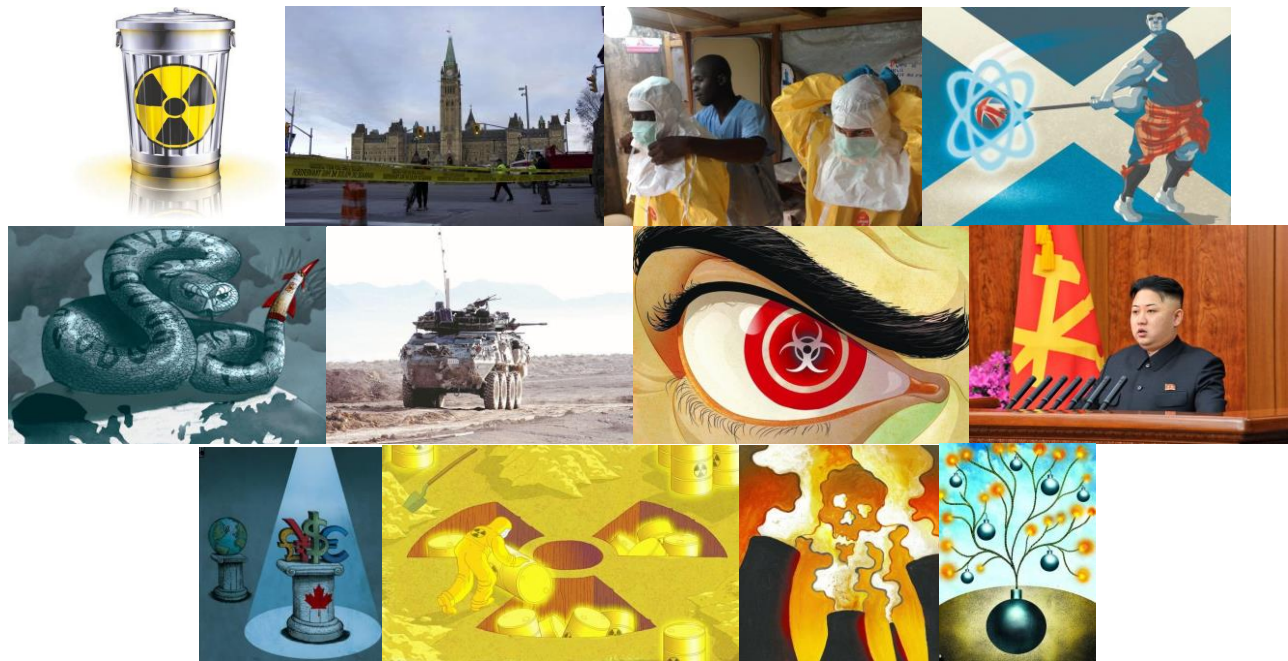


# Political Science 2135A: **Canada Abroad**



**Western University** (The University of Western Ontario or UWO)  
**Winter Term, Sept- December, 2017**  
**Thursdays 12:30 – 2:30**  
**University Community Centre (UCC) 67**

**Instructor:** [Professor Erika Simpson](#)

**E-mail:** [simpson@uwo.ca](mailto:simpson@uwo.ca)

**Office Hours:** Thursdays, 2:30-3:30 pm after class or in my office or Mondays, 5:30-6 pm in my office in Room 4157 SSC

**Phone:** 519-661-2111 ext. 85156

## **COURSE OVERVIEW AND REGULATIONS—[with Professor Erika Simpson](#)**

### **1. Course Description**

Using lectures, simulations and role-plays, this course will help you understand Canada's role in the world that confronts us. The lectures survey ballistic missile defence, disarmament, free trade and peacekeeping. The Simulations roleplay a Ballistic Missile Defence crisis, a UN Model UN and a Climate Change in the Arctic Simulation. In addition, class discussions help understand the roots of terrorism, the causes of environmentally-induced warfare over resources, and the foreseeable impact of population growth and migration.

### **2. Readings**

All the required readings are available online as journal articles or scholarly reports. You should expect that approximately 20% of the exam questions will be based on the required readings so you will be expected to answer 20 questions in October, and another 20 questions in December, based on the readings. Doing the readings before class will also help you to contribute to class discussions. However,

you do not need to read the required readings before class in order to understand the lectures.

### 3. Course Evaluation:

Participation in Simulations & Lectures	3 In-Class Simulations worth 1-3% each = 9%	Class participation in regular dialogues, 1-10% (no bonus pts).	Total participation: 10%
Exams:	Mid-term multiple choice exam (2 hours): 45%	Non-cumulative final December exam (2 hours): 45%	Total exams: 90%

### 4. Learning Outcomes:

Upon completing the course, students will be able to:

- Identify and describe some key figures, events and trends in Canadian foreign policy;
- Identify and engage with different types of political theories in Canadian foreign policy;
- Analyze and evaluate international issues and place them in their historical context;
- Connect present-day problems to historical events and place them in a broader context.

