

Political Science 3210F – Canada-US relations

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

Calls to action:

- Read the Truth and Reconciliation Commission findings and the Commission's calls to action, then find a way you can support the fulfillment of [those calls to action](#)
- Read the national inquiry into [missing and murdered indigenous women and girls and the 231 calls for justice](#)
- Take time to learn more about the history and continuing experiences of indigenous peoples
- Remove colonial monuments
- Call on institutions to decolonize: indigenous scholarship and knowledge systems continued to be marginalized and erased
- Encourage contribution to indigenous led organisations, in particular, the Indian Residential School Survival Society <https://irsss.ca>

Course Title:	Canada-US relations
Location:	SSC-3018

Instructor:	Dan Bousfield
Office Hours:	Tuesday 8:30-9:30am, Thursday 1:2:20pm via Zoom
Email:	dbousfie@uwo.ca
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Facebook group	<i>Optional</i> https://www.facebook.com/groups/2279332795547424
Zoom	Available through the sidebar in OWL

Prerequisite(s):

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 if you are dropped from a course for failing to have the necessary prerequisites.

Introduction:

This course will help you critically assess the current state of Canadian-American relations through a variety of perspectives, issues and policy debates. We will emphasize the importance of theories and arguments related to North American integration and divergence from local, regional and global

perspectives. We will explore economic and political integration as well as forms of divergence where students will analyze developments in the areas of defence, security, environment, culture and labour. Students will also debate and discuss the processes of policy development in comparative terms, with an emphasis on the role of actors in civil society.

Learning Objectives:

Through this course all students will have the opportunity to:

- Discuss different approaches to Canada-US relations
- Describe the key events, changes over time and the current state of Canada-US relations
- Think critically and write about an issue in Canada-US relations
- Evaluate the effectiveness of policy or inter-state issue in Canada-US relations
- Participate in a presentation about the history, context or ideas of a Canada-US issue
- Analyze current policy and political issues between Canada and the US
- Discuss a current Canada-US issue in historical context

Anti-requisites: Political Science 2139, 3367F/G, 3326E

Prerequisites: Political Science 2531 or 2532 (or the old 2230E or 2231E or 2244E)

Course Materials

All readings are available on-line, on the university online library reserve, or through the library search.

Background resources:

This course assumes a popular level of understanding of Canadian and American relations, but a primer for topics and issues of which you may be unfamiliar can be useful. Apart from the suggested textbooks you should also check out recent issues of “Key Journals and Annuals” for the study of Canadian Foreign Policy & Canada-U.S. Relations (courtesy of John Kirton, U of Toronto, 2009, via Srdjan Vucetic):

[Canadian Foreign Policy](#)

[Centre for International Governance Innovation](#)

[International Journal](#)

[Global Brief](#)

[American Review of Canadian Studies](#)

[Canadian Public Policy](#)

[Policy Options](#)

[Canadian Journal of Political Science](#)

[Literary Review of Canada](#) (reviews of recent books)

Approved Podcasts for participation:

The following are podcasts with recent debates and discussion of Canada-US issues. They may be used for participation if your response engages with academic course material.

[CIGI podcasts](#)

[Canadaland](#)

[CGAI Podcasts](#)

Crowd-sourced essay resources:

Given that you will be researching a specific area of Canada-US relations throughout the course, it makes sense to develop your knowledge alongside those who have come before you. Consequently, I encourage students to add and remove useful essay sources from a master list provided on week 1.

These are some starting points for your research, but not exhaustive or necessarily relevant to your approach, so remain critical about their use.

Methods of Evaluation

Weekly participation 20%	
Term Assignment 15% - Primarily due week 7 Signup by week 3	Essay or Policy Analysis 40% - Due Week 10
Exam 25% - Exam During Exam Period	

Weekly Participation – 20%

Participation is based on a level system (70/80/90) and overall analysis of the submitted work at the end of the course. Each week (**Thursday 12:01am-Wednesday at 11:59pm**) students will submit their responses for participation. A total of 10 weeks will be required, with students to choose the 10 weeks to answer (easiest may be to omit weeks 1 and 12). Each submission results in a simple tier grade (1 submission=minimum 70%; 2 submissions=minimum 80%, 3 submission=minimum 90%). They must be submitted each week, but will not be graded individually, just checked for appropriate content and length. No more than 2 digital forms of participation can be counted each week (i.e. maximum 80% if attendance is missing). At the end of the course, students will submit a single page summary of their total submissions for each week and justify any grade higher than the base grade (i.e. I submitted 2 participation assignments each week, they dealt with themes X, Y and Z, therefore I believe they are worth 86%). Students have different ways to participate each week.

