

## Political Science 9531A<sup>1</sup>

<b>Course Title:</b>	Canadian Politics
<b>Day:</b>	Wednesdays
<b>Time:</b>	10:30am to 1:30pm
<b>Location:</b>	TBA (likely online synchronously through Zoom or OWL)

<b>Instructor:</b>	Dr. Christopher Alcantara
<b>Office Hours:</b>	By appointment
<b>Office Location:</b>	SSC 4144
<b>Email:</b>	<a href="mailto:calcanta@uwo.ca">calcanta@uwo.ca</a>
<b>Telephone:</b>	Ext. 85171

### Prerequisite(s):

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.

### Course Description

This course provides an introductory overview of how political scientists study the politics of Canada. Rather than focusing solely on the nuts and bolts of particular institutions, actors, histories, or events, students will instead encounter and grapple with the main theoretical and methodological approaches used in the literature to analyze Canadian politics. Each week, the instructor and students will focus on a particular approach and discuss its analytical utility by assessing its underlying assumptions and its empirical applications to a variety of political phenomena and trends. Class discussion will also focus on the main themes and forces that characterize our domestic politics. No prior knowledge of Canadian politics is necessary, although having such knowledge would be an asset.

### Student Learning Objectives

At the end of this course, students should be able to:

- Describe the main approaches and perspectives used by political scientists to study the politics of Canada;
- Explain the strengths and weaknesses of the different approaches and how they complement and come into conflict with each other in theory and in practice;
- Elaborate on the main characteristics and themes that define our domestic politics.
- Apply the approaches to analyzing an empirical phenomenon or theoretical puzzle similar to what they might do for a thesis or MRP;
- Identify theoretical, conceptual, and empirical avenues of future research as they relate to the subfield;
- Synthesize and assess information on Canadian political phenomena and trends from a variety of academic sources;
- Communicate ideas regarding the nature of Canadian politics in a variety of written and oral mediums to a diverse set of audiences.

### PhD-Specific Learning Objectives

In addition to the learning objectives above, PhD students at the end of this course should be able to:

---

<sup>1</sup> Version date: 15 June 2020. This syllabus may be altered at any time up until the first meeting of the class in September. Please make sure you check the website for new versions of this syllabus prior to that date.

- Situate new social science literature and political trends within the analytical approaches discussed in the course;
- Specify the ontological (e.g. what we know) and epistemological (e.g. how we know) bases of the Canadian politics literature;
- Map out the broad themes and debates in Canadian politics in preparation for the Qualifying Field Exam.

### Course Materials

There is one book that you must either purchase or borrow from the on-reserve section at the library.

Cross, William. Ed. 2010. *Auditing Canadian Democracy*. Vancouver: UBC Press. ISBN: 9780774819206 (Chapters 1, 3-8).

All other readings are available through OWL under the “course readings” tab or through the library.

### Methods of Evaluation for MA Students

Case Study Paper	5%	<u>Due Week 4 before the start of class</u>
Analysis of Theory Paper	25%	<u>Due Week 10 before the start of class</u>
Short Reflection Essays	10%	<u>Due Wks 2, 4, 6, 8, 10, 12 before class</u>
Final Reflection Essay	30%	<u>Due Week 13 before the start of class</u>
Participation and Presentation	30%	<u>Continuous and Week 13</u>
<b>Total</b>	<b>100%</b>	

### Methods of Evaluation for PhD Students

Case Study Paper	5%	<u>Due Week 4 before the start of class</u>
Analysis of Theory Paper	25%	<u>Due Week 10 before the start of class</u>
Short Reflection Essays	10%	<u>Due Wks 2, 4, 6, 8, 10, 12 before class</u>
Final Reflection Essay	30%	<u>Due Week 13 before the start of class</u>
Participation and Presentation	30%	<u>Continuous and Week 13</u>
<b>Total</b>	<b>100%</b>	

### Necessary Condition for Passing this Course

In order to receive a passing grade in this course, you must attend at **least 10 full classes** beginning in week 2. Failure to attend at least 10 classes will result in an automatic failure in the course regardless of the grades received on the written and oral assignments.

### Written Assignments

For all written assignments, please use the formatting (double spaced, headings, etc) and referencing style (Harvard, in-text) of the *Canadian Journal of Political Science*. All in-text citations **MUST INCLUDE PAGE NUMBERS** for all materials quoted, paraphrased, or summarized. These guidelines are available online at <https://www.cambridge.org/core/services/aop-file-manager/file/575aba2ed9d085462c71cf30/Instructions-for-Contributors-bilingual-CJPS.pdf>.

