

Political Science – 3317F
Interest Groups And Social Movements
Fall 2018: Course Outline¹

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Office Hours: Monday 8:30-10:20, Wednesday 8:30-10:20.

Class: Monday 12:30-2:20

This course will help you critically assess issues and debates on social movements and interest groups in Canadian, North American and global politics. We will emphasize the different approaches and perspectives on interest groups and social movements with a particular focus on the academic and popular ways we can understand social movements. We will explore the many histories of social movements with an emphasis on the political practices that allow issues to mobilize the populace, become integrated in political systems or remain on the margins of political sensibility. This will include explorations of the civil rights movement, women's liberation movements, global social movements, corporate responsibility, human rights, political lobbying, and the role of think tanks, as well as specific movements on issues such as animal rights, AIDS, water rights, migration movements, religious movements, peace movements, fair trade and municipal issues. By adopting a bottom-up approach this course encourages students to think about their own political participation and provides opportunities to engage students in their areas of interest, while relating political questions to individual choices and social issues.

Objectives:

While we will discuss historical, sociological, political, and anthropological approaches to social movements and interest groups, this course is designed to develop your work in relation to your areas of interest. This course has three main objectives.

- 1) First, you will develop an understanding of the academic literature surrounding the political issue, area, or interest group in which you are interested. This will provide a basis for any future research in this area and establish a foundation for your studies.
- 2) Second, the assignments in this course are designed to help you develop critical thinking in ways that relate to the issue or area in which you are interested. This includes an option of Community Engaged Learning (CEL) for course credit, where students have the opportunity to engage directly in local community issues in London. For more information on CEL go to the section of the course website in OWL on CEL.
- 3) Finally, by the conclusion of the course students should be able to provide a critical and original analysis of the social movement or interest group they have focused on throughout the term. Your ability to accomplish these objectives will be assessed using the assignments and work outlined below.

¹Portions of this course outline draw on the course outlines of Marshall Beier at McMaster University and Robbie Shilliam at the Victoria University of Wellington and Sasha Costanza-Chock who I thank for their insights and assistance.

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By the end of this course students should be able to:

1. Discuss different definitions of social movements
2. Describe the history, progress and effectiveness of a social movement
3. Think critically and write the current status of an issue that may or may not result in a social movement
4. Evaluate the effectiveness of a social movement on its own terms
5. Participate in a presentation about the history, context or ideas of a specific social movement
6. Analyze current theoretical and practical analyses of a specific social movement
7. Discuss the viability of a social movement in historical context

Anti-requisites: Political Science 3338E

Prerequisites: Political Science 2230E or 2231E or 2234E or 2244E

Optional (suggested but not required) text: Edwards, Gemma. *Social movements and protest*, Cambridge University Press, 2014.

All readings are available on-line, on 2-hour reserve, or in the periodical section at the Weldon Library.

Grade Evaluation:

Attendance and Participation: 20%

Presentation: 15%

Topic Assignment: 25%

Topic Review/Analysis Essay: 40%

Weekly Attendance and Participation – 20%

The success of the class depends on the willingness of students to keep up with the readings on a weekly basis and to take part fully and fruitfully in the discussion. Participation marks are composed of both attendance and participation grades. You cannot receive full marks in either category if you are missing one or the other. Your participation will be assessed on an ongoing basis throughout the semester, and progress can be obtained at any time from the instructor upon request. Proposals for make-up work to offset absences may be considered.

CEL students will have 5% of their attendance grade linked to their regular reporting on myEL.uwo.ca to track work and log hours. Students will also be evaluated by their community partners, which will be taken under advisement in the determination of 5% of their final participation marks.

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Student Presentations: Group or Individual – 15% (Various Weeks: sign up on OWL)

Students will choose a social movement topic or interest group and sign up on the presentation wiki in OWL. Students are responsible for maintaining, adding, removing and updating their own presentation dates prior to the beginning of each class. Each presenter should choose a specific social movement or interest group, but these can be combined thematically or on an issue oriented basis (i.e. different group responses to the Charlottesville).

