INTRODUCTION TO COMPARATIVE POLITICS: GLOBAL NORTH
POL S 230 A2 Fall 2014

T R 11:00-12:20 PM location TBD

L. E. Adkin, Assoc. Professor
H. M. Tory Bldg. 12-27 tel. 492-0958, ladkin@ualberta.ca
OFFICE HOURS: Thursday 1:30 – 3:30 PM or by appointment

COURSE PREREQUISITES: POL S 101 or consent of Instructor.
Students who do not have credit for Pol S 101 must submit a request for permission to register,
detailing all previous coursework which may serve as equivalent preparation for Pol S 230. At the
request of an instructor, the Department may cancel your registration if you do not have the required
course prerequisites. Not open to students with credit in POL S 200.

COURSE DESCRIPTION: *3 (3-0-0) (Comparative) (Globalization & Governance Certificate)
Pol S 230 is a prerequisite for many upper-year courses in the field of Comparative Politics. Its core
aims are to introduce students to the comparative approach to theory-making in the social sciences, as
well as to some of the research questions that are studied by comparatists. Concepts and questions
are presented in the context of historical case studies of selected countries. Our focus is primarily
(though not exclusively) on the early industrializing (or “advanced capitalist”) countries of Western
Europe, as well as the Russian Federation. Pol S 230 treats a cluster of theoretical questions in depth,
rather than attempting to survey every problem studied by comparatists.

COURSE GOALS: The general goal is to provide students with a solid grounding in the use of
comparative research to explain or understand political phenomena. Students will leave Pol S 230 with
a good understanding of the field of comparative politics, including comparative methodology and the
theoretical approaches that are used by comparatists. Students will have greater knowledge of the
forces that have shaped the historical development of nation-states, societies, and institutions in the
Global North. They will have the conceptual foundations to continue their study of comparative
politics at third and fourth-year levels.

CLASS FORMAT: The course will include lectures, class discussions, as well as occasional in-class
exercises. Guest lecturers and films may also be scheduled. The course will also have a website where
students will find recommended readings and other resources.

COURSE TEXTS: The following text is required and may be purchased from the Campus Bookstore
in the Students’ Union Building: J. Tyler Dickovick and Jonathan Eastwood, Comparative Politics:
Students purchasing this text will also have access to the companion website:
www.oup.com/us/dickovick. Other course readings are available electronically or via the course
website (see below).

1 Policy about course outlines, grading and related matters can be found in Section 23.4(2) of the University
    Calendar.
COURSE WEBSITE: www.pols230.pbworks.com. To access the website, type in your University of Alberta email address and a password. The website contains recommended readings and other resources intended to enrich your learning in this course and to help you to investigate research topics. We will also use the website to share the work of class working groups. The website is continually updated by the instructor, so you should check it frequently during the term. In addition to new resources, posted to topics and country pages, announcements concerning the course will be posted on the front page. Notice of upcoming talks, conferences, films, or other events of interest to political science students will be posted on the Events page. If you have notices that you would like to share with the class, please email them to the instructor.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc? No, not needed. No such projects approved.

Community Service Learning component N/A

Past or Representative Evaluative Course Material Available through the Exam Registry
Students’ Union http://www.su.ualberta.ca/services/infolink/exam/
Past final exams for Pol S 230 are available at the Students’ Union Exam Registry. However, you should note that the textbook and case studies selected for this course vary from one instructor (and year) to another. The general format and expectations regarding exams will be discussed in class.

Additional mandatory Instructional fees (approved by Board of Governors) No

GRADE DISTRIBUTION
The course requirements are outlined below. Students should note that in all but exceptional situations, all components of the course must be completed to receive a passing grade. In addition to the assigned readings, students are responsible for all curriculum covered in the lecture periods. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar. Tests and assignments will be assigned a letter grade. The instructor will not ‘curve’ or adjust final grades according to any preset formula.

Attendance, Absences, and Missed Grade Components:
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. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Evaluation of the following course requirements will determine students’ grades:

- **Attendance:** Students are expected to attend class regularly, as class sessions are foundational to the qualification (credit) you will receive for completing this course. A pass/fail grade is assessed based on recorded attendance. To pass this course you must attend a **minimum** of 17/26 classes. If classes are missed due to illness or domestic affliction you should notify the instructor by email within two days.
- **Class participation (including attendance but emphasizing the quality of contributions to class discussion and group work):** 15 per cent
• **Short paper on comparative research design:** 20 per cent **Due October 2.** See p. 5-6.
  