**SUBMIT ALL ASSIGNMENTS TO THE ASSIGNMENT FOLDER ON OWL.**

- **CASE STUDY PAPER:** Write a **two to four page paper (maximum)** describing any problem or issue relating to Canadian politics. Choose a problem/issue and provide a concise and general description of the problem/issue and any other details that you think might be relevant for a non-expert to understand your case study. **Make sure you use at least two academic sources to**

**support your description.** You may draw upon other non-academic sources, as needed. Students will use their case study to help write their “analysis of theory” paper.

- **ANALYSIS OF THEORY PAPER:** Write an **eight to ten page essay (maximum)** that compares and applies at least two analytical/theoretical approaches covered in the course to the political problem/issue in your case study paper. The question you are answering in this paper is as follows: **Which two approaches in the course provide the best analytical leverage for your case study?** Your essay should have three parts:
  - Describe the analytical/theoretical approaches you have chosen (2 pages maximum).
  - Briefly present your case study (2 pages max).
  - Clearly state which approach is preferable and justify your answer by comparing and contrasting each approach in terms of its ability to analyze your case study (approximately 4-6 pages maximum).

You are expected to write this paper by relying only on the course readings and the sources you used originally for your case study paper. You may use more readings if you wish but this is not required nor expected. No introduction and conclusion are necessary for this paper.

**PhD students:** Please write a **ten to twelve page essay (maximum)** following the above instructions.

- **SHORT REFLECTION ESSAYS:** Prior to class on weeks 2, 4, 6, 8, 10 and 12, students are to submit a **250-500 word (2 page maximum)** short paper to the assignment folder that answers the following question (depending on the week):
  - Week 2: What do the course readings assigned for this week tell us about the character and nature of Canadian politics?
  - Weeks 4, 6, 8, 10, and 12: How do the readings assigned for this week and last week reinforce, change, or undermine your assessment of the character and nature of Canadian politics from the previous weeks?

These papers don't need an introduction or conclusion but they should contain a clear thesis statement that answers the question above.

- **FINAL REFLECTION ESSAY:** Write a **15-20 page essay (15-25 pages for PhD students)** that answers the following question: Based solely on all of the readings assigned in this course, what are the defining features/characteristics of Canadian politics and what are the best approaches for studying those features/characteristics? Your paper should:
  - Have a title page, introduction, “character of Canadian politics” section, “assessment of theories” section, conclusion and bibliography.
- **Option for PhD Students ONLY:**
  - If you are enrolled in POL 9590A and plan to take either POL 9591 or 9593 in the Winter term, you may choose to write a 4000 to 8000 word research note/paper in lieu of the final reflection essay. This paper is due before the start of class on week 13. The paper should be an original piece of research with a proper research question, theory/concepts section, methods, data and results section, and conclusion. The instructor must approve the paper topic at least five weeks prior to the due date of the paper. Please speak to the instructor as soon as possible if this option is of interest to you.

## Oral Assignments

- SEMINAR PARTICIPATION. Each week, students will be expected to PARTICIPATE in class discussion on the readings. **There is no grade for attendance.**
  - Be prepared to discuss the readings in terms of what they contribute to our understanding of our domestic politics. Also be prepared to comment fully on the theoretical approach that is the focus of each week and its usefulness (or lack thereof) for studying Canadian politics.
  - Effective participation requires careful preparation (reading and thinking critically about the readings) and actively contributing to class exercises and discussions by responding to the conversations generated by the instructor and classmates. Participation will be evaluated according to whether students:
    1. demonstrated that they have read, understood, and thought critically about the course materials and themes; (avoid the temptation of using CONTROL-F in class to search for answers to class questions).
    2. participated in discussions in a civil, respectful, and thoughtful manner, avoiding personal attacks and offensive language;
    3. showed a willingness to take decisive stands on issues in a way that fostered intelligent conversation;
    4. demonstrated that they are open to changing their opinions as a result of debate and discussion.

