

Elections and Voting

Political Science 3336G
University of Western Ontario
Winter 2021

Class Information

Tuesday, 2:30pm-4:30pm
AHB 2B04

Instructor Information

Dr. Laura Stephenson
Office: SSC 7238
Office Hours: Tuesday 1pm-2:30pm or by appointment

Email: laura.stephenson@uwo.ca

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, and in comparison to other countries around the world
- Apply research about electoral behaviour to understand vote outcomes

- Recognize the influence of institutions on the behaviour of voters

Course Format

There will be 3 components to each week of the course:

1. Readings – To be done before the class session.
 - One of the weekly assignments is to post 2 discussion questions, based on the readings, **by 12 noon** on the day of class.
2. Lectures – In 2021 I recorded lecture videos for this class. These are all being made available to you, to watch at your own pace. Ideally you will watch the lecture after doing the readings and prior to the in-class session. I will also do a bit of lecturing in the class and may include some additional slides and material, to make sure that the main concepts are clear and to get everyone on the same page prior to in-class discussion and activities. All updated powerpoint files will be made available through OWL after class but I will not be recording the in-class sessions in 2022.
3. In-class Discussion – Students are expected to attend and participate in the in-class session each week.

The goal of breaking the course into these components is to give us more time to discuss the material and answer questions each week. The material covered in this course presents generalizable theories, specific information about elections, and general trends from society. Because elections happen each year, there is always another case to consider in light of existing research. For each new case, we can see which elements apply, which seem not to fit, and where unique circumstances and situations have great effects. With this format, and less emphasis on in-class lecturing, I hope to have more in-person class time for discussions, activities, and to engage with each of you.

Required Readings

There is no textbook for the course. All of the readings are available through OWL (courtesy of the library).

Some of the readings make use of quantitative statistical methods. For an introduction to the method, you can read “Reading Quantitative Research – A Simple Primer on Methodology” (available in OWL under Resources).

Assignments

Overview

Weekly Discussion Questions – 10%

Participation in Class – 10%

Analysis Assignment – 25%

Annotated Bibliography and Research Report Assignment – 25%

Final Assignment - Campaign Plan – 30%

Weekly Discussion Questions – 10%

Every week students are required to submit 2 discussion questions about the week’s readings. These questions are meant to demonstrate that the students read the material 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**. Late submissions will not be accepted. There are 11 question assignments due but only 10 will count for your grade; therefore, you can miss a week's submission without penalty. If a student is unable to complete these assignments for an extended period, they should seek Academic Accommodation (see below).

Participation in Class – 10%

Participation will be awarded for both attending class (5%) as well as participating (5%). Each weekly session counts for 1% of the total grade, to a maximum of 10%. This means that students can miss one class without penalty. If a student will be unable to participate for an extended period of time, they should seek Academic Accommodation (see below).

Analysis Assignment – 25%

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. The assignment involves watching a movie or reading a book (a list will be provided) and then writing a reflection paper (8-10 pages, double-spaced) that analyzes the events that take place in the movie/book in light of the readings that we will cover in the class in January and February. While not a traditional 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 make use of the resources offered by the Writing Support Centre to improve their writing skills. References and citations should 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 **February 15 at 11:55pm**.

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! Information about policies related to plagiarism are available at https://politicalscience.uwo.ca/undergraduate/program_information/academic_offences.html. Please familiarize yourself with the material and follow it. If you are in doubt as to what to cite, remember that more is better than less.

Annotated Bibliography and Research Report Assignment – 25%

The purpose of this assignment is to learn more about a specific research question, related to the study of elections and voting, that interests you. Students must submit their research question for approval by **midnight on March 1 through OWL**. The assignment will be due on **March 22 at 11:55pm**.

The assignment has two parts.

(1) An annotated bibliography of no less than 8 scholarly sources (not class readings). The student must explain the content of the sources clearly (including the author's(s') research question, evidence used, and findings) and outline their significance for learning about the concept and completing the assignment.

(2) A research report that answers your research question. I'm open to different ways of completing the report. Options include:

- A written report of 8-10 pages (double-spaced) in the form of an argumentative essay
- A podcast of 3-5 minutes that provides a clear answer and covers the material that informs your position (with proper reference to the academic material)
- An informative infographic that presents the material in a visual form (including details and appropriate citations)

Students will be graded on how well they answer their research question and demonstrate their understanding of the scholarly information, as well as the appropriateness of their sources.

Final Assignment – Campaign Plan - 30%

The final assignment is to integrate all the material in the course to create an electoral campaign for a political candidate in a riding in Canada. You must choose one of the candidates from the list provided below and place them in a Canadian riding of your choosing. You should assume that there is no incumbent running in the race.

