

Political Science 2135B: Canada Abroad

Instructor: Dr. Mark Yaniszewski
E-Mail: myanisz@uwo.ca (for all confidential matters)
all_politics@hotmail.com (alternative account)
Office: SSC 4139
Office Hours: Tuesday and Thursday 12:30-1:20
Class: Tuesday and Thursday 1:30-2:30
Classroom: University College 224

Course Description

An analysis of significant factors in the determination of Canadian trade, defence and foreign policy; a comparison with similar determinants in other nations, where such comparisons are meaningful; the interplay of domestic and foreign considerations in the determination of national goals.

Specific topics for this year include: role of the Prime Minister, Parliament, the civil service, the provinces, and other actors in determining Canada policies around the world, foreign aid and trade, peacekeeping, armed conflicts (e.g., Afghanistan), nuclear proliferation, and the issue of Arctic Sovereignty.

Distribution of Marks

Students will be graded on the basis of the following components:

- Writing Assignment (Analytical Book Review) — 25%
- Tests — 2 x 20% = 40%
- Final Exam — 35%

Due Date for the Analytical Book Review

The writing assignment is due **Thursday March 8th** and must be handed in directly to the instructor during class or during regularly scheduled office hours. No other arrangements are permitted (e.g., the essay may *not* be submitted by e-mail or slipped under a door). Late assignments will be accepted during class or during regularly scheduled office hours up to **Thursday March 15th** but are subject to a flat rate penalty of 15%. Assignments not submitted by the end of class on March 15th will receive an automatic grade of 0%

The late penalty will only be waived in the case of illness (or similar serious circumstances) and will require proper documentation (e.g., a doctor's note). Otherwise, extensions will not normally be granted (e.g., forgetting to buy a new ink cartridge for your printer or having the dog eat your homework and so on do not constitute legitimate excuses for not completing the assignment on time).

Course Readings and Lecture Schedule

Finding E-Journals

There is no textbook for this course. A small number of readings are held at the Weldon Library Reserve Desk while the vast majority of readings are available free of charge as e-journals from the library.

Obtaining e-journals articles is relatively straight-forward:

- (i) Go to Library homepage and log in
- (ii) Click on Catalogue
- (iii) Select “Journal Title” and type in the name of the journal (e.g., *Foreign Affairs*)
- (iv) Select “Go”
- (v) Browse results. Many journals are stored at multiple electronic storage sites. Select the storage site that covers the date range you are looking for (e.g., some may store older issues while another stores more recent years and so on). Note also that some storage sites may have PDFs of the articles (e.g., versions that look exactly like the paper copy) while others only store HTML versions (which look like websites).

Schedule of Lecture Topics and Readings

(1 - 3) January 10, 12, and 17 — Canada Emerges on the World Stage

John S. Ewart, “Canada: Colony to Kingdom,” *American Journal of International Law*, Vol. 7, No. 2 (April 1913), pp. 268-284. [E-Journal]

James Eayers, “The Origins of Canada’s Department of External Affairs,” *The Canadian Journal of Economics and Political Science*, Vol. XXV, No. 2 (May 1959), pp. 109-128. [E-Journal]

H.L. Keenleyside, “Canada’s Department of External Affairs,” *International Journal*, Vol. 1, No. 3 (July 1946), pp. 189-214. [E-Journal]

Key Actors in the Foreign Policy Process

(4 + 6) January 19, 24, and 26 — Key Actors: The Executive

Laura Barnett, *Canada’s Approach to the Treaty-Making Process*, PRB 08-45E (Ottawa: Library of Parliament, 2008).

<<http://www.parl.gc.ca/Content/LOP/researchpublications/prb0845-e.htm>>

Colin Robertson, “Harper’s World View,” *Policy Options*, Vol. 32, No. 9 (October 2011), pp. 76-80. [E-Journal]

(7) January 31 — Key Actors: Cabinet

Kim Richard Nossal, Stephane Roussel, and Stephane Paquin, *International Policy and Politics in Canada* (Toronto: Pearson Canada, 2011), pp. 205-226. [Reserve Desk]

(8) February 2 — Test #1

(9) February 7 — Key Actors: Parliament

Michael Dewing and Corrine McDonald, *International Deployment of Canadian*

Forces: Parliament's Role, PRB 00-06E (Ottawa: Library of Parliament, 2006).
 < <http://www.parl.gc.ca/Content/LOP/ResearchPublications/prb0006-e.pdf>>
 Read the main article and skim the lengthy appendix.

