UNIVERSITY OF ALBERTA
POL S 235 - INTRODUCTION TO COMPARATIVE POLITICS
FALL 2015

TEACHING STAFF

Course Instructor
Jennifer HSU
Office Location: HM Tory Building 12-12
Email: jhsu@ualberta.ca
Office Hours: Tuesdays 12:30-13:45, by appointment only – please sign up via Google docs link.

CLASS TIME AND LOCATION

Tuesdays and Thursdays
9:30am-10:50am, T BW 1

COURSE OVERVIEW & OBJECTIVE

A major aim of this course is to equip students with the intellectual and conceptual tools in the field of comparative politics to better investigate, analyze, and/or explain significant events and processes in various countries and societies throughout the world. This course will first introduce student to the analytical frameworks to the study of comparative politics. We will utilize theoretical arguments and empirical evidence from a number of case studies to examine a number of macro questions in political science: What are the drivers of economic development? Why are some countries democratic and others not? What are the conditions that lead to democratization? What are the roots of social and political conflicts? These questions will be contextualized with case studies from both developed and developing countries. At the end of the course, you should be able to understand and discuss a range of political events around the world, drawing on the theoretical explanations provided in the class.

COURSE GOALS

Upon successful completion of this subject students are expected:

- To have the capacity to adopt a comparative approach to understand the politics, society and economy of a country
- To understand the internal and external factors that affect national development
- To develop the capacity to work individually and as a group in different course related assessments
- To develop the capacity to use political science and wider social science methods to construct future research

POL S 235 COURSE PREREQUISITES

Students without the course prerequisite should speak with the instructor before registering. At the request of an instructor, the Department may cancel your registration if you do not have the required course prerequisites. Policy about course outlines, grading and related matters can be found in Section 23.4(2) of the University Calendar.

COURSE TEXTS

There is one text required for the course:
Caramani, Daniele. 2014. *Comparative Politics*. 3rd Edition. Oxford: Oxford University Press. [abbreviated as CP] [The textbook is also in the library on reserve]

The book is available for purchase in the University bookstore.

There will also be additional readings from a range of different resources. Additional course readings are available on e-Class.

**COURSE FORMAT**

The course will be conducted via a mix of lectures and discussions. This course requires a reasonable amount of readings and students are expected to complete all readings before the start of the class to fully benefit from the lectures and discussions.

The syllabus is subject to modification throughout the semester. The most current version of the syllabus will be the one posted on e-Class.

**NOTE**

Please note it is the student’s responsibility to be familiar and understand all the requirements of the course as outlined in this document.

**COURSE SCHEDULE**

**CONTEXTS, FRAMEWORKS AND APPROACHES**

**Week 1**

**September 1, 2015**

Welcome
Course outline

**September 3, 2015**

What is Comparative Politics?
Caramani, Daniele. 2014. “Introduction to Comparative Politics.” CP

➢ Reflection question: *How does comparative politics fit into the broader discipline of political science?*

**Week 2**

**September 8, 2015**

Evolution and Approaches to Comparative Politics
Von Beyme, Klaus. 2014. “The Evolution of Comparative Politics.” Chapter 1. CP.
Peters, Guy B. 2014. “Approaches in Comparative Politics.” Chapter 2. CP.

➢ Reflection question: *What characterizes comparative politics in modern times?*

**September 10, 2015**

Research Methods

Mahoney, James. 2007. “Qualitative Methodology and Comparative Politics.” *Comparative Political Studies* 40(2): 122-144.
Reflection question: How are such labels “global South” constructed? How relevant is the label “global South”?

**CONTEXT**

**Week 3**
September 15, 2015
Understanding the State

Reflection question: What is the difference between “state” and “government”? What are some of the internal and external threats to state sovereignty in the developing world today?

September 17, 2015
Library talk

**Week 4**
September 22, 2015
Democracies and Democratization
Mair, Peter. 2014. “Democracies.” Chapter 5. *CP.*

Reflection question: How useful are concepts of democratization for our understanding of politics in the “global South”?

September 25, 2015
Authoritarian and Totalitarian Regimes

Reflection question: Are legitimacy questions important factors to consider for authoritarian regimes?

**Week 5**
September 29, 2015
Case Study: Comparative Democratization

Reflection question: What are the conditions necessary for democratic transition, and what factors are needed to sustain democracy?

