

**POL 2530F 001:
Foundations of Canadian Government and Politics
Fall 2021
Draft Date : 3 August 2021¹**

Professor:	Dr. Christopher Alcantara
Office:	SSC 4144
E-mail:	calcanta@uwo.ca
Office Hours:	Mondays 1pm to 2pm through or by appointment
Course Time:	Mondays 10:30am to 12:20pm
Classroom:	TBA

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 this country 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 the strengths and weaknesses of the different analytical approaches and how they complement and come into conflict with each other in theory and in practice;
- Synthesize and assess information on Canadian institutions, political phenomena and trends from a variety of academic sources;

¹ This is an updated version of the syllabus which was originally posted on July 12. It is possible this syllabus may change again before the start of class. Please check the political science website and OWL for an updated syllabus prior to the first class to make sure you have the most up-to-date version.

- 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:

One textbook is available for purchase at the bookstore or directly from the publisher here: <https://utorontopress.com/9781487525378/the-canadian-regime/>.

Students will use it to gain some basic knowledge about Canadian politics while lectures and tutorials will focus on advanced topics.

1. Patrick Malcolmson, Richard Myers, Gerald Baier, and Thomas Bateman. *The Canadian Regime*. 7th Edition. University of Toronto Press, 2021.

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

REQUIREMENTS AND EVALUATION:

<i>Lecture Participation</i>	– Ongoing
<i>Knowledge Mobilization Assignment (20%)</i>	– Due Wednesday 18 Oct. by 11:55pm.
<i>Research Paper (30%)</i>	– Due Wednesday 22 Nov. by 11:55pm.
<i>Tutorial Participation (10%)</i>	– Weekly.
<i>Final Exam (40%)</i>	– December Examination Period.
Total: 100% of course grade.	

TERM 1 ASSIGNMENTS

1) Lecture Participation

During 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://presswestern.uwo.ca/students_and_audience/index.html

2) Knowledge Mobilization Assignment (Due Wednesday Oct. 18 by 11:55pm) 20%

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 political, social and economic 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. **You 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 and so you may be simply extending the analysis offered in the paper (e.g. can findings about federal politicians be applied to provincial or municipal ones?); or it could be a problem that is distantly related or completely different from the one in the article: you might take ideas from one (policy/political) domain to solve a problem in a different domain (e.g. are there lessons to be learned about gender policies or political practices that might be applied to racial diversity?).

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

- Angelia Wagner, Linda Trimble and Shannon Sampert. 2019. “One Smart Politician: Gendered Media Discourses of Political Leadership in Canada.” *Canadian Journal of Political Science* 52 (1): 141-162.
- Julie Blais, Scott Pruyers, and Philip G. Chen. 2019. “Why do they Run? The Psychological Underpinnings of Political Ambition.” *Canadian Journal of Political Science* 52 (4): 761-779.
- Holly Ann Garnett and Andre Blais. 2020. “The ABCs of Electoral Reform: The Impact of Reading Levels on Knowledge, Interest and Opinion.” *Canadian Journal of Political Science* 53 (4): 872-886.
- Paul Thomas and Jerald Sabin. 2019. “Candidate Messaging on Religious Issues in the 2016-17 Conservative Party of Canada Leadership Race.” *Canadian Journal of Political Science* 52 (4): 801-823.
- William P. Cross and Scott Pruyers. 2019. “The Local Determinants of Representation: Party Constituency Associations, Candidate Nomination and Gender.” *Canadian Journal of Political Science* 52 (3): 557-574.
- Paul Thomas and J.P. Lewis. 2019. “Executive Creep in Canadian Provincial Legislatures.” *Canadian Journal of Political Science* 52 (2): 363-383.

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

1. Write a 500-750 word (2-3 pages, double spaced) op-ed, which is an opinion piece published in a newspaper and written by experts to convince readers to

adopt a position on some issue. Authors use op eds to draw attention and provide solutions to real world events or problems.

- 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.”
 - As much as possible, your “op ed” should link (using embedded links) to supporting sources and articles, including the academic paper you chose from the above list.
 - Here are three examples of op eds that draw upon academic research:
 - <https://policyoptions.irpp.org/magazines/may-2021/the-covid-19-crisis-is-about-physical-infrastructure-too/>
 - <https://www.stcatharinesstandard.ca/opinion/contributors/2021/05/08/will-premier-doug-fords-apology-stop-his-governments-popularity-slide.html> .
 - <https://www.thestar.com/opinion/commentary/2014/03/26/trudeau-shouldnt-expect-big-boost-from-star-candidates.html>
 - For some good tips on how to write an effective op ed, click here: <https://policyoptions.irpp.org/article-submission/>
 - The grading rubric for the op ed assignment can be found in OWL under the “resources” tab.
2. Record a podcast of at least two episodes (3-4 minutes long for each one) that summarizes the article and speaks to its relevance to government actors (1st episode) and NGOs/citizens (2nd episode). Please see the podcast rubric under “resources” in OWL 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 (e.g. images that you created)** 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 OWL. 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 beforehand and as soon as possible otherwise your assignment will not be accepted).