Yaroslav Baran and Graham Fox, "Fixing Parliament, from Committees to QP: A Conversation about Parliamentary Reform," *Policy Options*, Vol. 31, No. 8 (September 2010), pp. 43-49. [E-Journal]

(10 + 11) February 9 and 14 — Key Actors: The Provinces

Kim Richard Nossal, Stephane Roussel, and Stephane Paquin, *International Policy and Politics in Canada* (Toronto: Pearson Canada, 2011), pp. 280-323. [Reserve Desk]

(12) February 16 — Key Actors: The Foreign Service

David T. Jones, "Doing Diplomacy Differently: The Canadian Foreign Service," *Foreign Service Journal*, Vol. 82, No. 3 (March 2005), pp. 43-50.
 [To find this article, go to <http://www.afsa.org/fsj/> and then click the "Publications & Resources" link and then access the "Archive" section.]

(Reading Week February 20-24)

Canada Abroad: Key Issues and Events

(13 + 14) February 28 and March 1 — Foreign Trade

Colin Robertson, "Taking the Canada-US Partnership to the Next Level," *Policy Options*, Vol. 32, No. 3 (March 2011), pp. 76-81. [E-Journal]

(15 + 16) March 6 and 8 — Foreign Aid

Danielle Goldfarb and Stephen Tapp, "How Canada Can Improve Its Development Aid: Lessons from Other Aid Agencies," [C.D. Howe Institute] *Commentary*, No. 232 (April 2006). < http://www.cdhowe.org/pdf/commentary_232.pdf>

(Writing Assignment Due by End of Class March 8th)

(17) March 13 — Arctic Sovereignty

Robert Dufresne, *Controversial Canadian Claims over Arctic Waters and Maritime Zones*, PRB 07-47E (Ottawa: Library of Parliament, 2008).

< <http://www.parl.gc.ca/Content/LOP/researchpublications/prb0747-e.htm>>

Christopher Stevenson, "Hans Off! The Struggle for Hans Island and the Potential Ramifications for International Border Dispute Resolution," *Boston College International and Comparative Law Review*, Vol. XXX, No. 1 (Winter 2007), pp. 263-275. [E-Journal]

(18) March 15 — Peacekeeping from the Suez Crisis to the Present

A. Walter Dorn, "Canadian Peacekeeping: Proud Tradition, Strong Future?" *Canadian Foreign Policy*, Vol. 12, No. 2 (Fall 2005), pp. 7-32. [E-Journal]

(Late Assignments Accepted Until the End of Class March 15th)

(19) March 20 — Test #2**(20) March 22 — The Myths and Realities of Canadian Peacekeeping**

J.L. Granatstein, “Fatal Distraction: Lester Pearson and the Unwarranted Primacy of Peacekeeping,” *Policy Options*, Vol. 25, No. 5 (May 2004), pp. 67-73. [E-Journal]

(21) March 27 — Canada at War

Michael Dewing and Corrine McDonald, *International Deployment of Canadian Forces: Parliament’s Role*, PRB 00-06E (Ottawa: Library of Parliament, 2006).

< <http://www.parl.gc.ca/Content/LOP/ResearchPublications/prb0006-e.pdf> >

This is the same reading that was used for class no. 9. This time focus on Appendix I.

(22 + 23) March 29 and April 3 — Afghanistan

Michael Byers, “War, Law, and Geopolitical Change,” *International Journal*, Vol. XLI, No. 1 (Winter 2005-2006), pp. 201-213. [E-Journal]

Jean-Christophe Boucher, “Selling Afghanistan: A Discourse Analysis of Canada’s Military Intervention, 2001-2008,” *International Journal*, Vol. LXIV, No. 3 (Summer 2009), pp. 717-733. [E-Journal]

(24 + 25) April 5 + 10 — Nuclear Proliferation and Non-Proliferation

Anita Singh, “The India-Canada Civilian Nuclear Deal: Implications for Canadian Foreign Policy,” *International Journal*, Vol. LXV, No. 1 (Winter 2009-2010), pp. 233-253. [E-Journal]

Important Notices

General

All students must complete all course requirements. Failure to do so (e.g., by not handing-in an assignment or by missing an examination without due cause) will subject the student to the appropriate University regulations. Students must also keep a duplicate copy of their assignments.