October 1, 2015
Ethiopia: Good Governance in an Authoritarian Regime

Reflection question: To what extent is good governance dependent on the regime type?
Structures, Institutions and Processes

Week 6
October 6, 2015
Economic Development and the State

Reflection question: To what extent is the state responsible for economic development?

October 8, 2015
Case Study: Comparing Development Across India and China

Reflection question: What are the factors that hamper and accelerate economic development across both countries?

Week 7
October 13, 2015
Political Parties & Party System
Guest Lecturer: Michael Burton (Department of Political Science, University of Alberta)
Caramani, Daniele. 2014. “Party Systems.” CP.

Reflection question: To what extent are political parties representative of the general populace?

October 15, 2015
Elections and Referendums
Gallagher, Michael. “Elections and Referendums.” Chapter 10. CP.
http://www.ft.com/intl/cms/s/0/03ef7eca-ac40-11e4-af0e-00144feab7de.html#axzz3fur0xrwB

Reflection question: Does the use of referendum result in better policies that would be made without it?

Week 8
October 20, 2015
Constitution and Judicial Power

Reflection question: What is the purpose of a constitution with rights and review in an authoritarian regime?

October 22, 2015
Case Study: Expansion of Powers and Surveillance

Reflection question: Think about the concept of “safety”. Are citizens “safer” as constitutional, judicial, bureaucratic and government powers expand in a post-9/11 world?
Week 9
October 27, 2015
In-class exercise. Please bring your research essay proposal, essay materials and other relevant documents

October 29, 2015
Welfare and Inclusive Growth
Guest lecturer: Prof. Reza Hasmath (Department of Political Science, University of Alberta)
➢ Reflection question: To what extent is welfare provision the responsibility of the state?

Week 10
November 3, 2015
Government and Bureaucracies
Guest lecturer: Justin Leifso (Department of Political Science, University of Alberta)
Muller, Wolfgang. 2014. “Governments and Bureaucracies.” Chapter 8. CP.
➢ Reflection question: Consider the interplay between the government and bureaucracy.

November 5, 2015
Case Study: What is Wrong with Bureaucracies?
➢ Reflection question: How does bureaucracy impact your everyday life?

STAKEHOLDERS

Week 11
November 9-13, 2015
Reading Week Break – No Class

Week 12
November 17, 2015
Civil Society in an Authoritarian Context
Kriesi, Hanspeter. 2014. “Social Movements.” Chapter 16. CP.
➢ Reflection question: Given the authoritarian nature of the Chinese political system, how effective are civil society organizations in China?

November 19, 2015
In class exercise: Please bring essay materials to class.

Week 13
November 24, 2015
Gender
Kitschelt, Herbert and Philipp Rehm. 2014. “Political Participation.” Chapter 18. CP.

> Reflection question: Do women in legislature expand the policy agenda and address gender inequalities?

November 26, 2015
Case Study: Women and the State: A South Asian Perspective

> Reflection question: Who are the drivers of women’s empowerment discourse in Bangladesh? How does the Bangladesh case fit within South Asia?

Week 14
December 1, 2015
In class presentation remaining groups

December 3, 2015
Wrap-up
Return essays

ASSESSMENTS

Students are assessed via the following methods:

Research essay 40%
In-class reflection papers x 2 15%
Group presentation 12.5%
Group paper 12.5%
Attendance and participation 10%
Research essay proposal 10%

Research Essay Proposal & Bibliography
The research essay proposal should be between 500-600 words (not including bibliography). The proposal should provide a solid starting point for your research essay. Your proposal must clearly outline what you plan to do (research question and tentative hypothesis), how you plan to do it (structure and methodology) and, also demonstrate your ability to carry it off successfully.

The proposal must also include a tentative bibliography – at least three readings from the syllabus and nine outside materials. The bibliography does not count towards the word count. The proposal should be double spaced, Times New Roman 12 font with 1” margins. Please include a word count.

