

**POL 2530F 001: Foundations of Canadian Government and Politics
Fall 2026**

Version Date : 7 September 2026

The final version will be posted on Brightspace by Sept 12.

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Office Hours:	Mondays 1pm to 2pm or by appointment
Course Time:	Check Brightspace Page
Classroom:	Check Brightspace Page
TAs:	

Prerequisites:

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:

The purpose of this course is to introduce students to how political scientists study Canadian politics. It does so by surveying the institutional and non-institutional forces that drive cooperation and conflict in Canada and equips students to answer the following questions: What patterns of cooperation and conflict exist in Canada and what explains those patterns? The course will focus on contemporary and enduring problems of Canadian politics and provide students with the tools to analyze, develop and mobilize solutions to them.

LEARNING OBJECTIVES:

At the end of the year, students should be able to:

- Identify the main patterns of Canadian political life as they have developed over time across a range of phenomena;
- Describe the forces, actors and institutions that generate these patterns;
- Explain what a theory is, why theories exist, and how political scientists use them to analyze Canadian politics;
- Synthesize and assess information on Canadian institutions, political phenomena and trends from a variety of academic sources;
- Recognize and articulate important trends from qualitative and quantitative data related to Canadian politics;
- Communicate ideas regarding the nature of Canadian politics in a variety of

written and oral mediums to a diverse set of audiences.

REQUIRED TEXTBOOKS AND READINGS:

The textbook is available for purchase at the [bookstore](#):

(https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2026A&courses%5B0%5D=001_UW/POL2530F)

or directly from the [publisher](#):

<https://utpdistribution.com/9781487556198/the-canadian-regime/>

The textbook provides the very basics about Canadian politics that you will need to understand the lecture material so make sure you do the reading **before class**.

1. Patrick Malcolmson, Richard Myers, Gerald Baier, Thomas Bateman, and Dave Snow. *The Canadian Regime*. 8th Edition. University of Toronto Press, 2026.

Other readings are available online through Brightspace and/or in the library.

This course introduces students to several theories commonly used in political science. You may find it useful to consult the following sources to fully develop your analytical framework for your research paper:

- On Historical Institutionalism, see: Orfeo Fioretos and Tulia G. Falletti and Adam Shingate. 2016. "Historical Institutionalism in Political Science." *Oxford Handbook of Historical Institutionalism* Oxford University Press. DOI: 10.1093/oxfordhb/9780199662814.013.1
- On Sociological Institutionalism, see Mackay, Fiona and Surya Monro and Georgina Waylen. 2009. "The Feminist Potential of Sociological Institutionalism." *Gender and Politics* Vol. 5 No. 2: 253-262.
- On Rational Choice, see Barry Weingast. 1996. "Chapter 5: Political Institutions: Rational Choice Perspectives." *A New Handbook of Political Science*. Edited by Goodin and Klingemann. Oxford University Press.

REQUIREMENTS AND EVALUATION:

Lecture Participation	– Ongoing
Knowledge Mobilization Assignment (15%)	– Due Wednesday Oct. 6 by 11:55pm.
Book Analysis Essay (30%)	– Due Wednesday Nov. 10 by 11:55pm.
Tutorial Participation (10%)	– Weekly as Scheduled.
Final Exam (45%)	– December Examination Period.
Total: 100% of course grade.	

A NOTE ON DUE DATES AND EXTENSIONS

The Knowledge Mobilization Assignment (KMA) is due Oct. 6 and the Essay on Nov. 10. All students must submit by these dates.

If illness or other issues prevent on-time submission, you automatically get a 10-day extension—**no need to contact anyone or provide documentation**. Just upload to Brightspace by Oct. 16 for the KMA and Nov. 20 for the Research Paper and no late penalty will apply.

No further extensions will be granted beyond these dates. If you're facing serious extenuating circumstances, contact Academic Counselling. Please note that late submissions may not receive feedback beyond a grade.

A NOTE ON CHATGPT AND OTHER AI TOOLS FOR CLASS ASSIGNMENTS

Students are expected to create ORIGINAL WORK for all course assignments and are responsible for all output (ideas, arguments, writing, references and the like) they submit for grading. GenAI is a tool that should be used sparingly, for refining your research question or smoothing the transitions between paragraphs or fixing the grammar of a sentence. Any use of GenAI beyond these tasks must be disclosed in a footnote on the title page of your assignment. Please note that you are prohibited from using GenAI to draft your assignments, create images/tables/figures, conduct your analysis, and create data or evidence.

