

Elections and Voting

Political Science 3336G
University of Western Ontario
Fall 2018

Class Information:

Tuesday 2:30pm-4:30pm
Biology & Geological Sciences 0165

Instructor Information:

Dr. Laura Stephenson
Office: SSC 4228
Office Hours: Thursday 1pm-3pm or by appointment

Email: lstephe8@uwo.ca
Phone: ext. 85164

Prerequisites:

Political Science 2230E, 2244E or the former 2234E

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:

Elections and voting, because of their intrinsic importance to government, policy, and the representation of citizens, are fascinating topics. Even more fascinating is attempting to understand how individuals come to make their vote choice: what role do parties, interest groups, campaigns, issues, information and institutions have on the entire process? This course is intended to introduce students to the study of elections and political behaviour. Topics addressed in this course will survey some of the vast number of issues surrounding elections and voting that are significant for the study of politics in any country, such as electoral systems, political participation, theories of vote choice, party organization, partisan identification, and interest groups. Special emphasis will be placed on understanding each of these topics in the Canadian case and at different levels of government.

Learning Objectives:

By the end of this course, students are expected to:

- Demonstrate a thorough understanding of how elections are conducted in Canada, at different levels of government
- Apply research about electoral behaviour to understand vote outcomes
- Recognize the influence of institutions on the behaviour of voters

Required Readings:

There is no textbook for the course. All of the readings are available online through electronic journals or through OWL. To find the readings that are not available through OWL, go through www.lib.uwo.ca and search for the specific journal.

Assignments:

Weekly Discussion Questions – 10%

Every week students are required to submit 3 discussion questions about the week's readings. These questions are meant to help guide the discussion in class and should indicate any commentary or questions that the student has about the material for the week. The questions must be submitted through OWL by **12 noon on the day of class** and late submissions will not be accepted. There are 9 question assignments due but only 8 will count for your grade; therefore, you are allowed to miss a week's submission without penalty. If a student is unable to complete these assignments for an extended period, they must seek Academic Accommodation (see below).

Analysis Assignment – 30%

The purpose of this assignment is to give you the opportunity to apply the academic work on campaigns, elections and voting behaviour to other situations.

Option 1:

1. Contact a candidate that is running in the 2018 London Municipal election (mayor, ward councilor or school board). A letter explaining the assignment is available under "Resources" on OWL.
2. Volunteer for at least 5 hours of work. The candidate or their designate must sign to validate your volunteer hours.
3. After you have completed your volunteer hours, write an 8-10 page (double-spaced) reflection paper that analyzes what you observed in light of the readings that we will cover in the class before October 22. While not an argumentative essay, it is expected that you will develop an argument about how your campaign experience compares to the research you have learned. The assignment will be graded on the way that you analyze your observations with the academic information discussed in class. Grammar and spelling are important and may affect your grade.

Option 2:

1. Read *The Best Laid Plans* by Terry Fallis. Alternatively, you can watch the CBC mini-series available online.
2. Write an 8-10 page (double-spaced) reflection paper that analyzes the events that take place

in the book in light of the readings that we will cover in the class up before October 22. While not an argumentative essay, it is expected that you will develop an argument about how the fictional account of an election compares to the research you have learned. The assignment will be graded on the way that you analyze the material in light of the academic information discussed in class. Grammar and spelling are important and may affect your grade.

Students are encouraged to attend writing clinics offered by the Student Development Centre throughout the year to improve their writing skills. References and citations must follow the Chicago style guidelines, with citations in footnotes. Information about the Chicago style is available at <https://www.lib.uwo.ca/files/styleguides/ChicagoStyleAuthorDate.pdf> and a complete guide is available online through the library.

Papers are to be submitted electronically through OWL by **October 30**.

A Note on Plagiarism: Your paper must be your own work. If you refer to someone else's work, quote them, or borrow ideas, you must cite them! This outline includes a policy statement on plagiarism – read it and follow it. If you are in doubt as to what to cite, remember that more is better than less.

Election Project – 20% (10% presentation + 10% written assignment)

Students will research an important Canadian election in small groups and make a presentation to the class on one of the two presentation days indicated in the syllabus. The project should provide details of the election and an evaluation of how its events (campaign, scandals, etc.) contributed to the outcome. Students are expected to base their analysis on the material covered in the course and will be graded on how well course materials are integrated into the presentation. The presentation can be on Powerpoint, a poster, or any other medium that is desired. If you are unsure about appropriateness, please ask the instructor.

