

Fall 2026
Social Diversity, Gender and the Law
The University of Western Ontario
POL4203

Professor: Caroline Dick
Seminar:
Zoom Office Hours:

Email: cdick4@uwo.ca

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 as 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).

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.

Course Materials

Readings are available in the resources section of OWL or through links on the course outline. All legal cases and news stories are either posted in the resources section or can be accessed using web links found on this course outline. Please consult the course outline weekly; in many cases, students are only required to read designated pages/paragraphs from the article, chapter or case assigned.

Evaluation

1. Critical Literature Review (CLR) 30%
2. Readings Assignments 2 x 10% each
3. Research Assignment 20%
4. Participation 30%

****Please note that students may not complete more than one written assignment for the same week.**

AI Use Prohibited

The use of generative AI tools (such as ChatGPT, DALL-E, etc.) are not permitted in this class; therefore, any use of AI tools for work in this class may be considered a violation of the University of Western Ontario's [Academic Misconduct](#) which may constitute a [Scholastic Offence](#). The use of unauthorized AI tools will result in: a failure to receive full grades, the need to resubmit the assignment, need to orally present the assignment in office hours, or a failure to complete the requirements of the course.

Seminar Schedule

Week 1. September 15

Introduction to the Course

Week 2. September 22

Social Group Differences: The Difference Dilemma

****Please review the CLR instructions prior to class and think about what sort of guiding question you could pose for a CLR. The idea is to identify one question that both authors address, which points to a debate or difference of opinion between those authors.**

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

Cooper, Davina. "Decertification: Researching a Prefigurative Law Reform Proposal." *Legalities* 2, no. 2 (2022): 133-49.

Wilkinson, Sophie. "A Word of Caution for Feminist-Decertifiers? The case of France's racial disestablishment." *Dearcadh: Graduate Journal of Gender, Globalisation and Rights* 3 (2022): 83-103.

Olson, Emily. "You Could Feel the Cutthroatness': Drones of Men Took Over this Women's Tech Fair." *GPD*. October 6, 2023. <https://www.gpb.org/news/2023/10/06/you-could-feel-the-cutthroatness-drones-of-men-took-over-womens-tech-fair>

Week 3. September 29

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, no. 2 (2014): 106-117. **(106-10 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.

Allen, Bonnie. "U of R Rejects Calls to Cancel MMIWG Lecture by Renowned Poet over Friendship with Indigenous Woman's Killer." *CBC News*. January 2, 2020. <https://www.cbc.ca/news/canada/saskatchewan/pamela-george-elliott-cl Clarke-lecture-1.5411701>

Week 4. October 6

2SLGBTQI+ Inclusion in the Academy: Academic Freedom v. Anti-Discrimination

Suissa, J. and Sullivan, A. “The Gender Wars, Academic Freedom and Education.” *Journal of Philosophy of Education*, 55 (2021): 55–82.

Bliss, Iris and Jane Gatley. “Academic Freedom, Education, and ‘the Gender Wars’: A Response to Suissa and Sullivan.” *Journal of Philosophy of Education* 59 (2025): 240–56.

Shaw, Deborah. “A Tale of Two Feminisms: Gender Critical Feminism, Trans Inclusive Feminism and the Case of Kathleen Stock.” *Women’s History Review* 32, no. 5 (2023): 768–80.

Lachacz, Adam. “Professor Lowrey dismayed over dismissal from admin role; others feel it is a positive step.” *The Gateway: The Official Student Newspaper at the University of Alberta*. June 11, 2020.

<https://thegatewayonline.ca/2020/06/professor-lowrey-dismayed-over-dismissal-from-admin-role/>

Week 5. October 13

No Class

Week 6. October 20

Sex Robot Wars

****TW: Please note that this week’s readings discuss violence and sexual assault against women and children as well as pedophilia.**

McArthur, Neil. “The Case for Sexbots.” In *Robot Sex: Social and Ethical Implications*, ed. John Danaher and Neil McArthur, 31-45. Cambridge, Massachusetts: MIT Press, 2017. (31-32; s. 3.2; s. 3.4; s. 3.5 only)

Behrendt, Marc. “Reflections on Moral Challenges Posed by a Therapeutic Childlike Sexbot.” In *Love and Sex with Robots: Third International Conference, LSR 2017, London, UK, December 19–20, 2017, Revised Selected Papers*, 96-113. Cham, Switzerland: Springer International Publishing, 2018. (97- top of 106 only)

Roper, Caitlin. *Sex Dolls, Robots, and Woman Hating: The Case for Resistance*. Australia: Spinifex Press, 2022. (7-16; 29-44; 146-61 only)