1. Written 250-word response that engages with one or all of the ideas and concepts from the week. It can engage with concepts from the lecture, ideas in the readings or a combination of all. It is NOT a summary; it is a reflective analysis of the ideas and how they link to current international legal issues. Proper essay paragraph structure is required, as is proper footnoting and citation (see below for formatting instructions).
2. A very short video response to a lecture theme, video topic or reading (tiktok style). They should summarize a key academic issue relating to Canada-US relations, be presentable to a wide audience and engage with content and ideas from the course. They do not need to be posted publicly, they must be uploaded into OWL each week.
3. A relevant post on the facebook group or in the forums or in the Voicethread (in the left hand nav bar in OWL), with a summary of its relevance to Canada-US relations, recent Canada-US debate issues or mechanisms of Canada-US relations.
4. Attendance in class.
5. A short summary of your participation of your class contribution in person, or relevant post in the OWL forums.
6. A short summary of an event on campus or online (such as a speaker, discussion or events) that is relevant to Canada-US relations.
7. A short summary and analysis (linking to course texts) of a recent (within the last month) podcast from the list of approved podcasts above.
8. Answering the weekly quiz questions in OWL.

Each week students will post their summary/assignments in the OWL assignment tab to receive a participation grade. PLEASE AVOID ATTACHMENTS AS MUCH AS POSSIBLE (SUBMIT INLINE) AS IT SLOWS DOWN MARKING. See examples below:

Assignment Submission

Below is the submission from a student. You can insert cor

? Source Templates ✂️ 📄 📁

B I U S | x_2 x^2 | [List Icons] | [Align Icons]

Styles | Normal | Font | Siz

For participation this week, I did the following:

1. Attended class on Thursday
2. Completed the multiple-choice quiz on OWL.
3. Created a tiktok.

body p

Submitted Attachments

 [Smart Border Declaration Tiktok.MOV](#) (12 MB; (

Assignment Submission

Below is the submission from a student. You can insert cor

? Source Templates ✂️ 📄 📁

B I U S | x_2 x^2 | [List Icons] | [Align Icons]

Styles | Normal | Font | Size

1. Attended class
2. Completed the MC quiz on OWL
3. Posted an article in the facebook group

body p

Submitted Attachments

No attachments submitted

Grade: 3.00 (max 3.00)

Term Assignment: 15% of final grade.

Option 1 – Paired Debate

In teams of two ONLY, students should pick a specific case related to their area of interest from the list of Canada-US issues on week one. The debate should outline the key issues from both sides (Canadian or American) and points of contention and present each side coherently and convincingly to the class. Each pair should try to convey the perspective of the two sides as well as the actual outcome.

MAXIMUM 5 MINUTES.

The presentation should highlight:

1. Key American and Canadian actors involved
2. Relevant context or history related to the issue
3. Claims and evidence put forward on both side
4. Likely or actual outcome of the issue and the trajectory of the relations moving forward

Students will need to upload their presentation in an accessible and clear format (such as a series of tiktoks back and forth, youtube, vimeo video, or well-structured podcast (podcasts require a written outline of topics related to the discussion as well as academic sources that link to the course), they cannot be unstructured) for each week they sign up. Students must upload their presentation on the week they sign up or else they forfeit their grade. Students are encouraged to think creatively about how they will present the debate and presentations may take alternative formats as long as they accomplish the requirements outlined above. In order to receive an individual mark, students must upload a short (200 word) summary of their role in the debate preparation and execution, assessing their groups' strengths and weaknesses in OWL under 'Assignments'.

Option 2 – Essay Proposal

Students will produce a 1250-1500word description, excluding references (250 words per page) of the area of interest for the study, due on **Week 7**. The assignment should highlight the area of interest of your research; the different perspectives that could be used to research the topic (methods, approaches, issues, events or people); one form of analysis that you think will be most fruitful; as well as a list of potential sources that are directly relevant to your area of interest (potential issues, gaps or problems with this list can be addressed in the assignment). The assignment must be in proper formal essay format (no bullet points, short form or colloquial language), should use subheadings to identify

key issues, use proper citation and should NOT INCLUDE ANY FORM OF ANNOTATED BIBLIOGRAPHY. Dictionaries, encyclopedias, and Wikipedia should not be used and use of web material is subject to instructor's prior approval. A basic structure for the assignment would be:

- 1) Title, topic and thesis question or area of interest for potential research.
- 2) Possible approaches to study the issue (such as comparative, international, cultural, idiosyncratic, personality driven, legal, political economic, class, environmental or labour based). And why the one method seems most appropriate.
- 3) A summary of key points or issues likely to structure your research. These should outline key ideas, concepts, people or places, but express clear analytical thinking. Simple lists or unfocused summaries are not likely to receive high marks.
- 4) A discussion of potential problems or pitfalls in this issue and/or weaknesses in the list of resources you have compiled. This is not an annotated bibliography; rather it is an assessment and overview of common themes, author biases, missing data, weak analyses, etc.
- 5) An overarching statement of the usefulness or goals of the research and why the topic chosen is relevant to Canada-US relations. This could form the basis for the introduction or conclusion of your later research but should provide a general overview.
- 6) The list of resources you are likely to draw upon in the paper as well as any that you have cited in the preparatory work (in other words, your bibliography). This may include non-academic sources, but there must be a minimum of 4 academic sources (and they should cover at least three different themes in your work). You must include a discussion of the importance of one of the optional course textbooks or your assignment will be considered incomplete.
- 7) A title page with your name, a title for your future research, the date of submission and the course number on it.