### 5. Associate Professor Erika Simpson

**Office:** SSC 4157, Social Science Building

**UWO Tel:** 519-661-2111 ext. 85156 for voice mail messages.

**Cell/text:** 519-520-3630 is only for emergency use. All my telephones will accept your voice mail, but not texts as I have blocked my phones from texting. Use email instead please. If we discuss an issue or problem, it is your responsibility to email me to remind me of the new administrative requirements we have agreed upon. I will email you confirmation emails. Everything we discuss is documented by email to assist both of us in keeping track of you. I keep all our emails for one year and then they are deleted.

**Email:** [simpson@uwo.ca](mailto:simpson@uwo.ca)

### 6. Office Hours:

Mondays ½ hour after class or Thursdays, 2:30-3:30 pm in class or in my office 4157 SSC. Or you can make an appointment to see me on Monday or Thursday outside of those times. My schedule changes in January.

### 7. Contacting Professor Simpson by email and/or in person:

Generally I respond to your email within 2 business working days so if you do not hear back, resend your message and attachment with a subject heading that identifies you as a student in this class. For example [e.g.], a subject heading that works would be: ‘urgent message from Indio Azram in IR2135A’. A message that could inadvertently be deleted or remain unread would be something like ‘thanks’. Not changing your subject heading could result in me not opening up your newer email. Make sure the subject heading flags an important email so it is not deleted as professors regularly receive a lot of spam.

I suggest that when you write important emails to your professor, you write your subject heading first; then attach your attachments; then write the body of your email - and then add the email addresses, including your own ccd or bccd address. If you plan to attach your essay, send your email with a ‘read receipt’ and ‘delivery receipt’ and copy yourself on the emails plus check ‘delivery’ was received.

## 8. Important Notices Concerning Pre-Requisites and Anti-Requisites

- “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 an 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 prerequisites, 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
- "Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been successfully completed, and that they are aware of any antirequisite course(s) that they have taken. If the student does not have the requisites for a course, and does not have written special permission from his or her Dean to enroll in the course, the University reserves the right to cancel the student's registration in the course. [The University may also choose not to adjust your fees, such as not providing you a refund for the course.] This decision may not be appealed." – University of Western Ontario Academic Calendar

## 9. Introductory Overview of Course Content and Required Readings

This overview could change and evolve as the course progresses. Illnesses, cancellations and other unforeseen developments can affect the dates, times and topics. The official overview is posted online and changed online. I will make announcements as well if the official course outline is changed.

## 10. The Mid-term and Final Exams (45% each): what to study, and advice on taking notes

How should I study for the exams? The two-hour multiple-choice exams in October & December will test you on the lecture material, including all the posted slides and accompanying readings. The October exam tests you on classes 1-6 and the December exam tests you on classes 6-12. Approximately 25% of the questions or 20 questions will be based on the required readings. The non-cumulative exams do **not** test you on what students say in class because student comments differ from year to year depending on their various interests. The exams do not test you on the exact wording of any UN resolutions and they do not test you on the individualized roleplaying material for any of the simulations. Instead you will earn plenty of participation marks from in-class discussions as well as participation marks for participating in the simulations.

You may not miss the Mid-term and Final Exams, although each is worth only 25% of your final mark - or you will automatically fail the course. There will be approximately 80 questions on each multiple-choice exam. The exam questions will range between very easy to very difficult. There are no written parts of the exam—it is entirely based on multiple-choice questions so the professor can use Scantron to mark the exams. Notably, it will take some fast readers much less than 2 hours to finish writing the exams and many students will remain in the exam room, rechecking their answers, for the entire two-hour time period. As soon as I know when the final exam is scheduled, I will post the final exam date schedule on OWL so you are not permitted to make plans to travel out of the country until the final exam schedule is revealed. Moreover, you must have documented reasons for writing the make-up exams, which generally take place three weeks after the in-class mid-term or the scheduled final exams.

It is highly recommended when preparing for the exams that you consider forming small study groups so that you can share notes and discuss the lecture material. There is nothing wrong with a collective effort in terms of studying for all your classes. After all, that is what the classroom is about—all of us working together for fun and learning.

