

Western University 2015-16  
Political Science 3207F, Section 001  
**Women, Sex, & Politics**

**Instructor:** Professor Nandita, Biswas Mellamphy

**Office hours:** Wednesdays 1:30-2:30 PM; or by appointment; SSC 4095

[nbiswasm@uwo.ca](mailto:nbiswasm@uwo.ca) or 519-661-2111 ext. 81161

**Class location and times:** Wednesdays 11:30am-1:20pm, SSC 4103

**Pre-Requisites/Anti-requisites:** POL 2237E

**Course Description:**

This course explores the intersections between the representation of gender and sexuality in political media, and the politics of freedom, rights and duties in the 20<sup>th</sup> and 21<sup>st</sup> centuries. The first aim of the course is to introduce students to the political history of women's struggle, acquainting them with the major critiques that fueled developments in feminist political debate (e.g. the first, second and third waves of feminism, as well as the diverse 'schools' of feminist thought like liberal, radical, marxist, postmodernist, postcolonial, global, critical race, and muslim feminisms). The second aim of the course is to focus on applying political theory to practice by analyzing how representations of gender and sexual identity play a role in everyday political life, as well as in global politics. Topics will include:

- The politics of sexual difference
- Gender inequality and the public/private divide
- Democracy, citizenship and gender representations
- Domination, power and sexual discrimination
- Representations of gender in leadership positions
- Politics of gender in global contexts

The course combines lectures, readings, and class-based discussions. Each week you will be required to attend the lecture and keep up with the required readings. The course will also feature visual/filmic materials.

**Course Objectives:**

- To demonstrate knowledge of major western and some non-western feminist political theories, ideologies and approaches

- To explore and understand how the concepts of sex, gender, race and class relate to political theory and political practices both historically and in current affairs
- To demonstrate ability to use the ideas of political theorists to address contemporary social issues such as family, work, prostitution, and pornography.
- Use feminist and other gender-related approaches to evaluate arguments, interpretations, and opinions about power relationships within government, politics and society

**Evaluation:**

Weekly Written Reflections (5% x 8 each) = 40%

Class Participation (this is not an attendance mark; you will be evaluated on your in-class discussion and participation!) = 10%

Research Essay = 25%; Due November 11, 2015 IN CLASS.

Take Home Final Exam = 25% (Distributed in class December 2, 2015; deadline, December 9, 2015 by 5pm to be uploaded electronically to the course website.

**Assignment Deadlines:** Detailed description of assignments are available in the 'Appendices' at the back of the course outline, as well as on the course website.

Please consider these deadlines 'sacred'! **Late essay submissions** will be subject to a penalty deduction of 5% a day (from the due date until the day that the assignment is received by the instructor, including weekends and holidays). This may appear to be an unnecessarily harsh penalty, but the rationale is to promote the timely submission of work, which is the cornerstone of any future career that you may have. Also, the assignment deadline dates have been carefully chosen so that ample time is given to evaluating your work and suggesting improvements to work submitted.

**Submission Policy:** Except where indicated, *all assignments must be printed and submitted in-class on the deadline* (email submissions will not be accepted unless prior permission has been given by the professor). It is the student's responsibility to ensure that his/her assignment has been officially received (for example, if you slip your paper under my door without notifying me, I am not responsible for a 'lost' paper and this cannot be used as a grounds for appeal).

**Submission Instructions for Electronically uploaded assignments** (e.g. take-home exam): some assignments must be submitted electronically through the OWL course website. Go to the course website and click on the 'Assignments' link in Menubar (left side of screen). Go to the relevant assignment link (e.g. 'take-home exam') to upload your electronic copy. Please SUBMIT

EITHER AS A WORD OR PDF DOCUMENT ONLY (OWL DOES NOT ACCEPT PAGES OR ANY OTHER FORMAT).

