

SOCIOLOGY 3404G: Modern Sociological Theory**Winter 2026****Dr Jeremy R. Smith**

Office Hours: By Appointment Only via Teams/Zoom

Email: jsmit747@uwo.ca**FORMALITIES**

Short Course Description: This course will survey major trends in modern sociological theory. Prerequisite(s): 0.5 course from SOC 2263a/b, 2270a/b, 2271a/b, or 1.0 of SOC 2240e. Antirequisite(s): SOC 4404f/g.

Note: Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you will 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.

COURSE DESCRIPTION

Two of the most important things you'll learn during your time at UWO and in the Sociology department are — as simple as it sounds — *questioning* and *answering*. The formation of particular kinds of questions that are grounded in a sociological viewpoint; figuring out how to solve the problem of observing and investigating this “society” thing that we can't see but know to exist; and figuring out how to explain those observations to others — these are the essential components of a sociological education. And this course will teach them to you.

Having already taken the second-year theory course(s), you've been introduced to the notion of thinking sociologically — what kinds of topics, viewpoints, paradigms, and concepts are most germane to thinking how we think. Here, we're going to step that up a bit and dig more into the formation of sociological questions and the development of sociological explanations. Where do we look to for insights? What do we observe in order to think sociologically (and how do we know that what we're saying is actually an explanation)? These are the kinds of issues we'll face during this term.

In order to be ready for this work, your continual preparation during the term will be crucial to your success. We have designed the course so that, if you do all of what we're asking of you, you will be fully ready to engage with the ideas and the materials we are taking on. Do not rely on the class discussions to substitute for the readings (and vice versa) — they can't. Do not just “read” (i.e., turn pages and highlight randomly); *read carefully and critically*, and think about why the author is saying what they're saying and what can be done with the readings. Ultimately, what you have to say about these texts will be up to you, making this your journey to a better understanding of the world in which you exist.

THE STRUCTURE OF OUR TIMES TOGETHER

This course will meet in person, public health directives notwithstanding.

Part of our sessions will take the form of a traditional lecture. Lectures here are not simply a transmission of facts or information from Dr. Smith's brain to your own, but rather a modelling of a particular way of thinking about a sociological problem or challenge. Do not try to capture every word in Dr. Smith's lecture; there is no point in that. Instead, pay attention to the *mode of thinking* — that doesn't come through a transcript of the lecture. (If a

transcript will help you, you are welcome to record the lecture so that you can go back and fill in blanks.) This will be no PowerPoint Karaoke session, and lectures won't replace readings or vice versa.

Another part of our sessions will be dedicated to discussion and recitation under the guidance of your TA. (You may recall this as something our department used to offer as a tutorial.) Dr Smith will take a back seat during these times, and your TA will manage the discussion in ways they believe will deepen your understanding of the readings and issues. This isn't a lecture session — it's a discussion. And while it may seem intimidating to pose questions or risk "incorrect" responses to my questions in front of 100 of your closest friends, I assure you of the following things:

- 1) Any question you have is also held by at least 20 people in the room, and probably more;
- 2) "Incorrect" responses are never wrong, *but rather the starting point for helping you and everyone else build better understandings and answers;*
- 3) I work very hard to keep my classroom a safe space for the ethical and respectful exchange of ideas and do not permit unethical or disrespectful conduct or treatment of your peers and colleagues; and
- 4) My job is to make it so that in December, you understand things you had no way of understanding in September, and I take that very seriously.

The final element of our time together will be built on the workshop model, by which I mean we will go through the mechanics of grappling with the readings and the ideas we're playing with and the directions in which the course is heading. Your engagement in all three parts of this is critical to your success. Please note that the ordering of these elements of lecture times is not set, and will be announced weekly in the lecture outline when it is distributed via Owl.

Office hours: Lastly, Dr Smith and the TA will be holding office hours on a regular basis. Here, they are available for additional questions and assistance about the course readings and issues, as well as other things sociological, university-related, or worldly. Sociology doesn't stop at the classroom door.

You should expect to spend somewhere between six and ten hours per week on this course, including class meetings.

COURSE TEXTS

This course does not have a textbook that you are required to purchase. There are a number of required readings that will be made available through the UWO library website and Perusall platform, which is where you will do part of your weekly work. These readings are provided free of charge. While I am a fan of printed readings for a variety of cognitive and nostalgic reasons, keeping them in digital formats is fine — but you must bring them to every class session.