To summarize, the non-cumulative exams test you on everything you learned from the lecture slides, from the spoken lectures and the assigned readings. You should always try to come to class—even if you have not had a chance to review the slides beforehand. During the lectures and simulations, your task is to think about and question the materials, and not be a ‘medieval scribe’. While I appreciate many students want to reinforce the lecture material by writing handwritten or typewritten notes, you do not need to take handwritten or typed notes during class unless this is your preferred learning style. My preference is to see you thinking about the slides’ content and participating in class discussions and simulations rather than seeing heads bent down, hurriedly scribbling for two hours! Why get writer’s cramp? All the slides are posted so if we do not get to the end of the slides that were posted before the class began, then I will delete those we did not cover so you do not need to study them. In the event that OWL collapses or is unavailable, I will show the slides on a stick or if need be, we will cancel the class.

### **11. How Can You Earn Participation Marks (10%)?**

Participation marks are designed to reward participation, enhance the class’s activities; and increase high-quality attendance. Participation marks are earned through participation in lectures, specifically:

- 1) The Ballistic Missile Defence simulation = 1-3 participation points for speaking in your ‘role’ during this simulation.** No matter how long your spoken contribution lasts, I will award you 1 percentage point for somehow contributing on your role’s behalf. Speaking publicly may require some advance preparation for your particular role, especially if you are assigned a prominent role, like Kennedy, Diefenbaker or Khrushchev. But in most cases, you should be able to earn 1-3 points during this simulation simply by reading the ‘individualized’ materials for your role and speaking up.
- 2) The current UN crisis simulation** so just as in the CMC and Arctic simulations, **you will earn 1 participation point for attending in your role and speaking up once. You will be randomly assigned a country to represent, like China** and even if you are Vanuatu, the UN’s smallest country you will have opportunities to speak up and so earn up to 3 participation points.
- 3) The Climate Change in the Arctic simulation so just as in the CMC simulation, you will earn 1-3 participation points for speaking.** No matter how long your spoken contribution lasts, I will award you one participation point for contributing, which may require some advance preparation for your particular role, especially if you are assigned a prominent role, like the leader of North Korea or a less prominent role, like a Brigadier-General who is threatening to lob a nuclear missile over Japan. Most students earn 2 participation points and some more avid participants earn 3 points.
- 4) Regular discussions during the lectures= you will earn no more than 10% of your final mark in participation points for speaking up with high-quality comments during regular lectures. If you miss one or more simulations, you can make up missed simulation points by contributing more to regular class discussions.**

### **12. What if I miss a simulation?**

If you must miss any simulation, for any reason, you can ‘make up’ the missed participation mark by earning more participation marks during lectures. You cannot earn more than 10% of your mark with participation points—I don’t add bonus points to the final mark in the class—but most students will earn 100% in terms of their participation marks over the entire term.

### 13. Will I know my marks before I write the final exam?

To summarize the participation marks, you can easily raise your Final Mark by earning 100% on participation points. I will post your participation mark and your essay marks before the final exam so you know all your marks - except the final exam mark - when you go into the exam.

### 14. How to get the most out of this course:

There will be plenty of opportunities to increase your marks in this class and make 3203F a more enjoyable and worthwhile experience for all of us.

### 15. Overview of Course Content and Required Readings

Important: The dates and topics of the following chart may change depending on schedules, illnesses, and other unforeseen events like snow days. The chart below is included for illustrative purposes only and may be updated on the class website as the term unfolds.

Date	Session	Lecture Topics and Required Readings
September 7	Class 1	<b>Course overview; Terrorism</b> <ul style="list-style-type: none"> <li>• McCoy, John, and W. Andy Knight. "<a href="#">Homegrown terrorism in Canada: Local patterns, global trends.</a>"</li> <li>• McKenna, Michael. "<a href="#">A Comprehensive Timeline of Canadian Terrorism.</a>"</li> <li>• The Canadian Press. "<a href="#">Canadian terrorist incidents: a timeline.</a>" Global News. January 30, 2017. <a href="http://globalnews.ca/news/3213312/canada-terrorist-incidents/">http://globalnews.ca/news/3213312/canada-terrorist-incidents/</a></li> </ul>
September 14	Class 2	<b>Warfighters or Peacekeepers?</b> <ul style="list-style-type: none"> <li>• Heldt, Birger. "<a href="#">Patterns of diplomatic peacemaking.</a>" <i>Canadian Foreign Policy Journal</i> 19, no. 1 (2013): 87-95. <a href="http://www.tandfonline.com/doi/full/10.1080/11926422.2012.709056">http://www.tandfonline.com/doi/full/10.1080/11926422.2012.709056</a></li> <li>• Janzen, Randall. "<a href="#">Incorporating unarmed civilian peacekeeping into Canadian foreign policy: what do Canadians think?.</a>" <i>Canadian Foreign Policy Journal</i> 21, no. 1 (2015): 15-27. <a href="http://www.tandfonline.com/doi/full/10.1080/11926422.2014.934865">http://www.tandfonline.com/doi/full/10.1080/11926422.2014.934865</a></li> <li>• Spearin, Christopher. "<a href="#">Canada and contracted war: Afghanistan and beyond.</a>" <i>International Journal</i> 69, no. 4 (2014): 525-541. DOI: <a href="http://dx.doi.org/10.1177/0020702014546703">10.1177/0020702014546703</a></li> </ul>
September 21	Class 3	<b>Missile Defence;</b> <b>BALLISTIC MISSILE DEFENCE SIMULATION</b> <ul style="list-style-type: none"> <li>• Fergusson, James. "<a href="#">The NORAD conundrum: Canada, missile defence, and military space.</a>" <i>International Journal</i> 70, no. 2 (2015): 196-214. <a href="http://journals.sagepub.com.proxy1.lib.uwo.ca/doi/full/10.1177/0020702015575916">http://journals.sagepub.com.proxy1.lib.uwo.ca/doi/full/10.1177/0020702015575916</a></li> </ul>