**Course Materials:** The required texts have been ordered at The Bookstore, but for cheaper prices try ordering online at [abebooks.com](http://abebooks.com)

(Required):

Judith Lorber, *Gender Inequality: Feminist Theory and Politics* (Oxford: Oxford University Press, 2010).

Sarah L. Henderson and Alana S. Jeydel, *Women and Politics in a Global World* (Oxford: Oxford University Press, 2010).

**Other Required Course Material:** As indicated by the WEEKLY READING SCHEDULE below, other articles may be assigned to accompany your reading of the primary texts. All articles not found in the course textbooks are available on the course website (OWL).

**Course Website:** All course administration, including required readings, announcements, style guides (bibliographical and referencing templates), detailed explanation of assignments and evaluation and other extra materials will be found on the course website. Everything having to do with each component of the course will be available on the course website. *Note: The website has not been developed to be a replacement for attending lectures. Lecture content will vary from website content.*

**Website Policy:** Problems with accessibility to the course website cannot be used as a basis for missing deadlines or appealing your grades. This means that if you are having problems accessing the course website, **you must notify your instructors as soon as possible** and you will be directed to a computer technician.

**Western Medical Accommodation Policy (Medical Notes):** In May, 2008, The University of Western Ontario's Senate approved a medical note policy, which affects all students. Please follow the procedures as set out by the University which includes **presenting your official documentation to your Academic Counseling office (not to me)** after which an academic counsellor will make a recommendation to me regarding whether or not to grant an extension without penalty. For detailed information and forms, please visit <https://studentservices.uwo.ca/secure/index.cfm>, and for further policy information please visit [http://www.uwo.ca/univsec/handbook/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf) Only in cases in which the student has presented appropriate documentation to their Academic Counseling Officer will any extensions without penalty be considered.

**Accommodation for Special Needs:** If you are a student with special needs, please visit Western's Student Development Services (<http://www.sdc.uwo.ca/>) to access the resources

available to you. If you are seeking academic accommodation, please see me as soon as possible, ideally at the beginning of the course (for pre-established conditions, accommodation will not be considered for those who wait till the end of classes to discuss their issues with me).

**Gadget Policy:** You are free to use your lap-tops to take notes, but specific attention will be paid to ensure that students are not text-messaging, surfing the internet, or distracting other students. No analog or digital taping (either voice or image) of the lectures is allowed.

**Academic Dishonesty Policy:** “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/choloff.pdf>.” The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic format for plagiarism checking. (UWO Senate 2002-03).”

While this course will not require you to use TURN IT IN, DO NOT CHEAT OR PLAGIARIZE! It is not worth it!

**Weekly Reading Schedule: Subject to modification**

WEEK	DATE	REQUIRED AND RECOMMENDED READINGS	LECTURE THEMES AND WEEKLY REFLECTION QUESTIONS
1	Sept. 16	Introduction to course themes and syllabus  In class: <i>Miss Representation</i> (2011) available on Netflix	<b><i>Introduction to Women, Sex, &amp; Politics</i></b>
2	Sept. 23	“Feminisms and Their Contributions to Gender Equality” in Lorber, p. 1-20.  *“Puritan or Pit Bull: The Framing of Female Candidates at the National Level”, Linda Beail and Rhonda Kinney Longworth.  In class: continuation of <i>Miss Representation</i> (2011) available on Netflix	<b><i>Feminisms and Representations of Sex and Gender in Politics and Media</i></b>
3	Sept. 30	“Women and Institutional Politics” in Henderson and Jeydel, p. 1-36 “Women and Noninstitutional Politics” in Henderson and Jeydel, p. 37-64.	<b><i>Women, Sex, &amp; Politics: Does Institutional Representation Solve the Problem of Gender Inequality?</i></b>
4	Oct. 7	“Liberal Feminism” in Lorber, p. 21-45.  “Women and Employment”, in Henderson and Jeydel, p. 99-135.  (In class viewing: <i>Running Mate: Gender and Politics in the Editorial Cartoons</i> )	<b><i>Liberal Feminism: Do Women and Men Have to Be the Same to be Equal?</i></b>
5	Oct. 14	<b>CLASS CANCELLED</b>	<b>HAPPY THANKSGIVING!</b>
6	Oct. 21	“Marxist Feminism,” in Lorber, p. 46-69.  “Socialist Feminism” in Lorber, p. 70-85.  Nancy Pelosi and Rosa DeLauro, “Time to Move Beyond ‘Mad Men’ Era for Working Women”, <a href="http://www.democraticleader.gov/news/articles/cnncom-time-move-beyond-mad-men-era-working-women">http://www.democraticleader.gov/news/articles/cnncom-time-move-beyond-mad-men-era-working-women</a>	<b><i>Marxist and Socialist Feminisms: Does Class Equality Solve the Problem of Gender Inequality?</i></b>

