

**POL 2245E / 650**  
**Introduction to Comparative Politics**  
**University of Western Ontario**  
**Summer 2016**

Professor Lindsay Scorgie-Porter  
Email: lscorgi@uwo.ca

**I. OBJECTIVES AND CONTENT:**

This course introduces students to the study of comparative politics, one of the main subfields of political science. POL 2245 examines theoretical approaches to the study of comparative politics, and introduces students to the methodology of the subject through the study of both developed and developing societies. Comparative analysis is intended to provide students with the tools to move from the known to the unknown and, in so doing, to develop a helpful analysis and understanding of the social, economic, and political phenomenon found in political conflict around the world. We explore how political systems can be compared, and the differences between countries in terms of how their politics are conducted. We will explore what democracy and authoritarianism means based on how it is carried out by states today, as well as why some countries are more democratic than others. Students will study major schools of thought about political economy, political institutions, and political culture. We will also explore social movements, the causes of political violence and revolutions, and state collapse and reconstruction.

**II. COMMUNICATION WITH PROFESSOR:**

I endeavour to make myself easily accessible throughout the entirety of the course to all students. There are three ways to communicate with me:

**1. Email**

Please feel free to email me at anytime throughout the course. All emails will be responded to within 5 hours if sent between the hours of 6am and 10pm, Monday to Saturday (for emails sent outside of those hours, the response will be as timely as possible, however likely a little longer than 5 hours).

**2. Office Hours (in person and over Skype)**

For those students in the London area, I am happy to meet in person. I am frequently on campus, and so please email me to set-up a time / date to meet. I am happy to meet with students over Skype as well; again, please email to set-up a meeting.

My Skype ID is: linscorgie

**3. Phone**

I am happy to talk with students via phone. Please email me with your question, contact number, and a time when I can reach you.

### III. REQUIRED COURSE READINGS

Course Texts (required for purchase from the bookstore:

<http://www.bookstore.uwo.ca/eSolution/course.php>)

- Patrick H. O’Neil, *Essentials Of Comparative Politics*, 4th Edition (New York: W. W. Norton, 2012).
- Daniele Caramani ed., *Comparative Politics*, 3rd Edition (New York: Oxford University Press, 2014).
- Mark Kesselman ed., *Readings In Comparative Politics*, 2nd Edition, (Boston, MA: Wadsworth, Cengage Learning, 2010).

A comprehensive selection of readings has been assembled to complement the required textbooks and give students a detailed introduction to the study of comparative politics. All other required readings that fall outside of the three textbooks, are posted on OWL in the folder ‘Required Readings’. I have also listed additional – and *optional* – supplementary readings for most weeks, for those who have time and interest to explore issues in greater depth. Most of these are posted on OWL in the folder ‘Optional Readings’ (for those optional readings not provided, please consult UWO libraries). Finally, at times additional readings about current topical events in the news will be added to the course website, under the folder ‘In the News’. While these are not required readings, they are recommended.

\*Students are strongly encouraged to into the habit of reading news on a daily basis. Suitable sources for this include *The Globe and Mail*, *The New York Times*, *The Washington Post*, BBC, CNN, *The Economist*, *The Guardian*, etc. All of these can be accessed online.

### IV. ‘LECTURES’

In light of this course being an online course, there will be no lectures in the traditional sense. Instead, ‘lecture notes’ are posted on OWL for each unit. These can be found under the folder ‘Lecture Notes’ on OWL.

### V. COURSE ASSESSMENT

<b>Online Discussion Participation</b>	Value 20%	10 weekly sessions; each worth 2%
<b>Research Essay</b>	Value 30%	Due June 13 <sup>th</sup>
<b>Country Profile Paper</b>	Value 25%	Due July 18 <sup>th</sup>
<b>Final Exam</b>	Value 25%	During exam period; Aug. 2 <sup>nd</sup> -5 <sup>th</sup>

### VI. COURSE REQUIREMENTS IN MORE DETAIL

#### 1. Online Discussion Participation:

Each week students will be required to participate in an online discussion, located on the OWL site under ‘forums’. The goal of the discussion is to facilitate active collaboration, discussion, and communication between students in order to deepen understanding of the issues being

examined, and to enhance the online learning experience. The online discussion affords the students an opportunity to examine more deeply some of the key issues being explored in the course units, and to share their impressions and reflections on these issues with their fellow students.