TERM 1 ASSIGNMENTS

1) Lecture Participation

The lectures highlight key patterns in Canadian politics, explore theories to explain them, and use various data (mainly tables and figures) for deeper analysis. You're expected to complete the readings beforehand, as they provide essential background for understanding the lectures.

During the lectures, students will be asked to participate in class discussions and to answer questions periodically using their mobile devices. Details on how to sign up for a free account and download the app can be found here:

<https://macmillan.force.com/iclicker/s/article/Checklist-Getting-Started-with-the-iClicker-Student-App> or through Brightspace.

The best way to succeed in this course is to attend class, as lecture notes and slides aren't shared. It's a good idea to find a classmate to exchange notes with if needed.

2) Knowledge Mobilization Assignment (Due Wed. Oct. 6 by 11:55pm) 15%

One of the key public goods produced by academics is peer-reviewed academic research. Articles in reputable journals and books published by university presses ask important research questions, develop and apply social science theories, and make use

of sophisticated quantitative and qualitative methods to generate results that add to our collective knowledge about the world.

The purpose of this assignment is to introduce you to knowledge mobilization, which is an important skillset to have, whether you plan to do graduate school or seek employment in the public or private sectors in the future.

Knowledge mobilization can take many forms (e.g. [plain language summaries](#), [podcasts](#), [infographics](#), [op eds](#), and [videos](#)). According to [SSHRC](#), “Knowledge mobilization is an umbrella term encompassing a wide range of activities relating to the production and use of research results, including knowledge synthesis, dissemination, transfer, exchange, and co-creation or co-production by researchers and knowledge users”

Your task, in this assignment, is to take ONE of readings below and translate its findings into accessible knowledge that policymakers, journalists and citizens can understand and use to tackle a real-world problem. **Your assignment will need to identify an important Canadian political issue or problem and use the article to help policymakers, journalists and/or citizens analyze and solve that problem.** The problem could be something directly or indirectly related to the article’s focus (e.g. can findings about federal politicians be applied to provincial or municipal ones?); or it could be a problem that is related or completely different from the one in the article (e.g. are there lessons to be learned about gender policies that might be applied to racial diversity?).

To complete this assignment, you must choose and focus on ONE of the following peer-reviewed academic articles:

- Heath Pickering, Tom Bellens and Marleen Brans. 2024. “The prime minister's chief of staff: Comparing profiles and trends in Westminster democracies, 1990–2021.” *Governance* 37 (4): 1231–1249. <https://doi.org/10.1111/gove.12834>
- Sam Routley and Dave Armstrong. 2024. “The Effects of Personality Traits, Environmental Attitudes, and Demographic Factors on Green Party Support in Canada.” *Canadian Journal of Political Science* 57 (3): 626-640. doi:10.1017/S0008423924000258
- Scott Pruysers. 2025. “Incentives to Join a Local Party Association: Evidence from Canada.” *Canadian Journal of Political Science*. Published online 2025: 1-18. doi:10.1017/S0008423924000805
- Holly Ann Garnett and Sean Grogan. 2025. “The last-minute voter: age and time of voting in Ontario, Canada.” *Journal of Elections, Public Opinion and Parties*. 1–26. <https://doi.org/10.1080/17457289.2025.2568860>

You must choose ONE of the following four knowledge mobilization options to complete the assignment:

1. Write a 600-750 word (2-3 pages, double-spaced) op-ed—an expert opinion piece published in newspapers and magazines that aims to raise awareness and persuade readers to take a position on a current issue. Your op-ed must focus on

a specific current event or problem in Canada, apply the article's findings and/or theories to analyze it, and offer commentary and/or possible solutions.