7	Oct. 28	<p>"Radical Feminism," in Lorber, p. 117-141.</p> <p>"Women and Physical Autonomy," in Henderson and Jeydel, p. 322-335.</p>	<p><b>Radical Feminism: Is 'Patriarchy' a Universal and Global Phenomenon?</b></p>
8	Nov. 4	<p>"Social Construction Feminism," and "Postmodern Feminism and Queer Theory," in Lorber, p. 243-281.</p> <p>*Judith Butler, <i>Gender Trouble</i>, ch. 1.</p> <p>Michelle Goldberg, "What is a Woman? The Dispute Between Radical Feminism and Transgenderism,"  <a href="http://www.newyorker.com/magazine/2014/08/04/woman-2">http://www.newyorker.com/magazine/2014/08/04/woman-2</a></p>	<p><b>'Queering' Identities: Is Gender 'Performative'?</b></p>
9 **	Nov. 11	<p>"Women and the Global Economy," in Henderson and Jeydel, p. 235-265.</p> <p>In class viewing: <i>Chains of Love</i></p> <p><b>RESEARCH ESSAY DUE TODAY IN CLASS!</b></p>	<p><b>Feminism and Global Inequality: Are there connections between Gender Inequality and Globalization?</b></p>
10	Nov. 18	<p>"Postcolonial and Asian Feminism," in Lorber, p. 86-115.</p> <p>"Multiracial/Multiethnic Feminism," in Lorber, p. 197-214.</p>	<p><b>Postcolonial and Global Feminisms: Does the Concept of 'Intersectionality' Solve the Problem of Gender Inequality?</b></p>
11	Nov. 25	<p>"Third Wave Feminism," in Lorber, p. 282-314.</p> <p>Sherin Sadallah, "Gender and Power in Muslim Societies,"  <a href="http://www.kus.uu.se/gender/sadallah.pdf">http://www.kus.uu.se/gender/sadallah.pdf</a></p> <p>In class: Amina Wadud on Feminism in Islam:  <a href="http://www.youtube.com/watch?v=WGH-01KQB_A">http://www.youtube.com/watch?v=WGH-01KQB_A</a></p>	<p><b>Third Wave Feminisms and Muslim Feminisms: Is It Possible to Reconcile Religion and Feminist Politics?</b></p>
12	Dec. 2	<p>Last class</p> <p>Ronald Weitzer, "The Mythology of Prostitution: Advocacy Research and Public Policy,"  <a href="http://lastradainternational.org/lsidocs/prostitution%20mythology%202010%20(2).pdf">http://lastradainternational.org/lsidocs/prostitution%20mythology%202010%20(2).pdf</a></p>	<p><b>Women, Sex, &amp; Politics: Prostitution</b></p>