Option 3 - Media Assessment

Due **Week 7**. This assignment will critically engage with a movie or documentary that deals with Canada-US relations. A list of acceptable material is available on the course webpage, and all media must have sufficient levels of Canada-US content to warrant its use. All media assessments must have prior approval of the instructor and must be signed up on the course website at least 2 weeks before it is handed in. The media assessment must critically engage with the content of the movie for its use in understanding Canada-US relations, as well as base arguments in academic research and debates. You should assess the media for its arguments about Canada-US relations, and the viability of the arguments given the academic debates on the issue. The assignment should be a minimum of 1250 words, in proper essay format (with title page and bibliography) and have a minimum of 4 academic sources.

Option 4 - Peer Editing

This exercise is designed to allow students to understand what it is like to go through an academic peer review process. This exercise requires exactly 4 students (no exceptions). Students will pick a date no later than **Week 6** (preferably much sooner) to begin the exercise. On the given date each of the students will upload a the first 5 pages of the final essay to OWL. These papers should be in proper essay format with footnotes, citations and data included. The instructor will then anonymize the assignments and distribute them to members of the group. Each group member will then critically assess the arguments of their peers and provide written feedback for each assignment due by **Week 8**. The assignment will be graded on the quality of the peer feedback, NOT the essay itself. Peer feedback should assess the strength of the arguments, the validity of the sources and provide useful suggestions for revision. The feedback will be assembled and given back to the original author for use in their final assignments.

Option 5: Community Engaged Learning

A few students will have the option of participating in a Community Engaged Learning (CEL) opportunity with an offsite organization involved in Canada-US issues. Students must submit an application for the opportunity to participate and will be graded on their completion of the online-check in with the student success center, their successful completion of their placement and a short (750 word) reflective summary that links their work with the CEL to class content. The reflection is just about how you felt about it in the beginning, middle and end and how your expectations changed over time. I am looking for reflection, if you can link to course themes that would be great, but I am really assessing reflection in general. It shouldn't be too long - I feel the CEL placement is the bulk of the work, it is really just an expanded version of the logs with some reflection on what happened, how your expectations changed and what you would say to someone who wanted to do it next year (i.e. 4-5 double spaced pages).

Essay or Policy Analysis

40% of final grade, due in OWL on **Week 10**

Students will write a major research paper (A) or policy analysis (B) (based primarily on academic sources) on a topic of their choice, to be arrived at in consultation with the instructor. Essay/policy analysis topics should be chosen by week 8. In selecting a topic, you should be as imaginative and innovative as possible while bearing in mind the availability of relevant primary sources and the soundness of the topic in a theoretical sense. The topic selection must be on the approved list of topics, or it requires a discussion with the instructor to determine the essay/policy topic. Choosing a topic that is not on the approved list, or not discussing the essay topic prior to choosing one may result in papers with limited relevance to Canada-US relations and will be unable to achieve full marks. Students must engage with at least two course texts to complete the assignment. A penalty of five (5) percent per day (excluding weekends) to a maximum of 5 days will be assessed for essays/policy analyses submitted after the due date. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. Papers submitted after deadlines (including excused late papers) will be marked, but comments may not be provided.

Final paper requirements

The final draft of the paper should be 12 pages (3000 words) in length (excluding the bibliography) and must be presented in proper scholarly format. See the *Criteria for Evaluation of Written Assignments* and the *Essay Evaluation Checklist* for a detailed description of the essay requirements.

Policy analysis requirements

Policy analysis is not a formal essay; it is an assessment and appraisal of an existing policy with recommendations and proposals based on evidence and a theoretical orientation (a fundamental belief in the way the world functions). The policy analysis should be 12 pages (with properly sourced and relevant infographics, charts or illustrations). **You must use primarily academic sources (including a minimum of 2 from our course)**. NO BULLET POINTS ARE ALLOWED ANYWHERE IN THE TEXT. A policy analysis should include the following components:

1. An executive summary: 200 words, with the purpose of the analysis on the first page. It should be clear and concise and summarize the entire policy analysis.
2. Statement of the issue/problem: summarized in a single question.

3. Background: contextualize the issue, state your interest in the issue, identify actors and discuss key elements of the issue. This should engage with the history and context of the issue for both Canada and the US as well as engaging with at least 2 of the course texts.
4. Policy options: a policy analysis should include three policy options moving forward. These options should anticipate opposition; outline the advantages and disadvantages as well as any factors impacting the implementation of the proposal. In other words, your policy options should address their feasibility and the most grounded perspective possible.
5. Policy recommendation: you must recommend one of the policy options and justify the choice without excessive equivocation. You should also propose a plan of implementation for your policy recommendation.
6. A list of references and sources used throughout the summary. Footnotes must also be used throughout the text.

