

**POL 2530F 001: Foundations of Canadian Government and Politics
Fall 2025**

Version Date : 11 July 2025

The final version will be posted on Brightspace by Sept 9.

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Office Hours:	Mondays 1pm to 2pm or by appointment
Course Time:	Check OWL Brightspace
Classroom:	Check OWL Brightspace
TAs:	

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 Canada 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 what a theory is, why theories exist, and how political scientists use them to analyze Canadian politics;
- Synthesize and assess information on Canadian institutions, political phenomena and trends from a variety of academic sources;
- Recognize and articulate important trends from qualitative and quantitative data related to Canadian politics;
- 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:

[https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2024A&courses%5B0%5D=001_UW/POL2530F\)](https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2024A&courses%5B0%5D=001_UW/POL2530F)

Or directly from the publisher here:

<https://utorontopress.com/9781487525378/the-canadian-regime/>.

The textbook provides the very basics about Canadian politics that you will need to understand the lecture material. So make sure you do the reading **before class**.

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 Brightspace and/or in the library.

This course introduces students to several theories commonly used in political science. You may find it useful to consult the following sources to fully develop your analytical framework for your research paper:

- On Historical Institutionalism, see: Orfeo Fioretos and Tulia G. Falletti and Adam Shingate. 2016. "Historical Institutionalism in Political Science." *Oxford Handbook of Historical Institutionalism* Oxford University Press. DOI: 10.1093/oxfordhb/9780199662814.013.1
- On Sociological Institutionalism, see Mackay, Fiona and Surya Monro and Georgina Waylen. 2009. "The Feminist Potential of Sociological Institutionalism." *Gender and Politics* Vol. 5 No. 2: 253-262.
- On Rational Choice, see Barry Weingast. 1996. "Chapter 5: Political Institutions: Rational Choice Perspectives." *A New Handbook of Political Science*. Edited by Goodin and Klingemann. Oxford University Press.

REQUIREMENTS AND EVALUATION:

Lecture Participation	– Ongoing
Knowledge Mobilization Assignment (20%)	– Due Wednesday 1 Oct. by 11:55pm.
Research Paper (30%)	– Due Wednesday 5 Nov. by 11:55pm.
Tutorial Participation (10%)	– Weekly as Scheduled.
Final Exam (40%)	– December Examination Period.
Total: 100% of course grade.	

A NOTE ON DUE DATES AND EXTENSIONS

The Knowledge Mobilization Assignment (KMA) is due Oct. 1 and the Research Paper on Nov. 5. All students must submit by these dates.

If illness or other issues prevent on-time submission, you automatically get a 10-day extension—**no need to contact anyone or provide documentation**. Just upload to Brightspace by Oct. 11 for the KMA and Nov. 15 for the Research Paper and no late penalty will apply.

No further extensions will be granted beyond these dates. If you're facing serious extenuating circumstances, contact Academic Counselling. Please note that late submissions may not receive feedback beyond a grade.

A NOTE ON CHATGPT AND OTHER AI TOOLS FOR CLASS ASSIGNMENTS

Students are expected to create ORIGINAL WORK for all course assignments. According to Dr. Ethan Mollick, "Experts thus have many advantages. They are better able to see through LLM errors and hallucinations; they are better judges of AI output in their area of interest; they are better able to instruct the AI to do the required job; and they have the opportunity for more trial and error. That lets them unlock the latent expertise within LLMs in ways that others could not." (See <https://tinyurl.com/2b7vetk6>). Use this course to become an expert! If you decide to use ChatGPT or any other AI tool, you should only do so sparingly; use it to refine your research question or help you write transitions between paragraphs, for instance.

TERM 1 ASSIGNMENTS

1) Lecture Participation

The lectures highlight key patterns in Canadian politics, explore theories to explain them, and use various data (mainly tables and figures) for deeper analysis. You're expected to complete the readings beforehand, as they provide essential background for understanding the lectures.

During the 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> or through Brightspace.