#### Participation Grading Scheme

- 10/10 = demonstrated mastery of all readings in terms of summarizing, analyzing, and applying their content to class discussions;
  - 9/10 = demonstrated mastery of most of the readings in terms of summarizing, analyzing, and applying their content to class discussions;
  - 8/10 = demonstrated mastery of some of readings in terms of summarizing, analyzing, and applying their content to class discussions;
  - 7/10 = demonstrated mastery of one or two readings in terms of summarizing, analyzing, and applying their content to class discussions;
  - < 6 = failure to demonstrate any mastery of course readings as they relate to class discussions.
- FINAL PRESENTATION
    - This presentation, **maximum 5 minutes in length**, will summarize your views about the nature and character of Canadian politics based on what you have learned from the course and should also identify the most useful theoretical approaches for analyzing it. This presentation will occur in class on week 13.
    - Presentations will be evaluated on the following criteria:
      - Presentation style (e.g. clarity and logic of organization and delivery)
      - Presentation substance (e.g. sufficient details about the problem/issue and institution, and justification of argument or substantive choices).
  - **HOW TO DELIVER AN EFFECTIVE PRESENTATION: SOME TIPS**
    - The most important thing you can do is to PREPARE! Preparation is 95% of the battle. Prepare the talk well in advance and then **PRACTICE IT** many times. Presentations “live and die” depending on the amount of time the presenter has put into preparing and practicing it.
    - **In terms of organization, the first sentence of you presentation should be the title of your talk (“The title of my talk today is...”); the second sentence should be the main argument of the presentation (“The main argument of my presentation is...”); the third sentence should be a quick road map of the structure of the presentation (To develop and defend my argument, I have**

**divided my presentation into three parts. First...).** These three sentences are crucial to a good presentation and you should memorize them if possible.

- In terms of presentation style, eye contact is key! Try to make eye contact with everyone during your presentation, not only the Prof.! You don't have to look directly at everyone; rather, you can look at the top of their heads or foreheads.
- Avoid reading off of a prepared text if you can.
- Minimize distractions – that means if you are sitting, move your computer or water bottle to the side so that they do not form a barrier between yourself and the audience. Don't hold things in your hands (like pens, or water bottles).
- Bring a water bottle! Use it to hydrate yourself, but also it can be a great tool when you are stuck. Let's say you hit a snag in your presentation and can't remember the next part – you can buy yourself some time by taking a drink of water.
- When you practice, ask someone to listen to you or film yourself. Minimize hand movements and walking around – use these techniques for emphasizing the three or four crucial points in your presentation. Watch out for “ums” and “ahhs” and “sniffles”, etc. And vary the tone of your voice.

### **Class and Reading Schedule**

Each week, read the assigned materials with the following questions in mind:

- What do these readings tell us about the character and nature of Canadian Politics? How do the readings this week reinforce or undermine your earlier assessments from previous weeks?
- How would you describe the approach used in the readings this week?
  - What assumptions and concepts (usually about human beings, but it could also be about groups, organizations, or governments) are at the core of the analytical approach?
  - What methodologies and analytical strategies do the authors use this week?
- What is the main argument of each reading this week?
- Do you agree or disagree with the arguments presented in the readings?
  - Assess the main argument by focusing on
    - the assumptions and their applicability to the phenomena,
    - plausible alternative explanations found in or alluded to in the reading or from previous weeks and whether they work better than the approach in the reading,
    - the nature of the empirical evidence, and
    - the application of the theory to other similar cases.

### **Week 1: Introductions and Orientation (Sept. 9)**

The main goal for this class, beyond discussing the administrative aspects of the course, is to read through some articles to identify the organization and structure that make them effective papers. These papers are good models for how to write professional academic research papers and should help you be better consumers and producers of political science research

Read and analyze the structure of the following articles and be prepared to discuss:

- what the various sections of a journal article?
- What does each section seek to accomplish?
- What are the elements that make up each section?

Blais, Andre. 2005. “Accounting for the Electoral Success of the Liberal Party in Canada.” *Canadian Journal of Political Science* 38 (4): 821-840.

McMahon, Nicole and Christopher Alcantara. 2019. "Running for elected office: Indigenous candidates, ambition and self-government." *Politics, Groups and Identities*  
<https://doi.org/10.1080/21565503.2019.1584750>

Other articles to be added at a later date before the start of class.

### **Week 2: The State of the Discipline (Sept. 16)**

Lucas, Jack. 2013. "A Century of Political Science in Canada." *Journal of Canadian Studies* 47 (2): 89-118.

LaSelva, Samuel. 2017. "The Canadian Charter, the British Connection, and the Americanization Thesis: Toward a Montesquieuean Analysis of Rights and Their Protection." *Canadian Journal of Political Science (CJPS)* 50 (4): 1061-1081.