		<ul style="list-style-type: none"> <li>Pudo, Dominik and Jake Galuga. "<a href="http://www.journal.forces.gc.ca/Vol17/no3/PDF/CMJ173Ep53.pdf">High Energy Laser Weapons Systems: Evolutions, Analysis and Perspectives.</a>" <i>Canadian Military Journal</i>. Vol. 17, No. 3. Summer 2017. <a href="http://www.journal.forces.gc.ca/Vol17/no3/PDF/CMJ173Ep53.pdf">http://www.journal.forces.gc.ca/Vol17/no3/PDF/CMJ173Ep53.pdf</a></li> </ul>
September 28	Class 4	<b>Nuclear Nightmares</b> <ul style="list-style-type: none"> <li>James, Carolyn C. " <a href="https://www-cambridge-org.proxy1.lib.uwo.ca/core/journals/canadian-journal-of-political-science-revue-canadienne-de-science-politique/article/nuclear-arsenal-games-coping-with-proliferation-in-a-world-of-changing-rivalries/37195DF299D193BD5C180E0702F74912">Nuclear Arsenal Games: Coping with Proliferation in a World of Changing Rivalries.</a>" <i>Canadian Journal of Political Science/Revue canadienne de science politique</i> 33, no. 4 (2000): 723-746. <a href="https://www-cambridge-org.proxy1.lib.uwo.ca/core/journals/canadian-journal-of-political-science-revue-canadienne-de-science-politique/article/nuclear-arsenal-games-coping-with-proliferation-in-a-world-of-changing-rivalries/37195DF299D193BD5C180E0702F74912">https://www-cambridge-org.proxy1.lib.uwo.ca/core/journals/canadian-journal-of-political-science-revue-canadienne-de-science-politique/article/nuclear-arsenal-games-coping-with-proliferation-in-a-world-of-changing-rivalries/37195DF299D193BD5C180E0702F74912</a></li> <li>Ford, Christopher A. "<a href="http://www.tandfonline.com/doi/abs/10.1080/10736700701611720">Debating disarmament: interpreting Article VI of the treaty on the non-proliferation of nuclear weapons.</a>" <i>Nonproliferation Review</i>14, no. 3 (2007): 401-428. <a href="http://www.tandfonline.com/doi/abs/10.1080/10736700701611720">http://www.tandfonline.com/doi/abs/10.1080/10736700701611720</a></li> </ul>
October 5	Class 5	<b>Canada and Global Governance;</b> <b>THE UN SIMULATION</b> <ul style="list-style-type: none"> <li>Raymond, Mark. "Renovating the procedural architecture of international law." <i>Canadian Foreign Policy Journal</i> 19, no. 3 (2013): 268-287. <a href="http://www.tandfonline.com/doi/full/10.1080/11926422.2013.845580">http://www.tandfonline.com/doi/full/10.1080/11926422.2013.845580</a></li> <li>Weiss, Thomas G., and Rorden Wilkinson. "Rethinking global governance? Complexity, authority, power, change." <i>International Studies Quarterly</i> 58, no. 1 (2014): 207-215. DOI: 10.1111/isqu.12082 and/or Roland Paris, "<a href="https://www.ethicsandinternationalaffairs.org/2015/global-governance-power-politics-back-basics/">Global Governance and Power Politics: Back to Basics</a>", <i>Ethics &amp; International Affairs</i>, December 11, 2015, available: <a href="https://www.ethicsandinternationalaffairs.org/2015/global-governance-power-politics-back-basics/">https://www.ethicsandinternationalaffairs.org/2015/global-governance-power-politics-back-basics/</a></li> </ul>
October 12	Fall Study Break	No readings & no office hours
October 19	Class 6	<b>MID-TERM IN-CLASS EXAM (2 hours)</b> You may leave before 2 pm if you finish early but not between 2:10-2:30 pm No readings
October 28	Class 7	<b>Climate Change</b> <ul style="list-style-type: none"> <li>Bruce, J.P. and E. Haites. "<a href="http://www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/earthsciences/pdf/assess/2007/pdf/ch9_e.pdf">Canada in an International Context.</a>" <i>From Impacts to Adaptation: Canada in a Changing Climate 2008</i>. Ministry of Natural Resources Canada. <a href="http://www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/earthsciences/pdf/assess/2007/pdf/ch9_e.pdf">http://www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/earthsciences/pdf/assess/2007/pdf/ch9_e.pdf</a></li> <li>Broadhead, Leeanne, "<a href="https://doi.org/10.1177/002070201006500419">Canadian Sovereignty versus Northern Security: The Case for Updating Our Mental Map of the Arctic</a>" <i>International Journal</i>, vol. 65, issue 4, pages: 913-90, DOI: <a href="https://doi.org/10.1177/002070201006500419">https://doi.org/10.1177/002070201006500419</a></li> </ul>
November 2	Class 8	<b>Arctic Security</b> <b>CLIMATE CHANGE AND THE ARCTIC SIMULATION</b>

