

Canadian Government and Politics
Political Science 2230E
The University of Western Ontario
2016-2017

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Office Hours:	Thurs. 12:00-1:30pm or by appointment	Wed. 1:30-3:30 pm

Course Time: Tuesday 2:30-4:20 p.m.
Classroom: SH 3345

Prerequisite: Political Science 1020E or 020E
Antirequisites: 2130, 2133a/b, 2155f/g, 130, 133a/b, 155f/g

IMPORTANT NOTICE RE PREREQUISITES/ANTIREQUISITES

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have **not** taken an antirequisite course. Lack of prerequisites may not be used as a basis for appeal. If you are found to be **ineligible** for a course, you may be removed from it at any time and you will receive no adjustment to your fees. **This decision cannot be appealed.** If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

Office of the Dean, Faculty of Social Science

Course Description:

Canada is one of the most unique countries in the world. Often overshadowed by its southern neighbour, Canada is a country that blends elements of socialism with market liberalism, freedom with deference, and leading with following. Canada's political system has its roots in the United Kingdom, but it has come to be much more – an experiment of ethnic conflict management, Aboriginal self-rule, and governance of a diverse, multicultural people within a vast land mass. Canada is also a country that has faced, and continues to face, numerous challenges to its confederation. This course will familiarize students with the basic concepts, institutions, processes, issues, political cleavages and challenges in Canadian governance and politics.

Course Philosophy:

The subject of politics, inevitably, is controversial. There are many different opinions about the questions it raises, and evidence for these opinions is conflicting. While the Professors have

their own points of view, students are not asked to share those views. What is important is to recognize the assumptions from which an argument proceeds and to be able to evaluate the strengths and weaknesses both of the logic of the argument and of the evidence that is presented to support it. Student evaluation in this course will be based not on the conclusions of arguments, but on how those conclusions are formed, presented, and substantiated.

Learning Objectives:

After completing POL2230, students should be able to describe the organization of the Canadian political system and the roles played by key actors and institutions. Students should also be able to explain how various social interests generate conflict within the political system and evaluate how the state has sought to address their demands for political change.

Required Readings:

The Dyck and Cochrane text is required and is available from the UWO Bookstore.

Cochrane, Christopher, Kelly Blidook and Rand Dyck. 2016. Canadian Politics: Critical Approaches. (8th edition) Nelson Education.

Evaluation:

Tutorial Participation: 15%

Critical Analysis: 15% DUE: October 25, 2016

First Exam: 25%

Research Paper: 20% DUE: February 7, 2017

Final Exam: 25%

Participation in Tutorials:

Tutorials are an integral component of the course and materials covered in tutorial will be examined. The structure of tutorials will vary weekly, from discussion to debates to group activity. Tutorial will commence in week 2 of the course. Attendance is compulsory. Should circumstances arise that prevent you from attending your assigned tutorial, meet with the professor from that term to discuss your situation. If the circumstances are medical, the professor may ask you to submit the appropriate documentation to Social Science Academic Counselling.

Assignments:

See special instructions below.

Exams:

The mid-year and final exams will take place during the scheduled exam periods.

Exams may consist of multiple choice, short answer and/or essay-style questions. The exams will cover all lectures, assigned readings, materials posted in the course web site, AND materials covered in tutorials. More specific information will be given prior to the exams.

Email:

The Professors and Teaching Assistants will respond to email and will do their best to reply within 48 hours (excluding weekends). Do note that university policy precludes the Professor and T.A.s from responding to email messages that were not sent from a UWO email account. Note, also, that grades may not be discussed via email. Please do not send email messages via the course page on OWL.

Web Site:

There is a web site set up for this course, available at owl.uwo.ca. Copies of the syllabus, assignment information, and lecture outlines will be made available on the web site. Students must also go through the web site to submit their work to Turnitin.com before handing in their assignments. Class announcements will be posted there. Accordingly, students should check the web site regularly.