Students are also required to turn in a 2-page (double-spaced) analysis of the most important aspect of the election that they studied. This assignment is to be completed individually and will be graded for each person individually. These assignments must be submitted through OWL by **5pm on December 4th**.

Students will sign up for a specific election during the second week of class.

Several useful sources about Canadian elections that may be useful include:

- John Duffy, *Fights of Our Lives* (Harper Collins)
- Howard R. Penniman, ed. *Canada at the Polls: The General Election of 1974* (American Enterprise Institute)
- Jon H. Pammett and Christopher Dornan, eds. *The General Election of 2008* (Dundurn Press) *This is part of a series of books that provide analyses of individual elections.*
- J. Murray Beck, *Pendulum of Power* (Prentice-Hall)

Grading:

A presentation grade will be assigned based upon the content of the presentation, including the amount of information that is presented about the election, but mostly on the analysis of the election campaign and/or outcome and the connections that are made to course materials. Everyone in the group will receive the same grade unless there are exceptional circumstances, to be determined by the professor. (10%)

A written assignment grade will be assigned based upon the way students integrate course materials into their evaluation of the most important aspect of the election. (10%)

A Note on Plagiarism: The research presentation must be original work. If you refer to someone else's work, quote them, or borrow ideas, you must cite them! If you are in doubt as to what to cite, remember that more is better than less.

Participation – 10%

Participation will be awarded for both attending class (essential for learning) and participating in class discussions (crucial for understanding). If a student will be absent for an extended period of time, they should seek Academic Accommodation (see below).

Final Exam – 30%

The final exam will be a take-home exam, handed out during the final class of the semester (December 4). The exam will be due on **December 11th at 12 noon**. All of the materials discussed in class and in the assigned readings are eligible to be included on the exam.

Resources:

There is a web site set up for this course on OWL. Copies of the syllabus, assignment information, and class readings will be made available there. Students must submit their assignments through OWL. Class announcements will also be posted there. Accordingly, students should check the web site regularly.

Students are encouraged to visit the library and use the services of the reference librarians for help with the election project and research paper. The Writing Support Centre at UWO is available to help students with their assignments

(<http://www.sdc.uwo.ca/writing/index.html?main>).

Students can also make use of the Martin Westmacott Political Science Resource Room, located in SSC 4109. The room has a variety of resources (videotapes, books, journals and newspaper articles) and program information about undergraduate programs offered by the department.

The room is open Monday-Friday, 10am-5pm.

Various support services are also available through UWO. You can access information about the Registrar's Office at <http://www4.registrar.uwo.ca> and Student Development Services at

<http://www.sdc.uwo.ca>.

Important Policies

Email:

The professor will usually respond to email within 48 hours of receipt (excluding weekends).

University policy precludes the professor from responding to email messages that were not sent

from a UWO email account. Grades may not be discussed via email. Please do not send email messages via OWL.

Assignments:

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

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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Late penalty:

The late penalty for papers is 5% per day. Papers more than 5 days late will not be accepted for grading.

Extensions:

Extensions are generally not given. Students are able to submit assignments after the due date subject to the stated late penalty. However, when there are genuine and unavoidable family or medical circumstances, students may seek academic accommodation, as detailed below. If students fail to hand in an assignment but are pursuing academic accommodation, they should advise the professor.

Academic Accommodation:

If a student requires accommodation because of a medical or personal issue, Social Science Academic Counselling (located at SSC 2105/2114) is available to help. Students can speak with counsellors, who can then pass along any recommendations for accommodation. Their contact information is:

Telephone: 519 661-2011

Recorded information: 519 661-2052

Email: ssaco@uwo.ca

Morning appointments: 10:00am - 12:00pm

Afternoon drop-in period: 2:00-4:00pm

This procedure means that students do not have to provide an instructor with any details of the situation, but ensures that the proper documentation has been provided. IT IS THE STUDENT'S RESPONSIBILITY TO SPEAK WITH A COUNSELLOR AS SOON AS POSSIBLE AFTER AN ISSUE ARISES. Academic accommodation will ONLY be provided if a student speaks with an Academic Counsellor and provide them with documentation of the issue, and if the issue is brought to their attention in a timely fashion.