Reference works will be provided on the full course outline and made available through the UWO library.

COMMUNICATION

Be sure to check the course outline, the course FAQs, and other sections of the course Teams channel for the answer to any questions. We usually think of most everything.

You are responsible for the checking the course Owl Brightspace site on a regular basis for news and updates. This will be the primary method by which information will be disseminated to all students in the course.

For questions or messages that are very brief — in other words, you believe it will take no longer than three minutes to respond to — you can message Dr Smith or the TAs via the MS Teams channel (address is on page

1). For questions that will take longer to respond to but are not conversation-length discussions, please use email. For conversation-length discussions, please arrange an appointment or come by office hours.

ON THE USE OF GENERATIVE AI

There are a number of ways in which it is possible to use generative AI platforms such as ChatGPT and others as a support for your work in this course. There are also a whole bunch of ways in which using them can really screw you over, so I'd like to specify the extent to which generative AI/LLM tools (hereafter noted as HAL) are acceptable for use in this course. In general, the rule will be "Dr. Smith wants to know what you think, not what AI thinks, and he'll figure out whose work is whose."

1) One of the key techniques for dealing with theoretical techniques is pre-reading: reading about the author's ideas, paradigms or ways of thinking, and the core arguments of each text before you actually dig into the text. Nowadays, and I say this to sound even older than I am, there are even more tools available for understanding what these sociological thinkers are saying: podcast episodes, web sites, fanfics, and even platforms that can create a podcast of and about the readings.

You may use HAL to provide summaries of the course readings as a way of gaining an overview of what each author is on about. **However, HAL-produced summaries are only the first step in developing your knowledge and analytic skills.** No evaluated work in this course will stay only at the level of the summary, so you will need to go through and read the works, drawing from the preliminary understanding you have gained thanks to HAL.

2) The two examinations in this course are not take-homes: the midterm is an in-class written exam, and the final will be an oral exam. The questions are provided to you two weeks in advance so that you can work on preparing your answers to them in a more fulsome and thoughtful way than if we just sprung them on you. You will be allowed to have a limited amount of notes with you during each of these exams; the notes will be collected with your exam and reviewed as part of the evaluation of your work.

While I do not recommend starting with HAL-produced material, it is entirely possible that you could feed the exam questions into your favourite HAL to get "first drafts" or "outlines" of the questions that you and your classmates would then work up more fully based on your individual biological brain-based insights and ideas. Should you choose to use HAL in this way, **it is only the first step in the development of your argumentation and work, and your mark will be dependent on the steps you take afterward.**

Please note that I feed HAL the exam questions prior to releasing them into the wild, and I obtain multiple responses from the various platforms as samples of how that LLM would provide an answer against which I will compare any suspicious student responses. Also, note that the first assignment will be a writing sample from you that will serve as the baseline for our evaluation of your work.

3) The paper assignment involves a number of stages where you will be submitting elements of the paper project for feedback and evaluation. The same person — Dr. Smith or the TA — will be reviewing all stages of your project including the paper. We do this first and foremost as a way of helping you do the best work possible on the paper, but it is also so we can see how your ideas develop during the course. It is also a baseline against which your paper will be reviewed so that we can see how it is that you incorporated our feedback into your work.

Because of this, we will be able to assess the ways in which your submitted work is yours as opposed to HAL's. We recognize that there are HAL versions that focus primarily on spelling, grammar, punctuation, and prose that can be used to refine your work or adjust your style, and we encourage you to make sure that the work you submit is the cleanest it can be (i.e., free of spelling, grammar, typographical, or punctuation errors). However, the assessment of your papers will be based on your ideas, and the entire project is set up so that we can assess how your ideas have developed and grown; therefore, **HAL can help you clean up your work, but don't let it rewrite your papers for you.**

Should you have read through all of this and said to yourself, “Self, Smith makes some good points, but imma ignore those,” note this: after a conversation with Dr. Smith, **work that is suspected and assessed to be substantially and primarily HAL-generated will be returned without a mark, and instead the weight for that assignment will shift to the following one as if the work had not been submitted at all** (i.e., as if you had missed an exam). This is not a claim or a charge of academic dishonesty, does not result in a zero (0) for the work, and will not result in referral to the Chair of the Sociology Department for disciplinary proceedings or anything likewise official. There is no punishment or penalty. Rather, this is simply saying, “no, this isn’t the work you were supposed to do, so the next one will count for more and it better be all yours.”

