

**Fall 2022**  
**Social Diversity, Gender and the Law**  
**The University of Western Ontario**  
**POL4203**

Professor: Caroline Dick

Email: cdick4@uwo.ca

Seminar: Tuesday 11:30-1:30 p.m. SCC 7200

Zoom Office Hours: Thursday 11:30-12:30 p.m.

Prerequisite(s): POL2230E or POL2530F/G.

Antirequisite(s): None

**IMPORTANT NOTICE RE PREREQUISITES/ANTIREQUISITES**

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

**COURSE DESCRIPTION:**

From religious minorities and Indigenous peoples to feminists and gays and lesbians, Canadian social groups contend that group-differentiated rights and group-sensitive legal and constitutional interpretations are a necessary condition of equality. While the Canadian state has responded with group-specific provisions in the *Charter* and Constitution, as well an official policy of multiculturalism, social groups continue to press for legal concessions and the expansion of their rights. This course will examine the relationship between Canadian social groups and the law to assess how social groups employ the legal system in pursuit of equality and how they challenge laws that fail to attend to social group differences. Additionally, this course will examine how the differences that cut across social groups complicate the legal accommodation of ‘group’ differences. By assessing the legal claims of various social groups, this course will examine legal responses to questions of social diversity, the limits of law in addressing group-based inequalities and the effects that legal responses to social diversity can have on the most vulnerable members of social groups (often women).

**Course Materials**

Many of the readings are available electronically. Those that are not are marked with a \*; these readings are available in the resources section of OWL. All legal cases are either posted in the

resources section or can be accessed using web links found on this course outline.

### **Technical requirements**

Optimally, students will have reliable, high-speed internet and a computer with a microphone and/or webcam (or a smart device with these features) so that they can attend office hours via Zoom.

### **Learning Objectives**

By the end of the course, students should be able to identify the principles of critical theory and their application to the cross-disciplinary area of law and politics. Students should also be able to engage actively with critical theory by assessing and resolving competing rights claims that are advanced by and within minority social groups.

### **Email**

The Professor will respond to email and will do her best to reply within 48 hours. Emails sent on the weekend will be answered on Monday. Please do not send email messages via OWL. Do note that university policy precludes Professors from responding to email messages that were not sent from a UWO email account. Note, also, that grades may not be discussed via email.

### **Web Site**

There is a web site set up for this course through OWL at <https://owl.uwo.ca>. The course syllabus, abbreviated case law materials and links to legal cases and turnitin.com will be posted on the web site as will class announcements. Accordingly, students should check the web site regularly.

### **Support Services**

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.

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

### **Turnitin**

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

Assignments can be submitted to turnitin.com through OWL. Note that assignments have not been submitted “on time” unless they have been submitted to turnitin.com *prior* to the start of the seminar.

## **Requests for Grade Changes, Grade Bumps and Make-Up Work**

Many upper-year students are in the position of having applied for graduate school, law school, scholarships or other programs. Attaining certain grade thresholds becomes a matter of some urgency for those students hoping to gain entry to these programs. As a former student who also sought entry to these programs, I do understand the desire to perform well and meet entry requirements. However, I do not entertain requests for changing grades, bumping grades or make-up work. In my view, these requests are not fair to the students who accept their grades respectfully and are competing for spots in the same programs. All students will receive the grade that they earned once assignment marks are totalled.

## **Evaluation**

1. Critical Literature Review (CLR) 25% (*Sign up for a specific week*)
2. Critical Questions 20% (*Any week*)
3. Research Assignment 20% (*Any week other than your CLR or News Story Assignment weeks*)
4. News Story Assignment 15% (*Sign up for a specific week*)
5. Participation 20% (*Graded weekly*)

**\*\*Links to sign-up sheets for the CLR and the New Story assignments can be found in the Resources section of OWL**

### **1. Critical Literature Review (CLR)**

Each student will sign-up for a specific seminar in which to complete a Critical Literature Review or “CLR.” Prior to writing the CLR, students will send the instructor the guiding question that will structure their CLR. **Guiding questions for the CLR must be emailed to the professor no later than 1:00 pm on the Thursday preceding the seminar. Students should also specify which authors they intend to canvas in their CLRs.** Students may not submit a CLR without sending the guiding question to the professor first; those CLRs will not be graded.