The professor has assigned readings specifically for each discussion topic. Students are required to complete these readings, *along with* that week's required text readings.

There are ten weeks of discussion topics that will be assessed (the first and last week of the course do not have assessed discussions). The discussion threads will open on the Monday of each week of the course, and the professor will start the new thread off with a few particular questions. The professor will moderate the discussion (checking in on the thread numerous times throughout the week), and may propose additional questions as the discussion progresses. Postings for each week's discussion will be available until the following Sunday at 11:59pm EST. Thus, students will have 7 days for each subject, before OWL will automatically close off the ability to make new postings on that subject.

Students are expected to make a minimum of two postings for each week's discussion. A grading rubric has been assembled to clearly explain what is expected from students and how the professor will assess student performance in the discussion. It is posted on OWL under the folder 'Assignments and Assessments'. As with all online postings, it is not the frequency or length of the postings that is most important, but rather how well you have engaged with the issues in the readings, how well you have engaged your fellow students and their postings, and how well you have incorporated your own reading on your 'profiled country' (explained below) into the discussions.

**Important:** Each student is required to choose a country to follow and 'profile' throughout the course. This will involve:

1. Informing the professor of the chosen country during the second week of the course.
2. Following political and political economic developments in the country throughout the term.
3. Incorporating developments within your country into the weekly forum discussions where appropriate / relevant.
4. Writing a 'country profile' to be submitted the second last week of the course (detailed instructions are found below).

Students may choose ANY country EXCEPT for the following: Canada and the United States.

## **2. Research Essay**

Students are required to write a research essay of 2,000 words. Please note that this word length is the *minimum* number of words, and excludes bibliography and footnotes (maximum number of words is 2,500).

The essay should be based on a minimum of eight academic sources and two current affairs or news sources (of reputable quality). Please pay particular attention to making sure that the academic sources are **peer-reviewed** journal articles or books. Note that while such sources as current affairs magazines (*The Economist*, *Foreign Policy*, etc.) or media sites (BBC, CNN, etc.)

are informative, they are not academic peer-reviewed sources. Also avoid use of Wikipedia and generic sources like the CIA World Fact Book. While these can be useful for garnering a quick overview of a topic, they are not always reliable, and thus must be avoided.

The professor will be providing a list of potential essay topics, which will be posted on OWL under the folder 'Assignments and Assessments' during the second week of the course. This essay must be submitted to OWL by 11:59pm EST on the due date. Please note that this course will be using Turnitin.com, and the professor will be taking all forms of plagiarism extremely seriously.

The late penalty for the essay is **5% per day**, and essays will not be accepted after ten days past the due date (this includes Saturday and Sunday). A grading rubric is posted on OWL, which describes in more depth how the essay will be graded.

Essay formatting requirements:

- 12-point Times New Roman font
- double-spaced (except for footnotes and bibliography)
- 2.5cm margins
- pages numbered
- title page with your name, date, course title, and paper title
- footnotes and bibliography *must* be included
- Chicago Manual of Style citation format should be carefully and consistently followed throughout (please see here for guidelines:  
<http://www.chicagomanualofstyle.org/16/contents.html>)

Please note: other than for serious cases of emergency, extensions will *not* be granted. Thus, having multiple work assignments due around the same time, employment responsibilities, etc., do not constitute valid reasons for extensions. **Extensions are very rarely granted**; if requesting one, documentation of your reason (i.e. doctor's note, hospital records) absolutely must be provided.

### **3. Country Profile Paper**

In the second last week of the course, students will be required to submit a 2,000 word (maximum 2,500 word) profile of the country they have chosen to follow throughout the term. In the profile, they should apply concepts, theories, and evidence from the required readings to explain three aspects of their state: (1) the current political regime, (2) the current economic climate, and (3) a sub-theme of their choice, chosen from one of the course's 23 unit topics.

In addressing these three aspects, the paper should draw upon at least 5 academic sources, and 5 news sources. It is expected that the student will have followed this country in the news throughout the term, and thus have gathered a wealth of knowledge on the state by the time they write the paper.