- Before you begin working on this assignment, check out the comment pages in the Globe and Mail, the National Post, and the Toronto Star for examples of op eds. You should also check out the online articles in "[Policy Options](#)" and "[The Conversation](#)."
 - There is no need for referencing (footnotes, endnotes or in-text citations) for this assignment only. Instead, please use hyperlinks ([using embedded links](#)) to supporting sources and articles, including the academic paper you chose from the above list.
 - Here are some examples of op eds that draw upon academic research and which contain embedded links:
 - <https://policyoptions.irpp.org/magazines/february-2025/first-nations-infrastructure/>
 - <https://policyoptions.irpp.org/magazines/november-2022/edi-lip-service-education/>
 - <https://policyoptions.irpp.org/magazines/may-2021/the-covid-19-crisis-is-about-physical-infrastructure-too/>
 - Many newspaper op eds are behind paywalls these days, so you may not be able to access these freely:
 - https://www.thespec.com/opinion/contributors/will-premier-doug-ford-s-apology-stop-his-government-s-popularity-slide/article_186a713b-fbb0-5ff4-b10b-659da7439778.html
 - https://www.thestar.com/opinion/contributors/will-voters-punish-justin-trudeau-s-liberals-for-calling-an-opportunistic-timed-election/article_17f21b47-eb2a-56e7-a936-fa036b9fcfec.html
 - https://www.cambridgetimes.ca/opinion/contributors/the-push-for-electoral-reform-in-ontario/article_42bca213-1a91-5533-85d2-58365ae1fc63.html
 - For some good tips on how to write an effective op ed, click here: <https://policyoptions.irpp.org/article-submission/>
 - Make sure you write the op ed in accordance with the grading rubric which can be found in Brightspace under the "resources" tab.
2. Record two podcast episodes (3–5 minutes each) that summarize your selected article and apply its findings to a contemporary political issue for government actors (1st episode) and NGOs/citizens (2nd episode). Each episode should include your own voice, one local or personal example, and one external perspective (e.g. a mock interview/discussion with a guest, or your summary of a perspective rooted in the material from your chosen article). Submit the episodes and a very brief reflection (one paragraph is fine, but 250-word max) describing your production process, any challenges, and what you learned about knowledge mobilization. Please see the podcast rubric under "resources" in Brightspace for

more information. Here are some useful, general tips on podcasts from NPR:
<https://training.npr.org/audio/so-you-want-to-start-a-podcast-read-this-first/>

3. Create four **original hand-drawn** political cartoons, which frequently appear in newspapers as commentary on current events, to show how the reading is relevant to policymakers (2 cartoons) and citizens (2 cartoons). The rubric for grading these cartoons can be found under the “resources” tab in Brightspace. Submit the cartoons and a very brief reflection (one paragraph is fine, but 250-word max) describing your production process, any challenges, and what you learned about knowledge mobilization. Some tips for how to design and draw a political cartoon can be found here:
<https://www.heraldsun.com.au/news/victoria/state-election/how-to-draw-political-cartoons-with-mark-knight/news-story/63643afd9b49967fac9090f8e4bc4681>
4. Come up with your own idea (Please note that you **MUST** speak to Dr. Alcantara and get his approval at least ten days before the due date otherwise your assignment will not be accepted).

Whichever assignment format you chose, you must submit it **to the appropriate assignment folder in Brightspace. No physical or email copies will be accepted.**

3) Book Analysis Essay (Due Wed. Nov. 10 by 11:55pm)

30%

Students are to write one 2500-word (8-10 pages maximum) essay analyzing a recent Canadian politics book using the theories and concepts introduced in this course. You will choose one book from the list below, apply one or more course theories or concepts to its central argument, critically assess how well that approach explains what the book describes, and connect the book's findings to a contemporary Canadian political problem.

The pedagogical purpose is to demonstrate that you can read a sustained scholarly argument, bring the analytical tools of the course to bear on it, evaluate the limits of those tools, and use the book to illuminate a real-world issue. This is the skill that distinguishes genuine analysis from summary. **This paper is to be submitted online as an MS-Word file or PDF to the appropriate assignment folder in Brightspace. No physical or email submissions will be accepted.**

Choose ONE of the following books which are available at the [bookstore](#):

1. Kevin G. Lynch and James R. Mitchell. 2025. *A New Blueprint for Government: Reshaping Power, the PMO, and the Public Service*. Regina: University of Regina Press.
2. Erica Rayment. 2024. *What Women Represent: The Impact of Women in Parliament*. Montreal and Kingston: McGill-Queen's University Press.