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

3) Research Essay (Due Wednesday Nov. 22 by 11:55pm)

30%

Students are to write one 2500 word (8-10 pages maximum) research essay on any contemporary Canadian politics issue or problem. The pedagogical purpose of this assignment is for you to demonstrate that you can identify an important Canadian problem, draw upon relevant theories and concepts learned in the course to analyze that problem and generate a solution, and synthesize and critically deploy secondary research from peer-reviewed research to support your research claims. **This paper is to be submitted online as an MS-Word file or PDF to the appropriate assignment folder in OWL. No paper or email submissions will be accepted.**

For this research essay, your objectives are to:

- identify one contemporary political problem or issue relating to Canadian politics;
- uncover and analyze the forces that have generated the problem or issue by using at least one theoretical or conceptual approach discussed in the course lectures or readings;
- propose a solution to the problem or issue that logically flows out of your analysis.

Your paper MUST be structured and organized as follows (please use headings 2-6 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)
 - Introduce the problem or issue (what is it?);
 - Specify why it is important (for practitioners, citizens and/or academics);
 - State your research question and your main argument;
 - Describe the organization of the rest of the paper (e.g. this paper begins by identifying a problem or issue, presents an analytical framework, analyzes the problem and poses solutions using that framework; ends with a conclusion about implications);
3. Analytical Framework (2 pages)
 - Discuss your chosen theoretical approach (e.g. historical institutionalism or something else) and/or related concepts (e.g. political ambition or institutions) by defining the approach and concepts;
 - Indicate how they are useful for structuring your analysis of the issue or problem at hand.
4. Analyzing the Causes (2-3 pages)
 - Present background information on the problem or issue;
 - Specify the causes using the approach, concepts and supporting evidence (see below);
 - Assess how convincing this approach and/or concepts are for accurately identifying the causes of the issue or problem;
5. Proposing Solutions (2-3 pages)

- Given the causes, what solution(s) is likely solve the issue or problem? Why? Provide evidence to support your argument.
6. Conclusion (1 page)
 - Summarize your findings;
 - Discuss the implications of your findings for policymakers or other interested actors. How might they apply your research to the real world?
 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.

Types of Evidence:

- Real world examples (from reports, newspapers, secondary sources, etc).
- Empirical data (interviews; published opinion polls; etc.).
- Reputable published studies/literature (e.g. books, articles, reports) that make an argument persuasively or use empirical data to produce a social scientific finding.
 - What is reputable? Academic literature; government reports; think tank reports; **check out the research guide on OWL for more information!**
 - Keep in mind potential biases! (which is why it’s good to find multiple evidence to support your key points).
- Finding literature: check the references of your sources for more suggestions; search for academic articles through the library search engines and. Find books in library and look at the other books on the shelf where the books are located.

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.cpsa-acsp.ca/documents/pdfs/Editorial%20Style%20Guidelines%202008.pdf> or in a hard copy of the journal post-2005. Make sure you get a hardcopy published after 2005 when Cambridge University Press took over the journal.

Sources:

- You must use at least FIVE academic sources in your research paper **beyond the course readings**. You are free to use the course readings, including the textbook, for your paper but you must also find an additional five additional academic sources (e.g. peer-reviewed journal articles and/or books published by a

university press). Failure to do so will result in a significant penalty applied to the paper.

4) Tutorial Participation

10%

During tutorials, students are expected to PARTICIPATE in the discussion of the readings. **There is no grade for attendance.** 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;
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

40%

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 OWL.

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 OWL.

CLASS AND READING SCHEDULE

Week 1 (Sept. 13): 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

WATCH these YouTube videos on “what is a theory”:

- Search for “What is a scientific theory” or click on the following link: <https://www.youtube.com/watch?v=nny7Bd1Yhtc>
- Search for “Fact vs. Theory vs. Hypothesis vs. Law... EXPLAINED!” or click on the following link: <https://www.youtube.com/watch?v=lqk3TKuGNBA>

READ:

- Sevi, Semra. 2021. *A Guide to Interpreting Regression Tables*. <https://semrasevi342192471.files.wordpress.com/2021/01/guide-to-interpreting-regression-tables.pdf>

No Tutorials this week.