Resources:

Students are encouraged to visit the library and use the services of the reference librarians for help with their critical analysis and position paper. The Writing Support Centre at UWO is available to help students with their assignments (<http://www.sdc.uwo.ca/writing/index.html?main>).

Students can also make use of the Martin Westmacott Political Science Resource Room, located in SSC 4109. The room has a variety of resources (videotapes, books, journals and newspaper articles) and program information about undergraduate programs offered by the department. The room is open Monday-Friday, 10 a.m. - 5 p.m.

Various support services are also available through UWO. You can access information about the Registrar's Office at <http://www.registrar.uwo.ca> and Student Development Services at <http://www.sdc.uwo.ca>.

IMPORTANT POLICIES

Submission of Assignments:

Assignments are due in class (the lecture). Assignments may be submitted before or at the end of lecture (by 4:20 p.m.), or during the break in the lecture. **The professor will not be in the classroom to accept assignments after the end of class (4:20 p.m.).** Assignments may not be submitted by fax or email, outside of class time (the lecture), or while the lecture is in progress.

All assignments are 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>). Assignments **must** include a copy of the originality report generated by **Turnitin.com** to be accepted. Students must submit their work to Turnitin through the course web site, in the folder labelled "Submit Assignments to Turnitin". A paper copy of the assignment, including the Turnitin originality report, must be

handed in during class in order for the submission to be considered complete. **Students who fail to submit to turnitin or who fail to submit a hard copy of their assignments will receive a grade of zero.**

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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholoff.pdf

Late penalty:

Late assignments may be handed in during class 1 week following the original due date with a 15% deduction. Assignments that are more than 1 week late will **not be accepted** for grading.

Extensions:

Extensions are not given. Students are able to hand assignments in late subject to the stated policy above. However, when there are genuine and unavoidable family or medical circumstances, you may seek academic accommodation, as detailed below. If you fail to hand in an assignment, but are pursuing academic accommodation, **please advise your professor immediately.**

A Note Regarding Computer Problems:

Students are expected to back up their written work and lecture/tutorial notes. Furthermore, students will be responsible for finding replacement lecture/tutorial notes where they fail to back-up their files.

Academic Accommodation:

If a situation should arise where you require accommodation because of a medical or personal issue, Social Science Academic Counselling (located at SSC 2105/2114) is available to help you. You can talk to a counsellor, who can then pass along any recommendations for accommodation. Their contact information is:

Telephone: 519 661-2011
Recorded information: 519 661-2052
Fax: 519 661-3384
Email: ssaco@uwo.ca
Office hours: 9:30am - 4:00pm

This procedure means that you do not have to provide your instructor or T.A. with any details of your situation, but ensures that the proper documentation has been provided. **IT IS YOUR RESPONSIBILITY TO SPEAK WITH A COUNSELLOR AS SOON AS POSSIBLE AFTER AN ISSUE ARISES. IT IS ALSO YOUR RESPONSIBILITY TO INFORM THE INSTRUCTOR THAT YOU WILL NOT BE COMPLETING YOUR WORK ON TIME AND TO SET A NEW DUE DATE FOR THE MISSED ASSIGNMENT OR EXAM AS SOON AS POSSIBLE AFTER AN ISSUE ARISES.** Academic accommodation will **ONLY** be provided if you speak with an Academic Counsellor and provide them with documentation of your issue and if the issue is brought to their attention and to the instructor's attention in a timely fashion. While academic accommodation may be warranted, students should not assume that a full

week's extension will be granted. Instead, the accommodation will reflect the seriousness of the situation. For example, if a student produces medical documentation detailing that s/he was sick for two days, a two-day extension normally will be granted. Therefore students should submit their work accordingly, even if the academic accommodation process is still underway.

Note Regarding Medical Illness:

Please be aware that the policies regarding medical documentation have changed. The following is an excerpt from the Policy on Accommodation for Medical Illness - Undergraduate Students (S.08-113).