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 Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

Examinations

The final examination will be held during the regular examination period. Except in the case of a medical or similar emergency situation (and only when appropriate documentation is provided), substitute examinations will normally not be allowed. Students, therefore, should not make any travel plans until they know their examination schedule.

Plagiarism

Students must also note that it is a serious academic offense to hand in the same

assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). The University of Western Ontario “Handbook of Academic and Scholarship Policy” defines plagiarism as follows:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

At the discretion of the instructor, students may be required: (i) to pass a brief oral examination on their assignment before a final grade is assigned and/or (ii) provide an electronic copy of their assignment so that their work can be checked using plagiarism-checking software (e.g., Turnitin.com). As stated in the University of Western Ontario “Handbook of Academic and Scholarship Policy:”

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 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>).

If students have any doubt as to what constitutes plagiarism, there are various resources available to them including (but not limited to) the Student Development Centre and the instructor. If in doubt — ASK!!!

As a general guide consider the following. When you make a direct quote — Yes, you need a footnote. When you closely paraphrase ideas (e.g., following a text that someone else wrote while changing a small number of words) — Yes, you need a footnote.

What about basic facts and dates? Do you still need a footnote? Say, for example, you are asked to write a paper on the Franco-Prussian War and you have never heard about that particular conflict. And then you write in your paper that the war started in 1870 and that France was led by Louis Napoleon. Would you need a footnote for that? No. Generally, basic facts and dates are covered by what is known as the “Common Knowledge Exception.” If you picked up any book governing the general history of that conflict, they would all relate how the war started in 1870 and that France that led by Louis Napoleon. (Another way to think of the “Common Knowledge Exception” is to call it the “Rule of Three” — if a basic fact is reported in three separate academic sources, you need not provide a footnote.) But at the same time, if one source was particularly influential in helping you write this background/history section of your paper, you can still add a footnote like the following.¹

¹ The following paragraph is based on P. Jones, *History of the Franco-Prussian War* (Toronto: Penguin Press, 1999), pp. 20-25.

And what about material covered in class (e.g., basic facts and dates). Generally this material falls under the “Common Knowledge Exception” (i.e., no footnote needed), **HOWEVER** if students really want to use material from the lectures they should go back to *original* sources whenever possible (especially where specific facts or data are presented or if the words of individual theorists or other experts are presented). For example, imagine the instructor states in class that “some historians consider Louis Napoleon’s strategy during the war to be similar to that used by Alexander the Great.” If you wanted to use that idea in your paper, you should ask the instructor “which historians said this” and “where did that idea come from” **BEFORE** you use it in your paper. In other words, you always want to go back to the original source rather than rely solely on the material covered in class. For one thing, as a conscientious academic, you want to make sure that your professor hasn’t made a mistake!

Analytical Book Review

The Assignment

Critically analyze and review **one of the following** books:

Welsh, Jennifer. *At Home in the World: Canada’s Global Vision for the 21st Century*. Toronto: HarperCollins, 2004.

Cohen, Andrew. *While Canada Slept: How We Lost Our Place in the World*. Toronto: McClelland & Stewart, 2003.

Stein, Janice Gross and Eugene Lang. *The Unexpected War: Canada in Kandahar*. Toronto: Penguin Canada, 2007.

Heinbecker, Paul. *Getting Back in the Game: A Foreign Policy Playbook for Canada*. Toronto: Key Porter Books, 2010.

These books can be ordered through the Campus Bookstore or through on-line retailers such as Chapters-Indigo and Amazon. Used copies (especially of the Welsh, Cohen, and Stein-Lang books) may also be available through various used books dealers or eBay. Do not wait until the last minute to order these books. Shipping delays will not get you an extension on your assignment!