****If you wish, you may write this assignment for the upcoming Ontario election in June 2022. The same principles apply – choose a riding, assume no incumbent, and choose from one of the candidates below.*

The assignment is to prepare a campaign strategy for an upcoming election. Be sure to address the following topics: institutional constraints or factors that you think are important for your election strategy; factors specific to the riding in which the person is running; issues that your candidate will focus on; strategies to gain supporters; campaign activities; media attention/strategies; and your expected outcome. For each element of the campaign, explain your logic and reasoning by drawing upon the literature read in class. You can also reference previous elections (in Canada or elsewhere) as evidence for why you have chosen a particular strategy. Be sure to consider all that you have learned during the semester about what contributes to election outcomes. You do NOT need to write about the candidate that you think has the best chance of winning the election – sometimes unsuccessful campaigns can be just as interesting.

You will be graded on your understanding of the literature, the issues facing candidates attempting to gain office, and strategies that are used to appeal to voters; your use of the course readings; and your creativity (see below). You MUST reference the literature to substantiate each of your choices.

Assignments should be no less than 6 and no more than 12 double-spaced pages (12 pt font, 1" margins) in length. The paper is due on **Tuesday, April 5 at 11:55pm**. It must be submitted through OWL.

Grading:

Quality of Ideas: 40%

Use and understanding of literature: 40%

Creativity: 10%

Spelling/grammar: 10%

Candidates:

1. Ellen Lee (Liberal Party)

Ellen is a 45-year-old mother of 2. She has been active on her local school board and a member of city council for 5 years. Ellen has a Bachelor of Arts degree and most recently worked as a grade 3 teacher. She is committed to giving a voice to issues that affect families and has decided to run for office in order to do that. She easily won the party's nomination in her riding.

2. Ravi Allen (Conservative Party)

Ravi is a businessman-turned-politician. He previously served as a local city counsellor. He is 55 years old, divorced, and has two grown sons. Before entering politics, Ravi owned a chain of used car lots in the area. He is passionate about small business taxes.

3. Deirdre Thompson (NDP)

Deirdre is entering politics for the first time. Before winning the NDP nomination, Deirdre was a strong party supporter and a frequent volunteer in past elections. Deirdre is 35, married, and does not have children. She has a diploma from the local community college and most recently worked as a receptionist for a large medical clinic.

4. Joseph DiMarco (Green Party)

Joseph, 25, is a graduate of the local university. He is a newcomer to politics. While he has not voted before, he has chosen to become involved in this election because of the issues championed by the Green Party. He is an ardent environmentalist. He was a psychology major in university.

Resources

There is a web site set up for this course on OWL. A copy of the syllabus, announcements, assignment and submission information, links to the lecture videos, Powerpoint slides 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 website regularly.

Students are encouraged to make use of the services of the reference librarians for help with the assignments paper. The Writing Support Centre at UWO is available to help students with their assignments (<http://www.sdc.uwo.ca/writing/index.html?main>).

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 usual late penalty for papers is 5% per day. Papers more than 5 days late will not be accepted for grading. If you think you will be unable to complete an assignment on time, please contact the professor to request an extension.

Extensions:

Extensions are generally not given, but these are not normal times. If students do not contact the professor or secure academic accommodation, they can submit assignments after the due date subject to the stated late penalty. However, students should contact the professor or seek academic accommodation (as detailed below) if they need help. If you are seeking a short extension (less than 48 hours) please contact the professor. For anything more extensive, please contact Academic Counselling. If students fail to hand in an assignment but are pursuing academic accommodation through Academic Counselling, they should advise the professor.

Academic Accommodation:

Students who experience an extenuating circumstance (illness, injury, or other) that affects their ability to attend class or complete the assignments in the course may submit a request for academic consideration. Aside from submitting a Self-Reported Absence (SRA) form, students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate. In some cases a Student Medical Certificate (SMC) might be required.

Students seeking academic consideration are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work. They are also encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are not normally an appropriate basis for a self-reported absence.

Students must communicate with their instructors no later than 24 hours after the end of the period covered by either the SRA or SMC, or immediately upon their return following a documented absence.

Academic consideration is **not** normally intended for the following circumstances:

- Students requiring 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.
- Students with pre-existing accessibility plans arranged through SAS may not need to provide additional documentation when seeking academic consideration where such request for consideration relates to their disability and where their accessibility plans allow for coursework deferral or deadline extensions.
- Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). Students with academic or exam stress should access supports through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

More information can be found at

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Academic accommodation will **ONLY** be provided if a student follows the appropriate procedures.