Documentation from Family Physicians and Walk-In Clinics

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded here: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. Hard copies are available from Academic Counselling in the Faculties.

Documentation from Student Health Services

Students obtaining documentation from Student Health Services should sign a "release of information." This form authorizes Student Health Services to provide information to the student's home Faculty. Release of information forms are available from, and can be arranged through, the student's home Faculty Academic Counselling service.

Documentation from Hospital Urgent Care Centres or Emergency Departments

Students should request that an SMC be filled out. Students may bring this form with them, or request alternative Emergency Department documentation. Documentation should be secured at the time of the initial visit to the Emergency Department. Where it is not possible for a student to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that his/her ability to meet his/her academic responsibilities was seriously affected.

Grade Appeals:

If you are concerned that your assignment was not graded fairly, you should first discuss the grade with the T.A. who marked your assignment. After that meeting has occurred, you may ask to have your assignment reviewed.

To request a review of your assignment, you must provide a 1 page explanation as to why you think your assignment was improperly graded (i.e. what do you think you did that should have been given more weight?). The explanation, the original assignment, and a clean copy of the assignment should be submitted to your Professor **no later than 3 weeks** after the assignment was **made available for return**. A second reader will then grade your paper. If the second reader assigns a grade that is less than 5% higher or lower than the original grade, the original grade will stand. If the second marker assigns a mark that is 5% (or more) higher or lower than the original grade, the assignment will be passed on to the Professor for final grading.

NOTE: Students must take responsibility for picking up their marked work in a timely manner. **No appeals will be considered more than 3 weeks after the assignment/exam was made available for return.** Grades may be either raised or lowered on appeal.

Students who wish to appeal an examination grade should follow the same procedure noted above for assignments.

Use of Electronic Devices:

Students are not permitted to use any electronic devices during exams. Students are asked to turn off their cell phones during lectures and tutorials. Laptops are permitted during lectures and tutorials ONLY for the purpose of note-taking; if students use their computers for other activities their laptops may be confiscated for the remainder of the session.

Assignment Instructions

Critical Analysis:

Students are to provide a critical analysis of ONE of the scholarly works listed below. The articles are from the Canadian Journal of Political Science and are available online from <http://journals.cambridge.org/action/displayJournal?jid=CJP&bVolume=y> or in the library (call number H1.C36).

The criteria for critical analysis provided in Part 2 of “What is Expected of the Student?” should guide your work. Students are expected to use the information gathered through their critical reading of the article to write their analysis. The paper should be structured in 3 parts. The first part, the introduction, should contain background information about the article, including the full citation and a statement of the topic, as well as a thesis statement about the student’s overall evaluation of the piece. The second part should be a concise summary of the article, describing the author(s)’ argument and what evidence is provided as support. The third section should include the student’s analysis of the article, referencing concepts, assumptions, structure, evidence, logic and conclusions and their appropriateness.

Your critical analysis should be approximately 2500 words (excluding endnotes, parenthetical notes, and bibliography), typed and double-spaced, using a standard 12 point font and standard (1"/2.54 cm) margins. Cover pages are not necessary for this assignment. At the top of your assignment, please include your name, student number, and the name of your T.A., as well as the title of the article you have chosen to analyze.

Students will be graded on their understanding of the article, the strength of their critical analysis, and their organization and writing style (including grammar and proper use of citation).

Articles for Review (Choose one)

- Paquet, M. 2014. “The Federalization of Immigration and Integration in Canada.” *Canadian Journal of Political Science* 47 (3): 519-48.

- Roy, J. and A. Esselment. 2016. "Partisans without Parties: Party Systems as Partisan Inhibitors." *Canadian Journal of Political Science* 49 (1): 21-39.
- Soroka, S., E. Penner and K. Blidook. 2009. "Constituency Influence in Parliament." *Canadian Journal of Political Science* 42 (3): 563-91.