  **Research Paper:** 30 per cent **Due November 18.** See pp. 6-7. Note October 28 deadline for the proposal.

• **Final Exam: 35 per cent**
  
  There will be a two-hour exam covering the entire course, but with emphasis on the latter half. The date, time, and location will be announced later in the term, once the final exam schedule has been made available.

**GRADING SCHEME:**

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<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
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<tr>
<td>Excellent</td>
<td>A+</td>
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<td>Good</td>
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For a more detailed explanation of grades, please consult the document posted on the front page of the course website: **Grading Scheme LA.doc.**

**LATE PENALTIES** It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. If you do not communicate in advance, and your reason for being late does not also explain this lack of communication, then you should be prepared to be penalized 0.2 grade point (i.e., out of 4.0) per day.

**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."

**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 is described in UAPPOL at https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110 .
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.

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.

AUDIO OR VIDEO RECORDING:
Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with prior written consent of the instructor or as 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.

USE OF ELECTRONIC DEVICES IN CLASS: Laptop computers may be used for taking or reading notes or when making presentations. The use of laptops for note-taking is not recommended, both because research shows that this is less useful for you than hand-writing, and because laptops interfere with personal interaction in the classroom. Use of laptops for other purposes is not permitted. Use of i/smrt/cell phones and other electronic devices in class is not permitted.

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).

WRITING ASSISTANCE is available from the Centre for Writers (C4W) http://c4w.ualberta.ca/. Please note that links to writing resources are posted on the course website: writing resources for students.doc. Your instructor strongly recommends that you purchase a guide for writing and documentation in the social sciences. Good writing skills are foundational to the quality of your work in political studies. The Arts Faculty requires instructors to “take into consideration the quality of expression [in] assessing the written work of students and to refuse to accept work that is markedly deficient in the mechanics of composition.”

FEELING OVERWHELMED? (In need of student, social, financial or security services?):
Try contacting the Students’ Union Peer Support Centre psc@su.ualberta.ca. You can drop in to 2-707 SUB or call us at 780-492-HELP (780-492-4357). You can also book an appointment by calling 780-492-4268. Website: https://www.su.ualberta.ca/services/psc/.
COURSE SCHEDULE

The following schedule provides an approximate guide to topics and readings; there may be some modifications to the schedule over the term. Note: "text" refers to your textbook, Comparative Politics: Integrating Theories, Methods, and Cases. PPT presentations, other course notes, and recommended readings will be available on the course website: www.pols230.pbworks.com.

Sept. 4-16 Introduction to Comparative Politics and Comparative Methodology
Readings: text, chs. 1, 2 (and ch. 15 recommended); Course notes on Comparative Politics page.

Sept. 18-Oct 2 Formation of the Modern State/Comparisons among Welfare States
Readings:
- text, ch. 3, as well as the relevant sections from the case studies: UK 410-418; France 426-434, 436-437; Germany 441-447, 448-450, 452; Japan 455-460, 461-463; USA 470-476, 477-479; Russia 503-508, 510-512.
- Course notes on Welfare States page.

October 2 Short paper on comparative research design due

Oct. 7-9 Political Economy
Readings: text, ch. 4, and relevant sections from the case studies: pp. 362-365, 424, 453-54; 503-16; 394-97. Course notes on Marxism, Fordism, Neoliberalism, Thatcherism
Recommended: Browse the country pages on the course website, especially the Russian Federation.

Oct. 14-16 Democracy and Democratization
Readings: text, ch. 5, 6; as well as the relevant sections from the case studies: UK 419-420; France 434-3; Germany 450; USA 480-81; Russia 511-12.

Oct. 21-Oct 28 Political Institutions and Representation
Readings: text, ch. 8, as well as relevant sections from the case studies: UK 415, 420-422; France 431, 433-436; Germany 446-447, 451; USA 475-76, 481-84; Russia 508-09, 512-14.
Course notes on Electoral Systems and Representation page of course website.
Recommended: text, chs. 7, 9; relevant resources on the country pages.

Oct 30-Nov 6 Political Parties, Party Systems, Interest Groups, Social Movements
Recommended: ch. 11

November 11 Fall Break [no class] November 13 Research Essay Due in class

Nov. 13-Dec 2 Politics of Identity and Citizenship
Readings: text, chs. 12, 13, 14, pp. 392-94. Course notes on Immigration and Citizenship page of course website.
INSTRUCTIONS FOR ASSIGNMENTS

The research design paper (5-6 pages) and the research essay (10 pages + bibliography) should have different topics. Questions from the lists provided below may be used.