The Department's rules regarding plagiarism and the submission of similar essays to two or more different instructors are appended to this course outline and should be noted. (See 'Criteria for Evaluation of Written Assignments' below). Students must submit their papers through OWL and all papers may be processed by turnitin. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

Final Exam

25% of final course grade. To be scheduled during the exam period.

The final exam will be cumulative (i.e., will be based on the material covered in lectures, assigned readings, and discussions throughout the whole of the course). The exam may include both a short answer/identification component and questions requiring longer, essay-style responses. Choice of answers and an exam preparation guide may be given.

Learning Outcomes

Assignment	Description	Learning Outcome
Participation		Recognize the importance of listening; communicate verbally and in analytic and clear fashion; an awareness of the extensive and limits of one's own knowledge, informed by exposure to information, concepts, theories and experience
Response Papers	Identify key themes and arguments in written work, synthesize arguments analytically into written form	Communicate in written form in an analytical and clear fashion; an awareness of the extensive and limits of one's own knowledge; assess evidence critically;
Essay/Policy Analysis	Ability to identify different methodological approaches; apply a specific methodological approach to a specific Canada-US issue; analyze the Canada-US issue for trajectory; evaluate likely outcomes of the issue	Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills
Group Presentations	Ability to identify different methodological approaches; apply a	Critically assess each other's arguments for validity in terms of Canada US relations; gain

	specific methodological approach to a specific Canada-US issue; analyze the Canada-US issue for trajectory; evaluate likely outcomes of the issue	a basic understanding of the academic editing process; work with peers to develop strong arguments about Canada US relations
Exam		Communicate in a written format in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; how power culture and history condition knowledge formation; understand the ambiguity, uncertainty, ubiquitous and controversial nature of politics

Zoom Etiquette

1. Please pay attention to video, microphone and screensharing settings. Keep chat rooms and images appropriate for an academic setting. Any inappropriate actions, imagery, discussion or chat messages may result in your removal from the meeting at my discretion. Audio recordings may be available as an alternative to synchronous discussion.
2. Please test all WIFI, video and audio before the meetings. Zoom buttons for raising your hand, responding yes and no, asking host to adjust speed, requesting a break and more.
3. Please be conscious of your speaking time and that of others, if you are continuing in a manner that is not fair to your peers, I reserve the right to intervene and put us back on a more focused discussion.

Recording synchronous content (office hours or other meetings)

All of the remote learning sessions for this course **may** be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings may be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

Meeting the Requirements of the Assignment:

All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment. All work must have sufficient academic content and sources related to our course or else it cannot receive full marks.

Non-medical and medical accommodation

Non-medical absences from class, late essays or assignments, will be subject to a 10% penalty per day (weekends included). All assignments must be completed to receive course credit. Further information is

found in the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

Assessments worth 10% or more of the overall course grade:

By policy, academic considerations for work totaling 10% or more of the final course grade can be granted only by the student's Faculty of Registration (typically by their academic counsellors). In such cases, students should be directed as follows. For work totaling 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 will be granted an extension or a make-up opportunity, but no reweighting of assignments will be granted.

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. They 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).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under Special Examinations).

Statement on 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/handbook/appeals/scholastic_discipline_undergrad.pdf .

"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>)."

Guidelines for Success in Class

Since there seldom are definitive answers to the questions, we will be asking about Canadian-US relations, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

- Come to all classes having read the assigned readings for that week and prepared to participate in discussion. It is useful to remember that some week's readings may be more relevant to your research interests than others and focusing on readings that are most salient to your interests will ensure maximum usefulness in the course.
- Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of *relevant* points and ideas. Online participation will be considered as well in participation marks.
- Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.
- Raise questions when you have them. Raising useful questions counts as participation. You can use the online forums, e-mail, Facebook or zoom to raise questions you encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade. The forums should be the primary location for questions, please only use the other options AFTER you have posted to the forum.

Criteria for Evaluation of Written Assignments

These criteria will be used in evaluation of written work and possibly in combination with the checklist below. Please be sure to read them carefully:

Formatting

All work should be double spaced using 12 point font (even on policy briefs). Page numbers should always be included. Never use bullet points anywhere – they condense ideas when I need to see the logic and academic argumentation that underpin your claims.

Quotations

Quotations longer than 4 lines should be indented. Try to avoid quotations longer than 4 lines. Assume that I do not read an indented 4line quotation and make sure the sentence immediately following the quotation summarizes its significance to your argument in your own words. Never include quotations or sources in your introduction or conclusion, your introduction and conclusion should outline the paper structure in your own words.

Citations and Bibliography

We will use the author date system. It keeps footnotes and endnotes to a minimum.

- Text references will be short with the Surname, Date and page number (i.e. Žižek 2002: 342).