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.

Topics and Readings

January 4: Introduction

- No readings

January 11: Electoral Institutions

- G. Bingham Powell, Jr. 2000. *Elections as Instruments of Democracy*. New Haven: Yale University Press, ch. 1.
- Michael Gallagher and Paul Mitchell. 2018. "Dimensions of Variation in Electoral Systems." In *The Oxford Handbook of Electoral Systems*, ed. Erik S. Herron, Robert J. Pekkanen, and Matthew S. Shugart.
- Robert E. Ross. 2016. "Federalism and the Electoral College: The Development of the General Ticket Method for Selecting Presidential Electors." *Publius: The Journal of Federalism* 46(2): 147–169. <https://doi.org/10.1093/publius/pjv043>
- Louis Massicotte. 2016. "Roll Back! The Conservatives Rewrite Election Laws, 2006-2015." In *The Canadian Federal Election of 2015*, ed. Jon H. Pammett and Christopher Dornan. Toronto: Dundurn.

Videos to watch:

- FPTP vs. PR <https://www.youtube.com/watch?v=G2ljLsg9UFk>
- STV: <https://www.cgpgrey.com/blog/politics-in-the-animal-kingdom-single-transferable-vote>

January 18: Models of Voting Behaviour

- Cameron D. Anderson and Laura B. Stephenson. 2010. "The Puzzle of Elections and Voting in Canada." In *Voting Behaviour in Canada*, ed. Cameron D. Anderson and Laura B. Stephenson. Vancouver: UBC Press, chapter 1.
- Patrick Fournier, Fred Cutler, Stuart Soroka, Dietlind Stolle and Éric Bélanger. 2013. "Riding the Orange Wave: Leadership, Values, Issues, and the 2011 Canadian Election." *Canadian Journal of Political Science* 46 (4): 863–97. doi:10.1017/S0008423913000875.
- Harold D. Clarke, Jason Reifler, Thomas J. Scotto and Marianne C. Stewart. 2016. "It's Spring Again! Voting in the 2015 Federal Election." In *The Canadian Federal Election of 2015*, ed. Jon H. Pammett and Christopher Dornan, pp. 327-356.
- R. Michael McGregor. 2013. "Measuring "Correct Voting" Using Comparative Manifestos Project Data." *Journal of Elections, Public Opinion and Parties* 23(1): 1-26.

January 25: 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.
- Meital Balmas and Tamir Sheafer. 2010. "Candidate image in election campaigns: Attribute agenda setting, affective priming, and voting intentions." *International Journal of Public Opinion Research* 22 (2): 204-229.
- Alex Badas and Katelyn Stauffer. 2019. "Voting for women in nonpartisan and partisan elections." *Electoral Studies* 57: 245-255.
- Amanda Bittner. 2018. "Leaders always mattered: The persistence of personality in Canadian elections." *Electoral Studies* 54: 297-302.

February 1: Political Campaigns

- André Blais, Elisabeth Gidengil, Richard Nadeau and Neil Nevitte. 2003. "Campaign

Dynamics in the 2000 Canadian Election: How the Leader Debates Salvaged the Conservative Party." *PS: Political Science and Politics* 36(1): 45-50.

- Cindy D. Kam and Elizabeth J. Zechmeister. 2013. "Name Recognition and Candidate Support." *American Journal of Political Science* 57(4): 971-986.
- Richard R. Lau, Lee Sigelman and Ivy Brown Rovner. 2007. "The Effects of Negative Political Campaigns: A Meta-Analytic Reassessment." *The Journal of Politics* 69(4): 1176-1209.
- 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.

February 8: Political Parties

- 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.
- 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(6): 661-78.
- Andrew Chadwick and Jennifer Stromer Galley. 2016. "Digital Media, Power, and Democracy in Parties and Election Campaigns: Party Decline or Party Renewal?" *International Journal of Press/Politics* 21(3): 283-293.
- Alan C. Cairns. 1968. "The Electoral System and the Party System in Canada, 1921-1965." *Canadian Journal of Political Science* 1(1): 55-80.

February 15: Political Participation *ANALYSIS ASSIGNMENT DUE*****

- Ruth Dassonneville and Marc Hooghe. 2017. "Voter turnout decline and stratification: Quasi-experimental and comparative evidence of a growing educational gap." *Party Politics* 37(2): 184-200.
- 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>
- Richard Johnston, J. Scott Matthews and Amanda Bittner. 2007. "Turnout and the party system in Canada, 1988-2004." *Electoral Studies* 26(4): 735-745.
- Hilde Coffé and Catherine Bolzendahl. 2010. "Same Game, Different Rules? Gender Differences in Political Participation." *Sex Roles* 62: 318-33.