The instructor is happy to help students craft strong guiding questions and choose sound author pairings. Do not hesitate to come to office hours or send an email to discuss your CLR plan. You may also choose to provide some additional notes when you send me your CLR guiding question so that I can provide feedback.

The CLR is due *before* the class in which the readings in question are to be discussed. Critical literature reviews must include endnotes, or parenthetical (in-text) citations and a bibliography organized according to the Chicago style. All citations must include pinpoints (page/paragraph numbers). Assignments must be submitted to **Turnitin.com**. Note that late penalties do not apply to critical literature reviews because they must be submitted before the class discussion occurs.

Critical literature reviews must be **no more than 5 pages** in length and will examine **at least two** of the week’s readings. **Students may not exceed the 5 page limit or change font size/margins to do so (double-spaced, using standard margins and 12 point font).** Staying within the page limit is a part of the assignment. **Overlength assignments will receive a substantial deduction.** Endnotes and bibliographies are omitted from the page count.

### *Content*

The CLR is a challenging assignment, which most students have never encountered before. There is a sample CLR posted in the Resources section of OWL, and students are encouraged to

consult that sample CLR.

The first step in completing a CLR is to identify a ‘guiding’ question. A guiding question is a **common question** that the authors under discussion address in their works. Guiding questions must also be questions that point to a **difference of opinion or difference in approach** between authors. It is imperative to find a guiding question that points to a difference of opinion or a debate so that students can critically assess (compare/contrast) the differences between authors.

Note that guiding questions should always be posed in question form (What is?; How are? etc.). Most of the time, CLRs will canvas the works of 2 authors. Students need not address all authors assigned for the week. However, students should not assume that a strong CLR can be written by combining any two authors. Not all author pairings will work well for the purposes of a CLR.

It is important to keep in mind that students are completing a critical literature review and not an argumentative essay. This means that you are not advancing a thesis; nor are you attempting to answer the guiding question yourself. You are offering a critical assessment of how the authors answer the guiding question.

To this end, students should focus on the *relationship* between the readings by comparing and contrasting how the authors study, approach, and answer *a common question*. The critique that students provide should be *comparative*. It is the *interplay between the readings* and how they stand *in relation to each other* that is the focus of the assignment. What are the ramifications of one author’s work for another author’s work? Does one author build upon the work of another? Would one author’s work benefit from the insights of another’s work? Does one reading reveal a fundamental flaw in another? These are the kinds of questions that students should be thinking about when fashioning their critiques. The idea is to generate critiques from inside the readings by bringing the thoughts of one author to bear on another.

#### *CLR Structure*

- i) Identify one question (**posed in question form**) to be discussed in the CLR. as well as the authors/works you will be addressing;
- ii) Set out the principal arguments (and/or approaches) of the **authors in relation to the guiding question identified**. Address each author separately. Do not offer a general summary of the readings. **Do not include any information that does not relate directly to the guiding question**. Make sure that you raise all ideas that you wish to address in the analysis section in your initial discussion of the authors;
- iii) Offer a **comparative critical assessment** of the authors’ answers to the guiding question that you set out above. You should not be raising any new ideas from the readings in the analysis section; you should be reflecting on what you’ve already written about the authors. Your critical analysis should focus on the **substance** of the authors’ answers to the guiding question, rather than things like writing style, tone, evidence. Students should also refrain from offering “blueprint” critiques (the author did not tell us how to fix the problem). **Focus on what the authors do say rather than what they do not say.**

The analysis section is the most important part of the assignment (save the guiding question and author pairing). Students should try and devote 1.5-2 pages of the CLR to the analysis section.

## 2. Critical Questions

The purpose of this assignment is to allow students to showcase their comprehension of the readings and, more so, their critical skills. Students will prepare **4 critical questions** about a week's set of readings. The Critical Questions assignment must be handed in prior to the seminar in which the readings are discussed.

Critical questions are **not** general discussion questions. Critical questions are **comparative, in-depth questions that reference 2 or more authors. The purpose of a critical question is to identify differences and debates between authors or point to weaknesses in an author's argument.** Examples of critical questions are posted in the Resources section of OWL and students are advised to study these examples.