IMPORTANT NOTES:

1. Students may choose to use other sources in preparing their critical analyses, but are not required to do so.

2. Each analysis must include endnotes or parenthetical notes and a bibliography, organized according to the Chicago Style. Help with using the Chicago Style can be found at the following UWO library resource:

<http://www.lib.uwo.ca/files/styleguides/Chicago.pdf>

NOTE: ALL CITATIONS (whether using footnotes, endnotes or in-text citation) MUST INCLUDE REFERENCES TO PAGE NUMBERS. Students *will* be penalized for incorrect citation style.

3. Analyses **must** include a copy of the turnitin receipt generated by **Turnitin** to be accepted. Students can submit assignments to Turnitin through the course web site, in the folder "Submit Assignments to Turnitin."

4. The critical analysis is due on October 25, 2016 and may be handed in at the lecture (before class, at the break, or at the end of class only). Assignments may not be submitted by fax or email or outside of class time (the lecture). Late assignments may be submitted during class on November 1, 2016 with a 15% deduction in accordance with the policy on late penalties set out above. Assignments more than one week late will not be accepted for grading.

Research Paper:

Essays should be approximately 3000 words (excluding endnotes, parenthetical notes, and bibliography), typed and double-spaced, using a standard 12 point font and standard (1"/2.54 cm) margins.

The purpose of this paper is to demonstrate your ability to write a research essay with a clear and concise argument and to demonstrate an understanding of the subject of enquiry. To write a successful paper you must take a position, construct an argument and marshal evidence to support your position. Students also must consider the arguments against their own position and, where possible, rebut those counter arguments. Your objective is to present and defend an argument in a clear, logical, and organized manner.

Students will be graded on their understanding of the topic, the quality of their critical analysis

and argumentation, and their organization and writing style (including grammar and proper use of citations).

Papers must present a clear and logical argument (thesis) based on scholarly research. To do so, you must use between 8 and 10 **scholarly sources**. **No more than 2 web-based documents** may be counted towards your use of scholarly sources. (Note that journal articles, e-books and housed in the library's electronic databases are not considered web-based documents. Government reports accessed via the internet are also exempt from the 2 web-based document rule.) Deductions will be taken where students fail to incorporate between 8 and 10 academic sources in their papers. Deductions also will be taken where students rely too heavily on one or two sources.

Please include **the name of your T.A.** on the cover page of your essay.

Research Paper Topics

1. The judicial selection process is a hotly contested issue with some academics and politicians favouring a more public and participatory process and others insisting that the public vetting of judicial nominees improperly politicizes the appointments process. In 2006, Canada took a step towards the adoption of a confirmation process by having Supreme Court nominee, Marshall Rothstein, answer questions before a parliamentary committee, though the committee had no power to either 'quash or confirm' the nomination. In your view, should Canada adopt a parliamentary confirmation process like that practiced in the United States?
2. Do you agree with the following statement? Explain your view.

“At present, few government or opposition MPs have any real opportunity to put their constituents first in votes in the House of Commons. Real power is concentrated in the hands of the party leaderships. Canadian democracy itself would benefit if we put our present min-numbing party discipline where it belongs - in the history books.”
3. Some critics of multiculturalism argue that the policy should be abandoned because it promotes a form of 'hyphenated Canadianism' that exacerbates divisions in Canadian society based on one's ethnic, minority or immigrant status. Do you agree? Explain your view.
4. While some feminists herald the *Charter* for advancing the position of women, others are far less certain about its ability to address women's equality. Making reference to one or more policy areas, explain whether you think that Charter litigation is an effective strategy in pursuing women's equality.

IMPORTANT NOTES:

1. Students **must** write on one of the four assigned topics. Requests to write on special topics will not be entertained. Essays submitted on a topic that is not listed in this course outline will be assigned a grade of “0.” It is not acceptable to hand in the same assignment for two or more courses.