The same formatting requirements, as well as late penalties, apply to the country profile as to the research paper (which are outlined above).

#### 4. Final Exam

The final exam will take place during the July examination period of July 27-30; the specific date will be set by the Office of the Registrar. Students can choose to write their final exam in London, Toronto, Ottawa, Barrie, Sudbury, Calgary, or Vancouver. Independent proctors are NOT an option. Please inform the instructor as soon as possible if you choose to write the exam in Toronto, Ottawa, Barrie, Sudbury, Calgary, or Vancouver.

The final exam will be two hours, and based on required readings and lecture notes. It will consist of a combination of definition questions, short answer questions, and a short essay section.

#### VII. OWL

This course uses Western OWL as a learning tool on a regular basis.

Login to OWL by going to <https://owl.uwo.ca/portal> and entering your user ID and password. Check that you have access to the course.

Please be aware, students will NOT receive any materials from Distance Studies. Instead, they will receive an email advising them how to access the Distance Studies website at [http://www.registrar.uwo.ca/applying/distance\\_studies/accessing\\_your\\_courses.html](http://www.registrar.uwo.ca/applying/distance_studies/accessing_your_courses.html). Here, they will find online instructions, examination schedules, instructor information, and links to their UWO email and OWL.

If you are experiencing problems with OWL, there are three ways of getting help. First, you can contact the ITS Help Desk at (519) 661-3800. Next, you can submit a question online here: <https://servlet.uwo.ca/vistahelpdesk/>. Finally, you can stop by the ITS help desk in person. Directions and hours are here: <http://www.uwo.ca/its/helpdesk/>. For hours and additional contact information please visit <http://www.uwo.ca/its/helpdesk/>. Additional OWL student help information can be found here: <https://owl.uwo.ca/portal/site/owldocs>.

#### IX. WEEKLY SUBJECT SCHEDULE:

I. Week of May 9 <sup>th</sup>	Unit 1	<b>Introduction</b> <ul style="list-style-type: none"><li>• Caramani, Intro. and Chapters 1 &amp; 2, pp. 1-46.</li></ul>
	Unit 2	<b>States</b> <ul style="list-style-type: none"><li>• O’Neil, Chapter 2, pp. 26-55.</li><li>• Max Weber, “Politics as a Vocation,” in Patrick H. O’Neil and Ronald Rogowski, eds., <i>Essential Readings in Comparative Politics</i> (New York: W. W. Norton, 2010), pp. 20-28.</li></ul>
	Online Discussion Topic 1	<ul style="list-style-type: none"><li>• <b>No Online Discussion</b> (rather, for this first week, students should read the syllabus thoroughly, and familiarize themselves with the course contents)</li></ul>

<p>II. Week of May 16<sup>th</sup></p> <p><b>*Students are required to inform the professor of their chosen profile country</b></p>	Unit 3	<p><b>Nations</b></p> <ul style="list-style-type: none"> <li>• O’Neil, Chapter 3, pp. 56-89.</li> </ul>
	Unit 4	<p><b>Political Economy</b></p> <ul style="list-style-type: none"> <li>• O’Neil, Chapter 4, pp. 90-125.</li> </ul>
	Online Discussion Topic 2	<p><b>Capitalism and Economic Development in the Modern World</b></p> <ul style="list-style-type: none"> <li>• David Coates, “Models of Capitalism in the New World Order,” in Kesselman, pp. 129-137.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Peter Gourevitch, “Political Economy,” in Kesselman, pp. 123-128.</li> <li>• Peter A. Hall and David Soskice, “An Introduction to Varieties of Capitalism,” in Kesselman, pp. 138-149.</li> <li>• Robert J. S. Ross and Anita Chan, “From North-South to South-South,” in Kesselman, pp. 164-170.</li> </ul>
<p>III. Week of May 23<sup>rd</sup></p>	Unit 5	<p><b>Democracies</b></p> <ul style="list-style-type: none"> <li>• Caramani, Chapter 5, pp. 79-95.</li> </ul>
	Unit 6	<p><b>Authoritarian Regimes</b></p> <ul style="list-style-type: none"> <li>• Caramani, Chapter 6, pp. 96-110.</li> </ul>
	Online Discussion Topic 3	<p><b>Democracy as a Universal Value</b></p> <ul style="list-style-type: none"> <li>• Amartya Sen, “Democracy as a Universal Value,” in Kesselman, pp. 184-193.</li> <li>• Thomas Carothers, “The End of the Transition Paradigm,” in Kesselman, pp. 247-255.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Robert A. Dahl, “Polyarchy: Participation and Opposition,” in Kesselman, pp. 194-200.</li> <li>• Guillermo O’Donnell, “Illusions About Consolidation,” in Kesselman, pp. 232-246.</li> </ul>
<p>IV. Week of May 30<sup>th</sup></p>	Unit 7	<p><b>Communism and Post-Communism</b></p> <ul style="list-style-type: none"> <li>• O’Neil, Chapter 9, pp. 256-289.</li> </ul>
	Unit 8	<p><b>Less Developed and Newly Industrializing Countries</b></p> <ul style="list-style-type: none"> <li>• James Chiriyankandath, “Colonialism and Post-Colonial Development”, in Peter Burnell, Vicky Randell, and Lise Rakner, eds., <i>Politics in the Developing World</i> (New York: Oxford University Press, 2011), pp. 36-52.</li> </ul>