The Critical Question assignment can be done in any week. In fact, students may find it easier to complete their critical questions in the week in which they complete a CLR. However, if you choose to hand your critical questions in along with your CLR, be sure to include references to works not tackled in your CLR. This does not mean that students may not raise the works cited in their CLRs in their critical questions. It simply means that other readings should also be included in the critical questions.

## 3. Research Assignment

The purpose of this assignment is to allow students to showcase their research and comprehension skills. Students may complete this assignment in any week, except the weeks in which they are completing their CLR and New Story assignments. The research assignment is due before the class in which the readings the student has chosen to write about will be discussed.

The task is, first, to identify a question that runs across at least two of the assigned readings for the week. It is important to identify a question or debate that the week's readings have in common first. Second, the student will find a book, book chapter or journal article that adds a new argument about or perspective on the theme or identified. The task is to find a reading that pushes us in a new direction or approaches the issue from a different stance.

### *Structure*

- 1) Identify a question or debate that the authors you will discuss all explore;
- ii) Succinctly summarize what the authors of two of the week's assigned readings say about the question/debate;
- iii) Introduce the new source. Students must do two things here. First, they should explain what the new source says about the question/debate identified. Second, they should explain how the new source adds something new to the literature.

As the instructor is familiar with the assigned readings, more space should be devoted to the new source than the required readings.

Research Assignments may not exceed **4 pages (double-spaced, using standard margins and 12 point font)**, excluding the bibliography and title page. **Staying within the page limit is a part of the assignment.** Papers that are over length will receive a substantial deduction.

#### 4. News Story Assignment

Students will sign-up to complete the News Story Assignment for a designated seminar. Links to the sign-up sheet are posted on OWL. Students may choose any week in which to complete the assignment, with one caveat: the News Story Assignment cannot be completed in the same week in which a student submits their CLR or their Research Assignment.

There are **two components** to the News Story Assignment. First, students will find one news story that provides a practical example of a theme or debate that is discussed in the week's readings. The story must come from **2017 on**, and cannot be an example of a case or story already raised in the readings.

Second, students will craft a discussion question to pose to the class. The question posed should serve two purposes. First, and most importantly, it should require the class to draw connections between the news story and the required readings. Second, the question should be capable of generating an animated class discussion.

In some/most cases, more than one student will sign up to complete the News Story Assignment in the same week. These students will work as a team to choose **one news story and pose one discussion question**. Where students complete the assignment together, they will be graded together.

**Students must email the professor a link to/copy of the article, along with their discussion question, no later than 1:00 pm on the Thursday preceding the relevant seminar** so that the story can be posted for the class. Note that while many newspaper stories generated by a simple google search will have limitations on viewership, most newspapers sources are available electronically through the UWO library system.

#### 5. Weekly Participation

Participation grades will be assigned for each week's class and will be based on the quality of the contribution made to the seminar discussion in accordance with the guidelines below. More specifically, the grades assigned will reflect *whether a student's contribution to class discussions demonstrates a familiarity with, and understanding of, the week's readings*. Students who attend seminar, but do not contribute orally to the seminar discussion, will be *assigned a grade of zero* for the week.

The instructor appreciates that students have many responsibilities and there may be times when they attend class without having been able to adequately prepare. In recognition of this fact, overall participation grades will be calculated by averaging a student's 8 highest participation grades over the course of the term. *Students who miss more than two seminars between weeks 2 and 12 will not pass the course or receive a course credit*. Students who find participating in class discussions challenging are encouraged attend seminar with prepared discussion questions to pose to the class.

Where a student has a compelling reason for missing a seminar, they will be entitled to complete a one-page response to a discussion question posed by the instructor (single spaced with in-text citations) to replace the zero registered for participation.

## Participation Grading Guide

Grade		Discussion	Reading
85-100	Always	Excellent: leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
75-84	Almost always	Very Good: thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
65-74	Frequent	Good: has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
50-64	Occasional	Somewhat Poor: remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
0-49	Rare	Poor: rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

### Seminar Schedule

**Week 1. September 13**  
**Introduction to the Course**

**Week 2. September 20**  
**Social Group Differences: Assimilation or Accommodation and the Difference Dilemma**

\*Young, Iris Marion. "Social Movements and the Politics of Difference." In *Justice and the Politics of Difference*, 156-75 only. Princeton, New Jersey: Princeton University Press, 1990.