		<p>Comparative Feminist Perspectives on Prostitution (chart):  <a href="http://www.feministissues.com/issues.pdf">http://www.feministissues.com/issues.pdf</a></p> <p><a href="http://www.theglobeandmail.com/news/politics/prostitution-laws-hang-in-balance-in-supreme-court-case-friday/article16047869/">http://www.theglobeandmail.com/news/politics/prostitution-laws-hang-in-balance-in-supreme-court-case-friday/article16047869/</a></p> <p><b>EXAM REVIEW AND DISTRIBUTION OF TAKE HOME EXAM</b></p>	
13 **	Dec. 9	<p>No class  HAPPY HOLIDAYS!</p>	<p><b>EXAMS DUE BY  ELECTRONIC  UPLOAD TO COURSE  WEBSITE,  DECEMBER 9, 2015,  BY 5PM.</b></p>

## APPENDICES: ASSIGNMENTS AND INSTRUCTIONS

### 1. WEEKLY WRITTEN REFLECTIONS (5% x 8 EACH) = 40%

Objectives:

- To stimulate your interest in reading the weekly assigned course materials.
- To help you direct and better orient your weekly reading of course materials.
- To enable you to critically respond to class materials in writing
- To give you oral discussion materials to enhance your in-class participation.

Instructions:

- During the latter part of each in class lecture, I will give you a question that covers the class materials of that day; your job is to critically answer that question; during the next seven days, you will have a chance to thoughtfully write a short critical response to the question asked
- All responses should be typed and printed; responses must be minimum 1-2 paragraphs and max. 3-4 paragraphs (see 'Guidelines for Writing a Good Critical Response' below)
- Come to the next class with your **typed and printed** response and give it to your instructor who will collect, evaluate and record your grade (each one out of 5); all responses must be handed in the week after the topic is covered in class (that means, you only have **7 days to hand in each weekly response**).
- This exercise begins September 30 and ends November 25, 2015; you are responsible for submitting **8 weekly reflection pieces** in total.

This exercise evaluates your familiarity with the course materials and main themes; this means the more you can critically and reflectively draw in class materials, the better you will score.

List of Weekly Questions

DATE QUESTION IS POSED	THE QUESTION	DATE ASSIGNMENT IS DUE
Sept. 30	<i>Does institutional representation solve the problem of gender inequality?</i>	Oct. 7
Oct. 7	<i>Do women and men have to be the same to be equal?</i>	Oct. 14 (submitted by electronic upload to course website)
Oct. 14	<i>Does class equality solve the problem of gender inequality?</i>	Oct. 21
Oct. 21	<i>Is 'patriarchy' a universal and global phenomenon?</i>	Oct. 28
Oct. 28	<i>Does the concept of 'intersectionality' solve the problem of gender inequality?</i>	Nov. 4
Nov. 4	<i>Is gender 'performative'?</i>	Nov. 12
Nov. 12	<i>Are there connections between gender inequality and globalization?</i>	Nov. 19
Nov. 19	<i>Is it possible to reconcile religion and feminist politics?</i>	Nov. 25

Guidelines for Writing a Good Critical Response

Accessed: [uwf.edu/media/...of.../writing-lab/.../Critical-Response-Paragraphs.docx](http://uwf.edu/media/...of.../writing-lab/.../Critical-Response-Paragraphs.docx)

**UWF WRITING LAB  
WRITING CRITICAL RESPONSE PARAGRAPHS**

By Chris Yow

Quoted material is taken from the autobiography

*The True History and Restoration of Mrs. Mary Rowlandson*

Many instructors assign daily critical response paragraphs to ensure students are reading the assigned texts and to help students think critically about the texts they are reading. Critical response paragraphs do not simply summarize the text or evaluate whether or not you like the text; they are a 7- to 10-sentence persuasive and focused analysis, argument, or interpretation about the text. They not only help you think critically about the texts you read but also help you formulate ideas that can be expanded into longer essays. **There are four parts to a critical response paragraph:** 1) an argumentative topic sentence, 2) evidence in the form of quotations or paraphrases for the argument you are making, 3) interpretation of your evidence in relation to the argument, and 4) a strong concluding statement. Follow the guidelines under each part to help you write a critical response paragraph. Do not write a plot summary. Engage the text.