Requirements

The critique should run approximately 2,500 words in length (excluding bibliography). Significant deviations from this standard will result in a lower grade (i.e., one or two pages over is ok, but more than that is not).

The bulk of this review must consist of a **critical analysis** of the reading and ***not*** simply consist of a **summary** of the reading itself (e.g., any summary of the reading’s contents should be less than two pages in length). Assignments that mainly summarize the chosen reading and which contain little in the way of critical analysis will not receive a good grade. Students are encouraged to discuss their topic with the instructor.

Students may choose to analyze the entire reading or they may choose to analyze two to four major themes raised by the author. As part of the critical analysis, students should attempt to answer questions such as: (i) what are the specific strengths and weaknesses of the arguments made by the author, (ii) what are the author's most important insights and/or omissions, (iii) what aspects of the topic under investigation remain unanswered, (iv) what logical or empirical inconsistencies can be found in the book, (v) does the empirical evidence from other sources support or refute the author's contentions, and (vi) what are the implications of the author's thesis in terms of further research. Obviously, these are examples of the kinds of questions one should consider. Students are free to raise other interesting issues if they desire.

Finally, library research will also be a necessary component of these assignments. As a rough guideline, students should expect to integrate at least 3 or 4 good quality academic journal articles and perhaps one or two relevant books or book chapters in their analysis. (This number depends on the quality of the sources and is not merely a quantitative issue!) Students may also use material from various websites, but should do so with caution (see below).

Grading

Papers will be graded on the basis of the following three criteria. First, papers will be marked on the coherence, complexity, clarity, and originality of your argument and the degree to which you demonstrate an understanding of the material. Second, papers will be graded on the strength of your writing style (including grammar and spelling) and the degree to which you are capable of communicating your thoughts. And third, you will be graded on how well you undertake the mechanics of scholarly writing at a university level (i.e., proper bibliographies and endnotes or footnotes). The first criterion (your content and argument) will constitute sixty percent of your grade while the other two criteria (writing style and mechanics) will each constitute twenty percent of your grade.

References

Note that you *must* use the formatting style outlined in this handout for your footnotes and bibliography. (It is similar to the "Chicago" formatting style, but it does deviate slightly so follow the examples provided below.) Representative examples of this style are included in this handout. You may *not* use the "sociological" format (i.e., the APA system wherein references are placed in the text within parentheses). These examples will not cover 100% of the situations you can expect to face, but they should cover the most common ones. If in doubt, consult the instructor.

Footnote Format

(A Simple Book)

¹Andrew Konawalski, *The Big Book of Knowledge* (New York: Friendly Publishers, 1996), pp. 56-58.

Note how this entry's main components (e.g., author, title, publication information, and pagination) are separated from one another by commas — *except* for the fact that there is

no comma in front of the parentheses () enclosing the publication information. Note also that for footnotes — *only* — the author's name is *not* presented last name first. Finally, note how the title of the book is presented in **BOLD** plus *ITALICS* (***TOGETHER***).

(An Article in a Journal)

¹Joan Wasniek, "My Important Article," *Journal of Politics*, Vol. 25, No. 3 (Fall 1980), p. 288.

Note how the title of the article (as opposed to the journal it was printed in) is not done using **BOLD** plus *ITALICS* (***TOGETHER***).

(Subsequent References by an Author Previously Cited in Full)

² Wasniek, p. 300.

³ Konawalski, p. 60.

(Subsequent References from Same Author)

If you used more than one source from the same author, you would write a full reference for each the first time they are used and then you would include a portion of the title (i.e., enough to differentiate them) with each subsequent reference.

² Wasniek, *The Big Important Book...*, p. 45.

³ Wasniek, "Some Crappy Little Article....," p. 445.

(A Book with a Translator)

¹Ivan Ivanovsky, *A History of Russia: 1917-1921*, trans. Ronald Corey (Toronto: Abletown Publishing, 1925), pp. 3-4.

(A Chapter in an Edited Book)

¹John Smith, "The Chapter Title," in *Title of Book*, ed. C.R. Thompson (Boston: International Publishing, 1966), pp. 6-12.

(Missing Data)

J, Smith, *The Origins of Politics* (n.p.: n.p., n.d.), p. 12.