		<ul style="list-style-type: none"> <li>O’Neil, Chapter 10, pp. 290-321.</li> </ul>
	Online Discussion Topic 4	<p><b>What’s the Key to Economic Development in Poor Countries?</b> (Read any <i>two</i> of the following)</p> <ul style="list-style-type: none"> <li>Richard F. Doner, Bryan K. Ritchie, and Dan Slater, “Systemic Vulnerability and the Origins of the Developmental States: Northeast and Southeast Asia in Comparative Perspective,” in Kesselman, pp. 150-163.</li> <li>Paul Collier and Jan Willem Gunning, “Why has Africa Grown Slowly?,” <i>Journal of Economic Perspectives</i> 13 (3), 1999, pp. 3-22.</li> <li>Bill McKibben, “An Alternative to Progress,” in Kesselman, pp. 421-428.</li> </ul>
V. Week of June 6 <sup>th</sup>	Unit 9	<p><b>Legislatures</b></p> <ul style="list-style-type: none"> <li>Caramani, Chapter 7, pp. 113-130.</li> </ul>
	Unit 10	<p><b>Governments and Bureaucracies</b></p> <ul style="list-style-type: none"> <li>Caramani, Chapter 8, pp. 131-149.</li> </ul>
	Online Discussion Topic 5	<p><b>Parliamentary Versus Presidential Systems</b></p> <ul style="list-style-type: none"> <li>Juan Linz, “The Perils of Presidentialism,” in Kesselman, pp. 318-328.</li> <li>Francis Fukuyama, Bjorn Dressel, and Boo-Seung Chang, “Facing the Perils of Presidentialism?,” <i>Journal of Democracy</i> 16 (2), 2005, pp. 102-116.</li> </ul>
VI. Week of June 13 <sup>th</sup>  <b>*Research essay due</b>	Unit 11	<p><b>Constitutions and Judicial Power</b></p> <ul style="list-style-type: none"> <li>Caramani, Chapter 9, pp. 150-165.</li> </ul>
	Unit 12	<p><b>Federal and Local Government Institutions</b></p> <ul style="list-style-type: none"> <li>Caramani, Chapter 11, pp. 181-196.</li> </ul>
	Online Discussion Topic 6	<p><b>Institutional Arrangements for Divided Societies – The Paradox of Federalism?</b></p> <ul style="list-style-type: none"> <li>Jan Erk and Lawrence Anderson, “The Paradox of Federalism: Does Self-Rule Accommodate or Exacerbate Ethnic Divisions?,” <i>Regional and Federal Studies</i> 19 (2), 2009, pp. 191-202.</li> <li>David Cameron, “The Paradox of Federalism: Some Practical Reflections,” <i>Regional and Federal Studies</i> 19 (2), 2009, pp. 309-319.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>Henry H. Hale, “Divided We Stand: International Sources of</li> </ul>