All research essay proposals must be submitted by or on Monday September 28, 2015, before 4:00pm to the Department of Political Science, 10-16 HM Tory Building, otherwise the late penalty will come into effect (see “Extensions and Late Assignment Submission Policy”). Please note the Department office is open from 9:00am to 12 noon and 1:00 to 4:00pm. Please ensure the front page clearly states your name, the instructor’s name and the course number.
Research Essay Notes
You are required to write a research essay that answer a single research question that directly ties in one of the following topics in the list with a comparison of two countries of your choice:

Topic (select one):
- Democratization
- Authoritarian Regimes
- Bureaucracies
- Referendums
- Economic Development
- Civil society
- Gender

For example, you can potentially compare the democratic transition of South Korea and Chile by answering the following research question: “To what extent is democratic transition facilitated by political elites?” You are required to formulate a question based on the topic and countries selected in which you will explore in the essay. Students can consult the textbook for country profiles (pp.437-495) as a starting point for selecting two countries to compare.

To effectively write the research essay, students are required to have at least 10 sources. Eight (8) of the academic sources must come from academic journals and/or books. Thus a total of 10 bibliographic references are needed, failure to have at least twelve sources will lead to a deduction of 0.5 mark per missing reference.

Formatting and Length
Papers should be between 2000-2250 words in length, not including bibliography (double spaced, Times New Roman 12 font, 1” margins). There is no preference for referencing style, however consistency is necessary. Please include a word count at the end of your paper. Papers that exceed the word limit will be graded up to the word limit.

Submission
All research essays must be submitted by or on Friday November 20, 2015, before 4:00pm to the Department of Political Science, 10-16 HM Tory Building, otherwise the late penalty will come into effect (see “Extensions and Late Assignment Submission Policy”). Please note the Department office is open from 9:00am to 12 noon and 1:00 to 4:00pm. Please ensure the front page clearly states your name, the instructor’s name and the course number.

Assessment
The assessor will expect you to write clearly, to analyze issues carefully and to develop a cogent argument utilizing course and outside materials. They will expect you to be familiar with the relevant literature and to display critical thinking. Given the relatively open nature of the research essay there are no fixed answers. However, the assessor will expect you to do more than simply summarize the literature on the topic. The assessor will want to see evidence that you have thought hard about the issues and are able to develop informed arguments which enable you to answer the question chosen in a clear and rigorous manner. Research essays that demonstrate a highly sophisticated understanding of the issues and display an exceptional degree of insight have a tendency to score the highest grades.

The grading criteria will be based on the following:
(1) Clarity and understanding of relevant literature 10 marks
(2) Strength of discussion and analysis 25 marks
(3) Use of pertinent examples 10 marks
(4) Engagement and use of readings (from syllabus and outside) 5 marks

Please note, if you wish to have your essay returned at the end of the semester, please submit two copies of your essay.

**Group Presentation and Paper**

Students are advised to form working groups of no more than 3 members. The purpose of this exercise is for students to compare and contrast two countries and their experiences with a particular issue. The presentation should be analytical and issue-oriented, and not solely descriptive.

The countries and issue will be assigned during the semester.

Students are recommended to proceed as follows:

- **Issue**
  Using the topics and readings listed in the syllabus as a starting point, each working group will be assigned a topic. Past experiences suggest working groups that focus their analysis on one core issue tend to receive the highest marks. It is advisable to have a research question guide your group paper and presentation. For example, if the topic assigned is economic development, and the two selected countries are India and China, given the broadness of the topic, you may wish to focus on the following question: “To what extent is the state an active and necessary factor in the economic development of China and India?”

- **A study of two countries**
  Each working group will decide together two countries to compare for the group presentation and paper.

- **Gather information and data**
  There are several options for gathering information and data. For instance, working groups may elect to utilize a range of sources from films, photographs to academic materials. In general, working groups are advised to use a range of sources that will assist in answering the research question directly.

- **Define and outline**
  It is always helpful to briefly define the terminology you are using and also provide. It would be appropriate to outline and define major stakeholder that contribute to economic development: business groups, trade associations, non-government groups etc in India and China.

- **Analyze the problem or issue**
  Given the information the working group has gathered about the particular issue and the two countries, the next step is to begin analyzing your materials. Your analysis should be clear and logical, and guided by the research question.

Each group must write one paper based on their presentation. The paper is to introduce and detail the main findings of your research. The paper will be between 1000-1200 words, excluding bibliography, Times New Roman 12” and 1 inch margins. Each group must submit their paper on the day of their presentation, at the beginning of class.
Managing Working Groups
Working groups are responsible for their internal management, but the instructor is always available for consultation if difficulties persist. In cases where it is clear that an individual has made little or no contribution to the group work, group members are advised to contact the instructor as early as possible to address the matter – confidentiality is assured. Students are advised to keep copies of their individual rough work and emails about the project in order to demonstrate their contribution to the project, if required. In this vein, please note the instructor reserves the right to adjust an individual’s mark on any group-related assessments.