		<ul style="list-style-type: none"> <li>• Lackenbauer, Whitney, and Rob Huebert. "<a href="#">Premier Partners: Canada, the United States and Arctic Security.</a>" <i>Canadian Foreign Policy Journal</i> 20, no. 3 (2014): 320-333. <a href="http://www.tandfonline.com/doi/full/10.1080/11926422.2014.977313">http://www.tandfonline.com/doi/full/10.1080/11926422.2014.977313</a></li> <li>• Landriault, Mathieu, and Paul Minard. "<a href="#">Does standing up for sovereignty pay off politically? Arctic military announcements and governing party support in Canada from 2006 to 2014.</a>" <i>International Journal</i> 71, no. 1 (2016): 41-61. DOI: 10.1177/0020702015619570.</li> </ul>
November 9	Class 9	<p><b>Canada-US Relations</b></p> <ul style="list-style-type: none"> <li>• Trudgen, Matthew. "<a href="#">The key to the Canada–United States relationship: homeland and continental defence in American strategic culture.</a>" <i>Canadian Foreign Policy Journal</i> 22, no. 2 (2016): 184-198. <a href="http://www.tandfonline.com/doi/full/10.1080/11926422.2015.1083871">http://www.tandfonline.com/doi/full/10.1080/11926422.2015.1083871</a></li> <li>• Haglund, David G., and Dru Lauzon. "'Homegrown' in North America: the changing face of radical Islamism, and its implications for Canada–United States relations." <i>Canadian Foreign Policy Journal</i> 20, no. 3 (2014): 305-319. <a href="http://www.tandfonline.com/doi/full/10.1080/11926422.2014.982671">http://www.tandfonline.com/doi/full/10.1080/11926422.2014.982671</a></li> </ul>
November 16	Class 10	<p><b>Do we need a continental economy?</b></p> <ul style="list-style-type: none"> <li>• Kukucha, Christopher J. "<a href="#">Federalism matters: evaluating the impact of sub-federal governments in Canadian and American foreign trade policy.</a>" <i>Canadian Foreign Policy Journal</i> 21, no. 3 (2015): 224-237. <a href="http://www.tandfonline.com/doi/full/10.1080/11926422.2015.1074926">http://www.tandfonline.com/doi/full/10.1080/11926422.2015.1074926</a>.</li> <li>• Petraeus, David H., Robert B. Zoellick, Shannon K. O’Neil, Christopher M. Tuttle. <i>North America: Time for a New Focus</i>. "<a href="#">North American Economic Competitiveness.</a>", October 2014:29-41. Council on Foreign Relations. <a href="https://www.cfr.org/report/north-america">https://www.cfr.org/report/north-america</a>.</li> </ul>
November 23	Class 11	<p><b>Global Citizenship</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The National Youth White Paper on Global Citizenship.</a> 2015. <a href="http://www.takingitglobal.org/images/resources/tool/docs/Global_Citizenship.pdf">http://www.takingitglobal.org/images/resources/tool/docs/Global_Citizenship.pdf</a>.</li> <li>• Andreotti, Vanessa, David Jefferess, Karen Pashby, Cash Rowe, Paul Tarc, and Lisa Taylor. "<a href="#">Difference and conflict in global citizenship in higher education in Canada.</a>" <i>International Journal of Development Education and Global Learning</i> 2, no. 3 (2009): 5-24 <a href="http://www.ingentaconnect.com/content/ieop/ijdegl/2009/00000002/0000003/art00002">http://www.ingentaconnect.com/content/ieop/ijdegl/2009/00000002/0000003/art00002</a></li> </ul>
November 30	Class 12	<p><b>The Instruments of Canada’s Foreign Policy and Global Jeopardy Review</b></p> <ul style="list-style-type: none"> <li>• <b>No readings</b></li> </ul>