Week 2 (Sept. 20): 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
- Blais, Andre. 2002. “Why is there so little strategic voting in Canadian plurality rule elections?” *Political Studies* 50: 445-454.

Tutorial discussion topic:

How well does Canada’s electoral system reflect the will of the people? Do we need to change it? Students will also briefly discuss the Semra Sevi reading.

Week 3 (Sept. 27): Parties and the Party System

READ:

- Malcolmson Chapter 7
- Scott Pruyers, Anthony Sayers, and Lucas Czarnecki. 2020. “Nationalization and Regionalization in the Canadian Party System, 1867-2015.” *Canadian Journal of Political Science* 53 (1): 151-169.
- James Farney and Royce Koop. 2018. “Auditing party democracy: The case of Canadian Party Constituency Associations.” *Commonwealth & Comparative Politics* 56 (1): 84-102.

Tutorial discussion topic:

Are political parties still relevant today?

Week 4 (Oct. 4): The Executive

READ:

- Malcolmson Chapters 3-4
- Donald Savoie. 1999. "The Rise of Court Government in Canada." *Canadian Journal of Political Science* 32 (4): 635-664.

Tutorial discussion topic:

Does the political executive in Canada have too much power? Or is this power necessary to make Canada function?

Week 5 (Oct.11): Thanksgiving Monday (No class and tutorials this week)

Week 6 (Oct. 18): Parliament

READ:

- Malcolmson Chapter 5
- Matthew Kerby and Feodor Snagovsky. Online First. "Not all experience is created equal: MP Career Typologies and Ministerial Appointments in the Canadian House of Commons, 1968-2015." *Government and Opposition*. DOI: <https://doi.org/10.1017/gov.2019.29>
- 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.

Tutorial discussion topic:

What was the legislature's original purpose when it was designed in 1867? Does it still serve that purpose? Does it need to be reformed to be more relevant to the needs of contemporary Canadians? If so, what kinds of changes are necessary?

Week 7 (Oct. 25): 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:

How legitimate is our Constitution? Given that it was built in 1867, how relevant is it to today's contemporary society?

Week 8 (Nov. 1): Fall Reading Week (No classes or tutorials).

Week 9 (Nov. 8): The Charter and the Courts

READ:

- Malcolmson Chapters 9-10

- Emmett Macfarlane. 2018. ““You Can't Always Get What You Want”: Regime Politics, the Supreme Court of Canada, and the Harper Government. *Canadian Journal of Political Science* 51 (1): 1-2.

Tutorial discussion topic:

Does the Charter and the judicial system sufficiently correct the power imbalances found in our Constitution and political system?

Week 10 (Nov. 15): 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 are the founder's views about Canadian identity and how relevant are they to contemporary Canada? Fast forward to today: What can we learn about Canadian nationalism and identity from elite and citizen responses towards the pandemic?

Week 11 (Nov. 22): Canadian Identity and Nationalism Part II – Indigenous Peoples

READ:

- Will Kymlicka. 2011. “Multicultural citizenship within multination states.” *Ethnicities* 11 (3): 281-302.
- Gina Starblanket. 2019. “The Numbered Treaties and the Politics of Incoherency.” *Canadian Journal of Political Science* 52 (3): 443-459;
- Martin Papillon. 2020. “Chapter 11: The Two Faces of Treaty Federalism.” In *Canadian Politics* edited by James Bickerton and Alain-G. Gagnon, University of Toronto Press, pp. 217-234 .

Tutorial discussion topic:

To what extent can and should Canada adopt Kymlicka's ideas about citizenship? Are they compatible with the needs of Indigenous peoples?

Week 12 (Nov. 29): Federalism and Multilevel Governance

READ:

- Malcolmson Chapter 8
- John Kennedy, Anthony Sayers and Christopher Alcantara. 2021. “Does Federalism Prevent Democratic Accountability? Assigning Responsibility for Rates of COVID-19 Testing.” *Political Studies Review*
<https://doi.org/10.1177%2F14789299211001690>

- Jack Lucas and Alison Smith. 2019. "Multilevel policy from the municipal perspective: A pan-Canadian survey." *Canadian Public Administration* 62 (2): 270-293.

Tutorial discussion topic:

How well does Canadian federalism and multilevel governance deal with the challenges of contemporary governance?

Week 13 (Dec. 6): 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 and skim the rest.**
- Robert J. Lawson, "Understanding Alienation in Western Canada: Is "Western Alienation" the Problem? Is Senate Reform the Cure?" *Journal of Canadian Studies* vol. 39 No. 2 Spring 2005: 127-155.

No tutorials this week.