		<p>Ethnofederal State Survival and Collapse,” in Kesselman, pp. 345-356.</p> <ul style="list-style-type: none"> <li>Philip G. Roeder, “Ethnofederalism and the Mismanagement of Conflicting Nationalisms,” <i>Regional and Federal Studies</i> 19 (2), 2009, pp. 203-219.</li> </ul>
VII. Week of June 20 <sup>th</sup>	Unit 13	<p><b>Political Parties and Party Systems</b></p> <ul style="list-style-type: none"> <li>Caramani, Chapters 12 and 13, pp. 199-236.</li> </ul>
	Unit 14	<p><b>Interest Associations</b></p> <ul style="list-style-type: none"> <li>Caramani, Chapter 14, pp. 237-251.</li> </ul>
	Online Discussion Topic 7	<p><b>Topic and Readings TBA</b></p>
VIII. Week of June 27 <sup>th</sup>	Unit 15	<p><b>Regions</b></p> <ul style="list-style-type: none"> <li>Caramani, Chapter 15, pp. 252-266.</li> </ul>
	Unit 16	<p><b>Political Culture</b></p> <ul style="list-style-type: none"> <li>Caramani, Chapter 17, pp. 284-301.</li> </ul>
	Online Discussion Topic 8	<p><b>Individualization and the Decline of Social Capital</b></p> <ul style="list-style-type: none"> <li>Robert D. Putnam, “Bowling Alone: America’s Declining Social Capital,” in Kesselman, pp. 392-402.</li> <li>Bo Rothstein and Dietlind Stolle, “The State and Social Capital: An Institutional Theory of Generalized Trust,” in Kesselman, pp. 403-411.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>M. K. Smith, “Social Capital,” <i>The Encyclopaedia of Informal Education</i>, 2000-2009. Available online at: <a href="http://infed.org/mobi/social-capital/">http://infed.org/mobi/social-capital/</a></li> <li>Robert D. Putnam, “Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America,” <i>Political Science &amp; Politics</i> 28 (4), 1995, pp. 664-683.</li> </ul>
IX. Week of July 4 <sup>th</sup>	Unit 17	<p><b>Public Policy</b></p> <ul style="list-style-type: none"> <li>G. Bingham Powell Jr., Russel J. Dalton, and Kaare Strom, <i>Comparative Politics Today: A Theoretical Framework</i> (New York: Longman, 2012): pp. 167-200.</li> </ul>
	Unit 18	<p><b>Social Movements</b></p> <ul style="list-style-type: none"> <li>Caramani, Chapter 16, pp. 267-283.</li> </ul>

	<p>Online Discussion Topic 9</p>	<p><b>Social Movements in Recent Uprisings in North Africa</b> (Read any <i>three</i> of the following)</p> <ul style="list-style-type: none"> <li>• Augustus Richard Norton and Ashraf el-Sherif, “North Africa’s Epochal Year of Freedom,” <i>Current History</i> 110 (736), 2011, pp. 201-203.</li> <li>• “Arab League: Warning on ‘Unprecedented Anger’,” <i>Africa Research Bulletin: Economic, Financial, and Technical Series</i> 48 (1), 2011, pp. 18970-18971.</li> <li>• “Egypt: Wave of Strikes,” <i>Africa Research Bulletin: Economic, Financial, and Technical Series</i> 48 (1), 2011, pp. 18967-18968.</li> <li>• “Egypt: President Resigns,” <i>Africa Research Bulletin: Economic, Financial, and Technical Series</i> 48 (2), 2011, pp. 18715-18718.</li> <li>• “Tunisia’s Jasmine Revolution: Three Views,” <i>The Washington Report on Middle East Affairs</i> 30 (2), 2011, pp. 12-15</li> <li>• National Democratic Institute, <i>Voices of a Revolution: Conversations with Tunisia’s Youth</i> (Washington DC: NDI, 2011).</li> <li>• Max Rodenbeck, “Volcano of Rage,” <i>The New York Review of Books</i>, 2011. Available online at: <a href="http://infed.org/mobi/social-capital/">http://infed.org/mobi/social-capital/</a></li> <li>• Sidney Tarrow, “A Movement Society,” in Kesselman, pp. 379-402.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• David S. Meyer and Daisy Verduzco Reyes, “Social Movements and Contentious Politics,” in Kevin T. Leicht and J. Craig Jenkins eds., <i>Handbook of Politics: State and Society in Global Perspective</i> (New York: Springer, 2000), pp. 217-233.</li> </ul>
<p>X. Week of July 11<sup>th</sup></p>	<p>Unit 19</p>	<p><b>Political Violence and Revolution</b></p> <ul style="list-style-type: none"> <li>• O’Neil, Chapter 7, pp. 192-223.</li> <li>• Jack A. Goldstone, <i>Revolutions: Theoretical, Comparative, and Historical Studies</i> (Belmont, CA: Wadsworth / Thomson Learning, 2003), Chapter 1.</li> </ul>
	<p>Unit 20</p>	<p><b>State Collapse and State Re-Building</b></p> <ul style="list-style-type: none"> <li>• Robert Rotberg, “The Failure and Collapse of Nation-States: Breakdown, Prevention, and Repair,” in Robert I. Rotberg ed., <i>When States Fail</i> (Princeton, NJ: Princeton University Press, 2004), pp. 1-49.</li> </ul>