SHORT PAPER ON COMPARATIVE RESEARCH DESIGN 5-6 PAGES

Show how you would design a research project to answer one of these questions. In this exercise, the focus is on the design, you are not required to do a literature review and develop full argumentation and conclusions. However, provide complete references for any sources you use. Consult the general writing and documentation guidelines provided at the end of this syllabus.
(i) What kind of preliminary research do you need to do in order to identify or formulate hypotheses?
(ii) Which hypothesis(es) will you test?
(iii) Which concepts need to be operationalized and how will you do this?
(iv) What relationships between variables do you need to find to validate your hypothesis? Which ones would contradict or invalidate your hypothesis?
(v) What are the competing explanations for the same phenomenon? How will your research design show that your hypothesis is best able to account for the phenomenon in question?
Overall, what kind of theory is needed to answer this question, and what kind of research would you have to do to support the theory?

1. What is the primary explanation for the rise of powerful fascist parties in Germany and Italy in the inter-war period?
2. What explains electoral support for populist far-right parties?
3. Why has the European Union adopted more ambitious targets for the reduction of greenhouse gas emissions than Canada?
4. Why did the Co-operative Commonwealth Federation (CCF) Party find stronger support in Saskatchewan than in other Canadian provinces?
5. Why did Sweden, Norway, Denmark develop social democratic welfare states?
6. Is a large middle class a condition for stable liberal democracies?
7. Does heavy reliance upon oil exports for revenue cause states to become undemocratic?
8. Why was England the first country to industrialize?
9. Why did Canadian petrochemical workers develop pro-business unions while the autoworkers developed a more radical “social unionism”?
10. Is there any single factor that explains why women obtained the right to vote before WWII in the European cases of Austria, Denmark, Germany, Norway, and the United Kingdom, but only after WWII in France, Belgium, and Italy?

RESEARCH ESSAY ASSIGNMENT

The aims of this exercise are to develop your research and writing skills as well as your ability to think analytically, using comparative research design. Start your research early in order to determine what kind of literature exists on your topic. You will find that, in comparative politics, you may need to survey an extensive literature in order to select cases and to design a good research strategy. You are invited to draft a one-page proposal for your essay (up to 300 words), along with a preliminary bibliography, to be submitted to your instructor any time before October 28th. This will not be graded, but will give you the opportunity for detailed feedback from the instructor on your methodology and research before the completion of your essay. You may also, of course, seek advice
during office hours. However, it is strongly recommended that you do some preliminary research and have one or two ideas for your essay question formulated before seeking feedback from your instructor. There is a strict limit of 10 pages for this essay. The list of references or bibliography will be in addition to this. You can say a lot in 10 pages if you write concisely.

**Formulate a question:** Is there a question or problem related to political or social developments in the Global North that particularly interests you? Use what you have learned about comparative methodology to formulate a comparative research question that pertains to topics or themes covered in this course. The case study or studies should be primarily from the Global North.

**Provide a rationale** for the cases you have chosen in order to investigate the question (your research design). If you choose to examine a single case, your rationale will need to demonstrate how the findings of your analysis will shed light upon, or in some way test, a comparative theory. The validity or persuasiveness of your conclusions will be judged largely upon the merits or deficiencies of your methodology and the adequacy of your research. Did you review the literature that is relevant to your question and cases? Could you have chosen better cases for comparison? Did you overlook an important explanatory variable? Was your indicator for a phenomenon poorly chosen? Questionably measured?

**Examples of Questions:**

1. **Why did voters in France and the Netherlands vote against ratification of the European Constitutional Treaty while voters in Spain and Luxembourg voted in favour?**
   
   (i) Your first step will be to survey the literature that examines these four referenda. You will find that this literature offers various explanations for the outcomes, which you can note.
   
   (ii) If you were dissatisfied with these explanations, you would look for causal factors that they may have missed. To do this, you would need a solid knowledge of the political cultures, histories, political economies, and institutions of the countries in question.
   
   (iii) It is by searching for contextual differences and similarities that we are able to identify the determining causal factors for a particular phenomenon. As you can see, this kind of analysis will often yield a complex explanation that considers a number of factors (or variables, in more quantitative language), i.e., not one reducible to a single causal variable. You may, however, be able to say something about the conditions necessary for a particular phenomenon to occur.

2. **What are the leading theories regarding the sources of electoral support for parties of the populist far-right?** (You could substitute another party family here, such as the Green parties.)

3. **What factors led to the formation of the Green parties in Europe, North America, and Australia?** Are there factors common to all cases? (An associated question would be to ask if there are substantial differences among these parties, in terms of electoral support, political programs, ideological orientations, or other aspects.) The first is an historical comparative question, which requires an understanding of what was going on in these countries in the years preceding the formation of the Green parties.