3. Nicole Goodman, Helen A. Hayes, R. Michael McGregor, Scott Pruyzers, and Zachary Spicer. 2024. *Voting Online: Technology and Democracy in Municipal Elections*. Montreal and Kingston: McGill-Queen's University Press.

Your paper MUST be structured and organized as follows (please use headings 2-8 in your actual paper):

1. Title Page: Title of paper, name, student number, and date of submission (Does not count towards page limit)
2. Introduction (1 page)
 - Identify the book and state its central argument in your own words.
 - State your research question and your main argument (thesis statement).
 - Describe how the rest of your paper is organized.
3. Analytical Framework (2 pages)
 - Discuss and define your chosen theoretical approach (e.g. historical institutionalism or something else) and/or related concepts (e.g. political ambition or institutions).
 - Explain why the approach or approaches are well suited to analyzing the book's argument.
4. Analyzing the Book's Argument (2-3 pages)
 - Apply your chosen theories and concepts to the book's central claims.
 - Engage directly and specifically with the text. You must cite at least five specific passages, each with a page number, drawn from at least three different chapters, with at least one passage from the second half the book.
 - Analyze those passages using your framework and connect them to your main argument.
 - Generic claims about the book that could be made without having read it will not meet this requirement.
5. Assessing the Approach (2-3 pages)
 - Evaluate how well your chosen theories and concepts explain what the book describes.
 - Identify where your framework excels and where it falls short analytically.
 - Again, engage directly with the text! You may revisit the passages in the previous section or introduce new ones.
 - This section must reflect your own critical judgement, not a summary of a theory's general strengths and weaknesses.
6. Conclusion (1 page)
 - Summarize your findings;
 - Connect the book's argument and your analysis of it to a contemporary Canadian political event.
7. Bibliography (Does not count towards page limit)
 - A list of all sources used organized alphabetically by last name. See below under "formatting" for instructions.
8. Reading Log Appendix (Does not count towards page limit)

- Submit a 1-2 page reading log as an APPENDIX to your essay. It does not count toward the word limit. For each chapter of your chosen book, provide three to five bullet points that capture:
 - the chapter's main point, in one sentence;
 - one piece of evidence or example the author uses to support the chapter's main point;
 - One thing you found surprising, persuasive, unconvincing, or confusing, and why.
 - The reading log is graded for completeness and for evidence of genuine engagement with the whole book, not for polish. **An essay submitted without a completed reading log will not be accepted/graded.**

Evidence and Sources:

- The book itself is your primary source.
- You must use at least FIVE additional academic sources beyond the course readings (peer-reviewed journal articles and/or books published by a university press). These may include course readings. Failure to do so will result in a significant penalty. To find more literature, check the references of your sources, search for academic literature through the library search engine and google scholar. Speak to a university librarian for advice.
- All in-text citations, including citations to the book, must include page numbers.
- **PLEASE NOTE:** Lack of data is a lack of foundation: In the era of LLMs, inaccurate and irrelevant citations will be treated as no citation at all. LLMs routinely summarize sources, without accessing and understanding the underlying data. A failure to directly quote sources with quotation marks followed by an explanation in your own words will constitute a lack of sufficient citation. Paraphrasing is no longer a sufficient justification for including a citation. You must use specific and precise language including nouns (specific people, places and things) as generalized summaries of sources are often hallucinated and inaccurate when suggested by LLMs.

Formatting:

- Please use the formatting (double spaced, headings, 12 Pt font; times new roman; 1 inch or 2.5 cm margins 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/journals/canadian-journal-of-political-science-revue-canadienne-de-science-politique/information/author-instructions/preparing-your-materials> (scroll down to “style guide” and “referencing style”).

4) Tutorial Participation

10%

The tutorials are designed to reinforce course concepts, theories, and debates by having students participate in a variety of games, simulations, and group-based activities. The tutorial exercises assume that students have completed the course readings and attended the lecture prior to tutorials. Students are expected to PARTICIPATE in all activities and to apply their knowledge of the readings and course materials to the activities at hand. **There is no grade for attendance.** Participation will be evaluated according to whether students:

1. demonstrated that they have read, understood, and thought critically about the course materials and themes;
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.

5) Final Exam

45%

The Office of the Registrar will schedule the December exam during the examination period. Students will be responsible for ALL course materials (lectures, readings, tutorial discussions) from the entire fall term.