In this case, certain data is missing (as sometimes occurs in older documents): n.p. = no publisher and/or no place of publication while n.d. = no date of publication.

(Internet Sources)

¹ William Easterly and Tobias Pfitze, *Where Does the Money Go? Best and Worst Practices in Foreign Aid*, Global Economy & Development Working Paper 21 (Washington: Brookings, 2008), p. 6.

< http://www.brookings.edu/papers/2008/06_foreign_aid_easterly.aspx >

You *must* include the full "http" number of the actual document — not the home page of the organization — the first time you cite a particular document. Present the http number between <> marks. If the http number is excessively long, you can put it on a separate

line from the rest of the reference (otherwise your word processor will have difficulty coping). For internet sources, include as much of the usual information as possible (e.g., author, publisher, date of publication, and so on). If specific information is missing, describe the document as best as you can (e.g., this document had no formal title). The http number is critical, but *not sufficient in itself* to constitute a proper footnote.

(Internet or Electronic Document without Page Numbers)

Lisa Smith, "Journalism in Canada," *The Journal of Journalism* (August 1999), par. 16.

If an electronic document does not have page numbers, these can be added (an important consideration with lengthy documents). Refer to the page numbers you get when you print the document (i.e., after it is downloaded) or — better yet — number the paragraphs to identify individual passages.

Bibliography Format

The bibliography includes a list of books that you quoted from as well as a list of books that contained background information or an overview of the topic, but from which you did not directly quote (i.e., books that helped shaped your understanding of the topic).

(Book)

Yaniszewski, Mark. *Answers to Everything*. London: Megalomania Publishers, 2008.

No page numbers are included because one person wrote the whole book. Note the way the author's name is presented last name first and how periods — not commas — separate the main sections. (Note differences from the footnote format!)

(Article with Two Authors)

Perlmutter, Amos and William M. LeoGrande. "The Party in Uniform: Toward a Theory of Civil-Military Relations in Communist Political Systems." *American Political Science Review*, Vol. 82, No. 2 (September 1982), pp. 778-789.

Note the hanging indent used for the second and subsequent lines and how only the name of the first author of this article is presented last name first. The same rules regarding the names of the authors would apply in the case of a book as well.

(Book with Multiple Authors)

Yaniszewski, Mark, Dick Beddoes, and Gump Worsley. *The Correct Answers to Everything*. London: Megalomania Publishers, 2009.

(Chapter in Edited Book)

Latawski, Paul C. "The Polish Military and Politics." *Polish Politics: Edge of the Abyss*. Ed. Jack Bielasiak. New York: Praeger Publishers, 1984. Pp. 268-292.

Include the page range when separate authors write individual chapters in a collected work. The same rule applies — albeit in a slightly varied format — in the case of articles found in a journal (see below). Note also how the title of the book is presented with a

combination of bold and italics, but the title of the article is not.

(Journal Reference)

Doyle, Michael W. "Kant, Liberal Legacies, and Foreign Affairs." *Philosophy and Public Affairs*, Vol. 12, No. 3 (June 1983), pp. 205-235.

Note how the journal title, the volume and issue number, the date, and the page range are all part of one component and are *not* separated by periods from one another.

(Subsequent Listing Same Author)

-----, "Liberalism and World Politics." *American Political Science Review*, Vol. 80, No. 4 (December 1986), pp. 1151-1169.

Note how five dashes and a period substitute for the repeated author's name (i.e., Doyle in this case).

(Newspaper with No Individual Author)

"Everything is Relative." *Ottawa Citizen* (January 18, 1992), p. B7.

(Book with No Individual Author)

The Military Balance. London: International Institute for Strategic Studies, 1991.

Remember:

- Bibliography entries are *not* numbered
- The notation p. = page (not pg.) and pp. = pages.
- Drop all references to "inc." or "co." or "ltd." when referring to publishers
- **Ibid.**, **opt cit.** and other forms are usually done incorrectly and are very much *out of style*. Do not use them.
- Present the bibliography on a separate page.
- Bibliography references are single-spaced and employ a hanging indent for the second (or subsequent) lines of text.
- In the bibliography, items without authors are listed alphabetically according to the first word of the title (not counting a, the, or similar articles).