COURSE POLICIES

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.**

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 any and 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 5% higher or lower than the original grade, the original grade will stand. If the second marker assigns a mark that is 5% (or more) 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.

Resources:

Students are encouraged to visit the library and use the services of the reference librarians for help with their critical analysis, annotated bibliography 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, 10 a.m. - 5 p.m. Various support services are also available through UWO. You can access information about the Registrar's Office at <http://www.registrar.uwo.ca> and Student Development Services at <http://www.sdc.uwo.ca>.

Submission of Assignments:

All assignments MUST be submitted online as an MS-Word file or PDF to the appropriate assignment folder in OWL. Students are responsible for ensuring that their papers have successfully been submitted to the appropriate assignment folders 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.

Late penalties:

As noted above, a penalty of **3% per day including weekends and statutory holidays** will be assigned to late assignments (op eds, research essays, and term essays). Late assignments will be accepted for **a maximum of ten days after the original 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 normal class start time.

Academic Offences and Plagiarism:

Scholastic offences are taken seriously and students are directed to read the appropriate policy about what constitutes a scholastic offence, here:

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

That policy reads:

“Scholastic Offences include, but are not limited to, the following:

1. Plagiarism, which may be defined as “The act or an instance of copying or stealing another’s words or ideas and attributing them as one’s own.” Excerpted from Black’s Law Dictionary, West Group, 1999, 7th ed., p. 1170. This concept applies with equal force to all assignments, including laboratory reports, diagrams, and computer projects. Students wishing more detailed information should consult their instructor, Department Chair, or Dean’s Office. In addition, they may seek guidance from a variety of current style manuals available in the University’s libraries. Information about these resources can be found at: <http://www.lib.uwo.ca/services/styleguides.html>
2. Cheating on an examination or falsifying material subject to academic evaluation.
3. Submitting false or fraudulent assignments or credentials; or falsifying records, transcripts or other academic documents.
4. Submitting a false medical or other such certificate under false pretences.
5. a) Improperly obtaining, through theft, bribery, collusion or otherwise, an examination paper prior to the date and time for writing such an examination. b) Unauthorized possession of an examination paper, however obtained, prior to the date and time for writing such an examination, unless the student reports the matter to the instructor, the relevant Department, or the Registrar as soon as possible after receiving the paper in question.
6. Impersonating a candidate at an examination or availing oneself of the results of such an impersonation.
7. Intentionally interfering in any way with any person's scholastic work.
8. Submitting for credit in any course or program of study, without the knowledge and written approval of the instructor to whom it is submitted, any academic work for which credit has been obtained previously or is being sought in another course or program of study in the University or elsewhere.
9. Aiding or abetting any such offence.”

Note that point 8 refers to a situation in which a student submits a paper written for a previous or concurrent course. If you do this, you are committing a scholastic offense.

Instead, you must produce new work for each class unless you have obtained the written permission of all course instructors involved.

Extensions:

Extensions are not generally given. Students are able to hand assignments in late subject to the stated policy above. However, when there are genuine and unavoidable family or medical circumstances, you may seek academic accommodation, as detailed below. 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.

Academic Accommodation:

Students that may need academic accommodation should reach out and work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#) and for the Student Medical Certificate (SMC), see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

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.**

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

If you have questions or concerns, or wish to meet with the TAs or the course instructor in person, you can contact us via email or by attending posted office hours. **Please**

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

Statements concerning Online Etiquette

Some components of this course may involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please “arrive” to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- [suggested for classes larger than 30 students] In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- [suggested for cases where video is used] please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking
- self-identify when speaking.
- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.

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 https://counselling.ssc.uwo.ca/procedures/medical_accommodation.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. https://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.

*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 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 www.registrar.uwo.ca
- Student Support Services (including the services provided by the USC listed here) can be reached at:

<https://westernusc.ca/your-services/>

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

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

Procedures for Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:
Submitting a Self-Reported Absence form provided that the conditions for submission are met;

- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are **not** an appropriate basis for a self-reported absence;
- must communicate with their instructors **no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration **is not** normally intended for students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing

disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic Accommodation for Students with Disability.

Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the **online Self-Reported Absence portal**. This option should be used in situations where the student expects to resume academic responsibilities **within 48 hours or less**.

The following conditions are in place for self-reporting of medical or extenuating circumstances: Students will be allowed:

- a maximum of two self-reported absences between September and April;
- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.

- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- Self-reported absences **will not be** allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;
- Self-reporting **may not be** used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- students must be in touch with their instructors **no later than 24 hours** after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person to Academic Counselling in their Faculty of registration in the form of a completed, signed Student Medical Certificate (SMC) where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation to Academic Counselling in their Faculty of registration where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.