Please note that there will be at least one section of the exam that will require students to answer one or more questions using ONLY the course readings. As such, it is important for students to read, take notes, and discuss the course readings throughout the term and in tutorials. I have uploaded a template that students should use and complete for each course reading. It is labelled “Reading Template” and can be downloaded from the “Resources” tab in Brightspace.

Students should also consider downloading and completing the “week by week review” document after each lecture as a means of digesting the lecture material (in addition to your lecture notes) in a format conducive to preparing for the final exam. You can find this template under the “Resources” tab in Brightspace.

All wearable technology and smart glasses are banned from use for in-class tests, exams and assignments. Students who need glasses must ensure that they have their regular prescription eyewear available for exam use.

CLASS AND READING SCHEDULE

Week 1 (Sept. 14): Course Overview and “How to think like a political scientist”

Discuss course outline, assignments, and expectations. Lecture on political science and the study of Canadian politics.

READ:

- Malcolmson Chapter 1;
- Mark A. Schneider. 2006. "Chapter 1: Theories and Theorizing." *The Theory Primer: A Sociological Guide*. Rowman & Littlefield, 1-40. (Given our course learning objectives and the subject of the lecture this week, this reading will help you further understand what a theory is and how to use it for this class).
- Semra Sevi. 2021. *A Guide to Interpreting Regression Tables*.
<https://semrasevi342192471.files.wordpress.com/2021/01/guide-to-interpreting-regression-tables.pdf> (This reading will help you further understand how to read the regression tables that you will encounter in the lecture and in the readings).

Tutorial Discussion topic:

What is a theory? How do we apply theory to Canadian politics?

Week 2 (Sept. 21): Elections and Voting

READ:

- Malcolmson Chapter 6;
- Cameron Anderson and Laura Stephenson. 2018. "Mobilizing the Young: The Role of Social Networks" *Canadian Journal of Political Science* 51 (4): 861-880. Doi:10.1017/S0008423918000161
- Elisabeth Gidengil. 2022. "Voting Behaviour in Canada: The State of the Discipline." *Canadian Journal of Political Science* 55 (4): 916-938.

Tutorial discussion topic:

Why do Canadians vote for different federal parties? What does Gidengil say and is she right?

Week 3 (Sept. 28): Parties and the Party System

READ:

- Malcolmson Chapter 7
- Scott Pruyers and William Cross. 2016. "Candidate Selection in Canada: Local Autonomy, Centralization, and Competing Democratic Norms." *American Behavioral Scientist* 60 (7), 781- 798.

Tutorial discussion topic:

Are political parties still relevant today? What effects do different sets of rules have on the relevancy of political parties?

Week 4 (Oct. 5): The Executive

READ:

- Malcolmson Chapters 3-4
- Brendan Boyd. 2024. "Seen but not partisan: Changing expectations of public servants in Westminster systems." *International Review of Administrative Sciences* 90 (3): 669-685.
- OPTIONAL: Donald Savoie. 1999. "The Rise of Court Government in Canada." *Canadian Journal of Political Science* 32 (4): 635-664.

Tutorial discussion topic:

Does ministerial responsibility enhance or weaken Canadian democracy?

Week 5 (Oct. 12): Thanksgiving – No Class/Tutorials.

Week 6 (Oct. 19): Parliament

READ:

- Malcolmson Chapter 5
- Alex Marland. 2020. "Chapter 1: Party Discipline in Canada." *Whipped: Party Discipline in Canada*. UBC Press, pp. 3-25.
- Monique Guay. 2002. "Party Discipline, Representation of Voters and Personal Beliefs." *Canadian Parliamentary Review* Spring: 7-9.
<http://www.revparl.ca/english/issue.asp?art=243¶m=82>

Tutorial discussion topic:

Is party discipline a strength or weakness of our Parliamentary system? Does it enhance or weaken representation and democracy?

Week 7 (Oct. 26): The Constitution

READ:

- Malcolmson Chapter 2
- LaSelva, Samuel. 2017. "The Canadian Charter, the British Connection, and the Americanization Thesis: Toward a Montesquieuan Analysis of Rights and Their Protection." *Canadian Journal of Political Science (CJPS)* 50 (4): 1061-1081.