\*Minow, Martha. *Making All the Difference: Inclusion, Exclusion, and American Law*. Ithaca: Cornell University Press, 1990. (19-23 and 49-53 only).

\*Barry, Brian. *Culture and Equality: An Egalitarian Critique of Multiculturalism*. Cambridge, Massachusetts: Harvard University Press, 2001. (63-76 and 90-8 only).

### **Week 3. September 27**

#### **Anti-essentialism and Intersectionality**

**\*\*TW: Please note that the Razack reading discusses the sexual assault and murder of an Indigenous woman.\*\***

**Please be mindful in class discussions that there may be students in the room who have suffered violence and abuse and who find these topics triggering. Members of the class are asked to avoid raising graphic details from the readings.**

Grillo, Trina. "Anti-Essentialism and Intersectionality: Tools to Dismantle the Master's House." *Berkeley Women's Law Journal* 10 (1995): 16-30. (16-22 only).

Crenshaw, Kimberlé. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics." *The University of Chicago Legal Forum* (1989): 139-67. (139-43 only).

Crisp, Catherine. "White and Lesbian: Intersections of Privilege and Oppression." *Journal of Lesbian Studies* 18 (2014): 106-117. (106-110 only).

\*Razack, Sherene H. "Gendered Racial Violence and Specialized Justice: The Murder of Pamela George." In *Race, Space, and the Law: Unmapping a White Settler Society*, ed. Sherene H. Razack, 121-156. Toronto: Between the Lines, 2002. (123-8; 136-45; 150-56 only).

\*Williams, Toni. "Intersectionality Analysis in the Sentencing of Aboriginal Women in Canada. What Difference Does it Make?" In *Intersectionality and Beyond: Law, Power and the Politics of Location*, ed. Emily Graham, Davina Cooper, Jane Krishnadas and Didi Herman, 79-104. New York: Routledge-Cavendish, 2009.

### **Week 4. October 4**

#### **Women in the Legal Realm**

**\*\*TW: This week's readings (especially Côte et al. and Tanovich) include discussions of cases involving (sexual) violence against women and the treatment of women who are complainants in sexual assault cases.\*\***

MacKinnon, Catharine A. "Feminism, Marxism, Method, and the State: Toward Feminist Jurisprudence." *Signs* 8, no. 4 (1983): 635-58.

Côte, Andree, Diana Majury and Elizabeth Sheehy. *Stop Excusing Violence Against Women: NAWL's Position Paper on the Defence of Provocation*. National Association of Women and the Law, 2000. (1-13 only). [http://www.nawl.ca/ns/en/documents/Pub\\_Report\\_Provoc00\\_en.pdf](http://www.nawl.ca/ns/en/documents/Pub_Report_Provoc00_en.pdf)



Tanovich, David M. "Whack No More: Infusing Equality into the Ethics of Defence Lawyering in Sexual Assault Cases." *Ottawa Law Review* 45, no. 3 (2015): 495-525. **(495-507 and 514-25 only)**.

Dick, Caroline. "Sex, Sexism, and the Canadian Judicial Council. How the Canadian Judicial Council Perpetuates Sexism in the Legal Realm." *Feminist Legal Studies* 28, no. 2 (2020): 133-53.

### **Week 5. October 11** **Socioeconomic Class**

\*Langston, Donna. "Tired of Playing Monopoly?" In *Race, Class and Gender: An Anthology*, 3d ed., ed. Margaret Andersen and Patricia Hill Collins, 126-36. Belmont, California: International Thomson Wadsworth, 1998.

\*Brodsky, Gwen. "The Subversion of Human Rights by Governments in Canada." In *Poverty: Rights, Social Citizenship, and Legal Activism*, ed. Margot Young, Susan B. Boyd, Gwen Brodsky and Shelagh Day, 355-72. Vancouver: UBC Press, 2007.