**1. The Argumentative Topic Sentence**

You can think of your critical response paragraph as a mini-essay; **your paragraph's topic sentence (usually the first sentence) must act as both the thesis and the introduction.** You should include the author's name and the title of the text you are writing about, and you must state precisely and concisely what you are going to argue, prove, or analyze about the text. Creating a strong argumentative topic sentence is perhaps the most crucial step in writing a critical response paragraph. A strong topic sentence gives you something to say; it helps ensure that the paragraph you write proves, argues, illustrates, interprets, or explains something. The most common mistakes students make when writing a critical response paragraph are to start out with a weak topic sentence or to start with a topic sentence that is a statement of fact; **a weak topic sentence leads to an unfocused, rambling response, and a factual statement leads to plot summary.** If, after writing your paragraph, you find that many of your sentences say the same thing or that you have actually summarized all or part of a text, then you probably have not created a strong topic sentence.

**Weak: Rowlandson intersperses her autobiography with numerous quotations from the Bible.**

This sentence is a poor topic sentence. It is a statement of fact that leaves no room for interpretation or analysis, and it makes no argument. This kind of topic sentence leads to plot summary of the text. There is nothing to prove. The only evidence that can be supplied is instances where Rowlandson uses quotations from the Bible. So what? What can that instance prove beyond the obvious? This topic sentence also does not clearly identify the author and the text.

**Better: In her autobiography *The True History of the Captivity and Restoration of Mrs. Mary Rowlandson*, Rowlandson's attempts to use scripture to make sense of her ordeal reveal the role Puritan's believed God played in their lives.**

This is a stronger topic sentence because it makes a statement that can be argued. Several things will have to be proven: How does Rowlandson use scripture as a coping mechanism, and how does her use of scripture reveal a Puritan ideal about God? Evidence will have to be provided and interpreted to support this claim. This topic sentence also clearly identifies the author and the text.

## **2 and 3. Evidence and Interpretation**

Now that you have created a strong argumentative topic sentence, how do you prove your argument? **Quotations and paraphrases from the text supply the evidence you need to support your argument.** You may want to go through the text and mark or write down passages that illustrate what you are trying to prove. From these passages, choose one or two that most clearly support your argument. There may be more, but in a 7-10 sentence paragraph, you do not have the space to incorporate all of them, so choose the best. Filling your paragraph with evidence does nothing to prove your argument, however. **When you use a quote or a paraphrase, you must interpret or explain it in relation to your argument; evidence does not stand alone as proof.** In addition to interpreting your evidence, you must also smoothly incorporate it into your paragraph. Introducing your evidence is the best way to incorporate it into your paragraph; introducing the evidence tells the reader from where in the text the passage is taken, and it helps highlight what you are using the evidence to prove.

**Unclear: Rowlandson dismisses her hardships as a trial by God. "Affliction I wanted, and Affliction I had, full measure. [. . .] And I hope I can say in some measure as David did, It is good for me that I have been afflicted" (69).**

This example may use an excellent passage from the text, but the passage is not explained or interpreted. It is also not introduced and seems dropped into the paragraph.

**Better: Rowlandson uses scripture as a way to illuminate God's motives; she uses scripture to explain why she has to endure seemingly senseless hardships. Near the end of the narrative, Rowlandson writes, "Affliction I wanted, and Affliction I had, full measure. [. . .] And I hope I can say in some measure as David did, It is good for me that I have been afflicted" (69).**

This example shows how Rowlandson compares her ordeals to the ordeals of Biblical figures. She is able to understand her hardships as trials and tests by God to strengthen her faith.

Notice that the same quotation from the previous example is used again. However, it is now more smoothly integrated into the paragraph, and it is now interpreted in relation to the argument. Notice also how much longer this example is than the previous one. **Properly introducing your evidence and interpreting it becomes the bulk of your paragraph.** Add your topic sentence and a concluding statement, and you've written a critical response paragraph.

