

POL 2530F 001:
Foundations of Canadian Government and Politics
Fall 2022
Version Date : 12 September 2022

<p>Professor: Dr. Christopher Alcantara Office: SSC 7308 E-mail: calcanta@uwo.ca Office Hours: Mondays 1pm to 2pm through or by appointment Course Time: Mondays 10:30am to 12:20pm Classroom: TC-141 TAs: Daniel Mosanef (dmosanne@uwo.ca), Emily Martins (emarti92@uwo.ca), Sam Routley (sroutley@uwo.ca), Jake Collie (jcollie5@uwo.ca).</p>
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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;
- 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 19 Oct. by 11:55pm.
<i>Research Paper (30%)</i>	– Due Wednesday 23 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://macmillan.force.com/iclicker/s/article/Checklist-Getting-Started-with-the-iClicker-Student-App> and access on OWL.

2) Knowledge Mobilization Assignment (Due Wed. Oct. 19 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:

- Elizabeth Acorn. 2021. “Behind the SNC-Lavalin Scandal: The Transnational Diffusion of Corporate Diversion.” *Canadian Journal of Political Science* 54 (4): 892-917.
- 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.
- Elisabeth Gidengil, Dietlind Stolle, and Olivier Bergeron-Boutin. 2022. “COVID-19 and Support for Executive Aggrandizement.” *Canadian Journal of Political Science* 55 (2): 342-372.
- Eric Guntermann and Edana Beauvais. 2022. “The Lesbian, Gay and Bisexual Vote in a More Tolerant Canada.” *Canadian Journal of Political Science* 55 (2): 373-403.
- Daniel Westlake. 2022. “Ready or Not? The Strength of NDP Riding Associations and the Rise and Fall of the NDP.” *Canadian Journal of Political Science* 55 (2): 418-443.
- 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 Wed. Nov. 23 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. 12): 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. 19): 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. 26): Parties and the Party System

READ:

- Malcolmson Chapter 7
- Quinn Albaugh. 2022. “Gatekeeping by Central and Local Party Actors: Evidence from a Field Study of New Brunswick Nominations, 2017-2018.” *Canadian Journal of Political Science*. 1-22. doi:10.1017/S0008423922000385

Tutorial discussion topic:

Are political parties still relevant today?

Week 4 (Oct. 3): 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.10): Thanksgiving Monday (No class and tutorials this week)

Week 6 (Oct. 17): 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. 24): The Constitution

READ:

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

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 (Oct. 31): Fall Reading Week (No classes or tutorials).

Week 9 (Nov. 7): The Charter and the Courts

READ:

- Malcolmson Chapters 9-10
- Emmett Macfarlane. 2022. "The Overturning of Roe v. Wade: are Abortion Rights in Canada Vulnerable?" *Canadian Journal of Political Science*. doi:10.1017/S0008423922000452

Tutorial discussion topic:

Does the Charter and the judicial system strengthen or weaken Canadian democracy?

Week 10 (Nov. 14): 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. 21): 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;

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. 28): 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. 5): 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.
- Loleen Berdahl. 2021. "The Persistence of Western Alienation." *IRPP Paper*. No. 9. May: 1-10. <https://centre.irpp.org/wp-content/uploads/sites/3/2021/05/The-Persistence-of-Western-Alienation.pdf>

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.

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 and Academic Consideration for Student Absence:

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.

For work totalling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the University's medical illness policy at

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

The Student Medical Certificate is available at

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

Absences from Final Examinations

If you miss the Final Exam, please contact the Academic Counselling office of your Faculty of Registration as soon as you are able to do so and let your instructor know as well. Academic Counselling will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

Religious Accommodation

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

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

Accommodation Policies

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

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

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.
- 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.

Support Services

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](https://www.uwo.ca/academic_counselling/)

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.

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Learning-skills counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: <https://www.uwo.ca/se/digital/>.

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.