Grade Appeals:

If students are concerned that an assignment was not graded fairly, they may ask to have the assignment reviewed. To request a review of an assignment, provide a 1-page explanation as to why you think your assignment was improperly graded (i.e. what do you think you did that should have been given more weight?). The explanation, the original assignment, and a clean copy of the assignment should be submitted **no later than 3 weeks** after the assignment was **made available for return**. Please be aware that 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.

Use of Electronic Devices:

Students are asked to turn off their cell phones during class. Laptops are permitted **ONLY** for the purpose of note-taking; if students use their computers for other activities they will be asked to turn them off.

Topics and Readings:

September 11: Introduction

- No readings

September 18: Electoral Institutions

- G. Bingham Powell, Jr. 2000. *Elections as Instruments of Democracy*. New Haven: Yale University Press, ch. 1.
- Alan C. Cairns. 1968. "The Electoral System and the Party System in Canada, 1921-1965," *Canadian Journal of Political Science* 1(1, March):55-80. (available online)
- Louis Massicotte. 2008. "Electoral Reform in Canada." In André Blais, ed., *To Keep or To Change First Past the Post?* (New York: Oxford University Press). (available on WebCT)
- Aceproject.org, Electoral Systems. "The Systems and Their Consequences." Read all of the chapter (including subsections) until "Electoral Systems, Institutional Framework & Governance". <https://aceproject.org/ace-en/topics/es/esd/esd05>

September 25: Models of Voting Behaviour

- Cameron D. Anderson and Laura B. Stephenson, eds. 2010. *Voting Behaviour in Canada*, UBC Press, chapter 1.
- Elisabeth Gidengil, André Blais, Richard Nadeau and Neil Nevitte. 1999. "Making Sense of Regional Voting in the 1997 Canadian Federal Election: Liberal and Reform Support Outside Quebec." *Canadian Journal of Political Science* 32(2):247-72.
- Anthony Downs. 1957. *An Economic Theory of Voting*. Addison-Wesley-Longman, chapter 3.
- R. Michael McGregor. 2013. "Measuring "Correct Voting" Using Comparative Manifestos Project Data." *Journal of Elections, Public Opinion and Parties* 23(1): 1-26. DOI:10.1080/17457289.2012.691883.

October 2: Candidates and Leaders

- Jason Roy and Christopher Alcantara. 2015. "The Candidate Effect: Does the Local Candidate Matter?" *Journal of Elections, Public Opinion & Parties* 25(2): 195-214. DOI: 10.1080/17457289.2014.925461.
- Karen Bird, Samantha D. Jackson, R. Michael McGregor, Aaron A. Moore and Laura B. Stephenson. 2016. "Sex (And Ethnicity) in the City: Affinity Voting in the 2014 Toronto Mayoral Election." *Canadian Journal of Political Science* 49(2): 359-83.
- Fred Cutler. 2002. "The Simplest Shortcut of All: Sociodemographic Characteristics and Electoral Choice." *The Journal of Politics* 64(2): 466-90.
- Amanda Bittner. 2018. "Leaders always mattered: The persistence of personality in Canadian elections." *Electoral Studies* 54: 297-302.

October 16: Political Campaigns

- R. Kenneth Carty and Munroe Eagles. 1999. "Do local campaigns matter? Campaign spending, the local canvass and party support in Canada." *Electoral Studies* 18(1): 69-87.
- Donald P. Green, Jonathon S. Krasno, Alexander Coppock, Benjamin D. Farrer, Brandon Lenoir and Joshua N. Zingher. 2016. "The effects of lawn signs on vote outcomes: Results from four randomized field experiments." *Electoral Studies* 41: 143-50.
- Scott Pruyzers and William Cross. 2016. "Negative" Personalization: Party Leaders and Party Strategy." *Canadian Journal of Political Science* 49(3): 539-58.
- R. Kenneth Carty, D. Munroe Eagles and Anthony Sayers. 2003. "Candidates and Local Campaigns: Are there Just Four Canadian Types?" *Party Politics* 9(5): 619-36.