The presentation is NOT a research assignment into your chosen organization, social movement or interest group. Rather, the presentation should outline the context, history and development of the social movement and raise questions about its past, present and future. The goal of the presentation is to stimulate discussion in relation to the assigned course readings and the material provided to the class by the presenter(s). All presentations must provide a link to a relevant reading, article or source that gives background to your chosen issue. Failure to provide a link will make it impossible for you to receive full marks on the assignment.

Presentations may be done individually, in pairs or in a maximum group of three. If presenting in a group, each member **MUST** provide a written summary and reflection on their participation in the group, in the presentation to the class and reflection ***on what could have been improved, changed, or omitted based on classroom responses***. This should be handed in at the end of the presentation. All presentations will be marked individually. The presentation should be a maximum of 10-15 minutes including discussion and can take any form (exercise, pre-taped video, podcast, or proposed alternative). Any video shown in class must be preapproved by the instructor or will not be allowed to be shown.

Topic Assignment – 25%

Option 1: Reflective Analysis

Students will produce a 1000-1250 word reflective analysis, excluding references (250 words per page) of the topic of study throughout the course. The assignment is due one week after your presentation, or 3 weeks before the final essay is due (November 11). The assignment should develop the discussion from the presentation of your social movement or interest group. The paper should address likely difficulties in developing your final paper given your interest group or social movements, as well as the likely perspectives you will take in your final paper. It should outline possible approaches, a summary of key points and reflect on the relationship between academic research and your social movement or interest group. In other words, if you are looking at the social movement or interest group from the ‘bottom-up’ what impediments does this create for developing academic arguments about the group? The topic assignment can be reflective, and therefore can use the first person. However, academic writing requires proper referencing and foundation for your claims, therefore assertions should be substantiated and claims need to be based in logic and evidence. Assignments that fail to develop an academic argument cannot achieve full marks (see ‘Guidelines for Success’ below).

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Option 2: Accessible Storybook with Academic Rationale

Students will produce an original argument that clearly and accessibly outlines a key aspect or issue of the social movement or interest group you chose for the presentation. This can take the form of a children's book, a short story for young adults or another creative writing exercise that attempts to convey a core message of the social movement or interest group in an accessible way and is due on November 5. Students can use this exercise to establish the framework for their topic review/analytical essay to follow. Each page must contain a footnote which clearly links the argument or story to the academic literature on the issue, and provide a foundation for any claims made in the argument. The footnotes should be at least 750-1000 words in total. Most stories should follow a basic three act structure, in order to clearly guide the argument. See http://en.wikipedia.org/wiki/Three-act_structure for details. For some context on academically analyzing children's literature, young adult literature and creative writing, you can review some of the articles at <http://www.lib.latrobe.edu.au/ojs/index.php/tlg/index>

Option 3: Reflective Journal for students in CEL

Students will produce a written journal that includes pre-reflection, reflection during service and reflection after service as outlined in the appendices attached at the bottom of the course outline. The reflections should be submitted in stages (established in consultation with the instructor) and be complete by December 3. The journal should follow recent events in your social movement or interest group and reflect on those events in relation to weekly course readings. The journal should use proper referencing and citation and include material from the presentation. For students who choose to participate in the CEL option of the course, the journal can detail your impressions of your experiences with your community partner. However, the journal should not develop research on the community partner, involve first-person quotes or identifiable characteristics of any participant of organization (i.e. it should remain reflective and non-research based).¹ For a discussion of reflection see the appendices at the bottom of the course outline. Academic writing requires proper referencing and foundation for your claims, therefore assertions should be substantiated and claims need to be based in logic and evidence. Assignments that fail to develop an academic argument cannot achieve full marks (see 'Guidelines for Success' below).

Topic review / Analytical Essay - 40%

Students will write a major research paper (based primarily on academic sources) on a topic of their choice, to be arrived at in consultation with the instructor. Essay topics should be chosen by Week 8. In selecting an essay topic, you should be as imaginative and innovative as possible while bearing in mind the availability of relevant primary sources and the soundness of the topic in a theoretical sense. The topic selection requires an Informal discussion with instructor to determine essay topic. Not discussing the essay topic prior to choosing one may result in

¹ If students have any questions about the type of material that can be included in the reflective journal, ask the instructor at any time.

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papers with limited relevance to the class, and will be unable to achieve full marks. All papers must engage with a definition of social movements from the class reading list.