Brodsky, Gwen, and Shelagh Day. "Beyond the Social and Economic Rights Debate: Substantive Equality Speaks to Poverty." *Canadian Journal of Women and the Law* 14 (2002): 184-219.

\**Gosselin v. Quebec (Attorney General)*, [2002] 4 S.C.R. 429 (S.C.C.).  
(abbreviated version available in course web site)

### **Week 6. October 18** **Sexual Minorities: Rights Claiming**

Majury, Diana. "Refashioning the Unfashionable: Claiming Lesbian Identities in the Legal Context." *Canadian Journal of Women and the Law* 7 (1994): 286-317.

Hartman, Julie E. "Another Kind of Chilly Climate": The Effects of Lesbian Separation on Bisexual Women's Identity and Community." *Journal of Bisexuality* 5, no. 4 (2005): 63-76.

Price, Christen. "Women's Spaces, Women's Rights: Feminism and the Transgender Rights Movement." *Marquette Law Review* 103, no. 4 (2019-2020): 1509-1564. **(1510-1511; 1514 - 1527; 1530-1534; 1535 (IV)-1555 only)**

\*Spade, Dean. "Trans Law and Politics on a Neoliberal Landscape." In *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Brooklyn, New York: South End Press, 2011.

### **Week 7. October 25** **Judicial Impartiality and Contextualized Judging**

Graycar, Reg. "Gender, race, bias and perspective: OR, how otherness colours your judgment." *International Journal of the Legal Profession* 15, no. 1-2 (2008): 73-86.

Backhouse, Constance. "Bias in Canadian Law: A Lopsided Precipice." *Canadian Journal of Women and the Law* 10 (1998): 170-83. **(174-78 only** – to explain the Peas in a Pod reference in Graycar).

\* Martin, Robert Ivan. "Philosopher Kings and Queens." In *The Most Dangerous Branch: How the Supreme Court of Canada Has Undermined Our Law and Our Democracy*. Montreal and Kingston: McGill-Queen's University Press, 2003. **(77-80 and bottom of 90-94 only)**

*R. v. Hamilton*, [2004] 72 O.R. (3d) 1 (CA). Available at: <https://www.canlii.org/en/on/onca/doc/2004/2004canlii5549/2004canlii5549.html?autocompleteStr=hamilton%20&autocompletePos=1> **(Paras. 1-26; 52-89; 102-105; 179-198; 225-237 only)**

## **Week 8. November 1 Reading Week**

## **Week 9. November 8 Ethnoracialized Groups: Culture in the Courtroom**

**\*\*TW: Please note that this week's readings include discussions of cases involving (sexual) violence against women and girls as well as homicide\*\***

\*Okin, Susan Moller. "Is Multiculturalism Bad for Women?" In *Is Multiculturalism Bad for Women?* ed. Joshua Cohen, Matthew Howard and Martha C. Nussbaum, 9-24. New Jersey: Princeton University Press, 1999.

Lawrence, Sonia N. "Cultural (in)Sensitivity: The Dangers of a Simplistic Approach to Culture in the Courtroom." *Canadian Women of Journal and the Law* 13, no. 1 (2001): 107-36.

*The Queen v. GJ*, [2005] NTCCA 20 (Court of Criminal Appeal of the Northern Territory). **(paras. 2-5 and 9-38 only).**

\*link available in course web site (Australian case).

Dick, Caroline, "A Tale of Two Cultures: Intimate Femicide, Cultural Defences, and the Law of Provocation." *Canadian Journal of Women and the Law* 23, no. 2 (2011): 519-547.

## **Week 10. November 15 Religious Minorities: Polygamy**

Bala, Nicholas. "Why Canada's Prohibition of Polygamy is Constitutionally Valid and Sound Social Policy." *Canadian Journal of Family Law* 25, no. 2 (2009): 165-222. **(165-199 and 215-21 only).**

Lenon, Suzanne. "Intervening in the Context of White Settler Colonialism: West Coast LEAF, Gender Equality and the Polygamy Reference." *Oñati Socio-Legal Series* 6, no. 6 (2016): 1324-1347.

Park, Shelley. "Polyamory is to Polygamy as Queer is to Barbaric." *Radical Philosophy Review* 20, no. 2 (2017): 297-328.