The best way to succeed in this course is to attend class, as lecture notes and slides aren't shared. It's a good idea to find a classmate to exchange notes with if needed.

2) Knowledge Mobilization Assignment (Due Wed. Oct. 1 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 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. **Your assignment 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 (e.g. can findings about federal politicians be applied to provincial or municipal ones?); or it could be a problem that is related or completely different from the one in the article (e.g. are there lessons to be learned about gender policies that might be applied to racial diversity?).

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

- Heath Pickering, Tom Bellens and Marleen Brans. 2024. “The prime minister's chief of staff: Comparing profiles and trends in Westminster democracies, 1990–2021.” *Governance* 37 (4): 1231–1249. <https://doi.org/10.1111/gove.12834>
- Sam Routley and Dave Armstrong. 2024. “The Effects of Personality Traits, Environmental Attitudes, and Demographic Factors on Green Party Support in Canada.” *Canadian Journal of Political Science* 57 (3): 626-640. doi:10.1017/S0008423924000258
- Scott Pruyers. 2025. “Incentives to Join a Local Party Association: Evidence from Canada.” *Canadian Journal of Political Science*. Published online 2025: 1-18. doi:10.1017/S0008423924000805
- Bailey Gerrits. 2024. “When a “Feminist” Government Tackles Gender-Based Violence: A WPR Approach to the Speeches of Canadian Cabinet Ministers (2015–2019).” *Canadian Journal of Political Science*. 57 (1): 119-138. doi:10.1017/S0008423923000707

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

1. Write a 600-750 word (2-3 pages, double-spaced) op-ed—an expert opinion piece published in newspapers and magazines that aims to raise awareness and

persuade readers to take a position on a current issue. Your op-ed must focus on a specific current event or problem in Canada, apply the article's findings and/or theories to analyze it, and offer commentary and/or possible solutions.

- 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](#)" and "[The Conversation](#)."
 - There is no need for referencing (footnotes, endnotes or in-text citations) for this assignment only. Instead, please use hyperlinks ([using embedded links](#)) to supporting sources and articles, including the academic paper you chose from the above list.
 - Here are some examples of op eds that draw upon academic research and which contain embedded links:
 - <https://policyoptions.irpp.org/magazines/february-2025/first-nations-infrastructure/>
 - <https://policyoptions.irpp.org/magazines/november-2022/edi-lip-service-education/>
 - <https://policyoptions.irpp.org/magazines/may-2021/the-covid-19-crisis-is-about-physical-infrastructure-too/>
 - Many newspaper op eds are behind paywalls these days, so you may not be able to access these freely:
 - https://www.thespec.com/opinion/contributors/will-premier-doug-ford-s-apology-stop-his-government-s-popularity-slide/article_186a713b-fbb0-5ff4-b10b-659da7439778.html
 - https://www.thestar.com/opinion/contributors/will-voters-punish-justin-trudeau-s-liberals-for-calling-an-opportunisticly-timed-election/article_17f21b47-eb2a-56e7-a936-fa036b9fcfec.html
 - https://www.cambridgetimes.ca/opinion/contributors/the-push-for-electoral-reform-in-ontario/article_42bca213-1a91-5533-85d2-58365ae1fc63.html
 - For some good tips on how to write an effective op ed, click here: <https://policyoptions.irpp.org/article-submission/>
 - Make sure you write the op ed in accordance with the grading rubric which can be found in Brightspace under the "resources" tab.
2. Record two podcast episodes (3–5 minutes each) that summarize your selected article and apply its findings to a contemporary political issue for government actors (1st episode) and NGOs/citizens (2nd episode). Each episode should include your own voice, one local or personal example, and one external perspective (e.g. a mock interview/discussion with a guest, or your summary of a perspective rooted in the material from your chosen article). Submit the episodes and a very brief reflection (one paragraph is fine, but 250-word max) describing your production process, any challenges, and what you learned about knowledge

mobilization. Please see the podcast rubric under “resources” in Brightspace 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 hand-drawn** 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 Brightspace. Submit the cartoons and a very brief reflection (one paragraph is fine, but 250-word max) describing your production process, any challenges, and what you learned about knowledge mobilization. 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 at least ten days before the due date otherwise your assignment will not be accepted).