Lievesley, Rebecca, Rebecca Reynolds, and Craig A. Harper. “The ‘Perfect’ Partner: Understanding the Lived Experiences of Men who Own Sex Dolls.” *Sexuality and Culture* 27 (2023): 1419-41. (1419-20; 1426-35 only)

Sparrow, Robert. “Robots, Rape, and Representation.” *International Journal of Social Robotics* 9, no. 4 (2017): 465-77. (467-top of 471; 474-5 only)

Little, Simon. "UBC Prof: the Sex Robots are Coming to Save your Marriage. No, Really." *Global News*, April 17, 2018. <https://globalnews.ca/news/4150330/sex-robots-marriage/>
(Please watch the "Inventor of 'Samantha' robotic sex toy describes" video embedded in the story)

Week 7. October 27

Ethnoracialized Groups: Culture in the Courtroom

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

Parekh, Bhikhu "Cultural Defence and the Criminal Law." In *Criminal Law and Cultural Diversity*, ed. Will Kymlicka, Claes Lernestedt and Matt Matravers, 104-18. London: Oxford University Press, 2014.

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 Journal of Women and the Law* 13, no. 1 (2001): 107-36.

Belliveau, Katelin. "Defence Argues Historical Racism was at Play when Moncton Man Stabbed Cop." *CBC News*. June 30, 2026. <https://www.cbc.ca/news/canada/new-brunswick/edva-mascary-sentencing-police-stabbing-moncton-9.7253681>

Week 8. November 3

Deploying Identity in the Legal Realm: Assignment, Cooptation and Denial

Leroux, Darryl. *Distorted Descent: White Claims to Indigenous Identity*. Winnipeg: University of Manitoba Press, 2019. (21-22 and 135-76 only)

Rehaag, Sean. "Patrolling the Borders: of Sexual Orientation: Bisexual Refugee Claims in Canada." *McGill Law Journal* 53 (2008): 59-102. (61-79 only)

R. v Kehoe, 2021 BCSC 2474. (paras. 1; 20-21 and 31-38 only)
<https://www.canlii.org/en/bc/bcsc/doc/2021/2021bcsc2474/2021bcsc2474.html?resultIndex=3&resultId=20d9a1348b614557bf955d45a4768b89&searchId=2024-06-17T14:58:03:256/f03bf135aab44d059dc6fb2b40100e4a&searchUrlHash=AAAAAQAJciB2IGtlaG9lA AAAAAE>

R. v. Legault, 2024 BCPC 29. (paras. 1; 32-42; 80-81; 90-93 and 96-104 only)
<https://www.canlii.org/en/bc/bcpc/doc/2024/2024bcpc29/2024bcpc29.html?resultIndex=10&resultId=732ee061004c448988b2cafce11fb56c&searchId=2024-06->

[17T14:18:46:189/5470c4d3a84d4f4890c3b4e71a881b57&searchUrlHash=AAAAAQANci4gdi4gbGVnYXVsdAAAAAAB](https://www.cbc.ca/news/canada/saskatchewan/indigenous-identity-researcher-ordered-to-pay-70k-to-saskatchewan-professor-1.7080882)

Staniforth, Jesse. "Indigenous Identity Researcher Ordered to Pay \$70K to Saskatchewan Professor." *APTN News*. March 17, 2026. <https://www.aptnnews.ca/national-news/indigenous-identity-researcher-ordered-to-pay-70k-to-saskatchewan-professor/>

Week 9. November 10

Women in the Legal Realm: The Utility of Law

****TW: Please note that this week's readings include discussions of (sexual) violence against women, minors and the treatment of complainants in sexual assault cases.**

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

Armstrong, Susan M. "Is Feminist Law Reform Flawed? Abstentionists and Sceptics." *Australian Feminist Law Journal* 20 (2004): 43-63.

Hurry, Aliosha. "Defamation as a Sword: The Weaponization of Civil Liability against Sexual Assault Survivors in the Post-# MeToo Era." *Canadian Journal of Women and the Law* 34, no. 1 (2022): 82-108.

Primer on Anti-SLAPP legislation in the context of sexual assault:

Strategic Lawsuits Against Public Participation (SLAPPs) are lawsuits brought to intimidate and silence victims by forcing them into costly and time-consuming legal disputes, just as we saw in the Hurry reading. Anti-SLAPP legislation, which currently exists in Ontario, BC, Manitoba, and Quebec, allows individuals (read victims) to ask the court to dismiss SLAPP lawsuits filed against them. The premise of the legislation is that individuals should not be put through the time and expense of litigation that has been brought for an abusive purpose. Note, however, that Anti-SLAPP provisions do not prohibit genuine attempts by plaintiffs to vindicate their rights or protect their reputations.