Hints and Tips for Writing a Scholarly Paper

(Presented in no particular order.)

(1) This is not a high-school course, so please no duotangs, mini-binders, plastic covers, or similar garbage. A simple, separate title page (including the title, your name and student number, and the course number) and a staple (not a paper clip) are all that are required to give your paper a professional, *academic* look.

(2) Try to begin and conclude your essay with a strong introduction and conclusion. Start the reader (i.e., the *marker*) off on the right foot! Make a good first impression and conclude on a high note. There is no one formula for an introduction, but a good

introduction usually involves more than one paragraph (e.g., 2-3 paragraphs) and typically includes the following elements: (1) a brief and interesting introduction to the overall topic (often stressing the importance of the topic or some similar point), (2) the actual thesis or topic to be investigated in the paper, and (3) a brief outline of the major arguments and conclusions to be presented in the paper (often referring to the various sections and subheadings of the paper). In most cases, the conclusion is the inverse of the introduction. If you have been presenting your individual conclusions and thoughts throughout the paper, the conclusion serves as more of an overall summary.

(3) Utilize headings and (when necessary) subheadings — just refrain from over-using them. These can improve the transition between different sections of your paper.

(4) Always keep a copy of your paper in case the original somehow gets lost.

(5) Avoid the first person (both singular and plural). Use a passive voice instead. The person marking your paper knows that this entire effort represents *your opinion* so they do not need to be reminded. **WRONG:** I will be describing two ideologies in this paper. **CORRECT:** Two ideologies will be described in this paper.

(6) Do not use contractions in your writing. It's, don't, haven't and so on are not proper for an academic paper. As for acronyms, try to avoid them whenever possible. If you must use an acronym, you must explain it in full the first time you mention it. **EXAMPLE:** In this paper, the influence of the World Trade Organization (WTO) will be analyzed.

(7) Spelling errors will generally be marked with **sp.** or they may be **circled** in the text.

(8) Be careful about the way you throw around terminology and jargon. As political scientists, we all may as well get used to using these words their proper context.

(9) When adding or changing words, verb tenses, or capitalization within quoted material to make it fit you own sentence structure, use square brackets [] and not parentheses (). **CORRECT:** He said: "You [were] a pilot and a navigator." **WRONG:** He said: "You (were) a pilot and a navigator."

(10) Long quotations (typically 50+ words) are indented about 1/2 inch at both ends, single-spaced, and do not use quotation marks. An example would look as follows:

The solutions and preventive measures required to reduce or eliminate incidents of [fratricide] on future battlefields are problematic. Given the clear preponderance of direct human error as the source of most [fratricide] incidents, it is manifest that preventative measures must be directed toward the correction or improvement of human frailties, and these, as always, are the factors least amenable to correction.³

The rest of your essay would then continue as presented here (i.e., double-spaced and all the way to both regular margins). Note that you always want to conclude a paragraph

with your own words — not words quoted from someone else. Consequently, you never indent the first line of text following a long quotation. Such indentations indicate the start of a new paragraph and not the continuation of an existing one.

Note also that the footnote/endnote number appears at the end of the quotation. In cases where a footnote/endnote is missing, the notation **fn.** will appear in the text. In the case of shorter quotations (which include quotation marks), the number follows the punctuation and the quotation mark. **WRONG:** Hegel said: "It is so".³ **WRONG:** Hegel said: "It is so"³. **RIGHT:** Hegel said: "It is so."³

(11) Watch out for overly long paragraphs, one sentence-long paragraphs, and run-on sentences. There is nothing more aggravating than finding a dozen different thoughts or ideas thrown together in one huge, rambling sentence/paragraph. Try to vary the length and complexity of your sentences. Try to be creative in the way you organize your thoughts. Common notations for sentence structure errors are: **awk** (meaning awkward phrasing), **run-on** or **R.O.** (meaning a run-on sentence), **inc.** (meaning incomplete), **ss** (signifying some sort of sentence structure error), and **c.s.** (signifying a comma splice).

(12) Other common errors.

