>

December 2nd – Review and Prep for 2nd term

WINTER BREAK

January 13 – In class

Food Insecurity and the Right to Eat: Charity vs. food sovereignty; Gendered and racialized access to food; Indigenous food systems and land reclamation

To read/do/watch:

Topic: The Housing Crisis as a Justice Issue: Evictions, homelessness, and the criminalization of poverty

To read/do/watch:

How the real estate financial model is harming us | Leilani Farha | TEDxQueensU. (n.d.). *Right to the City*.
<https://www.right2city.org/news/how-the-real-estate-financial-model-is-harming-us-leilani-farha-tedxqueensu/>

The Western Gazette (Director). (2023, April 4). *Homelessness in London, Ontario*.
<https://www.youtube.com/watch?v=4S45WdHQ4QI>

Indigenous Homelessness in Canada

<https://homelesshub.ca/sites/default/files/COHIndigenousHomelessnessDefinition.pdf>

January 27 –Off site- Regional HIV Aids Connection

Topic: Mental Health, Addiction, and Harm Reduction

To read/do/watch

Ritter, A., Barrett, L. People who use drugs and the right to health. *Harm Reduct J* 21, 215 (2024).
[https://doi.org/10.1186/s12954-024-01132-](https://doi.org/10.1186/s12954-024-01132-5)
<https://harmreductionjournal.biomedcentral.com/articles/10.1186/s12954-024-01132-5>

Episode 1: War Correspondents

<https://www.crackdownpod.com/episodes/afy1d8goaohcffebe5b2o4py105c>

Analysis: What's at stake as battle over opioid crisis erupts in London

Randy Richmond, July 2024

<https://lfpress.com/feature/battle-over-opioid-crisis-in-london>

February 10 – In Class

Urban Climate Justice: Nonprofits, Equity, and Local Action in the Climate Crisis

To read/do/watch:

Environmentalism in Action: Understanding Environmental Justice and Intersectionality

https://www.londonenvironment.net/environmentalism_in_action_environmental_justice_and_intersectionality

The Daring Cities Podcast

<https://daringcities.org/podcast/episode-3-pittsburgh-usa/>

Green Development Standards

<https://www.climateactionlondon.ca/green-development-standards>

Project Neutral activity.

<https://app.projectneutral.org/measure-impact>

Due: Critical reflection paper with academic sources 25%

March 10 – Virtual

Topic: Dress Rehearsal for Showcase 1

Due: Draft Poster & Presentation (complete or incomplete)

March 17 – Virtual

Topic: Dress Rehearsal for Showcase 2

Due: Poster & Presentation due (complete or incomplete)

March 24 – In person

Topic: Community Impact Symposium

Due: Policy Paper and Poster due 30%

Course Assignments:

General Assignment guidelines:

- Please name the document in this format LASTNAME 3500 Assignment Name
E.g., LEWKOWITZ 3500 Critical Reflection
- Please submit assignments as WORD documents and not as PDFs (exception is the final poster)
- Use whatever citation standard you are most comfortable with but be consistent in use, including in-text citations
- Pay particular attention to when I ask for academic sources – newspapers and other media do not count
- When in doubt, go back and read the syllabus, check the OWL BRIGHTSPACE assignment tab
- and then please feel free to reach out to me with any questions you may have

Placement Statement of Interest

10%

September 23

This aim of this paper is to state your interest in your top 3 placement choices and for each one demonstrates how that choice connects to previous learnings in SJPS, your own personal experiences/interest and what you hope to learn/gain from the placement.

4-6 pages double spaced, with headings for each choice. References cited.

Class and placement participation

25%

Participation includes the following:

Due to the experiential nature of this course, constructive participation in class discussions and activities are central to the course. I will be keeping track of attendance and this will form part of your grade. As will participation in discussions and group work conversations. 15%

Completion of placement time. Failure to complete this satisfactorily without prior approval of the Professor, or the misrepresentation of hours/duties, may lead to failure of the course. – 10%

Includes submission of letter of agreement and completed submission of timesheets: End of term 1 and End of term 2 (scan document and submit through OWL BRIGHTSPACE, please add up your cumulative total hours for the year on each submission). Also includes feedback from community placement. Completing the hours does not equal 10%.

Critical reflection paper with academic sources

25%

February 17

This paper is a more in-depth analysis of one of the course topic areas and how it connects to your placement, the local community and theories of social justice and peace. Pick one course topic theme and expand on it (e.g., Gender). The paper should be approximately 5-6 pages double spaced in length and include how the theme connects to personal reflections/experiences/understandings of your placement (be specific), backed up with academic literature on theories of social justice/peace that you have taken in the first 2-3 years of your SJP studies or course material. A minimum of 3 **relevant** academic sources should be included. Local reports and/or relevant recent media can be referenced **in addition** to academic sources. A good approach for this assignment is an introduction to the theories/topic you are referencing, followed up with specific examples of how you applied this theory or learned more about it through experiences you had on placement, concluding with what you may still learn going forward.

Reflective Field Activities

2 x 5% = 10%

This assignment is intended to assist you in reflecting on the course content and meaningfully connecting them to your own experiences and the broader community. Answers should be 2-3 paragraphs in length, and I am looking for substance over length. Specific instructions can be found on Brightspace

Community Impact Project and presentation

30%

Proposal: due date (2.5%) – *January 27*

- A few paragraphs describing your project topic and a title

Draft/Dress Rehearsal: due date (2.5 %) - *March 10 or 17th*

- A draft of your poster presented to your peers and instructor online for feedback. You are also responsible for giving your peers meaningful feedback on their poster

Final Policy or Advocacy Tool Paper: final class **15%** - *March 24*

Poster: final class **10%** - *March 24*

One of the core components of this course is to understand how local policy and advocacy work can affect social change. Students will explore and research a local issue related to their placement and create a policy paper or advocacy tool paper on that particular issue, along with a corresponding poster. The policy/advocacy tool needs to be locally contextualized and include a well-researched background of the issue, a review of the literature and suggestions for change. Students are welcome to be creative and think outside of a traditional paper submission – speak to me about this if you would like to do something different. Students will present their posters or performances/art at a community showcase near the end of the term.

Please see OWL BRIGHTSPACE folder for more detailed instructions and examples

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 here [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 formal 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 cellphone, 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.

- Please note, Friday Make-Up Exams may only be written with the instructor's consent.
- As of September 1, 2026, students will incur a fee of \$45.00 per make-up assessment booked with the Exam Office.
- As of September 1, 2026, for any Special Exam Days booked outside of the designated special exam days, students will incur a fee of \$75.00. The designated Special Exam Days for 2026-2027 are January 8 and 9, 2027 and May 7 and 12, 2027.