## **Week 11. November 22**

### **Indigeneity and Gender: Violence and Indigenous Women**

Palmater, Pamela. "Shining Light on the Dark Places: Addressing Police Racism and Sexualized Violence against Indigenous Women and Girls in the National Inquiry." *Canadian Journal of Women and the Law* 28, no. 2 (2016): 253-84. **(253-62 and 268-84 only)**

Kuokkanen, Rauna. "Gendered Violence and Practices in Indigenous Communities: The Cases of Aboriginal People in Canada and the Sámi in Scandinavia." *International Feminist Journal of Politics* 17, no. 2 (2017): 271-88.

\*Balfour, Gillian. "Sentencing Aboriginal Women to Prison." In *Within the Confines: Women and the Law in Canada*, ed. Jennifer M. Kilty, 95-116. Toronto: Women's Press, 2014.

## **Week 12. November 29**

### **Indigenous Children: Child Welfare**

McKenzie, Holly A., Colleen Varcoe, Annette J. Browne and Linda Day. "Disrupting the Continuities Among Residential Schools, the Sixties Scoop, and Child Welfare.": An Analysis of Colonial and Neocolonial Discourses." *The International Indigenous Policy Journal* 2, no. 2 (2016): 1-24 **(6-14 only)**.

Millar, Hayli, and Yvon Dandurand. "The Best Interests of the Child and the Sentencing of Offenders with Parental Responsibilities." *Criminal Law Forum* (2018): 222-277. **(229-38; 246-48; 252-54; 262-70; 275-77 only)**.

Cattapan, Alana, Samantha Moore and Karen Lawford. *Reproductive Justice and Indigenous Women in Saskatchewan: Overview and Recommendations*. Johnson-Shoyama Graduate School of Public Policy, 2021.

[https://ourspace.uregina.ca/bitstream/handle/10294/12307/jsgs\\_policybriefs\\_reproductive\\_justice\\_and\\_indigenous\\_women\\_in\\_sk.pdf?sequence=1&isAllowed=y](https://ourspace.uregina.ca/bitstream/handle/10294/12307/jsgs_policybriefs_reproductive_justice_and_indigenous_women_in_sk.pdf?sequence=1&isAllowed=y)

Walkem, Ardith. *Wrapping Our Ways Around Them: Aboriginal Communities and the CFCSA Guidebook*. ShchEma-mee.tkt Project (Nlaka'pamux Nation Tribal Council), 2015. **(29-39 only – use page numbers on the bottom of the page)**.

[https://cwrp.ca/sites/default/files/publications/en/wowat\\_bc\\_cfcsa\\_1.pdf](https://cwrp.ca/sites/default/files/publications/en/wowat_bc_cfcsa_1.pdf)

## **Week 13. December 6**

### **Catch-Up (if needed)**

## APPENDIX A: APPENDIX TO UNDERGRADUATE COURSE OUTLINES DEPARTMENT OF POLITICAL SCIENCE

### **Prerequisite checking - the student's responsibility**

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

### **Essay course requirements**

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

### **Use of Personal Response Systems ("Clickers")**

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

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

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

### **Security and Confidentiality of Student Work** (refer to current *Western Academic Calendar*

<http://www.westerncalendar.uwo.ca/>)

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

### **Duplication of work**

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

### **Grade adjustments**

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

### **Academic Offences**

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

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

## Submission of Course Requirements

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

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

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

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

## Plagiarism

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

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

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

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

### PLAGIARISM\*

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

academic papers.

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

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

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

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

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

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

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

\*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept.

of History  
August 13, 1991

**Accessibility at Western:** Please contact [poliscie@uwo.ca](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**

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.

## Appendix B - Procedures for Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- must communicate with their instructors **no later than 24 hours** after the end of the period covered by an SMC, or immediately upon their return following a documented absence.

Academic consideration **is not** normally intended for the following circumstances:

- Students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic Accommodation for Students with Disability.
- Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.



## Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person to Academic Counselling in their Faculty of registration in the form of a completed, signed Student Medical Certificate (SMC) where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

## Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation to Academic Counselling in their Faculty of registration where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.