October 23: Turnout and Participation

- Elisabeth Gidengil, André Blais, Neil Nevitte and Richard Nadeau. 2004. *Citizens*. UBC Press, chapter 5.
- Taiaiake Alfred, Brock Pitawanakwat and Jackie Price. 2007. "The Meaning of Political Participation for Indigenous Youth." CPRN Research Report.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.555.4162&rep=rep1&type=pdf>
- James W. Endersby, Steven E. Galatas and Chapman B. Rackaway. 2002. "Closeness Counts in Canada: Voter Participation in the 1993 and 1997 Federal Elections." *The Journal of Politics* 64(2): 610-31.
- Hilde Coffé and Catherine Bolzendahl. 2010. "Same Game, Different Rules? Gender Differences in Political Participation." *Sex Roles* 62: 318-33.

October 30: Political Parties *****ASSIGNMENT 1 DUE*****

- William Cross. 2016. "The Importance of Local Party Activity in Understanding Canadian Politics: Winning from the Group Up in the 2015 Federal Election." *Canadian Journal of Political Science* 49(4): 601-20.
- Scott Pruyzers. 2014. "Canadian Party Politics in the 2000s: A Re-examination of the Regionalization Thesis." *Canadian Political Science Review* 8(1): 27-42.
- Christopher Cochrane. 2010. "Left/Right Ideology and Canadian Politics." *Canadian Journal of Political Science* 43(3): 583-605.

- Thomas Poguntke, Susan E. Scarrow, Paul D. Webb et al. 2016. "Party rules, party resources and the politics of parliamentary democracies: How parties organize in the 21st century." *Party Politics* 22(9): 661-78.

November 6: Partisan Identification

- Richard Johnston. 2006. "Party Identification: Unmoved Mover or Sum of Preferences?" *Annual Review of Political Science* 9:329-51.
- Steven Greene. 1999. "Understanding Party Identification: A Social Identity Approach." *Political Psychology* 20(2): 393-403.
- Shaun Bowler and David J. Lanoue. 1996. "New Party Challenges and Partisan Change: The Effects of Party Competition on Party Loyalty." *Political Behavior* 18(4, December):327-343. (available online)
- Toke Aidt and Christopher Rauh. 2018. "The Big Five personality traits and partisanship in England." *Electoral Studies* 54: 1-21.

November 13: Strategic Voting

- André Blais. 2002. "Why is there so little strategic voting in Canadian plurality rule elections?" *Political Studies* 50(3): 445-454.
- Jennifer Merolla and Laura Stephenson. 2007. "Strategic Voting in Canada: A Cross-Time Analysis." *Electoral Studies* 26: 235-246.
- Peter John Loewen and André Blais. 2006. "Did Bill C-24 Affect Voter Turnout? Evidence from the 2000 and 2004 Elections." *Canadian Journal of Political Science* 39(4): 935-944.
- André Blais, Cengiz Erisen and Ludovic Rheault. 2014. "Strategic Voting and Coordination Problems in Proportional Systems: An Experimental Study." *Political Research Quarterly* 67(2): 386-97.

November 20: Information and Perception

- Amanda Bittner. 2007. "The Effects of Information and Social Cleavages: Explaining Issue Attitudes and Vote Choice in Canada." *Canadian Journal of Political Science* 40(4, December): 935-968. (available online)
- Gidengil, Elisabeth, Janine Giles, and Melanee Thomas. 2008. "The Gender Gap in Self-Perceived Understanding of Politics in Canada and the United States." *Politics & Gender* 4 (4). Cambridge University Press: 535-61. doi:10.1017/S1743923X08000469.
- Emily Thorson. 2016. "Belief Echoes: The Persistent Effects of Corrected Misinformation." *Political Communication* 33(3): 460-480, DOI: [10.1080/10584609.2015.1102187](https://doi.org/10.1080/10584609.2015.1102187)
- Jean-Francois Daoust and Katherine V.R. Sullivan. 2017. "Campaign-Specific Information and Media Effects." *Canadian Journal of Communication* 42(4): 669-81.

November 27: Presentations (Group 1)

December 4: Presentations (Group 2)

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

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

Essay course requirements

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

Use of Personal Response Systems ("Clickers")

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

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

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

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

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

Duplication of work

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

Grade adjustments

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

Academic Offences

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

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Submission of Course Requirements

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

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

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

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

University Policy on Cheating and Academic Misconduct

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

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

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

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

PLAGIARISM*

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

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

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

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

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

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

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

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

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.