	Online Discussion Topic 10	<p><b>Debating State-Building in Afghanistan and Beyond</b></p> <ul style="list-style-type: none"> <li>• Ashraf Ghani et al., “An Agenda for State-Building in the 21<sup>st</sup> Century,” <i>The Fletcher Forum of World Affairs</i> 30 (1), 2006, pp. 101-123.</li> <li>• Astri Suhrke, “Reconstruction as Modernization: The ‘Post-Conflict’ Project in Afghanistan,” <i>Third World Quarterly</i> 28 (7), 2007, pp. 2191-1308.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Roland Paris, “Saving Liberal Peacebuilding,” <i>Review of International Studies</i> 36 (2), 2010, pp. 337-365.</li> <li>• (Video link) Paul Collier’s “New Rules for Rebuilding a Broken Nation” Available online at: <a href="http://www.ted.com/talks/paul_collier_s_new_rules_for_rebuilding_a_broken_nation?language=en">http://www.ted.com/talks/paul_collier_s_new_rules_for_rebuilding_a_broken_nation?language=en</a></li> <li>• (Video link) Ashraf Ghani on “How to Rebuild a Broken State” Available online at: <a href="http://www.ted.com/talks/ashraf_ghani_on_rebuilding_broken_states">http://www.ted.com/talks/ashraf_ghani_on_rebuilding_broken_states</a></li> </ul>
XI. Week of July 18 <sup>th</sup>	Unit 21	<p><b>The EU as a New Political System</b></p> <ul style="list-style-type: none"> <li>• Caramani, Chapter 23, pp. 387-406.</li> </ul>
*Country profile due	Unit 22	<p><b>Globalization and the Nation-State</b></p> <ul style="list-style-type: none"> <li>• Caramani, Chapter 24, pp. 407-420.</li> </ul>
	Online Discussion Topic 11	<p><b>Can We Protect the Environment in a Globalized World?</b></p> <ul style="list-style-type: none"> <li>• Adil Najam, David Runnalls, and Mark Halle, <i>Environment and Globalization Five Propositions</i> (Winnipeg, MN: International Institute for Sustainable Development, 2007). Available online at: <a href="http://www.iisd.org/pdf/2007/trade_environment_globalization.pdf">http://www.iisd.org/pdf/2007/trade_environment_globalization.pdf</a></li> <li>• Jagdish Bhagwati, <i>In Defense of Globalization</i> (New York: Oxford University Press, 2007), pp. 136-161.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• John Carey, “A Scientist Extols the Virtues of Forests Shaped by Humans,” <i>Yale Environment</i> 360 (5), 2011. Available online at: <a href="http://e360.yale.edu/feature/a_scientist_extols_the_value_of_forests_shaped_by_humans/2379/">http://e360.yale.edu/feature/a_scientist_extols_the_value_of_forests_shaped_by_humans/2379/</a></li> </ul>

XII. Week of July 25 <sup>th</sup>	Unit 23	<b>Supporting Democracy</b> <ul style="list-style-type: none"><li>• Caramani, Chapter 25, pp. 421-436.</li></ul>
	Online Discussion Topic 12	<b>No Online Discussion</b> (for this last week the professor will be conducting an optional final exam review)

**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.