Rocher, François. 2019. "The Life and Death of an Issue: Canadian Political Science and Quebec Politics". *CJPS* 52 (4): 631-655.

Starblanket, Gina. 2019. "The Numbered Treaties and the Politics of Incoherency." *CJPS* 52 (3): 443-459.

Smith, Miriam. 2005. "Institutionalism in the Study of Canadian Politics: The English-Canadian Tradition." In Andre Lecours, ed, *New Institutionalism: Theory and Analysis*, UofT Press, pp. 101-127.

Turgeon, Luc. 2014. "Introduction" In Turgeon, Papillon, Wallner, and White, Eds. *Comparing Canada: Methods and Perspectives on Canadian Politics*. Vancouver: UBC Press: 3-19.

### **Week 3: Rational Choice and Game Theory (Sept. 23)**

Green, Donald and Ian Shapiro. *The Pathologies of Rational Choice Theory*. Yale University Press. Chapter 2.

Belanger, Éric and François Pétry, 2005. "The Rational Public? A Canadian Test of the Page and Shapiro Argument." *International Journal of Public Opinion Research* 17: 190-212

Blais, Andre. 2002. "Why is there so little strategic voting in Canadian plurality rule elections?" *Political Studies* 50: 445-454.

Godbout, JF and Bjorn Hoyland. 2011. "Legislative Voting and the Canadian Parliament", *Canadian Journal of Political Science* 44 (2): 367-388.

Flanagan, Tom. *Game Theory and Canadian Politics* Toronto: UTP Chapter 2.

Manfredi, Christopher 2003. "Strategic Behaviour and the Canadian Charter of Rights and Freedoms." in Patrick James et al., *The Myth of the Sacred: The Charter, the Courts, and the Politics of the Constitution in Canada*. McGill-Queens University Press.

### **Week 4: Institutions and Historical Institutionalism (case study paper due today) (Sept. 30)**

Hodgson, Geoffrey M. 2006. "What are Institutions?" *Journal of Economic Issues* XL (1): 1-25.

Fioretos, Orfeo and Tulia G. Falleti and Adam Shingate. 2016. "Historical Institutionalism in Political Science." *Oxford Handbook of Historical Institutionalism* Oxford University Press. DOI: 10.1093/oxfordhb/9780199662814.013.1

Broschek, Jorg. 2012. "Historical Institutionalism and the Varieties of Federalism in Germany and Canada." *Publius: Journal of Federalism* 42 (4): 662-687.

Conteh, Charles and Diana Panter. 2017. "Path-Dependence and the Challenges of Institutional Adaptability: The Case of the Niagara Region in Canada." *Canadian Journal of Political Science* 50 (4): 983-1004.

Christensen, Benjamin. 2020. "Ontario Pension Policy Making and the Politics of CPP Reform, 1963–2016." *CJPS* 53 (1): 1-18.

Maioni, Antonia. 1997. Parting at the crossroads: The development of health insurance in Canada and the United States, 1940-1965. *Comparative Politics*, 29 (4): 411-431.

### **Week 5: Discursive Institutionalism (Oct. 7)**

Schmidt, Vivian. 2008. "Discursive Institutionalism: The Explanatory Power of Ideas and Discourse." *Annual Review of Political Science* 11: 303-326.

Alcantara, Christopher. 2013. "Ideas, Executive Federalism and Institutional Change: Explaining Territorial Inclusion in Canadian First Ministers' Conferences." *Canadian Journal of Political Science*. 46 (1): 27-48.

Bradford, Neil. 2016. "Ideas and Collaborative Governance: A Discursive Localism Approach." *Urban Affairs Review* 52 (5): 659-684.

Morden, Michael. 2016. "Theorizing the resilience of the Indian Act." *Canadian Public Administration* 59 (1): 113-133.

Bhatia, Vandna and William Coleman. 2003. "Ideas and Discourse: Reform and Resistance in the Canadian and German Health Systems." *Canadian Journal of Political Science* 36 (4): 715-739.

### **Week 6: Sociological Institutionalism (Oct. 14)**

Mackay, Fiona and Surya Monro and Georgina Waylen. 2009. "The Feminist Potential of Sociological Institutionalism." *Gender and Politics* Vol. 5 No. 2: 253-262.

Basta, Karlo. 2020. "Performing Canadian State Nationalism through Federal Symmetry." *Nationalism and Ethnic Politics* 26 (1): 66-84.