ASSIGNMENTS

I believe in the pursuit of knowledge and understanding for their own sake, and not for the number of marks that things are worth. And despite all my efforts to disabuse you of the notion that grades are all that matter, you’ll still be freaked about them.

In order to encourage you to pursue the understanding and not the marks — and because I know we will be asking you to do things you don’t necessarily think you’re ready to do — let me take some pressure off you: If you do all the assigned work, including at least 80% of the weekly writing/peer-review work, you will pass this course with no less than a 60. Also, note that I mark across the entire term and not simply on the basis of a few events, so I reserve the absolute right to adjust course marks to ensure that they reflect your performance across the entire course.

Weekly work: Readings/Discussions via Perusall

10% of course mark

As a way of encouraging you to do the weekly readings and think more about them than simply turning the pages, you (along with a group of randomly assigned classmates) will take part in what is known as “collaborative course reading” — participating in online discussions about the readings through the Perusall platform (linked to Owl). During each week’s readings, you will identify points of interest, make claims about the readings, and pose questions about things that confuse you. These contributions will be evaluated on the basis of their pertinence to the readings, the level of thought that went into the contribution, the ways in which your contribution responds to those of others in your group and vice versa, and the detailed thought process in your contribution.

Note that this is not meant to be an onerous assignment. I want you to read the materials I have found engaging, engage with them through your annotations, and hopefully discuss them with classmates in your group. Doing more than the assigned number of annotations or responding to a thousand annotations, won’t help improve your mark — and each week’s readings are only worth 1% of your course mark anyway. Don’t overdo it.

The goal here is to ensure that you are able to complete and understand the readings on their face before lecture so that we can do more interesting work in class, and my desire is that you will earn full marks for this part of the course. A rubric will be distributed and discussed in the first class session.

Weekly work: Entry and/or exit tickets

10% of course mark

Each week, you will be asked to submit some kind of written work at either the start or the end of class. This is not necessarily something that always needs to be prepared ahead of time. Dr Smith will let you know what will be expected on any particular day.

Weekly work: In-class Engagement and recitation

15% of course mark

Attendance, posing questions, offering comments, inciting discussions — all of this constitutes your in-class engagement.

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Midterm Examination

25% of course mark

We will have a timed in-person midterm examination on Tues February 24. This examination will be a written examination, and questions will be provided to you two weeks in advance of the exam date in order to give you time to prepare for them and to consult with me and your teaching assistant.

Final Written Examination

40% of course mark

There will be a final written examination in this course. Questions for the examination will be provided two weeks prior so that you can prepare and consult with me and your TA.

Course Engagement

-3 to +3% of course mark

Lecture attendance is expected in this course, and attendance will be taken in each session. I can assure you that your success in this course depends greatly on your attendance and engagement in class. At the end of the year, **entirely at my discretion**, I may adjust your calculated course mark based upon your attendance in class as well as other elements of participation in the course in order to ensure that your final mark reflects your overall performance in the course. Please note that failing to attend lectures regularly and to engage in the course in other ways may result in a *reduction* of the calculated mark. Requests for this discretionary adjustment will result in *not* getting the discretionary adjustment.

I take “course engagement” as anything that indicates your commitment to doing the best work you are capable of doing – ranging from attentively listening to the contributions of your peers, to thoughtfully contributing to the in-class discussion, to posing questions to me during office hours or via email. This also includes continuing course-related discussions on OWL, which will be beneficial for your participation grade *and* for the work you do elsewhere in the course. *Merely showing up for class does not constitute “course participation,” and merely talking off the top of your head does not equal “discussion.”*

COURSE AND MARKING POLICIES

To reduce the size of this beast, you will find the course and marking policies in the folder on Owl. Ensure that you read them thoroughly and carefully.

COURSE SCHEDULE

Below is the preliminary schedule of readings and lectures for the course. Generally speaking, we will endeavour to hold to this schedule, so you should plan your time accordingly.