- Use this formatting everywhere, including sources from our reading list and in the response papers and any written work.
- Works by the same author in the same year should be cited as Žižek 2002a, Žižek2002b, etc.
- Et al. can be used by sources with three or more authors. The full list must be in the bibliography.
- If you have more than one source in the same sentence you just include them with a semi-colon in chronological order i.e (Žižek 2002: 345; D'Amelio 2018: 212; Swift 2020: 445)

Bibliography

A bibliography must be included in all written work, it should include the complete details of the work and included an 'Accessed' date if it is an online source.

Sample bibliography

Bastos, Marco T., and Dan Mercea. "The Brexit botnet and user-generated hyperpartisan news." *Social Science Computer Review* 37.1 (2019): 38-54.

Dobber, T., R. F. Fahy, and FJ Zuiderveen Borgesius. "The regulation of online political micro-targeting in Europe." *Internet Policy Review* 8.4 (2019): 4.

Griener, William. "How the swindlers of Silicon Valley avoid paying taxes." *The Nation*, October 17, 2017, <https://www.thenation.com/article/how-the-swindlers-of-silicon-valley-avoid-paying-taxes/>.

Accessed August 1, 2020.

Gill, Stephen. "Transnational class formations, European crisis and the silent revolution." *Critical Sociology* 43.4-5 (2017): 641.

Analytical Content and Paragraph structure:

Higher grades will be given to work that demonstrates the ability to interpret, critically assess and develop insights of the material. To determine whether or not your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

Helpful signs you are not developing analytical content: Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.

Development of an Argument:

Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

Helpful signs your argument may be in trouble: Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.

Grammar, Spelling, and Style:

Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

While different approaches work for different people, it is recommended that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud (when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or grammar, there are many resources available on campus.

General

All students must complete all course requirements. Failure to do so (e.g., by not handing-in an assignment or by missing an examination without due cause) will subject the student to the appropriate University regulations. Students must also keep a duplicate copy of their assignments.

Policy on communication

The forums should be your primary place for questions, issues and concerns with the course. I strive to be accessible and responsive to student inquiries. However, repeated or persistent e-mails/texts/phone calls will overload my capacity to respond to all students equally. As such, I reserve the right to answer initial questions but forego multiple responses or inquires for a 24hour cool-down period. I appreciate your understanding in this matter.

Late Assignments - Formal Guidelines

Late papers will be accepted but will be subject to a late penalty of 10 per cent per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. **Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.**

Policy on Children in the classroom¹

“It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

¹ Policy taken from Dr Cheyney with permission.

<https://web.archive.org/web/20210422172057/https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples>

For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!"

Policy on non-service animals in the classroom

Western University established a [Pets and Therapy Animals policy in May 2020](#) that limits the presence of pets in campus buildings. Service and therapy animals are permitted inside all Western locations, in accordance with accessibility policies, however animals for companionship are not allowed.

Religious/Cultural Observance

Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) by Week 4. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you by Week 4, I will assume that you plan to attend all class meetings.

Point of View

The readings, class lectures, and my comments in class will suggest a particular point of view. This perspective is my own and does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself! A significant part of a university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

Academic Sources

A key aspect of the university experience is developing your ability to assess the validity of sources. Academic sources such as those found on Google Scholar should be your primary source of arguments, ideas and claims made in the course. While it may be appropriate to provide anecdotal, non-academic, news, theories from outside the academy as data points, all arguments must be situated in triangulated

academic research. By triangulation (you may see a Δ on your assignments) this is the idea that academic peer review provides a foundation for the veracity of the claims being made. If you rely too heavily on one source (i.e. that more than 3 footnotes in a row are from the same source) you may be veering towards summary or plagiarism of that source as it lacks proper verification from other academics who agree with those assessments. Moreover, most sources have implicit or explicit frameworks, understandings, biases which you may not be able to assess without triangulation. While there is no explicit number of sources required on assignments, you will be unable to achieve full marks if you do not have academic arguments with academic sources. This is a standard expectation of all assignments in this class.

Discussion Guidelines²

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an important secondary aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise inside issues of social inequality as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

Contingency plan for an in-person class pivoting to 100% online learning

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

² From U-M Faculty Member Alisse Portnoy, English.

Reading Schedule (readings with ● are required – other readings provide background and information for essays, presentations, and research)

Week 1 - Intro and Overview

- Bow, Brian, and Adam Chapnick. "Teaching Canada–US relations: Three great debates." *International Journal* 71.2 (2016): 291-312.
- Andrews, Jennifer. "Introduction—Fantasies of Nation: Canada-US Relations in the Era of Trump." (2018): 1-8.
- Ettinger, Aaron. "Rumors of restoration: Joe Biden’s foreign policy and what it means for Canada." *Canadian Foreign Policy Journal* (2021): 1-18.
- George, Douglas, et al. "Distinguished Panel: The Canada-United States Relationship at Large." *Can.-USJ* 42 (2018): 42.
- Student Paper from 2013-2014 - Chelsea Rubin "Sexual Regulation, Repression, and National Security: LGBT Rights and the National Security Discourse of Canada and the United States " Submitted for POLS 3326 2013-2014. Unpublished Essay. Made available with permissions of Chelsea Rubin.
- Sample Student Paper from 2015-2016 Anonymous. "Canadian Autonomy in the Creation of a Legal Framework of Disability Rights" Submitted for POLS 3326 2015-2016. Unpublished Essay. Made available with permissions of the author.