Tutorial discussion topic: Is LaSelva's Montesquieuan model an accurate reflection of Canadian constitutionalism?

Week 8 (Nov. 2): The Charter and the Courts

READ:

- Malcolmson Chapters 9-10
- Geoffrey Sigalet and Dave Snow. 2025 "Notwithstanding Centralism: The Resurgence of the Notwithstanding Clause and the Conservative Provincial Rights Movement." *Canadian Journal of Political Science*. Published online 2025:1-22. doi:10.1017/S0008423925000034

Tutorial discussion topic:

Does the Charter and the judicial system as it is designed in Canada strengthen or weaken Canadian democracy?

Week 9 (Nov. 9): Canadian Identity and Nationalism Part I - Quebec

READ:

- “Chapter 8: What is a Canadian?” in Ajzenstat et al. eds., *Canada’s Founding Debates* University of Toronto Press, 2003, pp. 229-258;
- Guy Laforest and Alain-G. Gagnon. 2020. “Chapter 2: The Canadian Political Regime from a Quebec Perspective.” In *Canadian Politics* edited by James Bickerton and Alain-G. Gagnon, University of Toronto Press, pp. 21-44.

Tutorial discussion topic:

What is Canada’s national identity today?

Week 10 (Nov. 16): Canadian Identity and Nationalism Part II – Indigenous Peoples

READ:

- Will Kymlicka. 2011. “Multicultural citizenship within multination states.” *Ethnicities* 11 (3): 281-302.
- Daisy Raphael and Christine Funk. 2025. “Reconciling Canada Day? Canada Day Cancellation Statements in 2021.” *Canadian Journal of Political Science*. 58 (1): 1-26. doi:10.1017/S0008423924000404

No tutorials this week.

Week 11 (Nov. 23): Federalism and Multilevel Governance

READ:

- Malcolmson Chapter 8
- Capucine Coustere, Danièle Bélanger, and Charles Fleury. 2025. “Federalized Two-step Migration in Quebec: An Ambiguous Process of Inclusion.” *Canadian Journal of Political Science*. 58 (1): 171-195. doi:10.1017/S0008423924000660
- Alison Smith. 2024. ““It’s Not Our Responsibility, But We Need to Do Something”: Explaining Local Government Responses to the Homelessness and Housing Crises.” *Canadian Journal of Political Science* 57 (4):763-768. doi:10.1017/S0008423924000684

Tutorial discussion topic:

Does Canadian federalism and multilevel governance enhance or weaken democracy?

Week 12 (Nov. 30): Regionalism

READ:

- Christopher Cochrane and Andrea Perrella. 2012. "Regions, Regionalism and Regional Differences in Canada." *Canadian Journal of Political Science* Vol. 45 No. 4: **Read pages 829-835 ONLY.**
- Clark Banack. 2021. "Ethnography and Political Opinion: Identity, Alienation and Anti-establishmentarianism in Rural Alberta." *Canadian Journal of Political Science*. 54 (1):1-22. doi:10.1017/S0008423920000694
- Anthony Sayers, Nicole McMahon and Royce Koop. 2023. "The Electoral Politics of Alberta's Sovereignty Act." *Canadian Journal of Political Science* 56 (1): 229–236.

Tutorial Discussion Topic: How would you redesign our constitution? Could you design it in a way that would satisfy all Canadians.

Week 13 (Dec. 8): No Class.

COURSE POLICIES

See here for Department Policies:

<https://politicalscience.uwo.ca/undergraduate/docs/outlines/2025-26/APPENDIX%20TO%20UNDERGRADUATE%20COURSE%20OUTLINES1.pdf>

Grade Appeals

If you are concerned that your assignment was not graded fairly or correctly, you must wait **72 hours** before contacting your TA to appeal your grade. **At no point, however, are you allowed to meet your TA in person to appeal your grade.** If you meet with your TA in person or virtually to discuss your paper, you will not be allowed to appeal your grade.