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

3) Research Essay (Due Wed. Nov. 5 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 Brightspace. No physical 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 Brightspace 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 engine and google scholar. Find books in the library and look at the other books on the shelf where the books are located. **Speak to a university librarian for advice.**
- **PLEASE NOTE:** Lack of data is a lack of foundation: In the era of LLMs, inaccurate and irrelevant citations will be treated as no citation at all. LLMs routinely summarize sources, without accessing and understanding the underlying data. A failure to directly quote sources with quotation marks followed by an explanation in your own words will constitute a lack of sufficient citation. Paraphrasing is no longer a sufficient justification for including a citation. You must use specific and precise language including nouns (specific people, places and things) as generalized summaries of sources are often hallucinated and inaccurate when suggested by LLMs.

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 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.

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.cambridge.org/core/journals/canadian-journal-of-political-science-revue-canadienne-de-science-politique/information/author-instructions/preparing-your-materials> (scroll down to “style guide” and “referencing style”).

4) Tutorial Participation

10%

The tutorials are designed to reinforce course concepts, theories, and debates by having students participate in a variety of games, simulations, and group-based activities. The tutorial exercises assume that students have completed the course readings and attended the lecture prior to tutorials. Students are expected to PARTICIPATE in all activities and to apply their knowledge of the readings and course materials to the activities at hand. **There is no grade for attendance.** 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 Brightspace.

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 Brightspace.

CLASS AND READING SCHEDULE

Week 1 (Sept. 8): 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;
- Mark A. Schneider. 2006. "Chapter 1: Theories and Theorizing." *The Theory Primer: A Sociological Guide*. Rowman & Littlefield, 1-40. (Given our course learning objectives and the subject of the lecture this week, this reading will help you further understand what a theory is and how to use it for this class).
- Semra Sevi. 2021. *A Guide to Interpreting Regression Tables*.
<https://semrasevi342192471.files.wordpress.com/2021/01/guide-to-interpreting-regression-tables.pdf> (This reading will help you further understand

how to read the regression tables that you will encounter in the lecture and in the readings).

Tutorial Discussion topic:

What is a theory? How do we apply theory to Canadian politics?

Week 2 (Sept. 15): 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
- Elisabeth Gidengil. 2022. "Voting Behaviour in Canada: The State of the Discipline." *Canadian Journal of Political Science* 55 (4): 916-938.

Tutorial discussion topic:

Why do Canadians vote for different federal parties? What does Gidengil say and is she right?

Week 3 (Sept. 22): Parties and the Party System

READ:

- Malcolmson Chapter 7
- Scott Pruyers and William Cross. 2016. "Candidate Selection in Canada: Local Autonomy, Centralization, and Competing Democratic Norms." *American Behavioral Scientist* 60 (7), 781- 798.

Tutorial discussion topic:

Are political parties still relevant today? What effects do different sets of rules have on the relevancy of political parties?

Week 4 (Sept. 29): The Executive

READ:

- Malcolmson Chapters 3-4
- Brendan Boyd. 2024. "Seen but not partisan: Changing expectations of public servants in Westminster systems." *International Review of Administrative Sciences* 90 (3): 669-685.
- OPTIONAL: Donald Savoie. 1999. "The Rise of Court Government in Canada." *Canadian Journal of Political Science* 32 (4): 635-664.

Tutorial discussion topic:

Does ministerial responsibility enhance or weaken Canadian democracy?

Week 5 (Oct.6): Parliament

READ:

- Malcolmson Chapter 5
- Alex Marland. 2020. "Chapter 1: Party Discipline in Canada." *Whipped: Party Discipline in Canada*. UBC Press, pp. 3-25.
- Monique Guay. 2002. "Party Discipline, Representation of Voters and Personal Beliefs." *Canadian Parliamentary Review* Spring: 7-9.
<http://www.revparl.ca/english/issue.asp?art=243¶m=82>

Tutorial discussion topic:

Is party discipline a strength or weakness of our Parliamentary system? Does it enhance or weaken representation and democracy?