Group Project Presentation
Presentations will be no longer than 20 minutes, followed by 5-7 minutes of discussion/question from the class.

The presentation should cover the following:

i) Define terms
ii) Outline of the two countries selected and their experience with the issue
iii) Argument and main findings
iv) Key implications

All working group members must be involved and present on the day of the presentation. You will be evaluated on content, creativity (e.g., visual aids), and exposition of your presentation. Groups will present in random order, no prior arrangements will be made.

In-class Reflection Papers (2)
You will be required to write two short reading reflection papers in class. While the dates will be selected at random, students will be given warning the class before it is to take place. Students can expect the two reflection sessions will take place sufficiently well-spaced apart. Students will be asked to reflect on one question selected by the instructor and students will have 30 minutes to write a response. The in-class reflection papers will be closed book, no notes or laptops.

The reflection questions for each class should serve as guidance for preparation. Also, for possible questions, see the end of each CP chapter, where there are questions listed for critical thought. These questions should guide your thinking as you read. The papers are your reflection on the readings pertaining to that class. The reflection papers are not a summary of the readings, but rather consider, what are the major issues raised by the authors? What are the inter-linkages between the two readings? Are they in dis/agreement with each other? Do they reinforce a point or argument?

Assessment
The reflection papers should demonstrate a clear understanding of the issues presented, analysis of the concepts and issues presented. The grading criteria will be based on the following:

(1) Clarity and understanding of the issues presented by authors 5 marks
(2) Strength of discussion and analysis 10 marks
(3) Connecting article with theories and concepts studied 5 marks

If you miss the in-class reflection papers, there is no opportunity for a make-up, unless you have documentation to demonstrate your legitimate absence from class. Students with documentation detailing their absence will be required to write one 750-800 reflection piece. Failure to provide documentation will result in a mark of zero for the missed paper.
**Attendance and Participation**
The mark for attendance and participation is a cumulative score which involves the following: attendance, participation in class discussion, small group or individual in-class exercises and other related activities.

**Course Policies**
The course requirements are detailed in this syllabus. It is the student’s responsibility to be familiar with this document, the requirements and expectation of this course.

Students should note that in all but exceptional situations, all components of the course must be completed to receive a passing grade. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar. All assessments will be given a percentage grade however, students can find the corresponding letter grade in the table below. The instructor will not ‘curve’ or adjust final grades according to any preset formula. Due to the transparent and stringent in-term appeals process, final grades ending with a -9 will not be adjusted at the conclusion of the course.

**Attendance and Participation**
The mark for participation is a cumulative score which involves the following: participation in class discussion, small in-class group exercise and other related activities. You cannot receive a participation mark if you do not attend class. Your participation is assessed in the following manner:

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Attendance</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (5)</td>
<td>All classes</td>
<td>Arrives fully prepared at every class session. Plays an active role in discussions (on-going). Comments are at an advanced level and engages in-depth of dialogue with the materials of the week and of the class. Actively supports, engages, and listens to peers (on-going).</td>
</tr>
<tr>
<td>Good (4)</td>
<td>Almost all classes</td>
<td>Arrives mostly, if not fully, prepared (on-going). Participates constructively in discussions (on-going). Relevant comments are based on assigned material. Makes a sincere effort to interact with peers (on-going).</td>
</tr>
<tr>
<td>Satisfactory (3)</td>
<td>Frequent attendance of classes</td>
<td>Somewhat prepared, but not actively engaged with the readings. Does not regularly refer to the readings in the discussion. Willing to participate but insightful comments and reflection are sporadic.</td>
</tr>
<tr>
<td>Poor (1)</td>
<td>Occasional attendance of classes</td>
<td>Rarely prepared. Not familiar with the assigned readings. Unwilling to participate. Remarks and comments punctuated by misunderstandings. Limited interaction with peers.</td>
</tr>
<tr>
<td>Failure (0)</td>
<td>Rare attendance of classes</td>
<td>Unprepared. Unfamiliar with readings. Rarely contributes to discussion. Virtually no interaction with peers.</td>
</tr>
</tbody>
</table>

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar.
Given the cumulative nature of the course, attendance in all class sessions is a requirement. Students who are unable to attend class are responsible for obtaining notes on materials covered, and information on any administrative announcements. The instructor is not in a position to provide detailed notes for any class sessions missed, or waive the non-compliance of relevant administrative matters due to a student’s absence.