## 16. The Simulations

**1) the Ballistic Missile Defence Crisis simulation = you are guaranteed 1 participation point for speaking in your ‘role’ during this simulation.** You could earn more than one simulation point for contributing more to this simulation and you can earn up to a maximum of 3 points. No matter how long your spoken contribution lasts, I will award you one point for somehow contributing on your role’s behalf. Speaking publicly may require some advance preparation for your particular role, especially if you are assigned a prominent role, like Justin Trudeau, Paul Martin Jr., and or Vladimir Putin. But in most cases, you should be able to earn this point simply by reading the ‘individualized’ materials for your role and speaking up at least once. If you speak up more than once, you could earn another participation point in this simulation. You could earn more than one simulation point for contributing more to this simulation but you can earn only up to a maximum of 3 points.

**2) the United Nations simulation = you are guaranteed at least 1 participation point for showing up to play your assigned/requested country.** Although you may not get an opportunity to speak even once as there will be 100 countries pressing for a vote on their particular resolutions, you will earn one participation point for showing up and voting on UN Resolutions. Although just like at the UN, there will be absences due to illnesses and extenuating circumstances, you cannot ‘make up’ for losing this or any other participation points. You can earn more than 1 participation point by writing a UN Resolution that is debated or by speaking up in favour of co-sponsored resolutions. Basically you can earn up to a maximum of 3 points for this particular simulation.

**3) Climate Change and the Arctic Crisis simulation, so just as in the BMD simulation, you will earn 1 participation point for speaking.** No matter how long your spoken contribution lasts, I will award you one participation point for contributing. You could earn more than one simulation point for contributing more to this simulation and you can earn up to a maximum of 3 points.

**4) Participating in class discussions:** You can make up for missing a simulation or speaking less in a simulation (for example, if you are assigned a smaller role) by contributing more to discussions in the regular lectures. Indeed, contributing to regular discussions during the lectures could earn you all your participation points (10% of a possible total 10% awarded for participating in the simulations and/or class discussions). During class, if you speak up with a high-quality spoken contribution, I will publicly or privately ask you for your assigned number (1-100) and mark you down for a participation point. Many students easily earn all 10 points through participation in lectures by October - at which point I may privately plead with you to speak less and somehow help me to entice others into speaking up (perhaps by posing them questions).

If you have to miss any simulation, for any reason, you can ‘make up’ the missed participation mark by earning more participation marks during lectures. For example, if you entirely miss the UN Simulation, you could make up for 3 potentially-missed simulation points by participating more in the smaller Simulations or by participating more in large-class discussions.

To emphasize, you cannot earn more than 10% of your mark with participation points—I don’t add bonus points to the final mark in the class—but most students will earn 100% in terms of their participation mark over the entire term. **Your interim and final participation marks are posted on OWL so that you know your mark before the final exam.**

**Very shy students?**



If you are very shy to speak up in such a large classroom or you have documented/undocumented reasons for being terrified of public speaking or you have missed many simulations due to illness and it is late in November, then you should speak to an Academic Counselor. Please do not email me to inform me of the particulars of your personal situation. Yes this mark is worth only 10% of your total mark, but I do not have discretionary power and cannot weigh the final mark differently without your Academic Counselors' recommendation and/or a Medical Professional's documented advice.

## 17. Frequently Asked Questions (FAQs)

### Does Professor Simpson post sample multiple-choice exam questions?

I post sample multiple-choice exams in various forms (e. Global Jeopardy Game, sample questions during Exam Review). If you have suggestions for possible multiple-choice exam questions, I would appreciate receiving them by email. I may edit and pose them during the exam. My Exam Bank needs your suggestions. My multiple choice questions range between 'very easy' to 'very difficult'. That said, it is highly recommended when preparing for the mid-term and final exams that you consider forming small study groups, so that you and some friends can share notes, and discuss the lecture material—there is nothing wrong with a collective effort! After all, that is what the classroom is about—all of us working together for fun and learning and making life-long friends.

Why not ask your neighbor in the class to get together with you to compare notes? Taking notes and rereading the lecture slides are an important and integral part of this course and your university experience. **You should schedule time with others to review the slides in time for the final exam.**

### Am I expected to memorize all the information in the Powerpoint slides, study all the URLs, view all the Youtube videos and look at the embedded websites plus memorize everything that you say in lectures?

No! My lectures assume that you are totally unfamiliar with the topic and have not downloaded or looked at that day's powerpoint slides. Of course, reviewing the slides beforehand (and with others 😊) will help you contribute to the discussions—and reviewing them within 18 hours afterward will help you prepare for the exams. Studying the slides before and/or after the lectures will also save you time during the busy mid-term and final exam time periods.