2. Students should consult Part 3 of “What is Expected of the Student?” as well as the writing guide posted on the course web site before beginning their research papers. Students also are encouraged to attend writing clinics offered by the Writing Support Centre (<http://www.sdc.uwo.ca/writing>) throughout the year to improve their writing skills.

3. Each essay must include endnotes or parenthetical notes and a bibliography, organized according to Chicago Style. Help with using the Chicago Style can be found at the following UWO library resource: <http://www.lib.uwo.ca/files/styleguides/Chicago.pdf>

NOTE: ALL CITATIONS (whether using footnotes, endnotes or in-text citation) MUST INCLUDE REFERENCES TO PAGE NUMBERS. Students *will* be penalized for incorrect citation style.

4. Papers **must** include a copy of the turnitin receipt generated by **Turnitin.com** to be accepted. Students can submit assignments to Turnitin through the course web site, in the assignments folder.

5. Papers are due on February 7, 2017 and may be handed in at the lecture (before class, at the break, or at the end of class only). Papers may not be submitted by fax or email or outside of class time (the lecture). Late assignments can be submitted during class on February 14, 2017 with a 15% deduction in accordance with the policy on late penalties set out above. Papers more than 1 week late will not be accepted for grading.

Lecture Schedule

TERM I

Week 1: September 13

Introduction

Cochrane et al. pp. 3-18

Week 2: September 20

Constitution as Master Institution **Tutorials Commence******

Cochrane et al. pp. 19-38, 393-398, 635-56

Week 3: September 27
The Executive (Formal and Political) I
Cochrane et al. pp. 507-542

Week 4: October 4
The Executive (Formal and Political) II
Same as Week 3

Week 5: October 11
Parliament
Dyck and Cochrane pp. 569-610

Week 6: October 18
Federalism
Dyck and Cochrane pp. 421-452

Week 7: October 25 *****CRITICAL ANALYSIS DUE*****
Federalism
Same as week 6

Week 8: November 1
Megaconstitutional Politics I
Dyck and Cochrane pp. 399-420

Week 9: November 8
Megaconstitutional Politics II
Same as Week 8

Week 10: November 15
Political Parties
Dyck and Cochrane pp. 307-335

Week 11: November 22
Elections, Electoral Systems and Reform
Dyck and Cochrane pp. 283-305

Week 12: November 29
Participation, Voting, and Citizen Engagement
Dyck and Cochrane pp. 337-364

Week 13: December 6
Catch-Up / Review for Exam
• No readings assigned

WINTER BREAK

TERM II

PHILOSOPHICAL FOUNDATIONS

Week 14: January 10

Canada's Liberal-Democratic Foundations

- No readings assigned

THE LEGAL CONTEXT

Week 15: January 17

The Judiciary

*****Tutorials Recommence*****

- Cochrane et al., chapter 24

Week 16: January 24

Essay Research and Writing Workshop

- Part 3 of "What is Expected of the Student?"
- Essay writing guide (course web site)

Week 17: January 31

The Charter

- Cochrane et al., **chapter 19**

THE SOCIETAL CONTEXT

Week 18: February 7

Visions of Canada

- No assigned readings

*****RESEARCH PAPER DUE*****

*****No tutorials this week*****

Week 19: February 14

Regionalism

- Cochrane et al., chapter 3

Week 20: February 21

READING WEEK

Week 21: February 28

Quebec

- Cochrane et al., chapter 5

Week 22: March 7

Indigenous Politics I

- Cochrane et al., chapter 4

Week 23: March 14

Indigenous Politics II

- Cochrane et al., chapter 4

*****No tutorials this week*****

Week 24: March 21

Gender Politics

- Cochrane et al., chapter 7

Week 25: March 28

Multiculturalism, Race and Ethnicity

Student Exercise: Take the *Race Implicit Association Test* at: <https://implicit.harvard.edu/implicit/>

- Cochrane et al., chapter 6

Week 26: April 4

Sexual Minorities

- No assigned readings

What is Expected of the Student?