Proctor, Jason. "B.C.'s Top Court gives Green Light for Author Steven Galloway's Defamation Claim to Continue." *CBC News*. January 11, 2024. <https://www.cbc.ca/news/canada/british-columbia/galloway-defamation-court-appeal-1.7080882>

Emma Joyce Jansen et al v. J.T et al, 2026 ONSC 1304. (paras. 1-6; 14-15; 18-19; 23-27; 34; 53-68 only)

<https://www.canlii.org/en/on/onsc/doc/2026/2026onsc1304/2026onsc1304.html?resultId=21ba6c9e4bf3463dbcfcf08c28f9f6f1&searchId=2026-07->

[22T11:05:16:935/10a5661b92d14178be53ad059f43d465&searchUrlHash=AAAAQA0RW1tYSBKb3ljZSBKYW5zZW4gZXQgYWwgdi4gSi5UIGV0IGFsLCAyMDI2IE9OU0MgMTMwNAAAAAAB](https://www.cbc.ca/news/canada/saskatchewan/indigenous-identity-researcher-ordered-to-pay-70k-to-saskatchewan-professor-1.7080882)

Week 10. November 17

Women as Victims: Constructions of Victimhood and their Significance

hooks, bell. "Refusing to be a Victim." In *Killing Rage: Ending Racism*. New York: Henry Holt, 1995.

Armstrong, Megan. "From Lynching to Central Park Karen: How White Women Weaponize White Womanhood." *Hastings Women's Law Journal* 32, no. 1 (2021): 27-50. **(27-42 only)**

Kaiser-Derrick, Elspeth. "Pathways Through Feminist Theories: Into the System." In *Implicating the System: Judicial Discourses in the Sentencing of Indigenous Women*. Winnipeg: University of Manitoba Press, 2019. **(40-53 only)**

Christie, Nils. "The Ideal Victim." In *Revisiting the Ideal Victim: Developments in Critical Victimology*, edited by Marian Duggan, 11-23. Bristol: Policy Press, 2018. **(11-15 only)**

Associated Press. "Former Illinois Deputy Sentenced to 20 Years for Killing Woman who Reported Prowler in her Home." *CBC News*. January 29, 2026. <https://www.cbc.ca/news/world/sonya-massey-killing-conviction-9.7067607>

Week 11. November 24

Indigeneity and Gender: Violence and Indigenous Women

TW: This week's news story includes graphic details of intimate partner violence.

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 (2015): 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.

Hounsell, Kayla. "Why a Nova Scotia Assault Case before Canada's Top Court Could Set Precedent for Indigenous Sentencing Options." *CBC News*. December 20, 2025. <https://www.cbc.ca/news/canada/scc-indigenous-sentencing-options-9.7020398>

Week 12. December 1

MAiD (Medical Assistance in Dying)

****TW: Please note that this week's readings include discussions of suicide and sexual assault.**

Sumner, Wayne. "What's so Special about Medically Assisted Dying?" *Canadian Journal of Bioethics* 8, no. 4 (2025): 16-20.

Dembo, Justine, Udo Schuklenk and Jonathan Reggler. "For Their Own Good": A Response to Popular Arguments Against Permitting Medical Assistance in Dying (MAID) where Mental Illness Is the Sole Underlying Condition." *The Canadian Journal of Psychiatry* 63, no. 7 (2018): 451-56.

Grant, Isabel, Janine Benedet, Elizabeth Sheehy and Catherine Frazee. "A Conversation on Feminism, Ableism, and Medical Assistance in Dying." *Canadian Journal of Women and the Law* 35, no. 1 (2024): 31-72. **(top of 31 to 66 only)**

Falah, Natalia. "Spanish Noelia's Euthanasia: A Case That Sparks Debate." *Colombia*. March 30, 2026. <https://colombiaone.com/2026/03/30/euthanasia-noelia-debate/>. Note that while not mentioned in the story, Noelia's father waged a legal battle to stop the euthanasia with the assistance of the conservative group "Christian Lawyers," explaining the long process and involvement of multiple courts.

Week 13. December 8

Course Catch Up (we will only meet if necessary)

Assignment Instructions

1. Critical Literature Review (CLR)

Each student will sign-up for a specific seminar in which to complete a Critical Literature Review or "CLR" here:

Prior to writing a CLR, students will send the instructor the guiding question and author pairing 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 CLR.** Students may not submit a CLR without sending this information to the professor first.

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 long** and adhere to the following formatting rules: 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.** Title pages, endnotes and bibliographies are omitted from the page count.