As you are reading, be sure that you do not attempt to simply turn pages or skim to get through the texts as quickly as possible. And don't attempt to memorize every little thing that you think is “factual.” “The answers” are “not there”; they require careful reading, careful thinking, note-taking, idea-jotting, mind-mapping, doodles, and any other number of possible ways for you to sort out your ideas about them. They are here to provoke you, to get inside your head and rattle around until they mesh together with some other thing to create A New Idea. Let that happen. And know that you can always come back to these readings in the preparation for your assignments.

Note: The readings for each week are split into two components, both of which are required. There are Short theory readings, which are brief excerpts of different theoretical writings from across the history of sociological thought. These we will be working through to glean the main ideas and to explore how they indicate particular forms of sociological explanation. The other type are Long readings, which are full articles or chapters. We will be workshoping these to learn how it is that sociological theorizing and analysis is done and how these theoretical perspectives are developed. Unless noted as “recommended” with a (rec), **all of them are required reading and work, all of them are fair game for the exams in this course.**

All the articles are available through Perusall, where your annotation/discussion work will be done.

Week 1: Tues Jan 6 Introduction: The forms of social and sociological theory.

Req'd: Herbert Blumer, "What Is Wrong with Social Theory?"
Norman G Lederman and Judith S Lederman, "What Is A Theoretical Framework? A Practical Answer"

Rec'd: Gabriel Abend, "The Meanings of Theory"

**Week 2: Tues Jan 13. Theorizing, sociological analysis, and sociological explanations.
Weekly work on Perusall begins**

Req'd: Jan A Fuhse, "How Can Theories Represent Social Phenomena?"
Herbert Blumer, "Sociological Analysis and the 'Variable'"
George C Homans, "Explanation in the Social Sciences"

Rec'd: Miller and Zalta, "Social Institutions"
Eviatar Zerubavel, "Lumping and Splitting: Notes on Social Classification"

Week 3: Tues Jan 20. Choice Explanations and methodological individualism. (Meaningful Behaviour)

Short: Karl Marx, "The Production of Consciousness"
Émile Durkheim, "The Origin of Beliefs"
John Stuart Mill, "On Liberty"
John Dewey, "Democracy and Education"

Long: Jon Elster, "Rationality and the Emotions"
George Herbert Mead, "Play, the Game, and the Generalized Other" and "The Self, the I, and the Me"

Week 4: Tues Jan 27. Adjustment Explanations. (Meaningful Behaviour)

Short: Thomas C Schelling, "Micromotives and Macrobehavior"
Max Weber, "The Types of Social Action"
Harriet Martineau, "Woman"
Sigmund Freud, "Civilization and the Individual"
Antonio Gramsci, "Intellectuals and Hegemony"

Long: Georg Simmel, "The Sociology of Sociability"
Pierre Bourdieu and Jean-Claude Passeron, selections from *Reproduction in Education, Society, and Culture*, Book I
Max Weber, selections from *The Protestant Ethic and the Spirit of Capitalism*

**Week 5: Tues Feb 3. Situation Logic Explanations. (Opportunity Structures)
Midterm Examination Prep Sheet distributed and discussed**

Short: Erving Goffman, "The Presentation of Self"

Louis Althusser, "Ideology and the Ideological State Apparatuses"
Max Weber, "The Types of Legitimate Domination"

Long: Robert Axelrod, "The Evolution of Cooperation"
Erving Goffman, "The Arrangement Between the Sexes"
Ernst Fehr and Herbert Gintis, "Human Motivation and Social Cooperation"

Week 6: Tues Feb 10. Context Explanations. (Opportunity Structures)

Short: Edwin M Lemert, "Social Pathology/Societal Reaction Theory"
Talcott Parsons, "The Unit Act of Action Systems"
Carl Zimmer, "From Ants to People, an Instinct to Swarm"

Long: Richard A Cloward and Lloyd E Ohlin, "Illegitimate Means and Delinquent Subcultures"
Robert Merton, "Manifest and Latent Functions" and "Social Structure and Anomie"

READING WEEK: Tues Feb 17. No class. Read, rest, get some vitamin D, etc.

Week 7: Tues Feb 24. MIDTERM EXAMINATION IN CLASS.