1. THE PURPOSE OF THE COURSE

The subject of politics, inevitably, is controversial. There are many different opinions about the questions it raises and evidence for these opinions is conflicting. While the instructors have their own points of view, the student is not asked to share any of those views. What is important is to recognize the assumptions from which an argument proceeds and to be able to evaluate the strengths and weaknesses both of the logic of the argument and of the evidence which is presented to support it. The student's evaluation in this course will be based not on the conclusions of arguments but on how those conclusions are formed and presented. The objective of the course is to help students develop the skills of critical analysis.

2. CRITERIA FOR CRITICAL ANALYSIS OF READINGS

Given this objective, particular emphasis will be placed on the student's ability to deal critically with assigned readings. Some of the questions you will need to consider in approaching the readings are listed below. Others may occur to you in the course of your studies. It is not necessary that you attempt to answer all of these questions. Some will be more appropriate to your analysis than others.

Objectives

- What specific purposes does the author have?
- Do these purposes serve some broader purpose? For example, does the author wish to defend or attack a particular theory or ideology?
- Are the purposes (both kinds) clearly stated?
- Does the author formulate the questions to be answered in a way which makes the conclusions inevitable?

Concepts and Assumptions

- What concepts are adopted in the analysis? Are they clearly defined? Are they specifically stipulated to suit the author's purpose or are they generally accepted?
- What basic assumptions and premises enter the analysis? Are they made explicit or are they hidden? Are they generally accepted or are they contestable?

Structure, Evidence, Logic

- What is the method of argument? Does the author propose hypotheses which are to be tested or does he/she develop a thesis?
- What kind of evidence is used? (For example, official documents, newspaper accounts, survey research, personal interviews, aggregate economic or social data.) What are the strengths and weaknesses of analysis with evidence of this kind? Has the author taken account of the weaknesses?
- Is the presentation of the evidence consistent with the method adopted? For example, if hypotheses are to be tested, is that what the author really does?
- Is the argument internally consistent? Does it follow logically?
- Is the interpretation of evidence reasonable?
- What, if any, are the alternative interpretations and/or explanations for the findings the author presents? Does the author anticipate and effectively respond to alternative interpretations and/or explanations?

Conclusions

- What are the author's conclusions? Are they reasonable? Or does one of the questions suggested above serve to call them into question?
- What implications do the conclusions have for the general subject you are dealing with? What implications do they have for the broader subjects of the course?

3. POSITION PAPERS

Students should apply the same criteria in their own written work. Of course, assignments cannot be based on the kind of original research to be found in published literature. But neither are they meant to be just a summary of what you have read. Take a position and make the best case you can for it -- taking into account the strength and weaknesses of your sources.

The best procedure is to prepare an outline summarizing the paper's thesis, the basic structure of the argument supporting the thesis, and the conclusions. In your outline include brief references to the evidence supporting the points you raise. The outline should serve as your basic guide in writing.

The first paragraph of the essay should present a clear and concise statement of the purpose of the paper: What is the question which the paper addresses? What thesis will it develop?

Each subsequent paragraph should have a clear function in the development of the argument. In presenting your case ensure that you substantiate each point. To assert something is not to demonstrate it. The test is whether you have supporting evidence and whether that evidence is credible. Therefore, it is important that you cite the source or sources for each piece of evidence you present.

To be convincing you must be able to deal with counter-arguments. What are the alternative interpretations of the evidence? Why do you think your interpretation is more convincing?

The conclusion should be brief and be clearly linked to the question raised and the thesis proposed in the first paragraph. What is the significance of your argument for the larger issues to which the essay topic is addressed?

In preparing your assignments you should be very careful in how you use sources. Students are responsible for complying with the University's policy on plagiarism, which is attached.

**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

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 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

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.

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