Collier, Cheryl and Tracey Raney. 2018. "Canada's Member-to-Member Code of Conduct on Sexual Harassment in the House of Commons: Progress or Regress?" *Canadian Journal of Political Science* 51 (4): 795-815.

Wiseman, Nelson. 2007. *In Search of Canadian Political Culture*. Vancouver: UBC Press, Chapters 1.

McGrane, David and Loleen Berdahl. 2019. "Reconceptualizing Canadian Federal Political Culture: Examining Differences between Quebec and the Rest of Canada." *Publius: Journal of Federalism* <https://doi.org/10.1093/publius/pjz010>

Wesley, Jared. 2011. "Staking the Progressive Centre: An Ideational Analysis of Manitoba Party Politics." *Journal of Canadian Studies* 45 (1): 143-177.

### **Week 7: Regionalism (Oct. 21)**

Cochrane, Christopher and Andrea Perrella. 2012. "Regions, Regionalism and Regional Differences in Canada: Mapping Economic Opinions." *CJPS* 27: 829-854.

Rocher, Francois. 2002. "The Evolving Parameters of Quebec Nationalism." *International Journal on Multicultural Societies* 4 (1): 1-21.

Blanchet, Alexandre and Mike Medeiros. 2019. "The secessionist spectre: the influence of authoritarianism, nativism and populism on support for Quebec independence." *Nations and Nationalism* 25 (3): 803-821.

Diepeveen, Benjamin. 2018. "The Atlantic Challenge: How Political Science Understands Canada's Smallest Region." *American Review of Canadian Studies* 48 (4): 353-370.

Henderson, Ailsa. 2004. "Regional Political Cultures in Canada". *CJPS* 37 (3): 595-615.

Davidson, Adrienne et al. 2017. "Advancing the study of political cleavages through experimentation: Revisiting regionalism and redistributive preferences in Canada." *Regional & Federal Studies* 27 (2): 103-125.

### **Week 8: Canadian Political Economy (Oct. 28)**

Mahon, Rianne. 1993. "The New Canadian Political Economy Revisited: Production, Space, Identity," In R. Mahon, et al., eds., *Production, Space, Identity: Political Economy Faces the 21st Century*. Toronto: Canadian Scholars' Press, pp. 1-21.

Pilon, Dennis. 2006. "Explaining Voting System Reform in Canada: 1874 to 1960," *Journal of Canadian Studies*, 40 (3): 135-61.

Pilon, Dennis. 2017. "The Contested Origins of Canadian Democracy." *Studies in Political Economy* 98 (2): 1-19.

McBride, Stephen. 2003. "Quiet Constitutionalism in Canada: The International Political Economy of Domestic Institutional Change." *CJPS* 36:2, pp. 251-274.

Helleiner, Eric. 2019. "Conservative Economic Nationalism and the National Policy: Rae, Buchanan and Early Canadian Protectionist Thought." *CJPS* 52 (3): 521-538

### **Week 9: FALL READING WEEK - NO CLASS (Nov. 4)**

### **Week 10: "Old" Identities (Nov. 11) (Analysis of Theory paper due)**



Cochrane, Christopher. 2010. "Left/Right Ideology and Canadian Politics." *Canadian Journal of Political Science* 43 (3): 583-605.

Stewart, Marianne and Harold Clarke. 1998. "The Dynamics of Party Identification in Federal Systems: The Canadian Case." *American Journal of Political Science* 42 (1): 97-116.

Bittner, Amanda and Elizabeth Goodyear-Grant. 2017. "Sex isn't Gender: Reforming Concepts and Measurements in the Study of Public Opinion." *Political Behavior* 39: 1019-1041.

Goodyear-Grant, Elizabeth and Julie Croskill. 2011. "Gender Affinity Effects in Vote Choice in Westminster Systems: Assessing "Flexible" Voters in Canada." *Politics & Gender* 7 (2): 223-250.

Tolley, Erin. 2011. "Do Women "Do Better" in Municipal Politics? Electoral Representation across Three Levels of Government." *CJPS* 44 (3): 573-594.

### **Week 11: "New" Identities (Nov. 18)**

Nath, Nisha, Ethel Tungohan and Megan Gaucher. 2018. "The Future of Canadian Political Science: Boundary Transgressions, Gender and Anti-Oppression Frameworks." *CJPS*.  
<https://doi.org/10.1017/S0008423918000197>

Sabin, Jerald. 2014. "Contested Colonialism: Responsible Government and Political Development in Yukon." *Canadian Journal of Political Science* 47 (2): 375-396.