### Do I need to come to class if the Slides are posted beforehand anyway?

You should always try to come to class—even if you have not had a chance to download or print the slides. During lectures, your task is to think about and question the materials, not be a 'medieval scribe'. While I appreciate many students want to reinforce the lecture material by taking many handwritten or typewritten notes, you do not need to attend every class in order to 100% on 10% of your final grade in terms of attendance and participation.

### Does Professor Simpson bell curve the exam scores so my final mark is lower than I earned?

No I do not bell curve the marks. Often students who are in Sciences or Health Science score as high as the Politics students because they study. There are no written parts of the exam—it is entirely based on multiple-choice questions. I use Scanitron therefore it will take fast readers much less than 1 hour to finish the 2-hour exam. Other ESL and non-ESL students will remain in the exam room, rechecking their answers for the entire two hour time period.

### **Will we use Clickers? No. Clickers will not be used or tabulated in 2135A because:**

- it is a waste of precious time to wait for results to stream in during lectures;
- it is unfair if students forget to bring them or if the professor forgets to use them consistently during each and every class;
- there can be a possible misuse of clickers regarding attendance so it is easier to use a human being (me) to record attendance, especially given problems regarding full attendance, lateness, leaving early, etc. But I can make mistakes so email me if I miss recording your attendance and participation properly.

### **What if Professor Simpson does not remember my name...?**

Please do not be at all concerned if I repeatedly forget your first or last name or the different role or country you played as I have taught over 20,000 undergrads at U of T (1987-1991), Carleton University (1991-1995) and Western (1995-2016) over the last nearly quarter-century. You must simply trust that I will remember your face and that I will ensure you earn full marks for simulations during classes.

### **What if Professor Simpson is hit by a truck?**

The Professor who grades you and writes the final exam may change in exceptional circumstances. For example, I may be replaced due to disability, exceptional circumstances, illness, etc. in which case your mark may need to be reweighted. I keep written records, your interim marks are posted on OWL—and a central administrator will consult them or reweigh the marks. A different lecturer or central administrator could also use my Exam Bank to write the mid- and final exams.

### **What if some students take up most or too much of our class time?**

During classtime, please be considerate of time constraints by encouraging shyer students in the class to speak-up and by making certain **everyone shares equal time**. Remember that learning to express yourself articulately and clearly in front of your peers can be one of the most important skills learned at university. But I cannot ask students to stop talking so much and I must cover many slides for each class.

### **What if I am terrified of speaking in public even if I am playing a role?**

I will work hard with everyone this term to make certain that you speak up during roleplays, simulations and lectures on a more frequent basis so as to help get you ready for smaller seminars in 3<sup>rd</sup> and 4<sup>th</sup> year—and **more importantly, to help you prepare for a real job outside the ivory tower**. Many students learn to overcome their fear of public speaking by taking my classes (yes, I used to be very shy too). **Not knowing much about Politics means very little—you can comment on the slides you have viewed easily without a degree in Politics!**

### **What if I have to miss a lecture?**

Please don't email or phone me if you must miss a lecture but email me if you are playing a very important role—so I can find somebody to replace you. If you miss attending a lecture or face a conflict (such as a doctor's appointment or sports event) or if you miss a roleplay or simulation, you cannot 'make up' missed attendance. There is plenty of opportunity over the term to earn participation marks

and I expect that missing a simulation or roleplay happens—obviously there is no chance to do it on another day. Writing me about it will make no difference to your mark or anything at all except possibly reassure me that you have survived recent developments and will return to our hallowed halls.

- You are responsible for printing up that day's slides and/or notes and supplementing those lecture notes with notes from another student. **I will not meet with you to discuss the information you have missed (even if you have legitimate reasons for missing class) as this would be unfair to other students who attended the lecture, and this would take up way too much of my time.**
- I post all the slides but I do not post notes of the class discussions during the lectures. If we end up not finishing the slides, due to extensive discussion time, I will make sure the multiple choice questions do not cover the slides that were missed.

### What happens if there other changes to the Official Course Outline?

- Due to certain circumstances and/or situations, changes to course outlines and other course documents are necessary. In such cases, you will be informed through all available channels of communication as soon as possible. The dates and topics of the lectures, simulations and exams may be changed depending on schedules, illnesses, and other unforeseen events. The dates in this course outline are included for illustrative purposes only and may be updated on the class website as the term unfolds.