**Etiquette**

**Punctuality**
Classrooms are a place for active learning. To this end, students are expected to show up to class on time. Late arrivals are a disruption to the flow of the class and thus students more than 10 minutes late without documentation will not be marked as present.

*Laptops, iPhones, iPads, tablets, mobile phones and all related technology*
While there is no formal policy to prevent students from bringing technology into the classroom, students should be mindful that what they do on their equipment not only affects their attention and overall grade, but it is also a distraction to other students around them. Thus, if students are using their laptops etc, in class please ensure it is relevant to the class.

**Participation**
In-class participation includes contributing to class discussion whether at the class or small group level. Students who are generally quiet should consider the class as an opportunity to challenge themselves to share their thoughts. *Inappropriate and disrespectful behavior, such as listening to music, playing with cell phones, sleeping through class, checking Facebook, Instagram etc. will negatively affect their participation grade.*

**Communications**
The course website will be available via the e-Class Moodle system. Students are responsible for any content posted on the website and thus, should check the website regularly.

For all electronic communications to the instructor and/or teaching assistant, students are advised to always use their university email address. This has been implemented to ensure a quick response to your email by reducing the possibility of emails re-routed as spam. Please be judicious in email communication – use it only for questions that are brief and specific. If your query requires a more detailed response, please make an appointment via Googledocs to see the instructor. The standard set for responding to student emails is within 48 hours during the business week.

*Email etiquette*
Please remember that email communication for all courses should be formal and professional. Please use proper spelling, grammar, and punctuation; and be sure to include your name in the email.

**Extensions and Late Assignment Submission Policy for Essay Proposal, Research Essay and Group Paper**
All essay proposals, research essays, and group presentation papers must be submitted by the relevant due date. Late submissions will be penalized at 10 per cent a day, including weekends. For example, any submissions received after a Monday 4pm deadline will incur the 10 per cent penalty until Tuesday 4pm, after which a 20 per cent penalty applies and so forth. The date of your late submission must be verified. It is also advisable to email the instructor when handing in your assignment to the Department to ensure it is received and subsequently, examined. Electronic or fax submissions are not accepted.
Petitions for a delayed submission are only considered by the instructor for medical reasons or documented assertions of casus fortuitous. The instructor is not in a position to consider extensions for any other circumstances. For all petitions, proper documentation should be submitted (see the ‘Official Documentation’ section for further details).

Before an extension is granted, you must show that you have satisfactorily started the assessment. As the due dates for all assessments are given at the beginning of the course, you should have already made good progress prior to the deadline. Thus, an extension can only be granted if, i) satisfactory progress is made and ii) official documentation is supplied.

**Missed Group Presentation Policy**
All students must be present and participate in the group presentation. Students who miss the presentation will automatically be assigned a mark of zero unless a written petition for special consideration is submitted with appropriate documentation to the instructor within 48 hours of the missed presentation (see the ‘Official Documentation’ section for further details).

**Official Documentation**
All petitions must be submitted with relevant documentation: death or medical emergency—submit obituary notice or doctor’s certificate.

Appeals due to minor illnesses (e.g. headache, common cold) on the day or prior to the assessment are generally not successful.

All forms of documentation must explicitly state the exact dates precluding you from conducting any university studies. All documentation must be received within 72 hours of the assessment date. Electronic and fax documentations cannot be accepted.

**Grading and Appeals**
All assessment appeals must be accompanied by a 500 word petition discussing the discord between the mark assigned, the marker’s comments and the requirements as listed in the grading scheme (and elaborated further in class). Without exceptions, students should attach and submit the 500 word appeal AND assessed evaluation to the Secretary of the Department of Political Science, 10-16 H.M. Tory Building (for relevant dates see ‘Important Dates’ section). Please email the instructor when handing in your appeal to the Department to ensure it is received and subsequently, examined. Electronic and fax appeals cannot be accepted. Please note your mark may increase or decrease as a result of the appeal.