The final draft of the paper should be 10-12 pages (3000 words) in length (excluding the bibliography) and must be presented in proper scholarly format. The paper is due on November 26, 2018. All papers must be e-mailed to dbousfie@uwo.ca by midnight on November 26, 2018. A penalty of five (5) percent per day (excluding weekends) to a maximum of 5 days will be assessed for essays submitted after the due date. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. ***Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.***

Readings

Each week includes three possible readings: first, an idealized reading which covers broad themes and more normative and moral issues; second, a text based reading which is informative and based in academic sensibilities; and third, a children’s version of the issue, which represents the most simplified, accessible and condensed form of the week’s topic. You are expected to do at least one reading per week, but you should try to focus on the readings that will be most useful for your topic research and assignments.

Community Engaged Learning Outcomes

| Values | Skills | Knowledge |
|--|--|--|
| Compare political platforms and articulate their own political values and involvement | Demonstrate intercultural competence and sensitivity and distinguish contexts through these principles are enacted | Recognize and describe specific local and social issues and explain governing structures and social policies that impact upon them |
| Practice reflective thinking to connect CSL experience with course content and personal values | Manage group projects from vision to completion by employing planning, delegation, prioritizing, time-management, and organizational strategies Apply content knowledge to real-world settings and contexts | Describe composition of diverse populations and inequalities among those populations |
| Awareness of their own scope of practice, knowledge, and abilities | Compare and critique programs and services designed to minimize effects of social/local issues and generate strategies to improve their functioning and intended outcomes | Relate degree/discipline specific content to various fields of research, practice, and policy |
| Practice reflective thinking to connect CSL experience with course content and personal values | Adapt oral and written communication and/or behavior to match unique audience/demographic | Identify factors that contribute to social/local issues and barriers to implementing change |

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Assignments Descriptions and Learning outcomes

| Assignment | Description | Learning Outcome |
|--|--|---|
| Attendance and participation | | Recognize the importance of listening; communicate verbally and in analytic and clear fashion; an awareness of the extensive and limits of one's own knowledge, informed by exposure to information, concepts, theories and experience |
| Presentation | Analyze the theoretical assumptions of an argument about what constitutes a social movement; evaluate the success of a social movement; compare and contrast the social movement with other examples of successful movements | Communicate in a verbal format in an analytical and clear fashion; analyze a popular description of a contemporary issue and social movements; evaluate the strength of the justifications for the issues' inclusion as a social movement |
| Essay | Analyze the history and context of a specific social movement; critically assess the viability of the movement; evaluate existing academic literature on the social movement | Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills |
| Topic assignment option one - reflective Journal | Relate CSL experience to class experience; justify and explain the social movements relevance to class material | Identify a specific definition of the social movement; assess the usefulness of the definition for the chosen social movement; critically assess political assumptions and theories of social movements |
| Topic assignment option two -reflective analysis | | Identify a specific definition of a social movement; analyze the power, culture and history that explain the social movements emergence; identify a foundation to assess the social movements effectiveness; evaluate the social movement for effectiveness |

September 10 - Coming to terms with definitions

Why children's books?

What is a social movement or interest group?

What is community engaged learning?

Edwards, Gemma. *Social movements and protest*. Cambridge University Press, 2014. Chapter 1.

September 17 - What is Normalcy?

idealized - Lennard J Davis. "Constructing Normalcy" in the Disabilities Studies Reader, Taylor Francis 2006. p. 1-16.

text - Edwards, Gemma. *Social movements and protest*. Cambridge University Press, 2014. Chapter 8

praxis - Read each of the following:

Espin, Roz. *Amazingly... Alpie!*: Understanding and Accepting Different Ways of Being. AAPC Publishing, 2003. Edwards, Becky, and David Armitage. *My Brother Sammy*. Millbrook Press, 1999.

September 24 - What is Privilege?

idealized - Mills, Charles. "White ignorance." *Race and epistemologies of ignorance* (2007): 17-38.

Text- Ahmed, Sara. "Declarations of Whiteness: The Non-Performativity of Anti-Racism." *borderlands e-journal* 3, no. 2 (2004)." Toni Wright (2011).

http://www.borderlands.net.au/vol3no2_2004/ahmed_declarations.htm

praxis – Grimmard, Gabrielle, *Lila and the Crow*, 2016, Annik press, Toronto, Canada.