### What about after graduation and in future years?

- If you need a reference, please email professors individually for more information. **My firm policy is not to write references for law school and/or graduate school based on your standing in a second-year class because such a reference, compared to a 3<sup>rd</sup>-year or 4<sup>th</sup>-year reference is not useful, and would do you a **disservice**, not a service.**
- Yes I would appreciate hearing from you once you have graduated and in future years. For more information about other classes I teach and the field of IR, see my faculty and personal websites available through the Department of Political Science's homepage.
- **Although I may not remember your exact name given the number of students I have taught, I will always remember your face. It's a small world and we're only on it together for just a short time!**

### 18. University regulations on re-evaluation and absences

- You are **not** allowed to re-write any exams or assignments, once they have been handed-in for marking, unless due to exceptional circumstances as assessed by the Professor.
- If you submit the “wrong answer” to an exam or assignment (but you think it is the right answer for a variety of reasons), you are **not** normally entitled to submit the “right version” or get credit for being ‘right’ somehow. You must speak to the Professor who will decide the fairest option.
- If you are an international student, your exams will be graded according to Canadian University standards.
- In the event that you miss many classes or all of them, you may not have the 20% of your mark ‘reweighted’ to cover your absences. The final exam cannot be made worth 100%.

### 19. Regulations concerning non-medical and medical absences

- Please see the student services for their updated Policy on Accommodation for Medical Illness and Student Medical Certificate. If you have medical illness or other documentation, you **must** take it to the Dean's Office or an Academic Counselor in your Faculty, who will then confirm whether you can possibly be granted accommodation. Any medical absence must **be** documented using the Student Medical Certificate or as instructed by Student Services, Dean's Office or your Academic Counselor. Academic Counseling will advise the Professor about accommodation and the final

decisions about due dates, re-weighting, transfer weighting, etc., will be made in consultation with you and your counselor.

- For **work worth less than 10%** (as per Policy on Accommodation for Medical Illness): non-documentable absences will not be given accommodation because various forms of allowances (allowances like “attendance marks”, “participation marks”, “freebies”, “givens”, “cushions”) have already been included for incidental absences. See all the information above.
- If we are unable to grant you fair and reasonable accommodation in our assessment, the whole percentage weight for that assignment may be added to the value of the exam for that term but it is my preference not to weigh a one-term final exam = 100%.

## **20. More official regulations concerning exams**

- The exam covers all lectures, lecture notes, and required readings.
- No electronic devices are permitted to be used in/for/during any exam, including PDAs, cellphones, personal computers, and/or electronic dictionaries (as per <http://www.uwo.ca/univsec/handbook/exam/crsout.pdf>)
- Note from <http://www.uwo.ca/univsec/handbook/exam/crsout.pdf>: “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.”
- Exam questions are composed by the Professors; multiple-choice questions are marked by university-approved multiple-choice computer-marking system
- Special exams may be different in content, structure and format than the regularly scheduled exam. Specific exam formats will be announced and explained by the Professor but the exams will be multiple choice in most cases. However, if you must any mid-term and/or final exam, it is highly likely that your exam will NOT be multiple choice. If you miss the mid-term exam, for any reason, you may have to write an essay-type of exam and your answers may be essay-style, not multiple choice. For example, if you miss the make-up for the December exam, the second- and third-make-up exams will consist of essay-style (not multiple choice) questions. This is because my exam bank will probably never be large enough to pose enough multiple choice questions for so many different make-up exams.

## **21. Concerns about Grades?**

### **a) Final Exam Grade and/or Participation Grade**

- Wait two days, then see the professor during office hours, or set up an appointment via email.
- Appeals to change an exam (or essay) grade must be received during that Course Lecturer’s term; a Course Lecturer does not handle appeals after the term ends.

## **22. Some Ground Rules and Recommendations covering the lectures:**

**a) Please do not refrain from asking questions – your friends and colleagues may have the same questions and need answers, too. There are no stupid or foolish questions, ever!**

### **b) Conduct yourself appropriately in lectures**

- Be courteous; act responsibly; refrain from talking; avoid activities that disrupt or distract fellow students; if you are multi-tasking on your computer, keep in mind who is sitting behind you....
- You may be asked kindly to leave if you are being disruptive to the proper functioning of the class
- **You are required to conduct yourself according to the University of Western Ontario Student Code of Conduct**, which can be accessed as a PDF from:  
<http://www.uwo.ca/univsec/board/code.pdf>

- Please feel free to chat with each other and the professor but keep in mind that before the lecture begins, I am kept very busy setting up all the technology so it would be better to wait to consult with me until the coffee break, after the lecture and/or during my office hours.

### **23. More useful and necessary information:**

Please be read and be familiar with rules and regulations in the Appendices that are posted on the Political Science Department's, the Dean's Office's, Social Science Academic Counselling, and Registrar's websites, among others. All this information is relevant to appeals, plagiarism, etc.



**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.

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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.