It's = it is (contraction). Its = possessive form. In addition, the abbreviation "i.e." means "that is" while "e.g." means "for example." You would not imagine how often these errors occur. Also, do not end sentences with a preposition. **WRONG:** It does not matter which political party they belong to. **CORRECT:** It makes no difference to which political party they belong.

(13) Single quotation marks (' ') are *only* used when a quotation appears in the original text of something you are quoting (i.e., a quote *within* a quote). There are no exceptions! Note the following quoted dialogue in a simulated essay. **CORRECT:** In the second act of the play, Varalla can be seen to be an important character. She says: "The only thing he could yell was 'Look out.' It was, unfortunately, too late for us to get out of the way." At all other times use double (" ") quotation marks. This is also true in the case of words or phrases you may wish to emphasize in the text. **CORRECT:** She was not known as "the Boss" for nothing. **WRONG:** She was not known as 'the boss' for nothing.

(14) Include page numbers. The most common format involves placing the number for page one in the *middle* of the bottom of the first page while all subsequent page numbers are placed in the top right corner of the page. Mark them in by hand if you are having difficulties with printer settings. [Aside: Leaving page numbers off of an assignment will not fool the marker into thinking the paper is longer than it is!]

(15) Beware the internet. The internet is a very useful tool — especially for current political issues and news. Just be careful whom you consult. Any idiot can put something on the web. Nevertheless, there are numerous sites which can and should be respected. For example, most major newspapers today have websites (e.g., the *NY Times*, the *Globe and Mail*, and the *National Post*) and these are great sources of material (especially if your topic involves a current event). Many government and

intergovernmental organizations such as the UN, the OECD, the IMF, and so on also have useful websites. There are also numerous NGO sites that provide quality information (e.g., Amnesty International, Freedom House, Transparency International, and so on).

When using the internet, try to be careful. "Joe's House of Politics" is probably not a useful place to search if you are looking for reliable and unbiased information. Does this mean I have a bias against the internet? The answer is "sort of." There are very real differences between the so-called "new media" and so-called "traditional media." Specifically, the "bricks and mortar" nature of the traditional media (newspapers and other publishers) means that they have something "at risk" when they publish (i.e., they have assets and can be sued). Consequently, they have to be sure of their facts before they publish. In addition, traditional media outlets want — and expect — to be in business for an extended period of time therefore they are more likely to strive for quality to attract and keep readers. On the other hand, a blog written by some guy living in his parent's basement is much more ephemeral and consequently much more likely to be irresponsible. [**Remember:** Blogs are like opinions, and opinions are like.... Well, you get the idea. "Everyone has one" and their value is "uneven" — at best.]

A good rule of thumb when using the internet is to always check the website's "About Us" link. If there is no such link, run away...fast! Otherwise, look at the information provided. Who is the publisher? How long have they been in operation? Do you know and respect and of the publisher, editors, or other contributors to the site? You will soon develop the skills necessary to sort the wheat from the chaff.

And what about a site like Wikipedia? Is Wikipedia a good site or a not-so-good site? The short answer: "It depends." Wikipedia is probably OK for a first, brief overview of a topic. In other words, if you have never heard of the Franco-Prussian War before and your Professor mentions that event in class, it probably won't hurt to look it up on Wikipedia.

At the same time, Wikipedia, due to its nature (i.e., its anonymity and frequent lack of sources) is not the best source for academic research and writing. The quality of the material in Wikipedia can be uneven.

So why is this the case? Well, for one thing, Wikipedia is essentially self-edited by its users. And while most people contributing to Wikipedia are doing so for noble reasons, that is not always the case. It is, for example, estimated that 11% of all Wikipedia entries have been "vandalized" at some point or another.¹

Another problem with Wikipedia comes from the standards it uses to determine the veracity of the information contained in its entries. To quote a critic of Wikipedia:

So how do Wikipedians decide what's true and what's not? [...] Unlike the laws

¹ Simson L. Garfinkel, "Wikipedia and the Meaning of Truth: Why the Online Encyclopedia's Epistemology Should Worry Those Who Care about Traditional Notions of Accuracy," *Technology Review*, Vol. 111, No. 6 (November-December 2008), p. 85.

of mathematics or science, wikitruth isn't based on principles such as consistency or observability [sic]. It's not even based on common sense or firsthand experience. [...] On Wikipedia, objective truth isn't all that important, actually. What makes a fact or statement fit for inclusion is that it appeared in some other publication — ideally, one that is in English and is available free online.²

The problem with such a “standard” is obvious: it makes no effort to distinguish the “gold” from the “garbage” — only that someone else already published the information. No effort is made to evaluate the quality of the publisher or to determine if the publisher bothered to do any fact-checking — a labourious and sometimes expensive proposition.