McCrossan, Michael and Kiera Ladner. 2016. "Eliminating Indigenous Jurisdictions: Federalism, The Supreme Court of Canada, and Territorial Rationalities of Power." *Canadian Journal of Political Science* 49 (3): 411-431.

Cole, Peter. 2002. "Aboriginalizing Methodology: Considering the Canoe." *Qualitative Studies in Education* 15: 447-459.

Dubois, Janique and Kelly Saunders. 2013. "Just Do It! Carving Out a Space for the Metis in Canadian Federalism." *Canadian Journal of Political Science* 46 (1): 187-214.

### **Week 12: Canadian Democracy (Nov. 25)**

Cross, William. Ed. 2010. *Auditing Canadian Democracy*. Vancouver: UBC Press. Chapters 1, 3-8.

Hogg, Peter H. and Allison Bushell. 1997. "The *Charter* Dialogue Between Courts and Legislatures (Or Perhaps the *Charter Of Rights* Isn't Such a Bad Thing). *Osgoode Hall Law Journal* 35: 75-105.

Kelly, James, B. 2001. "Reconciling Rights and Federalism during Review of the Charter of Rights and Freedoms: The Supreme Court of Canada and the Centralization thesis, 1982 to 1999." *Canadian Journal of Political Science* 34 (2): 325-55.

### **Week 13: Conclusions (Final Reflection Essay and Presentation Due) (Dec. 2)**

McMahon, Nicole, Christopher Alcantara and Laura Stephenson. 2020. "The Qualifying Field Exam: What Is It Good For?" *PS: Political Science & Politics* 53 (1): 94-99.

### **Due dates and Non-medical and medical accommodation**

Assignments must be submitted on the dates specified above by the beginning of class. **Failure to turn in an assignment on time will result in a penalty of FIVE percentage points for each day or partial day it is late.** Only papers accompanied by a doctor's note (stating that the illness occurred before the due date) or proper documentation in the case of family emergencies will be exempt from late penalties. Please speak to the instructor to arrange for an extension BEFORE the due date. If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted directly to the appropriate Faculty Dean's office and not to the instructor. Only the Dean's office can determine if accommodation is warranted. Further information is found in the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

**Essays MUST be submitted online to the appropriate assignment folder in OWL.** Students are also responsible for ensuring that their paper has successfully been submitted to the appropriate assignment folder on OWL. Please be aware that internet servers tend to slow down near the deadlines as dozens of students try to submit their papers at the same time so submit early. No extensions will be granted on the basis of technological failures or unexpected slowdowns with the OWL server.

Under no circumstances should assignments be physically handed in, emailed, or slipped under any door. Students should always keep a copy of any work that is handed in, at least until it is graded and returned. Students should also keep all rough and draft work.

### **Statement on Contact**

If you have questions or concerns, or wish to meet with me in person, you can contact me via email, campus phone, or by attending posted office hours. Please expect at least a 24 hours delay in getting responses to emails, though responses may come sooner. Email contact should be for clarification purposes; more in-depth concerns should be addressed in a scheduled meeting or in office hours

**Only emails sent from a valid UWO email address will be read.**

Phone contact can only be made during posted office hours; the phone message systems will not be monitored. Alternative appointment times may be arranged if the office hours are not accessible.

The most preferred form of contact is in person. I am more than happy to meet with students during posted office hours or by mutually convenient appointment.

### **Statement on Use of Electronic Devices**

Laptops, iPads, smartphones and related devices are amazing tools, with remarkable capabilities. Among other things, they allow us to download PowerPoint slides, maintain a portable work station, keep neatly typed lecture notes, and stay in touch with friends through social networking sites, texting, and instant messaging. Because activities that provide entertainment for an individual (e.g., movie trailers, party photos, status updates) often prove distracting for others, there is a need to follow basic rules of electronic etiquette in a classroom setting. Whether you are sitting with friends or by yourself, please consider the impact of your electronic activities on those who are attempting to listen to lectures, watch class films, and participate in discussions. **All students are expected to comply with a simple principle: if it might distract someone sitting beside you or near you, don't do it.**

### **Statement on 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/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf).

**Statement on Turnitin:**

“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> ).”

Students may NOT use the DRAFT option from any other course and doing so will result in a 0 on the paper.

**APPENDIX TO 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."

**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**

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/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.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.

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