Week 1 Questions for response papers:

- What is the best level of analysis for looking at Canada-US relations today versus the past?
 - Which 'great debate' makes the most sense to you?
 - What question about the course seems most pressing to you?
-

Week 2 - Overviews and Attitudes

- Norman Hillmer, *Are Canadians Anti-American? Policy Options* (July/August, 2006). 3 pages
 - John McDougall, *Canada-U.S. Relations at the Turn of the Century*, Ch. 2.
 - Trevor Harrison, "Anti-Canadianism explaining the deep roots of a shallow phenomenon" *International Journal of Canadian Studies* No. 35, 2007 , pages. 217-240.
- Examine recent framings of the Canada-US relationship by the Congressional Research Service <https://crsreports.congress.gov/product/pdf/RL/96-397>

Debate topic: What’s the right amount of gun control?

Week 2 Questions for response papers:

- To what extent is Canada autonomous from the US?
 - In what ways does 'closeness' make genuine Canada-US assessment impossible?
 - Should we understand the Canada-US relationship in terms of positivity or negativity?
-

Week 3 - NAFTA - Origins and Frameworks

- Geoffrey Hale, "Introduction, the Elephant and the Beaver: Proximity and Distance in Perspective" in *So Near Yet So Far*, 2012 UBC Press: Vancouver, 1-24.
- John McDougall, *Drifting Together: The Political Economy of Canada-US Integration* Peterborough, ON.: Broadview Press, 2006. Ch 3,4.
- Barry, Donald, and Duane Bratt. "Defense Against Help: Explaining Canada-US Security Relations." *American Review of Canadian Studies* 38.1 (2008): 63-89.
- Stephen Clarkson, "The Choice to be Made," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* Eds., Duane Bratt and Chris Kukuca (Toronto: Oxford University Press, 2011) Third Edition. P. 76-91. Updated material for 2015
- Lilly, Meredith, Hugo Perezcano Díaz, and Christine McDaniel. "The Future of North America’s Economic Relationship: From NAFTA to the New Canada-United States-Mexico Agreement and Beyond." (2019).

Debate topic: Do we need a CBC?

Week 3 Questions for response papers:

- Who has the most to lose in NAFTA renegotiations?
- Does NAFTA benefit North America? How?
- How should NAFTA be viewed historically?
- To what extent is the Canada-US relationship cultural?
- Are metaphors a strength or weakness in Social Science analysis?

- Can Canadian scholars examine Canada-US relations in a way not compromised by nationalism and patriotism?
-

Week 4 - How are policies coordinated?

Naomi Black, "Absorptive Systems Are Impossible: the Canadian-American Relationship as a Disparate Dyad," in Andrew Axline, James Hyndman, Peyton Lyon and Maureen Appel Molot eds., *Continental Community? Independence and Integration in North America* (Toronto: McClelland and Stewart, 1974): 92-110.

- Jonathan Kent, "Border Bargains and the "New" Sovereignty: Canada-US Border Policies from 2001 to 2005 in Perspective" *Geopolitics* Vol. 16, Iss. 4, 2011
- Dan Bousfield. "Canadian Foreign Policy in an Era of New Constitutionalism" *American Review of Canadian Studies*, Vol 43. Issue 3, 2013.

Debate topic: When are leaders dog whistling?

Relevant reading: López, Ian Haney. *Dog whistle politics: How coded racial appeals have reinvented racism and wrecked the middle class*. Oxford University Press, 2015. Intro, Ch 6, 8.

Week 4 Questions for response papers:

- In what areas is autonomy important for policy creation?
 - In what areas do Canada and the US need better policy coordination?
 - What is the trajectory of Canada US policy coordination?
-

Week 5 - Leadership and Prime Minister-President Dynamics

- Sinclair, Amanda. "Doing leadership differently." Victoria: Melbourne University Press (1998). CHAPTER 1
 - Grant, Lament for a Nation: The defeat of Canadian Nationalism (Ottawa: Carleton University Press, 1965). Ch 1 and 2.
 - Azzi, Stephen. *Reconcilable Differences: A History of Canada-US Relations*. Oxford University Press, 2015. Chapter 9.
For reference: <http://policyoptions.irpp.org/issues/canada-us-conversations-and-relations/us-presidents-and-canadian-prime-ministers-good-vibes-or-not/>
see other reference texts below
- Arthurs, Harry W. "The hollowing out of corporate Canada?." *Globalizing Institutions*. Routledge, 2018. 29-51.
- Laycock, David. "Tax revolts, direct democracy and representation: populist politics in the US and Canada." *Journal of Political Ideologies* 24.2 (2019): 158-181.