#### **4. Concluding Statement**

Don't allow your paragraph to putter out at the end or to stop abruptly after you've proven your argument. You've stated your argument, supplied evidence to support it, and interpreted the evidence. End your paragraph with a strong concluding sentence that restates your topic sentence and brings all of your thoughts together into a final comment about the text.

**Weak: Using scripture, Rowlandson is able to make sense out of the hardships she endures.**

**Better: Rowlandson's attempt to explain her hardships through scripture reveals the Puritan view that God is an omnipresent influence in daily life and that everything that happens serves God's purpose, whether or not that purpose can be understood.**

#### **Some Things to Keep in Mind**

- **List of Questions**

Many instructors provide a list of questions as critical response paragraph topics. Use these questions to create a topic sentence. Generally, if you can write a one-sentence answer to the question, you've created a topic sentence.

- **Length**

Most critical response paragraphs are between 7 and 10 sentences in length. Any shorter and you probably have not used enough space to prove your argument; any longer and you probably have lost focus and drifted outside the scope of your argument.

- **Format**

Format your paragraph using **MLA format**. Your instructor may not require it for critical paragraphs, but the practice will help you when you write a formal essay.

- **Parenthetical Documentation**

Always **document** the page number(s) you quote or paraphrase using MLA parenthetical documentation style. Your instructor may not require a works cited page, but most instructors do want to know from where the material is taken and that you can demonstrate proper documentation technique. Not documenting your sources risks plagiarism.

- **The “So what?” Test**

Your topic sentence and your paragraph should be able to pass the **“So what?”** test. When you’ve made a statement, ask yourself, “So what?” If you can’t provide an answer, then you probably have not made a strong argument.

- **Proofreading and Editing**

Always **proofread, edit, and revise**. Silly mistakes, awkward sentences, and poor grammar detract from the authority you are trying to create to prove your argument. They will also cost you points on your grade that could be easily avoided. Two very good ideas to help you revise your paragraph are to read it out loud to yourself and to have someone else proofread it for you.

### **Two Example Paragraphs**

#### **Example 1: A Plot Summary (Don’t Do This)**

Rowlandson intersperses her autobiography with numerous quotations from the Bible. She seems to use the quotations to try to make sense of her ordeal. In one section, she dismisses her hardships as a trial by God. “Affliction I wanted, and Affliction I had, full measure. [. . .] And I hope I can say in some measure as David did, It is good for me that I have been afflicted” (69). Using scripture, Rowlandson is able to make sense out of the hardships she endures.

#### **Example 2: A More Engaging Paragraph**

In her autobiography, *The True History of the Captivity and Restoration of Mrs. Mary Rowlandson*, Rowlandson’s attempts to use scripture to make sense of her ordeal reveal the role Puritans believed God played in their lives. Rowlandson uses scripture as a way to illuminate God’s motives; she uses scripture to explain why she has to endure seemingly senseless hardships. Near the end of the narrative, Rowlandson writes, “Affliction I wanted, and Affliction I had, full measure. [. . .] And I hope I can say in some measure as David did, It is good for me that I have been afflicted” (69). This example shows how Rowlandson compares her ordeals to the ordeals of Biblical figures. She is able to understand her hardships as trials and tests by God to strengthen her faith. Rowlandson’s attempt to explain her hardships through scripture reveals the Puritan view that God is an omnipresent influence in daily life and that everything that happens serves God’s purpose, whether or not that purpose can be understood.

## **2. INSTRUCTIONS FOR RESEARCH ESSAY**

**Worth 25%**

**Due:** in class, at the beginning of class November 11, 2015

**Format:** Typed, 12 point font, double-spaced, 1 inch margins, 6 pages, not including title page and bibliography.

**Your objectives:**

- To conduct effective library and online research focusing on an individual of public note and their works and ideas
- To analyze and evaluate various feminist approaches covered by the class material to date
- To communicate and present your findings in a coherent scholarly essay format

**Instructions:**

- Pick a controversial person (real or fictional) or a group (e.g. an organization) of public note from the world of politics, culture or economics and provide a well-reasoned presentation and justification for whether this figure does (or does not) effectively and critically address the issue of gender (in)equality in their work.
- Refer to the major feminist ideologies covered by the course materials (e.g. liberal, Marxist, socialist, radical, postmodern, postcolonial feminisms etc.).
- Conduct research and offer a discussion of the possible significance of your subject of study for feminist politics and feminist political thinking.