October 1 - What is racism?

idealized - Crenshaw, Kimberle. "Mapping the margins: Intersectionality, identity politics, and violence against women of color." *Stanford law review* (1991): 1241-1299.

text - Staggenborg, Suzanne. *Social movements*. New York: Oxford University Press, 2011. Second Edition. Chapter 5: Aboriginal Protest.

praxis - Hill, Gord *500 Years of indigenous resistance*. PM Press, 2009.

October 15 - What is Anarchism?

idealized - Scott, James C. *Two Cheers for Anarchism: Six Easy Pieces on Autonomy, Dignity, and Meaningful Work and Play*. Princeton University Press, 2012. Preface and fragment 2.

text - Edwards, Gemma. *Social movements and protest*. Cambridge University Press, 2014. Chapter 6.

praxis - Seven, John and Jana Christy. *A Rule Is To Break: A Child's Guide to Anarchy*. Manic D. Press Inc. 2012.

October 22 – Resurgent fascism: how did we get here?

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Idealized- Vivarelli, Roberto. "Interpretations of the Origins of Fascism." *Fascism*. Routledge, 2017. 105-119 or Giroux, Henry A. "White nationalism, armed culture and state violence in the age of Donald Trump." *Philosophy & Social Criticism* 43.9 (2017): 887-910.

Text – Blee, Kathleen M. "How the Study of White Supremacism is Helped and Hindered by Social Movement Research." *Mobilization* 22.1 (2017): 1-15. <https://pdfs.semanticscholar.org/7f1d/68acb5bbbf140b5827ba2050b652f75ab1cf.pdf>

Praxis - Bowers, Richard. "Superman Versus the KKK." Des Moines, IA: National Geographic (2011). Ch 16-18.

October 29 - What is anthropocentrism?

idealized - Kohn, Eduardo. "How forests think." *Toward an anthropology beyond the human*. Berkeley: University of California Press (2013). Introduction

text - Marder, Michael. *Plant-thinking: A philosophy of vegetal life*. Columbia University Press, 2013. Introduction, Chapter 1.

praxis - Henrichs, Wendy and John Butler "When Anju Loved Being an Elephant." *Sleeping Bear Press*. 2011.

November 5 - What is identity?

idealized - Ahmed, Sara. *The promise of happiness*. Duke University Press Books, 2010. 88-121.

text - Alice D. Dreger and April M. Herndon "Progress and Politics in the Intersex Rights Movement: Feminist Theory in Action" *GLQ: A Journal of Lesbian and Gay Studies* (2009) 15(2): 199-224.

praxis - Ewert, Marcus, and Rex Ray. *10,000 Dresses*. Seven Stories Press, 2008. Walton and MacPherson, *Introducing Teddy*, Bloomsbury, New York, 2016.

November 12 – What are the politics of consumption?

Ideal - Wrenn, Corey. "Human Supremacy, Post-Speciesist Ideology, and the Case for Anti-Colonialist Veganism." *Animals In Human Society: Amazing Creatures Who Share Our Planet* (2015): 55.

Text - Edwards, G., 2014. *Social movements and protest*. Cambridge University Press. Chapter 5.

praxis - Ruby, Roth "V is for Vegan" <http://www.wedonteatanimals.com/store>

November 19 – Is protest effective?

idealized - Žižek, Slavoj. *Violence: Six sideways reflections*. (2008). Intro and Chapter 1

text - D'Arcy, Stephen. *Languages of the Unheard. Between the Lines*, 2013. Intro and Chapter 1.

praxis – Doreen Cronin '[Click Clack Moo](#)'

November 26- What is the role of emotion in politics? PAPERS DUE BY MIDNIGHT

idealized - Gorski, Paul C., and Cher Chen. "'Frayed All Over:’ The Causes and Consequences of Activist Burnout Among Social Justice Education Activists." *Educational Studies* 51.5 (2015): 385-405.