Due to the transparent and stringent in-term appeals process, final grades ending with a -9 will not be adjusted at the conclusion of the course.

**Academic Integrity**
The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

**Academic Honesty**
All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” Students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process

Access to Past or Representative Evaluative Course Material
Evaluation for written assignments and the group presentation are listed in the above relevant sections.

Recording of Class
Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Learning and Working Environment
The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:
• Discuss the matter with the person whose behaviour is causing concern; or
• If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.
For additional advice or assistance regarding this policy you may contact the student ombudservice: (http://www.ombudservice.ualberta.ca/ ). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at http://gfcpolicymanual.ualberta.ca/

Specialized Support & Disability Services
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email ssdsrec@ualberta.ca; Email, phone 780-492-3381; WEB www.ssds.ualberta.ca )

GRADING SCALE
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<th>Letter Grade</th>
<th>Grade Point</th>
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<td>95-100%</td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
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<td>90-94.99%</td>
<td>A</td>
<td>4.0</td>
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<tr>
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<td>85-89.99%</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>Good</td>
<td>80-84.99%</td>
<td>B+</td>
<td>3.3</td>
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<tr>
<td></td>
<td>75-79.99%</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>70-74.99%</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>65-69.99%</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>60-64.99%</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>55-59.99%</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>Poor</td>
<td>55-59.99%</td>
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<td>1.3</td>
</tr>
<tr>
<td>Minimal Pass</td>
<td>50-54.99%</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Failure</td>
<td>49.99% or less</td>
<td>F</td>
<td>0</td>
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**IMPORTANT DATES**

- **In-class reflection papers (x 2)**
  - Due date: Dates selected by instructor
  - Marked Assessment Return: Within 2 weeks
  - Appeals Deadline by: 4:00pm

- **Essay proposal & bibliography**
  - Research essay
  - Group presentation paper
  - Group presentations in-class
  - Due date: September 28, 2015
  - Marked Assessment Return: October 13, 2015
  - Appeals Deadline by: October 19, 2015

- **Group presentations in-class**
  - Due date: November 20, 2015
  - Marked Assessment Return: December 3, 2015
  - Appeals Deadline by: December 10, 2015

**EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR**

(UPDATED EFFECTIVE APRIL, 2008)
30.3.2(1) **Plagiarism**

No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) **Cheating**

30.3.2(2) a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2) b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6 (4).

30.3.2(2) c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2) d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2) e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) **Misrepresentation of Facts**

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.

30.3.6(5) **Participation in an Offence**

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

**The Truth In Education (T*I*E) project** is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behavior. There are helpful tips for Instructors and Students.

Please take the time to visit the website at: [http://www.ualberta.ca/tie](http://www.ualberta.ca/tie)
Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit [http://www.governance.ualberta.ca/](http://www.governance.ualberta.ca/)

**NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE**

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

### 30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

### 30.3.2(2) Cheating

#### 30.3.2(2)a

No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

#### 30.3.2(2)b

No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

#### Cheating (Continued)

30.3.2(2c) No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2d) No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2e) No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

### 30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

### 30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

More information can be found at: [http://www.osja.ualberta.ca/en.aspx](http://www.osja.ualberta.ca/en.aspx)
**Excerpts from the Code of Student Behaviour**

**For Review with Each Class at the Beginning of Every Term**

**Procedures for Instructors Regarding**

**Plagiarism, Cheating,**

**Misrepresentation of Facts and Participation in an Offence**

The following procedures are drawn from the *Code of Student Behaviour* as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean – or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

**30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour**

**30.5.4(1)** When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

**30.5.4(2)** If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.

**Possible Sanctions**

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

- 30.4.3(2) a.i a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
- 30.4.3(2) a.ii Reduction of a grade in a course
- 30.4.3(2) a.iii a grade of F for a course
- 30.4.3(2) a.iv a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
- 30.4.3(3) b Expulsion
- 30.4.3(3) c Suspension

The following sanctions may be used in rare cases:

- 30.4.3(3) e Suspension of a Degree already awarded
- 30.4.3(3) f Rescission of a Degree already awarded

**30.6.1 Initiation of an Appeal**

**30.6.1(1)** When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

**Professor Steven Penney**

**Chair, Campus Law Review Committee**

**Dr Steven Dew**

**Provost and Vice-President (Academic)**

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the *Code of Student Behaviour* and of student disciplinary procedures.

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