Sources: Your bibliography should include

- Min. 3 scholarly books; min. 3 scholarly journal articles; min. 5 scholarly internet sources.
- Don't forget to list all your sources in your bibliography (any citation style is fine as long as you're consistent).

Content Suggestions (include the following in your essay):

- Explain who your object of study is (how controversial are they and why are they significant in human affairs?); include brief biography and summarize main contributions to addressing the issue of sexual and gender inequality in politics and society (e.g. body of work, including activism, written works, artworks, and events etc).
- Identify and Analyze the most important concepts or ideas and explanation of how they relate to important concepts covered in class

- Assess, referring to the various schools of feminist thinking covered in the course materials, whether the figure you chose has made a significant contribution to feminist thought and activism (discuss and reflect on the diversity of feminist political thought)

### 3. INSTRUCTIONS FOR TAKE-HOME EXAM

#### WORTH 25%

**Objectives:** The final take-home exam has been designed to evaluate your comprehension of the course materials (textual and oral) and your skills in applying the course concepts to interpret/evaluate the politics of gender, sexual and other identity claims. In your answers, the more you can coherently and consistently draw from the course materials and make persuasive arguments using concepts and interpretations critically, the more you demonstrate that your level of mastery of the course materials. In addition to course content, your answers will also be assessed technically for effective organization and selection of information, authorial credibility (e.g. no spelling or grammatical errors), and presentation/communication of ideas.

Provide a clear, well-organized and well-communicated answer in standard essay style (including introduction, body and conclusion) and with appropriate references and citations to scholarship. You can use any citation style you like, as long as you are consistent and that you always specify page numbers. It is not necessary to engage anything other than the course materials (although you may choose to bring in other examples if you like but you will be assessed primarily on your demonstrated knowledge of the course materials).

**Deadline:** You will receive your take-home exam question sheet in class on December 2, 2015. Your exam is due no later than December 9, 2015 by 5:00 PM. You must electronically submit your exam through the course website. No other method of submission will be accepted. This is not a collaborative assignment (you are not permitted to consult with anyone other than the course instructor) and Western University's Academic Dishonesty policy will apply throughout the take-home exam period. No hard copy is required at this time.

**Format:** YOU MUST COMPLETE TWO ESSAY QUESTIONS (questions will not be provided in advance of the official distribution date of December 2, 2015). All answers should be typed, 12 point font, 1 inch margins, double spaced; each answer should be minimum 2-3 pages (minimum total 5-6 pages). Please include a works cited section for each answer.

**Submission Instructions:** All take-home exams must be submitted electronically through the OWL course website (TURNITIN is built into the OWL system, so you do not need to do anything other than electronically submit the paper through the course website). Go to the course website and click on the 'Assignments' link in Menubar (left side of screen). Go to the 'take-home exam' link to upload your electronic copy. Please SUBMIT EITHER AS A WORD OR PDF DOCUMENT ONLY (OWL DOES NOT ACCEPT PAGES OR ANY OTHER FORMAT).

**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/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.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.**

## **Attendance Regulations for Examinations**

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) 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. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

## **Medical Policy, Late Assignments, etc.**

Students registered in Social Science should refer to

[http://counselling.ssc.uwo.ca/procedures/having\\_problems/index.html](http://counselling.ssc.uwo.ca/procedures/having_problems/index.html) 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.

## **University Policy on Cheating and Academic Misconduct**

**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/academic\\_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html)

## 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](mailto: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.

## **SUPPORT SERVICES**

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:  
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

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.