Papers must include a bibliography. Footnotes, endnotes or in-text citations are acceptable, though they must be in Chicago style format. As per the Chicago style, **cites must include pinpoints** where page numbers or paragraph numbers are available in the source being cited. **Failing to format assignments in correct Chicago format will lead to deductions. Failing to provide pinpoints will result in a failing grade.**

Content

The CLR is a challenging assignment, which most students have never encountered before.

The first step in completing a CLR is to identify an author pairing and **one** guiding question to write about. New stories and legal cases should not be used for the CLR. Students should not assume that a strong CLR can be written by combining any two authors or the first two authors on the outline. Not all author pairings will work well for the purposes of a CLR.

A guiding question is a **common question** that two authors take up in their scholarly works, which point to a **difference of opinion or debate** between authors. Guiding questions should always be posed in question form (What is . . . ?; How are . . . ? etc.).

This assignment is 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. You are offering a critical assessment of the answers to the guiding question provided by the two authors. The idea is to analyze the strengths and weaknesses of the two authors' answer in relation to each other by comparing and contrasting how the authors answer *a common question*. 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 offered by the authors **in relation to your guiding question**. How do they answer the guiding question? Address each author separately, in turn. Do not offer a general summary of the readings or include any information that does not *directly relate* to the guiding question. Be sure to raise all ideas from the readings that you wish to critically assess later. No new ideas from the readings should be raised after this discussion;
- iii) Offer a **critical assessment** of the authors' answers to your guiding question by comparing and contrasting their answers in relation to each other. Do not raise any new ideas from the readings in this section. The idea is to revisit the ideas set out in ii).

Your critical analysis should focus on the **substance** of the authors' answers to the guiding question, rather than things like writing style, tone, or evidence. Students should also focus on what the authors say about the guiding question, rather listing things an author could have discussed but did not. Students should also refrain from offering "blueprint" critiques (the author's answer is weak because they did not tell us how to fix the problem).

The idea is to critically evaluate how two authors answer a common question by comparing their answers. And while students are not answering the guiding question themselves, they should clearly indicate their own personal assessment of the strengths and weaknesses of the literature under evaluation.

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. Readings Assignment

This assignment encourages engagement with the weekly readings. The assignment has three components.

First, summarize the week's readings in five to seven sentences (ie. This week's readings explore . . .).

Second, reflect and expand on two points raised in your summary (one point you find convincing and one that you find problematic or controversial).

Third pose one question that could be used for classroom discussion.

Assignments will be evaluated based on the application of critical thinking skills, demonstrated knowledge of the readings, and the quality of the discussion question. This assignment is meant to be short summary and reflection in which you identify key takeaways from the readings and evaluate them critically. Assignments may not exceed two pages, double-spaced.

There is no need to provide citations or a bibliography for this assignment. Assignments are due before the class in which the readings are discussed and may not be done after the class occurs.

3. Research Assignment

The purpose of this assignment is to allow students to showcase their research and comprehension skills. 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 question/issue 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 week's literature and expands the discussion**. 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.

Papers must include a bibliography. Footnotes, endnotes or in-text citations are acceptable, though they must be in Chicago style format. As per the Chicago style, **cites must include pinpoints** where page numbers or paragraph numbers are available in the source being cited. **Failing to format assignments in correct Chicago format will lead to deductions. Failing to provide pinpoints will result in a significant deduction.**

4. 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. Students who find participating in class discussions challenging are encouraged to attend seminars with prepared discussion questions or comments to offer the class.

As a seminar class, it is expected and imperative that students attend class. **Accordingly, students who miss more than two seminars from week 2 on will not pass the course or receive a course credit.**

Please note that participation is considered to be central to the learning objectives for this course. Accordingly, students seeking academic consideration for this course component will be required

to provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the opportunity to write a three-page response to a discussion question posed by the instructor (not the news story question) double spaced with in-text citations. Students should apply the question to all the week's readings where possible.

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

Other Course Policies and Information

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.

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

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page. Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace; what is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Academic Consideration (undergraduate students)

If a situation should arise where a student requires academic consideration, students should access the Student Absence Portal and register either a documented or undocumented absence, depending on the circumstance. Information about academic consideration can be found here, as can the link to the portal: https://registrar.uwo.ca/academics/academic_considerations/index.html

Students registered with Accessible Education, who require accommodation such as an extension should contact their faculty's Academic Counselling office so that an academic counsellor can make a recommendation for academic accommodation to the student's Professor. This procedure means that **you do not provide your Instructor with any details of your situation. Students may not approach the Instructor directly for accommodation and should never forward medical documentation to the Instructor.**

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 (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts on the Wellness and Wellbeing website. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Turnitin

All written 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.

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/schloff.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.

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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.