So what should you do if you find an interesting statistic or an interesting argument in Wikipedia? I would recommend that you seek the *original* source of the fact or opinion rather than rely on Wikipedia *per se*. In other words, if Wikipedia reports that in 2007 the International Red Cross was forced to reduce its activities by 10% due to budgetary constraints, I would research the Red Cross directly.

(16) Finally, the question of appealing your grade. First, *read* the comments written on your paper or the attached marking sheet. There is nothing more annoying than having someone skip over an hour's worth of comments/notations. For this reason, appeals will generally not be discussed on the day the assignment is returned (i.e., come and talk to me in the following days). There are a couple of things to keep in mind when considering an appeal. First, although I consider myself to be a *nice guy*, I do not care if you think you deserve a higher mark because "you are trying to get into law school" and "you *have* to get an 'A'" or whatever. (I've actually had this happen.) Your paper will be marked solely on its merits. Second, the claim "you have *never* had such a low mark before" will not cut it either as past performance is no guarantee of future performance. And worst of all, *never* argue you were "too busy" to give your paper the attention it deserved. *All* Professors hate to hear this. They all think their course should be your most important course. In short, all I ask is that students considering an appeal do so for *legitimate* reasons. The squeaky wheel does not always get the grease.

Sample Marking Sheet

Below is a sample of the kind of marking key that will be attached to each paper.

Essay Marking Key

Part A: Coherence, complexity, and originality of your argument as well as the degree to which you demonstrate an understanding of the material you are critically analyzing.

Overall	Problems	(/60)
Excellent (56-60)	Main Question Addressed Little/Not At All	
Very Good/Minor Errors (50-55)	Paper Too Descriptive	
Good (40-49)	Weak Introduction or Conclusion	
Fair (30-39)	Not an Assigned Topic	
Weak/Serious Problems (< 30)	Paper Largely/Entirely Repeats Material Covered In Class	
	Paper Fails to Address Both Pros <i>and</i> Cons of Topic	
	Other/See Text	

Part B: Writing style (including grammar and spelling) as well as the degree to which you communicate your ideas to the reader (i.e., the clarity of your arguments). (Note: specific and systematic corrections in most cases will only be indicated on the first page of the

² Garfinkel, pp. 84-85.

assignment. For additional details, please see the assignment handout and/or a style manual.)

Overall	Problems	(/20)
Excellent (19-20)	Sentence Structure (inc. Punctuation/Awkward Phrases)	
Very Good/Minor Errors (17-18)	Paragraph Structure (One-Sentence/Run-On Paragraphs)	
Good (14-16)	Spelling (including Contractions)	
Fair (10-13)	Use of First Person or Colloquial Phrases	
Weak/Serious Problems (< 10)	Missing Title Page or Page Numbers	
	Long Quotes Improper Format	
	Other/See Text	

Part C: Proper use of academic references (i.e., indicating sources employed) as well as proper footnote/endnote and bibliography style. (See handout for proper format.)

Overall	Problems	(/20)
Excellent (19-20)	No/Few Footnotes or Missing Bibliography	
Very Good/Minor Errors (17-18)	Most Sources from Bibliography Not Reflected in Text	
Good (14-16)	All/Most Sources Too Dated for Topic	
Fair (10-13)	Over-Reliance on Internet Sources	
Weak/Serious Problems (<10)	Footnotes (Incomplete, Punctuation, Order of Items)	
	Bibliography (Incomplete, Punctuation, Order of Items)	
	Other/See Text	

GRADE (/100)
LATE PENALTY (— /100)
OVERALL GRADE (/100)

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"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 prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

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 Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS **MUST** BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "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>)."

Multiple-choice tests/exams: "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."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western

Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.