Week 8: Tues March 3. Joint Action Explanations. (Communities)

Short: James S Coleman, "The Emergence of Norms"
Christine Horne, "Group Cohesion and Metanorms"
Ernest Gellner, "Trust, Cohesion, and the Social Order"
Simone de Beauvoir, "Woman as Other"
Nancy Chodorow, "Gender Personality and the Reproduction of Mothering"

Long: Herbert Gans, "Positive Functions of the Undeserving Poor: Uses of the Underclass in America"
Howard Becker, "History, Culture, and Subjective Experience: An Exploration of the Social Bases of Drug-Induced Experience"

Week 9 Tues March 10. Social Integration Explanations. (Communities)

Short: Michael Hechter, "Principles of Group Solidarity"
Aimé Césaire, "Between Colonizer and Colonized"
Betty Friedan, "The Problem That Has No Name"
Pierre Bourdieu, "Structures, Habitus, Practices"
Eve Kosofsky Sedgwick, "Epistemology of the Closet"

Long: Émile Durkheim, "Egoistic Suicide" and "Anomic Suicide"
Émile Durkheim, "Mechanical and Organic Solidarity," "Anomie and the Modern Division of Labour," and "The Cultural Logic of Collective Representations"
Mark Granovetter, "The Strength of Weak Ties"

Week 10: Tues March 17. Linkage Explanations. (Social Systems)

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- Short:** Herbert Marcuse, "Repressive Desublimation of One-Dimensional Man"
 Ulrich Beck, "World Risk Society"
 Claude Lévi-Strauss, "The Structural Study of Myth"
 C. Wright Mills, "The Sociological Imagination"
 Dorothy Smith, "Knowing a Society from Within: A Woman's Standpoint"
- Long:** Karl Marx, "Estranged Labour," "Camera Obscura," "Capital and the Values of Commodities,"
 "Capital and the Fetishism of Commodities," and "Labour-Power and Capital"
 Friedrich Engels, "The Patriarchal Family" and "Results" (from *The Condition of the Working Class in England*)

Week 11: Tues March 24 Functional Explanations. (Social Systems)***Final Examination Prep Sheet Distributed and Discussed***

- Short:** Talcott Parsons, "Action Systems and Social Systems" and "Sex Roles in the American Kinship System"
 Gurinder K Bhambra, "Modernity: History of the Concept"
 Jean Baudrillard, "Simulacra and Simulations: Disneyland"
 Theda Skocpol, "The Janus-Faced State"
- Long:** Kingsley Davis and Wilbert E Moore, "Some Principles of Stratification"
 Frantz Fanon, "Decolonizing, National Culture, and the Negro Intellectual"
 Michel Foucault, "Biopolitics and the Carceral Society"
 Achille Mbembe, "Necropower and the Late Modern Colonial Occupation"

Week 12: T March 31. Wrap-up: Doing theoretical analysis.**No readings. Final in-class discussion and review for exam.****FINAL EXAMINATION DATE: TBD****COURSE EXPECTATIONS & LEARNING OUTCOMES**

As with any university course, you are expected to be fully engaged in this course and able to be responsible for your own learning. In order to do that, you should be prepared to meet the following expectations:

- Consistent attendance in class sessions, with you having read the materials prior to class, being prepared to discuss the materials, to pose any questions that you have, and to engage yourself and others in the learning process, and attendance in my office hours whenever you have a question or need help in understanding the materials or issues under discussion;
- Thoughtful reflection on the course materials and issues prior to coming to class, thoughtful discussion of these materials and issues during class sessions, and further reflection and engagement with them after class;
- The diligent pursuit of all assignments, with you committed to doing your best work on each one and dedicated to improving the quality of that "best work" throughout the term;
- And, overall, your commitment to giving us your best work in every class session and throughout the term.

If you engage with and meet these expectations, you can expect that by the end of this term, you will be able to do the following (among other things that you'll be surprised you've learned how to do and discovered about yourself):

- Demonstrate an understanding of the various forms of sociological explanations and how those forms construct possibilities for social theorizing;
- Show an ability to formulate sociological questions, deploy sociological concepts in analyses of society, and assess whether or not analysts have actually observed what they intended to;
- Develop clear, well-thought, and increasingly sophisticated responses to questions posed;
- Display facility in and fluency with core sociological and theoretical concepts and utilise them in the development of oral and written arguments; and,
- Be able to discuss the ways in which theoretically-oriented sociological analyses are able to highlight directions for future social action.