To appeal your grade, you **must email a 1-page written explanation to your TA** stating why you think your assignment was improperly graded. The TA will respond to your appeal in writing. Should you be unhappy with the TA's reassessment of your paper, you can appeal to the course instructor. To do so, please email the course instructor **your original 1-page explanation to the TA, the TA's response, a new 1-page written explanation** detailing why a further appeal is necessary, and **a clean copy of your paper** to the instructor. Ensure that all identifying information is removed from the paper. A second reader will then grade your paper. If the second reader assigns a grade that is within 5% of the original grade, the original grade will stand. If the second marker assigns a mark that is at least 6% higher or lower than the original grade, then the final grade will be the average of the original and new assessments.

Students must take responsibility for picking up their marked work in a timely manner. **No appeals will be considered more than 3 weeks after the assignment was made available for return.** Grades may be either raised **or lowered** on appeal.

Students who wish to appeal an examination grade should follow the same procedure noted above for assignments.

Submission of Assignments:

All assignments MUST be submitted online to the appropriate assignment folder in Brightspace. Students are responsible for ensuring that their assignments have successfully been submitted to the appropriate assignment folders. Please be aware that internet servers tend to slow down near the deadlines as dozens of students try to submit their assignments 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.

Late penalties:

A penalty of **10 percentage points** per day **including weekends and statutory holidays** will be assigned to late assignments. Late assignments will be accepted for **a maximum of seven days after the original or extended (if requested) due date, including holidays and weekends**. After this time, the papers will not be accepted for grading. A “day” is calculated as the 24-hour period following the due date of the assignment.

Extensions and Academic Consideration for Student Absence:

Extensions are not generally given. When there are genuine and unavoidable family or medical circumstances, you may seek academic accommodation.

“University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found [here](#).

Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.

“If you fail to hand in an assignment, but are pursuing academic accommodation, please advise your professor immediately.

A Note Regarding Computer Problems:

Students are expected to back up their written work and lecture/tutorial notes. Furthermore, students will be responsible for finding replacement lecture/tutorial notes where they fail to back-up their files.

Procedure on makeup assessments for Social Science students and for courses offered by the Faculty of Social Science:

Effective September 1, 2026

Students who miss a regularly scheduled test/quiz, mid-term, or final exam may request academic consideration through the [Student Absence Portal](#).

If academic consideration is granted, students should consult the course outline for information regarding how the missed assessment will be addressed and follow any instructions provided by the instructor. At the instructor's discretion, the weight of a missed test/quiz or mid-term may be transferred to another assessment in the course, including the final exam, rather than requiring a makeup assessment. Reweighting is not available for missed final exams.

Students are entitled to **one makeup assessment opportunity** for a missed test/quiz, mid-term, or final exam supported by approved academic consideration. **No additional makeup opportunities will be provided.** Makeup assessments represent the final opportunity to complete a missed course assessment.

What happens if I miss a makeup assessment as a Social Science student or in a course offered by the Faculty of Social Science?

Students who miss a makeup assessment are not eligible for an additional makeup opportunity. Depending on their circumstances, they may:

1. Remain enrolled in the course and accept a grade of zero on the missed makeup assessment. Students should consult the course outline and calculate whether they can still achieve a passing grade in the course.
2. Withdraw from the course through [Student Center](#) before the [published drop deadline](#). A course dropped before the deadline will result in a withdrawal (WDN) without academic penalty. Part-time students should consult the Registrar's Office [refund schedule](#) to determine whether a tuition refund is available. Students enrolled full-time in 4.0-5.0 courses are generally not eligible for tuition refunds when a course is dropped.
3. If the published drop deadline has passed and the missed makeup assessment is supported by appropriate documentation, students may submit their documentation through the [Student Absence Portal](#) to request a **WDN**

(withdrawal without academic penalty). Approval is not automatic and remains subject to Faculty review. Requests for a second makeup assessment will not be considered.

Students are encouraged to carefully consider their ability to complete a makeup assessment as scheduled, as no further opportunities to complete the missed work will be available.

Wearable Technology and Smart Glasses

All wearable technology and smart glasses are banned from use for in-class tests, exams and assignments. Students who need glasses must ensure that they have their regular prescription eyewear available for exam use.

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

Accommodation Policies

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

[https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic Accommodation_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

Lecture Copyright:

The course instructors claim material and image copyright so please ask for permission if you want to audio record or video record any part of the course.

Statement on Contact

Please expect at least a 48 hour delay in receiving a response to emails, although at our discretion responses may occur sooner.