Debate topic: What areas are most susceptible to cultural imperialism in Canada?

Week 5 Questions for response papers:

- To what extent is leadership defined by community interests?
 - What dynamics of leadership are influenced by nationhood?
 - In what ways are Canada-US interactions dictated by leadership?
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Week 6 - Border Issues and Border Management

- Geoffrey Hale "Smart Borders or Thicker Borders? Homeland Security and Public Safety Priorities" in *So Near Yet So Far*, 2012 UBC Press: Vancouver.
- Nicol, Heather N. *The Fence and the Bridge: Geopolitics and Identity along the Canada-US Border*. Wilfrid Laurier Univ. Press, 2015. CH 2.
Laura Madokoro, 'Belated Signing: Race-Thinking and Canada's Approach to the 1951 Convention Relating to the Status of Refugees, in Madokoro, McKenzie and Meren, eds, *Dominion of Race*, 2017.
Smith, Matthew J., et al. "Long-term lessons on the effects of post-9/11 border thickening on cross-border trade between Canada and the United States: A systematic review." *Transport Policy* 72 (2018): 198-207.

Debate topic: Scrap the Safe Third-Party Agreement?

Week 6 Questions for response papers:

- What is more analytically useful: the concept of borders or the concept of borderlands?
- Can intelligence happen in a closed/classified environment? do we need an open source

- intelligence?
 - What is the role of NORAD in the future?
-

Week 7 - Religion and Politics in Canada and the US

- David Rayside and Clyde Wilcox, Faith, Politics and Sexual Diversity in Canada and the United States. UBC Press:2011, Chapters, 1,5.
- Kinsman, Gary, and Patrizia Gentile. The Canadian war on queers: National security as sexual regulation. UBC Press, 2010. Chapter 1.
- Mead, Walter Russell. "God's country." Foreign Aff. 85 (2006): 24.
- Freeland, Chrystia. "Perspectives on Canada-Israel Relations." Israel Journal of Foreign Affairs 12.3 (2018): 367-371.
- Beicken, Julie. "The Rise and Fall of Moral Conflicts in the United States and Canada." Social Forces (2019).
- Smith, Miriam. "Federalism and LGBT rights in the US and Canada: A comparative policy analysis." Federalism, Feminism and Multilevel Governance. Routledge, 2016. 97-110.

Debate topic: Canada: Lead or follow the US on Israel?

Week 7 Questions for response papers:

- To what extent is religious politics impossible in Canada?
 - What is the legacy of Christianity in Canada-US differences?
 - In what ways are Canada-US interactions dictated by religion?
-

Week 8 - Canada-US defence dynamics – Is Canada subject to American imperialism?

- Elizabeth Smythe, "International Relations Theory and the Study of Canadian-American Relations" Canadian Journal of Political Science. Vol. 13. No. 1. Mar 1990.
- J. Marshall Beier, "Canada: Doubting Hephaestus" Contemporary Security Policy Vol. 26. Issue 3. (2005).
- von Hlatky, Stéfanie, and H. Christian Breede. "The cultural variable in foreign and defence policy." Canadian Foreign Policy Journal 22.2 (2016): 103-107.
- Trudgen, Matthew. "The key to the Canada-United States relationship: homeland and continental defence in American strategic culture." Canadian Foreign Policy Journal 22.2 (2016): 184-198.
- Hataley, Todd, and Christian Leuprecht. "Canada-US Security Cooperation: Interests, Institutions, Identity and Ideas." Canada-US Relations. Palgrave Macmillan, Cham, 2019. 87-104.
- Pratt, Anna C. "The Canada-US Shiprider Programme, Jurisdiction and the Crime-Security Nexus." National Security, Surveillance and Terror. Palgrave Macmillan, Cham, 2016. 249-272.

Debate topic: Scrap Saudi arms deals?

Week 8 Questions for response papers:

- Do horizontal or vertical dynamics define the Canada US relationship?
 - To what extent is the world unipolar? What is Canada's role in a unipolar world?
 - Does the loss of an interest in serving the Canadian public represent a fundamental and irrevocable failure of the Canadian state?
-

Week 9 - Federalism, Healthcare and Social Welfare in North America

- McDougal, "Political integration in Europe and North America", Chapter 6 and Chapter 7.
- Kukucha, Christopher J. "Federalism matters: evaluating the impact of sub-federal governments in Canadian and American foreign trade policy." Canadian Foreign Policy Journal 21.3 (2015): 224-237.
- Folland, Sherman, Allen Charles Goodman, and Miron Stano. The Economics of Health and Health Care: Pearson International Edition. Ch 22 Routledge, 2016. IGNORE THE CHINA SECTION.
- Bryant, Toba, et al. "Canada: a land of missed opportunity for addressing the social determinants of health." Health policy 101.1 (2011): 44-58.
- Armstrong-Hough, Mari. "Origins of Difference: Professionalization, Power, and Mental Hygiene in Canada and the United States." American Review of Canadian Studies 45.2 (2015): 208-225.