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text - James M. Jasper "Emotions and Social Movements: Twenty Years of Theory and Research." Annual Review of Sociology 37. 2011. Pages 285-304.

praxis - Master of Mindfulness: How to Be Your Own Superhero in Times of Stress or Four Feet, Two Sandals

December 3 - How do we define goals and effectiveness?

idealized - Pastor, Manuel, and Rhonda Ortiz. "Making change: How social movements work and how to support them." Los Angeles, CA: The USC Program for Environmental and Regional Equity (PERE) (2009).

Text - Edwards, G., 2014. Social movements and protest. Cambridge University Press. Chapter 4.

praxis - http://www.claudiahart.com/portfolio/images/machiavelli/aChildsMachiavelli_hart.pdf

Guidelines for Success in Class

Since there seldom are definitive answers to the questions we will be asking about social movements and interest groups, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

- Come to all classes having read the assigned readings for that week and prepared to participate in discussion.
- Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of *relevant* points and ideas. Online participation may be considered as well in participation marks.
- Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.
- Raise questions when you have them. Raising useful questions counts as participation. You can use minute papers, online forums, e-mail, facebook or in class lecture to raise questions you encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade.

Criteria for Evaluation of Written Assignments

These criteria will be used in evaluation of written work and possibly in combination with the checklist below. Please be sure to read them carefully:

Analytical Content: Higher grades will be given to work that demonstrates the ability to

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interpret, critically assess and develop insights of the material. To determine whether or not your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

Helpful signs you are not developing analytical content: Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.

Development of an Argument: Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

Helpful signs your argument may be in trouble: Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

While different approaches work for different people, it is recommended that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud (when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or grammar, there are many resources available on campus.

Meeting the Requirements of the Assignment: All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Important Notices

General

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

Late Assignments - Formal Guidelines

Late papers will be accepted, but will be subject to a late penalty of 5 per cent per weekday to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. **Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.**

Plagiarism

Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). The University of Western Ontario "Handbook of Academic and Scholarship Policy" defines plagiarism as follows:

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

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

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

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Resources on Social Movements, Interest Groups and Political Actors (with thanks to Robbie Shilliam)

- Abelson, Donald E. 2009. *Do think tanks matter?: Assessing the impact of public policy institutes*. 2. ,. Montréal, Québec ; Ithaca N.Y.: McGill-Queen's University Press.
- Almeida, Paul. 2008. *Waves of protest: Popular struggle in el salvador, 1925-2005*. Social movements, protest, and contention. Vol. 29. Minneapolis: University of Minnesota Press.
- Amster, Randall. 2009. *Contemporary anarchist studies: An introductory anthology of anarchy in the academy*. London ; New York: Routledge.
- Baker, Robert, and Kathleen J. Winger. 2009. *Philosophy and sex: Adultery, monogamy, feminism, rape, same-sex marriage, abortion, promiscuity, perversion*. 4th ed. Amherst, N.Y.: Prometheus Books.
- Banaszak, Lee Ann. 1996. *Why movements succeed or fail: Opportunity, culture, and the struggle for woman suffrage*. Princeton studies in American politics. Princeton, NJ: Princeton University Press.
- Barakso, Maryann. 2004. *Governing NOW: Grassroots activism in the national organization for women*. Ithaca, N.Y.: Cornell University Press.
- Bard, Mitchell Geoffrey. 2010. *The arab lobby: The invisible alliance that undermines America's interests in the middle east*. 1st ed. New York: Harper.
- Barker, Joanne. 2005. *Sovereignty matters: Locations of contestation and possibility in indigenous struggles for self-determination*. Contemporary indigenous issues. Lincoln: University of Nebraska Press.
- Baumgartner, Frank R., and Beth L. Leech. 1998. *Basic interests: The importance of groups in politics and in political science*. Princeton, N.J.: Princeton University Press.
- Beers, Diane L. 2006. *For the prevention of cruelty: The history and legacy of animal rights activism in the united states*. Athens: Swallow Press/Ohio University Press.
- Benhabib, Seyla, and Judith Resnik. 2009. *Migrations and mobilities: Citizenship, borders, and gender*. New York: New York University Press.
- Black, Errol, and James Silver. 2008. *Building a better world: An introduction to trade unionism in Canada*. 2nd ed. Black Point, N.S.: Fernwood Pub.
- Blaney, David L., and Naeem Inayatullah. 2010. *Savage economics: Wealth, poverty, and the temporal walls of capitalism*. RIPE series in global political economy. London ; New York: Routledge.
- Broadbent, Jeffrey. 1998. *Environmental politics in Japan: Networks of power and protest*. Cambridge, UK; New York: Cambridge University Press.