Academic Offences: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students must write their assignments in their own words. Whenever students take an idea 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 scholastic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for 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 (<https://www.turnitin.com/>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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.

Copyright: Students may not record or distribute any class activity, including conversations during office hours, without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

Absence from Course Commitments: Students must familiarize themselves with the [Policy on Academic Consideration](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf) – Undergraduate Students in First Entry Programs https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request using the Student Absence Portal (SAP) https://registrar.uwo.ca/academics/academic_considerations/index.html. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is always required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically scheduled during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described in the course outline. Supporting documentation for academic considerations for absences due to illness must include the completed Western Student Medical Certificate (SMC) <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf> or, where that is not possible, equivalent documentation by a health care practitioner. Students must request academic consideration as soon as possible and no later than 48 hours after the missed assessment.

Once the request and supporting documentation have been received and reviewed, appropriate academic consideration, if granted, shall be determined by the instructor in consultation with the academic advisor, in a manner consistent with the course outline. Students with an approved absence from an in-class test or exam will be required to write a makeup exam, unless otherwise specified in the course outline. The course instructor or teaching assistant(s) may not be available to respond to questions during the makeup text/exam. Students should be aware that the make-up test/exam will not necessarily be in the same format, be of the same duration, or cover the same material as the original test/exam.

Note: missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty Academic Counselling Office.

Students who fail to write a make-up test or special examination will receive a grade of zero on that assessment. No other make-up opportunities will be provided unless further academic consideration is granted by the student's Home Faculty Academic Counselling office.

Religious Accommodation: Students should review the policy for Accommodation for Religious Holidays https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf. Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Contingency plan for an in-person class pivoting to 100% online learning: In the event of a COVID-19 resurgence or University approved emergency during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Code of Student Conduct: It is the responsibility of every student to read the Code and familiarize him or herself with its contents. The Code is available at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/code_of_conduct.pdf. Sanctions for non-compliance range from a warning or reprimand to expulsion from the University.

Student Responsibility: Students in a degree program must select courses in accordance with the published requirements. Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been successfully completed, and

that they are aware of any antirequisite course(s) they may have taken. Students must familiarize themselves with the Student Responsibility for Course Selection policy https://www.uwo.ca/univsec/pdf/academic_policies/general/academic_counselling.pdf and the Registration and Progression policy https://uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf. Students are responsible for the successful completion of the Graduation Requirements for their degree program https://uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/graduation.pdf.

Support Services:

Office of the Registrar Services <http://www.registrar.uwo.ca>

[Faculty Academic Advising](#) - Please visit your Home Faculty Academic advising webpage for information regarding adding/dropping courses, important dates, academic considerations for absences, appeals, exam conflicts, and many other academic related matters https://registrar.uwo.ca/faculty_academic_counselling.html.

[USC services](#) offers information about student the health/dental plan, Bus Pass, food support services, Peer support Centre etc <http://westernusc.ca/services/>.

[Mental health](#) – Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

[Health & Wellness Services](#) – Registered part-time and full-time students can book a physical health appointment at <https://www.uwo.ca/health/shs/index.html>. Additional on-campus services are also available <https://www.uwo.ca/health/shs/services/index.html>.

[Accessible Education](#) provides supports and services to students with disabilities at Western, in all programs and faculties. Students with disabilities or accessibility challenges should work with Accessible Education (formerly SSD) http://academicsupport.uwo.ca/accessible_education/index.html, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing.

[Gender-Based and Sexual Violence](#) – Western is committed to reducing incidents of gender-based and 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 experience GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: http://uwo.ca/health/student_support/survivor_support/get-help.html

[Western Libraries](#) – Visit the many library locations on campus. Western Libraries provide access to material in physical and digital formats <https://www.lib.uwo.ca/catalogue/index.html>. Research support is available <https://www.lib.uwo.ca/research/index.html>.

[Writing support](#) – Online writing resources, writing support and writing modules are available <https://writing.uwo.ca/undergrads/>

Bookstore: Search for Textbook availability and cost <https://bookstore.uwo.ca/textbook-search>