Week 6 (Oct. 13): No class or tutorials due to Thanksgiving

Week 7 (Oct. 20): No class or tutorials this week.

Week 8 (Oct. 27): 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: Is LaSelva's Montesquieuean model an accurate reflection of Canadian constitutionalism?

Week 9 (Nov. 3): No class or tutorials due to Fall Reading Week

Week 10 (Nov. 10): The Charter and the Courts

READ:

- Malcolmson Chapters 9-10
- Geoffrey Sigalet and Dave Snow. 2025 "Notwithstanding Centralism: The Resurgence of the Notwithstanding Clause and the Conservative Provincial Rights Movement." *Canadian Journal of Political Science*. Published online 2025:1-22. doi:10.1017/S0008423925000034

Tutorial discussion topic:

Does the Charter and the judicial system as it is designed in Canada strengthen or weaken Canadian democracy?

Week 11 (Nov. 17): 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 is Canada's national identity today?

Week 12 (Nov. 24): Canadian Identity and Nationalism Part II – Indigenous Peoples

READ:

- Will Kymlicka. 2011. "Multicultural citizenship within multination states." *Ethnicities* 11 (3): 281-302.
- Daisy Raphael and Christine Funk. 2025. "Reconciling Canada Day? Canada Day Cancellation Statements in 2021." *Canadian Journal of Political Science*. 58 (1): 1-26. doi:10.1017/S0008423924000404

No tutorials this week.

Week 13 (Dec. 1): Federalism and Multilevel Governance

READ:

- Malcolmson Chapter 8
- Capucine Coustere, Danièle Bélanger, and Charles Fleury. 2025. "Federalized Two-step Migration in Quebec: An Ambiguous Process of Inclusion." *Canadian Journal of Political Science*. 58 (1): 171-195. doi:10.1017/S0008423924000660
- Alison Smith. 2024. "'It's Not Our Responsibility, But We Need to Do Something': Explaining Local Government Responses to the Homelessness and Housing Crises." *Canadian Journal of Political Science* 57 (4):763-768. doi:10.1017/S0008423924000684

Tutorial discussion topic:

Does Canadian federalism and multilevel governance enhance or weaken democracy?

Week 14 (Dec. 8): 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.**
- Clark Banack. 2021. "Ethnography and Political Opinion: Identity, Alienation and Anti-establishmentarianism in Rural Alberta." *Canadian Journal of Political Science*. 54 (1):1-22. doi:10.1017/S0008423920000694
- Anthony Sayers, Nicole McMahon and Royce Koop. 2023. "The Electoral Politics of Alberta's Sovereignty Act." *Canadian Journal of Political Science* 56 (1): 229–236.

Tutorial Discussion Topic: How would you redesign our constitution? Could you design it in a way that would satisfy all Canadians.

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.** If you meet with your TA in person or virtually to discuss your paper, you will not be allowed 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 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 within 5% of the original grade, the original grade will stand. If the second marker assigns a mark that is at least 6% 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 to the appropriate assignment folder in Brightspace. Students are responsible for ensuring that their assignments have successfully been submitted to the appropriate assignment folders. Please be aware that internet servers tend to slow down near the deadlines as dozens of students try to submit their assignments 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:

A penalty of **10 percentage points** per day **including weekends and statutory holidays** will be assigned to late assignments (e.g. knowledge mobilization assignments and research essays). Late assignments will be accepted for **a maximum of seven days after the original or extended (if requested) 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 due date of the assignment.

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.

Also, please note that the use of **ChatGPT** or any other AI software to start, modify or complete any of your assignments may also constitute an academic offence unless otherwise specified by the course instructor.

Extensions and Academic Consideration for Student Absence:

University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found [here](#).

Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.

If you fail to hand in an assignment, but are pursuing academic accommodation beyond the 10-day automatic extension window, 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.

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 can 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.

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://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/>.