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- Broadbent, Jeffrey, and Vicky Brockman. 2010. *East Asian social movements: Power, protest, and change in a dynamic region*. Nonprofit and civil society studies. New York ; London: Springer.
- Brock, Kathy Lenore, Keith G. Banting, and Queen's University . School of Policy Studies. 2003. *The nonprofit sector in interesting times: Case studies in a changing sector*. The public policy and the third sector series. Montreal ; Ithaca: published for the School of Policy Studies, Queen's University by McGill-Queen's University Press.
- Brosius, J. Peter, Anna Lowenhaupt Tsing, and Charles Zerner. 2005. *Communities and conservation: Histories and politics of community-based natural resource management*. Globalization and the environment. Walnut Creek, CA: AltaMira Press.
- Brownlee, Jamie. 2005. *Ruling Canada: Corporate cohesion and democracy*. Black Point, N.S.: Fernwood Pub.
- Butler, Judith. 2004. *Undoing gender*. New York, NY: Routledge.
- Cai, Yongshun. 2010. *Collective resistance in china: Why popular protests succeed or fail*. Studies of the Walter H. Shorenstein asia-pacific research center. Stanford, Calif.: Stanford University Press.
- Cameron, Kelti, Meera Karunanathan, Stuart Trew, Council of Canadians, and Canadian Electronic Library. 2011; 2010. *Public water for sale, how Canada will privatize our public water systems*. Ottawa, Ont.: Council of Canadians,
- Canadian Council of Chief Executives. 2003. *Security and prosperity: Toward a new Canada-united states partnership in north America : Profiles of the north American security and prosperity initiative (NASPI)*. S.I.: Canadian Council of Chief Executives.
- Cazdyn, Eric M., Imre Szeman, *After globalization*. Malden, Mass.: Blackwell Pub.,
- Chabal, Patrick. 1983. *Amílcar cabral: Revolutionary leadership and people's war*. African studies series. Vol. 37. Cambridge Cambridgeshire ; New York: Cambridge University Press.
- Chanter, Tina, and Ewa Płonowska Ziarek. 2005. *Revolt, affect, collectivity: The unstable boundaries of kristeva's polis*. SUNY series in gender theory. Albany: State University of New York Press.
- Chernomas, Robert, Council of Canadians, and Canadian Electronic Library. 2011; 2010. *Profit is not the cure 2010*. Ottawa, Ont.: Council of Canadians,
- Cigler, Allan J., and Burdett A. Loomis. 2007. *Interest group politics*. 7th ed. Washington, DC: CQ Press.
- Clarkson, Stephen. 2005. *The big red machine: How the liberal party dominates Canadian politics*. Vancouver: UBC Press.

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- Coleman, William D., and Grace Darlene Skogstad. 1990. *Policy communities and public policy in Canada: A structural approach*. Mississauga, Ont.: Copp Clark Pitman.
- Compton, Mary F., and Lois Weiner. 2008. *The global assault on teaching, teachers, and their unions: Stories for resistance*. 1st ed. New York, N.Y.: Palgrave Macmillan.
- Conyers, James L. 2003. *Afrocentricity and the academy: Essays on theory and practice*. Jefferson, N.C.: McFarland.
- Cooke, Murray, Centre for Social Justice. 2006. *Banking on mergers*. Toronto, Ont.: Centre for Social Justice,
- Cooper, Karen Coody. 2008. *Spirited encounters: American indians protest museum policies and practices*. Lanham, MD: AltaMira Press.
- Cowman, Krista, and Ian Packer. 2010. *Radical cultures and local identities*. Newcastle upon Tyne: Cambridge Scholars.
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**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

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

Use of Personal Response Systems ("Clickers")

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

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

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

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

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

Duplication of work

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

Grade adjustments

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

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

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

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

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

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

Plagiarism

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

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

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

PLAGIARISM*

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

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

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a

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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 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.

Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.