Debate topic: Who is responsible for mental health?

Week 9 Questions for response papers:

- Has the history of Canada-US relations been primarily positive or negative?
 - Is Canada losing a sense of nationalism?
 - To what extent does Canada deserve American criticism?
-

Week 10 - The politics of Race in the Anglosphere

Walby, Kevin, and Jeffrey Monaghan. "Haitian Paradox" or Dark Side of the Security-Development Nexus? Canada's Role in the Securitization of Haiti, 2004–2009" *Alternatives: Global, Local, Political* 36.4 (2011): 273-287

- Vucetic, Srdjan. *The Anglosphere: A genealogy of a racialized identity in international relations*. Stanford University Press, 2011. Chapter 4,5 required. Chapters 1.
- Mills, Charles. "White ignorance." *Race and epistemologies of ignorance* (2007): 17-38.
- Mathieu, Sarah-Jane. *North of the color line: Migration and Black resistance in Canada, 1870-1955*. Univ of North Carolina Press, 2010. Introduction.
- Donnermeyer, Joseph F., Walter S. DeKeseredy, and Molly Dragiewicz. "Policing rural Canada and the United States." *Rural Policing and Policing the Rural*. Routledge, 2016. 37-46.

Debate topic: Should Canada ban Huawei?

Week 10 Questions for response papers:

- Can we explain Canada's role in Haiti's overthrow in traditional Canadian analysis?
 - To what extent is the Anglosphere integral to Canada US security concerns?
 - To what extent does race determine Canada US cooperation on military issues?
-

Week 11 - North American Energy Issues

- Geoffrey Hale and Monica Gattinger, *Borders and Bridges: Canada's Policy Relations in North America*. Oxford: 2010. Chapter 8.
- Stroup, Laura, Richard Kujawa, and Jeffrey Ayres. "Envisioning a Green Energy Future in Canada and the United States: Constructing a Sustainable Future in the Context of New Regionalisms?." *American Review of Canadian Studies* 45.3 (2015): 299-314.
- Bousfield, Dan "Towards and North American Energy Bloc: the Geopolitical Implications of Market-Preserving Federalism" in Ovidia, Jesse Salah, and Tim Di Muzio, eds. *Energy, Capitalism and World Order: Toward a New Agenda in International Political Economy*. Springer, 2017.
- DiMuzio, Tim. "Capitalizing a future unsustainable: Finance, energy and the fate of market civilization." *Review of International Political Economy* 19.3 (2012): 363-388.
- Fossum, John *The OPEC Oil Crisis, Canada and the Federal Adjustment Strategy in Fossum, Oil, the State and Federalism*. UofT Press 1997

Debate topic: Build more pipelines?

Week 11 Questions for response papers:

- To what extent are Canada US futures determined by petro dependence?
 - To what extent do changes in global oil prices impact the Canada US relationship?
 - To what extent should the Canada US relationship be seen in terms of energy?
-

Week 12 Where is the Arctic and what kind of sovereignty is it? - EXAM REVIEW

- Barret Weber and Rob Shields "The Virtual North: On The Boundaries of Sovereignty" *Ethnic and Racial Studies* Vol 34. No. 1. January 2011.
- Arnold, S. (2012), *Constructing an Indigenous Nordicity: The "New Partnership" and Canada's Northern Agenda*. *International Studies Perspectives*, 13: 105–120.
- Salter, Mark B. "Arctic Security, Territory, Population: Canadian Sovereignty and the International." *International Political Sociology* (2019).
- Donald McRae "Rethinking the Arctic; A New Agenda for Canada and the United States" *Canada Among Nations, 2009-2010: As Others See Us* edited by Fen Osler Hampson and Paul Heinbecker, Montreal and Kingston: McGill-Queen's University Press, 2010.
- Smith, Jeffrey J. "A High Tide of Cooperation?: The Canada-United States Joint Statement on the Arctic." *Asia-Pacific Journal of Ocean Law and Policy* 2.1 (2017): 168-170.
- For reference: James, Carolyn C., and Patrick James. "Canada, the United States and Arctic Sovereignty: Architecture Without Building?" *American Review of Canadian Studies* 44.2 (2014): 187-204.

Week 12 Questions for response papers:

- To what extent is sovereignty based on assertions and claims?
- To what extent is Canadian identity northern?
- What is the role of global warming in Arctic sovereignty?
- To what extent does environmental stewardship require consistent environmental policy?

**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/handbook/appeals/scholoff.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.

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

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> 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.

Plagiarism

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

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

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

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

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.

Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwo.com/mentalhealth/> for more information on these resources and on mental health.

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)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://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 .

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at

http://academicsupport.uwo.ca/accessible_education/index.html

if you have any questions regarding accommodations.

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/> .