4. Here’s an example of a question that calls for a quantitative methodology. Let’s say you want to identify the factors that create the greatest degree of public trust in government. How will you go about doing this? Your first problem will be to decide how concept “trust” is to be measured. This outcome (dependent variable) should be measurable in a way that most analysts will consider to be an accurate indicator of “public trust in government.” Once you have solved this problem, you will
need to select case studies that permit you to identify causal relationships, and to rule out variables that are not relevant. How can you do this?

**Drawing conclusions**
- Identify the level of generalization of your theory: Say something about what kind of theory you are able to offer regarding the phenomenon you are studying. Or, if you are reviewing other authors' theoretical explanations for the phenomenon, identify the level of generality of these theories. That is, how universally does a causal theory apply? Does it apply to a particular set of cases (a middle-range theory), or to all cases (a universal theory)? Also try to identify the theoretical approaches used by the authors whose work you have reviewed.
- Evaluate the competing theories: Say something about how convincing, or valid, the explanations offered are, in your view. Is there an "outlier"—a case that calls into question a theory that you have examined? Is there an aspect of the phenomenon that none of the theories offered seem able to explain adequately? Are there competing explanations that have not been considered?
- Say something about the extent and the limits of your research. Is there further research that would be important in order to develop a more comprehensive or persuasive argument regarding the phenomenon under investigation? What kind of research? This is particularly important if you are trying to contribute original insights to an existing debate.

**Research Bibliography**
Only the sources that you have cited in your paper should be included in your list of references or your bibliography. You should have no fewer than 10 scholarly sources. This means articles from peer-reviewed journals, chapters from edited scholarly books, or scholarly monographs. In addition, you may include documents, transcripts, and reports that you found on the internet. However, these must be credible and clearly identified sources, as well as correctly referenced.

Your essay should be type-written and double-spaced, with font no smaller than 12 pt. The pages should have one-inch margins. Make sure your pages are numbered. Provide the complete reference for the style manual used on the title page of your essay. (Do not include the manual reference in your bibliography or list of references.)

**Documentation and Writing**
You must use an accepted documentation style for your references. The Chicago Manual of Style (CMS) is preferred, but APA or MLA are also acceptable. The CMS may be accessed online, or, you may purchase a style manual. The Turabian et al. manual (see below) provides general guidelines for writing essays, in addition to the style formats for bibliographies, endnotes, and so on.


☐ There are good reasons for using correct, standard styles for punctuation and documentation in your essay; these include clarity and accuracy in identifying the sources of any factual statements or claims you make, and ready comprehension of your writing by the readers. A major problem area is the use of quotations; consult a style guide for the correct practices. Whether you use a referencing style, footnotes, or endnotes, learn an accepted documentation style and use it consistently. The same rule applies for your bibliography or list of references.
Many common practices such as paraphrasing or failing to clearly identify the source of arguments used in an essay border on plagiarism and should be avoided. *If you have any doubts concerning the correct way to use or to credit sources, the correct use of footnotes, and so on, please consult your writer’s manual. If you still have questions, talk to your instructor.*

It is perfectly acceptable to write in the first person.

When using references in your paper, make sure that it is evident to your reader why you are citing a particular source at the end of a sentence. To do this, identify the source of your data or of the argument or interpretation *in the sentence itself.* Here’s an example.

**Do not write:**

The February 2010 White Paper revealed a significant shift in government policy toward the regulation of gold mining (Smith 2006, 12).

[This sentence implies that this is your opinion, based on your reading of the document, and so it is confusing to the reader to see another author cited at the end of the sentence. If, in fact, you are reporting someone else’s interpretation of the meaning of the document, state this clearly.]

**Write:**

In the view of Margaret Smith (2006, 12), an environmental lawyer at CELA, the February 2010 White Paper revealed a significant shift in government policy toward the regulation of gold mining.

[In this example, you see that the reader is also given some information about the expertise or background of the person whose interpretation you are reporting; this helps the reader to assess the significance of the opinion. Always introduce your sources in this way when you first refer to them. We generally state the full name of the source, too, the first time we cite that source, but not subsequently.]

Please note the resources offered by the University of Alberta’s Centre for Writers:

http://www.c4w.arts.ualberta.ca/
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
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 cooperation and assistance in this matter are much appreciated.

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<th>30.3.2(1) Plagiarism</th>
<th>Cheating (Continued)</th>
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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) c 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) c, 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

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Acting 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.

Updated: 30/01/2013

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