Additional reading for class activity (only one, assigned by last name):

A-F: Sarah Birch. 2009. "The case for compulsory voting." *Public Policy Research* 16: 21-27. <https://doi-org.proxy1.lib.uwo.ca/10.1111/j.1744-540X.2009.00550.x>

G-L: Arend Lijphart. 1997. "Unequal Participation: Democracy's Unresolved Dilemma Presidential Address, American Political Science Association, 1996." *American Political Science Review* 91(1): 1-14. <https://doi.org/10.2307/2952255>

M-R: Shane P. Singh. 2016. "Elections as poorer reflections of preferences under compulsory voting." *Electoral Studies* 44: 56-65. <https://doi-org.proxy1.lib.uwo.ca/10.1016/j.electstud.2016.08.005>

S-Z: Annabelle Lever. 2010. "Compulsory Voting: A Critical Perspective." *British Journal of Political Science* 40 (4): 897–915. <https://doi.org/10.1017/S0007123410000050>

February 22: Reading Week – No Class

March 1: Partisan Identification *RESEARCH TOPIC DUE*****

- Samara Klar. 2014. "Partisanship in a social setting." *American Journal of Political Science* 58(3): 687-704.
- Leonie Huddy and Alexa Bankert. 2017. "Political Partisanship as a Social Identity." *Oxford Research Encyclopedia of Politics*.
https://calgara.github.io/Pol157_Spring2019/Huddy%20&%20Bankert%202017.pdf
- 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): 327-343.
- Toke Aidt and Christopher Rauh. 2018. "The Big Five personality traits and partisanship in England." *Electoral Studies* 54: 1-21.

March 8: Economic Voting

- Michael S. Lewis-Beck and Richard Nadeau. 2011. "Economic voting theory: Testing new dimensions." *Electoral Studies* 30(2): 288-294.
- Ruth Dassonneville and Michael S. Lewis-Beck. 2017. "Rules, institutions and the economic vote: clarifying clarity of responsibility." *West European Politics* 40(3): 534-559.
- François Gelineau and Éric Bélanger. 2005. "Electoral Accountability in a Federal System: National and Provincial Economic Voting in Canada." *Publius: The Journal of Federalism* 35(3): 407-24.
- Cameron D. Anderson, R. Michael McGregor, Aaron A. Moore and Laura B. Stephenson. 2017. "Economic Voting and Multilevel Governance: The Case of Toronto." *Urban Affairs Review* 53(1): 71-101.

March 15: Strategic Voting

- André Blais. 2002. "Why is there so little strategic voting in Canadian plurality rule elections?" *Political Studies* 50(3): 445-454.
- John H. Aldrich, André Blais and Laura B. Stephenson. 2018. "Strategic Voting and Political Institutions." In *The Many Faces of Strategic Voting*, ed. Laura B. Stephenson, John H. Aldrich and André Blais. Ann Arbor: University of Michigan Press, Chapter 1.
- Thomas Gschwend, Lukas Stoetzer and Steffen Zittlau. 2016. "What drives rental votes? How coalitions signals facilitate strategic coalition voting." *Electoral Studies* 44: 293-306.
- 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.

March 22: Media, Information and Perception*ANNOTATED BIBLIOGRAPHY/RESEARCH REPORT DUE*****

- 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.

- Elisabeth Gidengil, 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): 535-61.
- Emily Thorson. 2016. "Belief Echoes: The Persistent Effects of Corrected Misinformation." *Political Communication* 33(3): 460-480.
- Jean-Francois Daoust and Katherine V.R. Sullivan. 2017. "Campaign-Specific Information and Media Effects." *Canadian Journal of Communication* 42(4): 669-81.

March 29: Issues in Representation

- Melanee Thomas and Marc André Bodet. 2013. "Sacrificial lambs, women candidates, and district competitiveness in Canada." *Electoral Studies* 32(1): 153-66.
- Scott Pruysers, Melanee Thomas and Julie Blais. 2020. "Mediated ambition? Gender, news and the desire to seek elected office." *European Journal of Politics and Gender* 3(1): 37-59.
- Zachary Spicer, Michael McGregor and Christopher Alcantara. 2017. "Political opportunity structures and the representation of women and visible minorities in municipal elections." *Electoral Studies* 48: 10-18.
- Andrea S. Aldrich. 2020. "Party organization and gender in European elections." *Party Politics* 26(5): 675-688.

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.

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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 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.